"Outrageous Teaching Techniques in Health Education"

National Health Education Standards and Skills Based Approach to Learning:
Mental and Emotional Health

- Sarah's Backpack
- What's Your Status?
- Dice Game of Emotions
  - Untangled
  - 24 hour Band-Aid
  - Affirmation Bubbles

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Dear Ms. Tackmann

Today you were talking in your class about kids who wrote to you about their life. Well, I thought you would be a good person to talk to because I have a lot of stuff going on and I don’t know what to do!

I am pretty bummed and scared. My life is hard for me to handle and I cry a lot over little things. I feel out of control.

I am traveling down a road that doesn’t lead me anywhere and I feel that I have no one who cares for me school is hard for me. I am not very good at it and it bores me sometimes. (Not your class of course)

At home it’s not much better. My dad drinks a lot and yells at me. It is hard not to listen because he shouts pretty loud. He is constantly telling me all the things that I am doing wrong and even though he is not telling the truth, sometimes I think I am starting to believe him. Especially when he tells me I am nothing and I am stupid. My mom does nothing. I think she feels trapped too.

I thought that if I didn’t eat and lost a lot of weight, maybe dad would think I was worthwhile/prettv. Maybe he would notice me. Well, I got pretty sick and my friends were worried about me because I would go for days without eating anything. I even scared myself when I passed out in school.

What scares me the most is the choices that I have made about my own drug use. I find myself hanging out with the smokers and going to parties on weekends. I am becoming my father and that makes me mad!! I am becoming exactly what I hate!!

I am loosing myself. I am allowing my boyfriend to decide what I wear and do. I feel out of control!!

HELP! I sometime think the world would be a better place without me! I really need to talk to someone. Do you have the time?

THANKS,
Sarah (14 year old in your 4th hour health class)

PS I have a little brother.
Activity: Sarah’s Backpack

A **stressor** is a chemical or biological agent, environmental condition, external stimulus or an event that causes stress to person.

An event that triggers the stress response may include:

- **environmental stressors**
  - hot or cold temperatures, elevated sound levels, crowding
- **daily stress events**
  - traffic, lost keys, quality and quantity of physical activity
- **life changes**
  - divorce, death, break-up with a partner, car accident
- **workplace or school stressors**
  - a lot of school work. Presentation, tests
- **chemical stressors**
  - tobacco, alcohol, drugs
- **social stressor**
  - friend and family demands

**Stressors** have physical, chemical and mental responses inside of the body which can cause illness and/or impact a person’s health in a negative way.

List the “stressors” that Sarah identified in her letter in the first column. In the next seven column use a check mark to identify what area(s) of wellness this stressor impacts.

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Social</th>
<th>Physical</th>
<th>Emotional</th>
<th>Career/School</th>
<th>Intellectual</th>
<th>Environmental</th>
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In the effort to help Sarah manage the stressors in her life, write a response to her letter using the “Carefrontation Skill”.

I care/love....
   I see....
   I feel....
   (Listen)
   I will...
   I need you to/would you consider....

Dear Sarah

Select two stressors that you listed on the first chart and identify a minimum of 2 resources and/or suggested ways Sarah can manage this stressor which will “lighten her backpack”.

<table>
<thead>
<tr>
<th>Stressor:</th>
<th>Stress Management Resources:</th>
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2018
What's Your Status? group activity employs a deck of cards and critical thinking to demonstrate how we often judge people on perceived social status.
"Our society bases worth and value on a system of externals" (Lenz 31).

EXPLAIN

Often times our society judges people by the way they look, what they own, or their perceived social status. We are going to identify seven P's that are used to define a person's status.

Use Seven P's Poster to talk through the following P's. Have students give an example of a famous figure with each explanation.

**Physical appearance:** What you look like.

**Performance:** How well you do something or how successful you are.

**Possessions:** The clothes you wear, the car you drive, the house you live in.

**Popularity:** How many friends you have.

**Pleasure:** Doing what you want, when you want, because it feels good.

**Prestige:** How recognized or respected you are.

**Power:** How much influence you have on others.

**Do you think we value people or put people in categories because of these P's?**

Give examples of how a person's P's have been displayed or used to influence others.

**What does society tell you that you have to do or say to fit in and belong? Would a person violate their values in order to obtain a higher status?**

**Activity**

We are going to do an activity with cards.

You are not to look at your card or tell anyone else what their card's value is. When I say, go, everyone will place their card on their forehead with the number facing away from them for others to see. Keep this card on your forehead until you are asked to take it down. You are going to walk around the room and interact with each other, and you are going to treat every person based on the value of their card.

**Examples:**

Avoid low cards such as numbers two to five – lower class, less popular, or lower social status.

