



# 4-H Grab and Go: All About Me

## Concept:

Recognize how personal strengths affect healthy behaviors.

## Age/Grade Level:

Middle school: Ages 12-15

## Education Standard:

National Health Education Standard 7: Practice health-enhancing behaviors to avoid or reduce health risks.

## Life Skill:

Self-Esteem, Self-Responsibility

## Success Indicator:

Youth will identify their personal strengths and how they affect their behaviors.

## National 4-H Curriculum:



# Health Rocks!

4-H ■ HEALTHY LIFE SERIES

## PREPARATION

Time: 30 – 45 minutes

## Space:

Large open classroom or outdoor space

## Materials:

- Inflatable beach ball

## Background Information:

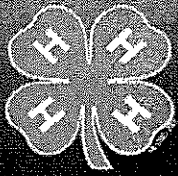
Everyone needs to be aware of their strengths and build upon them to help them feel positive about who they are. The same is true with youth. Youth who have positive views of themselves are less likely to use tobacco, alcohol, and other drugs. The more that youth feel they have personal worth and positive strengths, the better they feel about themselves, exhibit higher self-esteem, and feel a sense of belonging.

Strengths can mean different things to different people. To some it might be their physical strength such as lifting heavy objects or running fast. To others it might be intellectual strengths such as getting all "A's" or understanding math. Everyone has strengths and it is good to be aware of those strengths and focus on them, rather than think about the things we can't do.

## Instructions:

Discuss personal strengths. What are some personal strengths you have? Note: If participants are reluctant to share, use the List of Strengths under **Learn More** to prompt discussion.

1. Have the group form a circle. Explain that this activity will illustrate how focusing on your personal strengths and feeling good about yourself works. The beach ball represents your self-esteem, filled with all of the strengths you identified.
2. Toss the fully inflated ball across the circle and have the person catching it push in on one side. What happens when you do that? Does it go back to its original shape? Why?
3. Have that person toss it to someone different. Have them bounce the ball on the floor. Does it bounce? Why? Explain that these may seem like silly questions but that there is a point to be made.
4. Have that person toss the ball to someone different. That person will need to list one thing a youth might do or say to a peer that could lower their self-esteem. Have the person holding the ball let out just a little bit of air and toss it to someone who has not had the ball.
5. Repeat step 4 until everyone in the group has had a chance to catch the ball or until the ball has about 1/3 to 1/2 of the air let out of it.
6. Have the last person holding the ball push the side of the ball and ask them if it is returning to its original shape. Why? Have them try to bounce it. Of course it won't bounce because it doesn't have enough air. It is not resilient.
7. Discuss the **Open Ended Questions**.



# All About Me

## Youth Development Tips:

Make sharing optional by starting the discussion with a disclaimer that those who do not feel like sharing do not have to.

## Open Ended Questions:

- How is your self-esteem like the beach ball? Do you ever feel like the air has been taken out of you?
- How do you think this activity illustrates the importance of self-esteem as it relates to tobacco, alcohol, and other drug use?
- What does being resilient mean? (It means being able to bounce back from something that might lower your self-esteem.)
- Why is it important to talk about self-esteem when we talk about tobacco, alcohol, and other drugs?
- How might the decisions you make be different if you were feeling good about yourself (had high self-esteem) versus feeling down on yourself (low self-esteem)?
- How can you help others raise their self-esteem?
- What strengths would you say help build your self-esteem?

## Additional Notes/Extension/Glossary

**Resilient** - tending to recover from or adjust easily to change; elastic in other words.

## Learn More

The following websites provide additional information:

[www.extension.iastate.edu/4h/lifeskills/previewwheel.html](http://www.extension.iastate.edu/4h/lifeskills/previewwheel.html)

[www.clemson.edu/psapublishing/PAGES/FYD/FL525.pdf](http://www.clemson.edu/psapublishing/PAGES/FYD/FL525.pdf)

## List of Strengths

- 1) I try to treat people well – even if I don't like them.
- 2) I like helping all people not only just my family or friends.
- 3) I believe that it is important to learn about people who are different from me.
- 4) I try to find ways to learn about or interact with people from different cultures.
- 5) I do not lie, even if it is difficult to tell the truth sometimes.
- 6) I always do the right thing, even if others might think I'm silly.
- 7) I think that I can make a difference in this world, even as a young person.
- 8) I sometimes think about how to help people who are less fortunate than me.
- 9) Even when I feel lazy or I don't feel like finishing my school work, I still make sure to complete my work on time.
- 10) I am able to resist the temptation to do things I know are not good for me or good for others.
- 11) When I am stressed or worried about something, I try to find healthy ways to relax.
- 12) When I have a problem, I don't run away from it. Instead, I think about ways to solve it.
- 13) When I need to make an important decision, I try to think about the possible results of my actions.
- 14) When I need to accomplish something like a project, I like to think about all of the steps and how to accomplish each one.
- 15) When a friend is feeling very bad or going through a difficult situation, I feel sorry for her/him.
- 16) When someone I know accomplishes something great, I can be happy for him/her.