Show respect, but not praise for numbers six to ten – middle class, average social status.

Face cards (jack, queen, king and ace) are the most powerful and should be treated the best – upper class, very popular, or upper social status.
A few rules you need to know:
- You cannot ask what card you have.
- You cannot tell other people what card they have.
- You cannot look at your card.
- Make sure you don’t spend too much time on any one person; keep mingling.
- Respect others as you mingle but treat them according to their perceived status.

Hand out a playing card (face down) to every student.
Allow three to five minutes for students to walk around and mingle.

When time is up, ask students to divide into groups throughout the room according to which status they believe they belong in: lower class, middle class, and upper class.

Why do you believe you are in this group?
What did peers do or say that helped you determine your status?
How do you feel about how you were treated?

Discussion

Everyone can now look at their own number.

How is this activity similar or different than what happens in school every day?
Does this activity reflect being a student in your school?
What groups, without saying names of students, would represent the face cards?
What groups of students would represent the 6-10?
What groups of students within your school represent the 2-5 group?
How did you perceive yourself?
How did the way people treated you influence the category you put yourself in?
Have you ever felt overlooked?
What needs to happen as a result of your experiential learning?

Conclusion

Read The System Isn’t Fair.

Does this system play out in our school?

Just like this activity, we were judging based on a number, but in life we judge or treat people different because of the P’s in society. We need to treat every person with dignity and respect. Let’s treat others based on internal qualities of love. There is a different way to acknowledge positive traits rather than negative ones.
Dice Game helps students improve interpersonal communication skills through the use of dice, which enables them to discover and share authentic emotions and feelings.
Introduction

EXPLAIN  Fold your hands.
Now, unfold your hands and refold them the opposite way. Notice how your body feels.
Fold your arms.
Now, unfold your arms and refold them the opposite way. Notice how your body feels.

Did you have to think about how to refold the unnatural way?
How is this similar to sharing how you feel with someone?
How does this relate to handling bullying situations?

Changing the way we do something may feel awkward or uncomfortable. Today we are going to talk about our emotions and how they affect us each and every day.

Activity

Show Emotions Poster.

Emotions are not right or wrong. They provide information about how we experience a specific situation. Different people will feel different emotions depending on the situation because we have different beliefs about ourselves, others, and how the world operates. Emotions also provide us with useful information that we need to recognize and understand in order to learn, live, and grow as an emotionally healthy person. Sharing our emotions with other people can also help us communicate better and build healthier relationships.

Feelings are reactions to our emotions. We are able to respond to situations and share our feelings with others.

Today we are going to engage in an activity that enables us to identify and share our feelings and emotions.

“Emotions play out in the theater of the body. Feelings play out in the theater of the mind. Feelings are sparked by emotions and colored by the thoughts, memories, and images that have become subconsciously linked with that particular emotion for you.”

There are different levels of emotions and we encourage you to share a level three emotion. We want you to share real deep emotions.

Examples:
Level 1 - I feel anxious when I'm running late for school.
Level 2 - I feel anxious when I have a big test at school.
Level 3 - I feel anxious when there is an event in my life where I don't feel safe (school shooting, divorce, terminal illness).
Sharing emotions can be easy or difficult depending on the relationship and the trust level of who you are with. Research tells us the degree to which we share an emotion has a direct relationship to enhancing health. Consider sharing authentic feelings and deep emotions.

Today we are going to use dice to identify our feelings. We are going to break into partners in a moment.

You will choose to roll one, two, or three dice using the cup provided. After you roll, add up all the numbers on the dice then share an emotion and event in your life that corresponds to that feeling on the Roll the Dice Worksheet to your partner. Challenge yourself to share level three experiences or events.

Examples:
- I rolled the number four which is appreciated.
- Level 3 - I feel appreciated when my friends send me a text thanking me for coming to their softball game.

Once you complete this pass the dice to your partner. If you roll the number six, then you can choose an emotion and feeling to share.

When you get the Roll the Dice Worksheet, you should say, “I feel _______ (emotion), when ________ (event or behavior).”

**Discussion**

How did it feel to share your emotions?
How often do you share your emotions on a day-to-day basis?
What benefits are there regarding sharing an emotion with others?
What risks are there regarding sharing an emotion with others?
How might sharing your feelings benefit or help resolve a bullying situation?

**Conclusion**

Identifying and sharing our true feelings is important for our emotional and social health. Fill out the Feelings and Emotions Worksheet. This activity helps us share feelings and the events that impact us.

Think through what you shared today with your partner.

What did you learn about interpersonal communication skills?
How does sharing authentic emotions impact a relationship?

Write down a level three emotion and event or behavior you shared.

**NATIONAL HEALTH EDUCATION (K-12)**
STANDARDS: 4.5.1, 4.8.1
Roll one, two, or three dice. After you roll, add up all the numbers on the dice then share an emotion and event in your life that corresponds to that feeling. Once you complete this pass the dice to the next person. If you roll the number six you can choose an emotion and feeling to share.

"I feel ____ (emotion), when ____ (event or behavior)."

<table>
<thead>
<tr>
<th>1-INSIGNIFICANT</th>
<th>2-REMORSEFUL</th>
<th>3-LOVED</th>
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<tr>
<td>4-APPRECIATED</td>
<td>5-SCARED</td>
<td>6-OPEN</td>
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<tr>
<td>7-DEFENSIVE</td>
<td>8-EMBARRASSED</td>
<td>9-UPLIFTED</td>
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<td>10-ANXIOUS</td>
<td>11-COURAGEOUS</td>
<td>12-VIOLATED</td>
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<tr>
<td>13-ADORED</td>
<td>14-GRATEFUL</td>
<td>15-OPTIMISTIC</td>
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<td>16-REVENGEFUL</td>
<td>17-IGNORED</td>
<td>18-ANGRY</td>
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For more information about Dignity Revolution, visit DignityPledge.com.
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Roll 1 or 2 dice.
I feel ______________ (emotion), when ______________ (event/behavior)

1-MAD
2-SAD
3-HAPPY
4-GLAD
5-FEARFUL
6-OPEN
7-DISGUSTED
8-EMBARRASSED
9-LOVED
10-ANXIOUS
11-COURAGEOUS
12-LONELY
"How are you feeling?"
Getting in touch with your emotions and how you feel about yourself and life is healthy. Read each statement below and fill in the blank.

1. I feel extremely frustrated when:

2. I feel resentment when:

3. I am afraid of:

4. I am most embarrassed when:

5. I feel appreciated when:

6. I am most happy when:

7. I feel loved when:

8. I usually feel great tension when:

9. I feel emotionally balanced and relaxed when:

10. I feel the most confused when:
11. I feel lonely when:

12. I felt hopeful when:

13. I feel confident when:

14. The best quality I have is:

15. If I could change one thing about my emotional myself it would be:

16. I felt __________________ when:

17. I felt __________________ when:

18. When someone else puts me down I feel ___________________.

19. When I complete a project or task that has been very stressful I feel ___________________.

20. This live event __________________ makes me feel __________________ because __________________.
Untangled uses yarn and a touch of magic to demonstrate the steps needed to intervene when someone is the target of bullying or harassment.
Introduction

EXPLAIN
Today we are going to talk about how we can be an upstander, instead of a bystander. Life’s situations can be hard; we might be put into situations where we want to point, laugh, or walk away. Instead we need to stand up for the value of every person, including ourselves!

Can you stand up for others and break the cycle of silence?
Can you take a stand and share what you are feeling when you or someone else is being bullied or harassed?
What would this look like, feel like, and sound like?

Sometimes we can’t manage the situation and need to ask for help. Find a Safe Contact, an authentic, affirming, available adult, to share what’s going on and, if necessary, to report an event like bullying.

Activity

Give each student a piece of string or yarn. Instruct students to do the following:
Tie each end of string around your wrists, like loose handcuffs. Find a partner.
One partner will undo one side of their string and cross over their partner’s string so the two are crisscrossed. Put the string back on your wrist.

EXPLAIN
Your job is to untangle so that you are independent of one another. You cannot undo the knot, you cannot break the string, you cannot take the string off either of your wrists, and you cannot cause bodily damage to you or your partner.

Allow students to try to untangle themselves. Give students 15 seconds and then have them stop to check in on their progress.

How are you feeling?
What haven’t you tried yet?

To make the challenge more engaging, have students pause and offer challenges and encouragement.

Example:
If you and your partner can untangle, you win a homework pass.

Have students go through a few rounds of this. After a few rounds, tell students: Insanity is doing the same thing over and over again and expecting different results. So, if you have already tried something, don’t try it again. Be creative and try something else.

Allow students to try for a few more times and then have students come together to form a circle, while staying connected with their partner.
Discussion

How do you feel?
Did you feel like giving up? Why or why not?
How is this activity like being in an abusive relationship or being bullied every day?

Now I am going to show you how to untangle this difficult situation by using an "I Message." "I Messages" help you know what to say in a difficult situation.

How are "I Messages" different from "You Messages"?
"I Messages" are assertive while "You Messages" are aggressive. "I Messages" are non-judgmental, non-threatening, and authentic.

Examples:
"You idiot. You are always late and it is annoying."

If you use a "You Message" you are adding logs to the fire and heightening situations. When you use "I Messages" you are putting water on the fire.

"I feel upset when you are late because it makes me have to wait and I need you to be on time."

Sometimes it seems easier to just walk away when someone is being bullied, but if you respectfully step in you can make a difference. When bystanders intervene, bullying stops within 10 seconds 57% of the time.

Maybe you are afraid to confront a situation, or simply don't know how. Here is a way we can "untangle" the situation.

Example:
I feel upset, sad, scared... (emotion)
When you call me names, put me down... (describe hurtful behavior)
Because it is not uplifting, it hurts... (how it impacted you or others)
I need you to stop calling me those names, to stop pushing me away... (action requested or completed by you)

EXPLAIN
Now one partner will lay their string on the arm of the other person. This represents your confrontation and empowers you to break the silence. When you confront someone, use an "I Message."

"I Messages" shared with an assertive passion can change a behavior because you are taking it on yourself. If you use a "You Message," it only adds to the emotional fire and gives them the power.

Hand out "I Message" Cards,
Note:
Feel free to share a real experience from your life that could enhance the students understanding of “I Messages” and “You Messages.”

Example:
I feel disappointed when you didn’t answer my text because I waited two hours for a reply. I need you to show me respect.

Sometimes confronting someone doesn’t work. You need to gather data of when you saw this happen so you can tell a trusted adult and get help.

EXPLAIN
With your string still laying on your partner’s arm, lift up their string and reach underneath to pull your string through the hole of your partner’s string and toward you over their hand – this represents bringing the data to someone you can trust. Once you pull it through, let the string go. You will be free to access help and change can happen.

Practice this a few times with your partner. Create an example situation and use an “I Message,” then gather data to get out of the situation. Or use the following example. “One of your classmates just assaulted you. With your partner, role play “I Messages,” then gather data to give to a Safe Contact to get out of the situation.”

You can use this strategy with your friends, siblings, parents, teachers, bullying situations, etc.

Find another partner and create a bullying or harassment situation. Use the skills you learned to confront the behavior you are desiring to change.

Help students remember these powerful words. Practice changing hurtful “You Messages” into “I Messages” with the The Power of “I Message” Worksheet. Use the The Power of “I Message” Worksheet Sample for examples.
Give each student a small card that they can use as a reminder when confronting difficult situations.

I Messages:
I feel... (emotion)
When you...
(describe hurtful behavior)
Because...
(how it impacted you or others)
I need...
(action requested or completed by you)
MISSION POSSIBLE
The Health Risks of Stress

MISSION POSSIBLE

LESSON DESCRIPTION

Mission Possible uses balloons, markers, and group interaction to help students understand the social, emotional, and physical impact stress and bullying can have on our health. It is important for students to identify signs and health risks so they can manage it in a healthy way.
Lesson Description

Mission Possible uses balloons, markers, and group interaction to help students understand the social, emotional, and physical impact stress and bullying can have on our health. It is important for students to identify signs and health risks so they can manage it in a healthy way.

Overview & Outcome

Students will be able to understand and define the terms stress, stressor, stress overload, and stress management.

Students will be able to identify health risks and consequences a person may experience due to stress and bullying.

Students will be able to understand that stressors like bullying behavior, can have a serious and long-term impact on a person's physical, emotional, intellectual, spiritual, and social wellness.

Students will list and describe how stress affects their health and be aware of how and when to implement stress management strategies.

Time

This activity will take 30-45 minutes.

Preparation & Materials

✓ Watch Instructional video titled Mission Possible at DignityPledge.com resources.
✓ What is Bullying or Harassment? Poster (print on 11 x 17 - page 63)
✓ Mission Possible Instructions (page 64)
✓ A-Z Health and Wellness Worksheet (one for each student – page 70)
✓ Respect Policy (Appendix) or school policy (one for each student)

Each group of five students needs:
✓ Print out the Stress Packet and put in a large envelope (pages 65-69)
✓ 3' x 5' white poster paper
Each group of five students (continued):

✓ One plastic bag with:
  • Five blue markers
  • Five red markers
  • One black marker

✓ One Dignity Revolution balloon stuffed with the Mission Possible Instructions. You can purchase pre-stuffed Dignity Revolution balloons and other teaching materials online at DignityPledge.com/store.

Optional:
✓ "Mission Impossible" theme song

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Note:
If you or a student have a latex allergy, place the mission in a brown paper bag and pop the bag instead of the balloon.

Do not provide any resources for students to pop the balloons, rather allow them to be creative.

If you don’t have the Dignity Revolution balloons, you can create your own by copying the Mission Possible Instructions on a small piece of paper and stuffing it into one balloon.

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**Introduction**

**EXPLAIN** Affirmations strengthen the mind, change the directions of thoughts for better, and help the body attain a better state of health and well-being.

Bullying doesn’t just place a person under mental stress, it places the body under physical, social, and mental stress as well. In today’s activity we will examine the impact that stress and bullying have on our health and the health and well-being of others.

What is bullying?
Bullying is repeated, unwanted behavior which creates an imbalance of power.
See What is Bullying or Harassment? Poster.

What does bullying look like, sound like, and feel like?

“Bullying strips people of their dignity. It devalues human beings” (Lenz 24).

What is not considered bullying?
Something that happens once with no intent of a person trying to gain control over another person.
Use your school's bullying prevention policy and expectations or the Respect Policy to reinforce the positive culture of your school.

Why do people bully others?

"Some people bully others to get attention, to become popular, or to push others down in an effort to build themselves up. They feel better about themselves when they feel big or powerful. Others may come from families where there is physical or verbal abuse on a regular basis. They think being angry, calling people names, belittling someone, or pushing people around is the normal way of life" (Lenz 33).

Sometimes, people don't realize they are being the bully. They think they are having fun, but if they stopped to see the reaction of their friend or listen to the words they are saying, they might realize they crossed the line of teasing and are now bullying. If you find yourself picking on someone because of religion, race, gender, disability, or appearance, this is not teasing; this is bullying.

Bullying is less about the person's motives and more about the impact it has on the other person. Bullying is about dominance over another.

Activity

Now that we have defined bullying, let's discuss what effect it has on our overall health. In this activity, we are going to work in groups to explore the impact stress and bullying can have on a person's well-being.

What is stress overload?

What are the risks of stress overload?

Break the class into equal groups of five (table or floor space works best). Give each group:

- One 3' x 5' white poster paper
- One black marker, five red markers, and five blue markers
- One balloon NOT inflated with Mission Possible Instructions inside

Round One

When the "Mission Impossible" music begins to play, blow up the balloon and tie it off. Then pop the balloon, remove the mission inside, and follow the Mission Possible Instructions. You have about three and a half minutes to complete the mission.

Focus on what bullying does to our health. Work as a team. If there are duplicate answers within your group, neither will count.

At the end of the song, ask students to tally their results and write the total on the top left corner of the paper in blue. Invite groups to share some of the risk factors they have listed on their posters.
How might stress impact a person's health?
What surprised you?
How would prolonged stress impact a person's mental health?

Note:
If you want to extend this lesson, you can teach students about reliable resources and ask them to go online and research effects of stress on the body. Otherwise, feel free to use the Stress Packet provided.

Round Two: Repeat Activity with Stress Packet

Put your blue markers away.

EXPLAIN
We are going to do this activity again, but this time you are allowed to use additional resources found in the Stress Packet given to your group. This time use your red marker. Using the Stress Packet each person in your group adds new information that you didn't write down on your silhouette. Every time you add in red a new risk factor, quickly share this information with your group out loud. The same rules apply as last time; no duplicate answers.

Play the "Mission Impossible" song one more time and have students use resources to add additional risk factors.

After about three and a half minutes, have each group count how many items they came up with and write the total on the top right corner of your paper in red. Discuss what they learned from doing the activity a second time.

Discussion

What did you learn regarding stress and how it might impact your health?
How might bullying impact a person's health?
When a person is the recipient of bullying behavior, what long-term health risks might they experience?

Conclusion

"We don't have to be influenced or controlled by a society that tells us we're not good enough. We don't have to live as victims, falling into self-pity and despair over past experiences. Nor should we fight injustice with hatred. The answer lies elsewhere. We can become part of the solution. We can transform our world where lives have purpose and meaning for all, no matter what has been said or done to us, no matter our past mistakes, no matter what this life hands us. We can demonstrate resilience when faced with life's challenges. Life is worth living. I dare you. I dare you to become part of the Dignity Revolution, no matter what." (Lenz 7).
Stress is one of the main effects of bullying...

1. With your black marker, quickly draw a large silhouette of a person on your paper.

2. With your blue marker, draw and label all parts of the human body that can be affected by bullying or stress. Then list the health risks next to each body part. (Example: Draw a heart and next to the heart write, “Heartbeat gets faster.”)

3. Draw and list as many other risk factors for bullying and stress you can think of on the silhouette by using words or graphics.

4. The group who identifies the most items on the paper wins! Hurry...you only have a few minutes. If there are duplicate answers within your group, neither will count.
# Symptoms of Stress

**Behavioral Symptoms**
- Isolating yourself from others
- Eating more or less
- Using alcohol, cigarettes, or drugs to relax
- Sleeping too little or too much
- Procrastinating
- Disregarding responsibilities
- Nervous habits

**Cognitive Symptoms**
- Memory problems
- Poor judgment
- Anxious thoughts
- Inability to concentrate
- Constant worrying
- Seeing only the negative
- Racing thoughts
- Forgetful or disorganized

**Emotional Symptoms**
- Moodiness
- Feeling overwhelmed
- Sense of loneliness and avoiding others
- Irritability or short temper
- Easily agitated
- Inability to relax
- Depression or general unhappiness
- Low self-esteem

**Physical Symptoms**
- Aches, pains, or muscle tension
- Low energy
- Nausea or dizziness
- Chest pain or rapid heartbeat
- Headaches
- Diarrhea or constipation
- Frequent colds
- Insomnia
How Stress Affects Human Body Systems

MENTAL & BEHAVIORAL
- Anxiety, panic disorders, depression, anger, headaches, sleeping disorders, nightmares, lack of energy and concentration, addictions, isolation, suicidal thoughts, tremors, mood swings, loneliness, OCD, learning disabilities, lying, nervousness

HEART & LUNGS
- Increased heart rate, high blood pressure, risk for heart attack and high cholesterol, fatigue, difficulty breathing, chest pain

IMMUNE SYSTEM
- Frequent illness, inability to fight infection, colics, sores, rashes, pain disorders, unexplained allergies, excessive sweating

GASTROINTESTINAL
- Acid reflux, nausea, cramping, bloating, belching, increased or decreased appetite, eating disorders, dry mouth, swallowing problems, constipation, diarrhea, weight gain or loss

MUSCULOSKELETAL
- Unexplained aches and pains in joints, bones, and muscles, decreased bone density, TMJ, jaw clenching, teeth grinding, clumsiness, neck or back pain

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Use each letter of the alphabet to create a word or phrase that is associated with the impact that stress from a bullying or harassment event might have on a person's overall health and wellness.

A
B
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Mission Possible 2 demonstrates the impact that authentic affirmations have on a person’s health and well-being. Affirmations strengthen the mind, change the direction of thoughts for the better, and help the body to achieve a better state of health.
Affirmations have the incredible ability to enhance health and change the way we think and feel.

1. With your black marker, quickly draw a large silhouette of a person on your paper.
2. With your green marker, draw and label all parts of the human body that can be positively impacted by authentic affirmations. Then list the health benefits next to each body part. (Example: Draw a smile and next to it write person feels happier.)
3. Draw and list as many health benefits as a result of affirmations you can think of next to the silhouette, using words and graphics.
4. The group who identifies the most items on the paper wins! Hurry... you only have a few minutes. If there are duplicate answers within your group, neither will count.

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Signs and Symptoms of Affirmations

"A positive attitude causes a chain reaction of positive thoughts, events and outcomes. It is a catalyst and it sparks extraordinary results."

—Wade Boggs

<table>
<thead>
<tr>
<th>Behavioral Symptoms</th>
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<tbody>
<tr>
<td>Connections with others</td>
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<tr>
<td>Increased openness to change behaviors</td>
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<tr>
<td>Decrease of defensive biases</td>
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<tr>
<td>Happier</td>
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<td>More confident</td>
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<tr>
<td>Optimistic</td>
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<tr>
<td>Clear thoughts</td>
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<td>More encouraged</td>
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<thead>
<tr>
<th>Physical Symptoms</th>
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<tbody>
<tr>
<td>Higher energy</td>
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<tr>
<td>Decreased racing heart rate</td>
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<tr>
<td>Oxytocin released</td>
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<tr>
<td>Less Nausea</td>
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<tr>
<td>Less stomach cramping</td>
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<thead>
<tr>
<th>Emotional Symptoms</th>
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<tr>
<td>Less suicidal thoughts</td>
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<tr>
<td>Greater relaxation</td>
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<tr>
<td>Increased self-control</td>
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<tr>
<td>Less depression</td>
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<tr>
<td>Greater sense of belonging</td>
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<tr>
<td>Higher self-esteem</td>
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<td>Regulating stressful emotion</td>
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<tr>
<th>Social Symptoms</th>
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<tbody>
<tr>
<td>Recognition and bonding</td>
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<tr>
<td>Formation of trust between people</td>
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<tr>
<td>Increased feeling of love and empathy</td>
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<tr>
<th>Cognitive Symptoms</th>
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<tr>
<td>Problem-focused coping strategies</td>
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<tr>
<td>Lowered problems with mental health</td>
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<tr>
<td>Less anxious</td>
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<tr>
<td>Less stressed</td>
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<tr>
<td>Less worrying</td>
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<tr>
<td>Seeing positivity in world</td>
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<tr>
<td>Stability</td>
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<tr>
<td>More processing</td>
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</tbody>
</table>
How Affirmations Affect Human Body Systems

MENTAL & BEHAVIORAL
Dexoxifies your brain of negative feelings and emotions, lower rates of depression, better psychological and physical well-being, better coping skills during hardship and stress, better sleep, connectedness, more joy caused by elevated levels of dopamine in your brain.

HEART & LUNGS
Reduced risk of cardiovascular disease, helps in lowering blood pressure from nitric oxide being released and expanding blood vessels.

IMMUNE SYSTEM
Greater resistance to sicknesses like common cold.

GASTROINTESTINAL
Lower rates of distress, less nausea.

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Bonding Bandages challenges students to change the prominent negativity in our society by being positive with their thoughts, words, and actions for a minimum of 24 hours through the use of a bandage as a visual aid.
Introduction

If you were to record what you saw or heard every day, would there be more positive or negative messages?

Consider TV shows, news, and social media.

Can you think of examples of positive interactions between people?

How about negative interactions?

Which one do we see more often? Explain.

When you see these negative interactions, how do you feel?

Does social media influence our behavior regarding bullying? Give examples.

Do peers influence our behavior regarding being an upstander? Give examples.

Optional Introduction

Put students in groups of four. Give each group a newspaper section and have them highlight all stories in green that are positive and all stories that are negative in pink. Write positives and negatives on Newspaper T-Chart Worksheet.

What observations did you make from the newspaper?

Did you see more positive or negative stories?

How does this make you feel?

Our culture is permeated with negative thoughts, actions, and behaviors. Today we are going to discuss how our words and actions affect how we interact with others and how we can create a positive change.

Activity

EXPLAIN  Dignity Revolution is designed to demonstrate that every person has value and worth. When we bully someone, we are not showing them kindness or treating them the way they deserve to be treated.

Give each student a bandage and ask them to hold onto it and not open it until you give further instructions.

What is a bandage used for?

When I say, "go," take the bandage out of the package and put it on the back of your hand.

Give all students time to put on bandages before moving on.
Discussion

On average, how long did it take to put on the bandages?

Typically, it takes about 9 to 16 seconds. How does that make you feel?

Did you know, in the United States a person is injured from domestic violence every 15.7 seconds? That is about the same amount of time it took us to put on the bandages. **EVERY 9 seconds a woman is abused.**

How does that make you feel?

Just like physical violence, our words can hurt too. If you see physical violence, bullying, or hear words being used to hurt another person, be an upstander. Respectfully intervene and tell a trusted adult.

Think of a time when you felt hurt because of another person’s words or actions.

How can that hurt impact a person’s physical, social, or emotional well-being? How might encouraging words impact a person? Can you change someone’s day by being positive with words or actions? Can you choose to make a difference in this world by building up rather than tearing down others? What might that look like, feel like, and sound like?

Conclusion

Think of a time when you experienced hurt or pain because of another person’s actions.

How did that make you feel?

Let students quietly and personally reflect on this for a few moments.

Next have students pair up and share how they felt. Discuss how pain impacts a person’s physical, social, or emotional well-being.

Share an example of how an affirmation positively changed a negative situation.

Every time you see the bandage, remember that you and others have value and deserve to be treated with kindness and use words that affirm not hurt.

Together, let’s pledge to treat each other with kindness, respect, and dignity. Wear the bandage for 24 hours as a reminder to only use positive and encouraging words toward yourself and others. Be aware of the negative and positive around you and choose to use words that are helpful and uplifting. When you are texting or posting, stop and re-read your words. Before you speak, act, or use social media, ask yourself if your message is helpful or hurtful.
Is your message kind and true?

Keep the bandage as a reminder that you and others have value and the right to be treated with kindness and dignity. Once you are done with the 24-hour challenge, you can place the bandage on your phone or computer as a reminder that when you are using social media, you should be positive and uplifting rather than tear others down.

Note:
If you see these students the next day ask these follow up questions:

What were three challenges you had during the last 24 hours as far as affirming others?
What did you learn as a result of this challenge?

NATIONAL HEALTH EDUCATION (K-12)
STANDARDS: 2.8.5, 2.8.3, 4.8.1
<table>
<thead>
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<th>POSITIVES</th>
<th>NEGATIVES</th>
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Encouragement Bubbles impact the culture of the entire school through authentic and personal student focused affirmations.
Introduction

**EXPLAIN** Everyone appreciates being recognized for doing something well. Sometimes we can forget what makes us great. Hearing kind words from those around us can encourage us to keep doing our best. Encouragement is a word that describes the action of giving someone support, confidence, or hope. Being a good friend means being a helper to your friends when they need it. We can do that by using words of encouragement when we speak to each other.

When do you feel most encouraged?
What kinds of things do you like to hear from others?
Who in your life makes you feel good with their words?
Do you give others encouragement? How?
What does encouragement sound like? Feel like? Look like?

Today's activity is going to give students a chance to express encouragement to classmates, therefore empowering them to lift up those around them with positive words of affirmation. See *Positive Character Traits* for a list of adjectives to help with brainstorming.

Affirmations are emotional or verbal encouragement or support. Affirmations can detoxify your brain of negative feelings and emotions. When someone affirms themselves or others, people are happier, more confident, less stressed, and more optimistic in general.

Activity

Pass out one Encouragement Bubble from the *Encouragement Bubbles Template* to each student. Have them write their name in the center.

Students are going to leave their own bubbles at their desks, then go around the room and write qualities that they respect or appreciate on their peer's bubbles. They should identify the person's strengths that make them unique and valuable. Display *Positive Character Traits* on the board to help students brainstorm.

Remind students to stay positive and remember they are charged to encourage or support their classmates by making them feel good about themselves through the use of authentic affirmation statements. Use *How to Write a Positive Affirmation Poster* as a guide.

**Examples:**
- "I appreciate your kindness to me when you opened the door yesterday."
- "You are very brave to try something new."

Each person has value and we want the person who owns the bubble to feel valuable. Affirmations must be positive, powerful, meaningful, and strong. They must be authentic and uplifting. Students return to their own Encouragement Bubble and take some time to read over their encouragements.
Alternate Activity

Obtain a list of all students, teachers, and staff in your building. Divide the list and give each person an equal number of bubbles.

We are going to create an Encouragement Bubble for EVERY student, teacher, and staff in our school. On these bubbles, write qualities and attributes that you respect and admire about each person. Use only kind and uplifting words. A list of Positive Character Traits is available for inspiration.

Write meaningful words for every person you create an Encouragement Bubble for. If you don’t know a student you have been assigned to, it is your task to get to know them or switch with someone in your group who knows them. Use your best handwriting because these will be displayed for the entire school to read.

Make sure to write the student’s first and last name on the bubble. Write three to five uplifting statements of affirmation about each person. When you have finished all of your Encouragement Bubbles, double check that you haven’t forgotten anyone.

Hang the bubbles in a common area where they will be visible. Ask your advisor where to display them and what tape or string to use.

Discussion

Class discussion on sharing each student’s favorite encouragement.

Remind students that they are to be thinking positive, encouraging thoughts and to affirm that every person has value.

*How did the activity make you feel?*
*How do affirmations influence your health and others?*
*What influence does affirmation have on you?*
*What did you like about giving affirmations? How about receiving them?*
*How can an affirmation change your day?*
*How did this bubble encourage you?*
*Why do you think it’s important to tell others what you think is valuable about them?*

On the back of the encouragement bubble write how you felt after reading these affirmations.

Note:
Feel free to have students turn their bubbles in and write an affirmation on each student’s bubble yourself to continue the positivity in your classroom.
Adaptable    Empathetic    Patriotic
Admirable    Energetic    Peaceful
Adventurous  Enthusiastic  Perceptive
Affable      Extraordinary Persistent
Affectionate Exuberant    Personable
Agreeable    Fair        Persuasive
Ambitious    Faithful    Philosophical
Amicable     Fearless    Polite
Amusing      Focused    Powerful
Articulate   Forceful    Practical
Aspiring     Forgiving   Precise
Athletic     Friendly    Principled
Attractive   Fun-loving  Profound
Balanced     Funny      Protective
Benevolent   Generous   Quiet
Brave        Gentle     Rational
Bright       Genuine    Reflective
Brilliant    Good       Relaxed
Calm         Gracious   Reliable
Capable      Hardworking Resourceful
Captivating  Helpful    Respectful
Careful      Honest     Responsible
Caring       Honorable  Romantic
Challenging  Humble     Scholarly
Charismatic  Humorous   Secure
Charming     Imaginative  Selfless
Cheerful     Inspired    Sensible
Communicative Intellectual Sentimental
Confident    Independent Shy
Conscientious Insightful Sincere
Consicere    Intellectual Sociable
Courageous   Intuitive   Spontaneous
Courteous    Kind       Strong
Creative     Knowledgeable Sweet
Curious      Logical     Sympathetic
Daring       Loving     Thoughtful
Dedicated    Loyal      Tidy
Determined   Mature     Tough
Dignified    Neat       Trusting
Diligent     Nice       Unassuming
Diplomatic   Open       Understanding
Directed     Optimistic  Warmhearted
Disciplined  Organized  Willing
Discreet     Original   Wise
Dynamic      Passionate
How to Write a Positive Affirmation

1. Start with "You are..."
2. Use present tense
3. Be positive
4. Use powerful, authentic words
5. Be specific

Make affirmations for yourself and others!