

PURPOSE

To prepare students to make excellent decisions regarding their whole person.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Set concrete goals for excellent choices about their whole person.
2. Identify ways to demonstrate effort and patience with regards to their whole person.

MATERIALS & RESOURCES

- *Inside/Outside Pairs* flashcards (see Materials)
- *What's Good for Me* worksheet (see Materials)
- *It's Hard for Me* list (see Materials)
- Supplemental materials:
 - *Tara Lipinski Wins Gold Medal Aged 15 | Nagano 1998 Winter Olympics* video
(<https://www.youtube.com/watch?v=fOlqIXNbOoM>)

VOCABULARY

- **effort:** the choice to always keep trying
- **patience:** the ability to get through challenges despite sadness or frustration

PROCEDURE

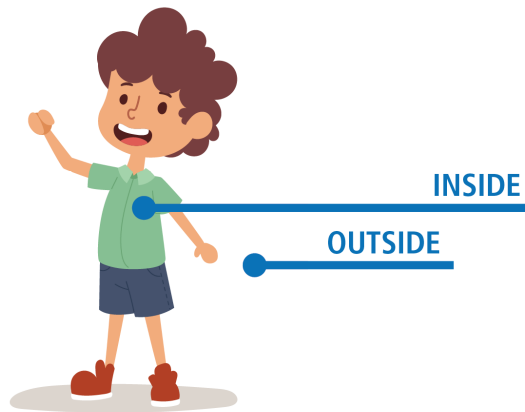
Step 1: Review the previous lessons.

Ask students to share their healthy family recipe or activity; depending on available time, either in small groups or as a class. Ask: How does this healthy recipe help us to grow in excellence?

Step 2: Start with a hook. Ask students to turn to each other in groups of two or three. Each student should take a moment to brainstorm an award that they would give each other member of their group—i.e., the “Funniest Classmate Award” or the “Beautiful Singer Award,” etc.—and explain why they would give it.

Explain: Today we are going to look more closely at how we can work to make excellent choices about *who we are*. Before we start, we want to hear from others how they see our person!

Step 3: Teach the elements of the person. Begin by drawing a stick figure on the board. Call him “Dignity Dan,” and identify two parts to him: who he is on the inside, and what he can do to reflect who he is on the outside.



To help students understand the two categories, ask student volunteers to hang and then match the *Inside/Outside Pairs* flashcards, to develop a picture of the inside traits that lead to certain outside actions.

Inside

patient
hard-working
kind
artistic
musical
athletic

Outside

waits quietly for their turn to speak
finishes all homework
smiles at everyone
draws beautiful pictures
practices guitar
exercises daily

Ask students to develop another few pairs of inside/outside traits for the list [i.e., generous, imaginative, etc.].

Explain: As human beings, we develop certain traits on the inside, such as patience, effort, and kindness. Depending on these qualities that we have on the inside, we are able to do a better or worse job with showing who we are on the outside, by developing our different talents or gifts, our hobbies, getting a job when we are older, and more. For example, the more patience we have on the inside, the easier it is to spend long hours practicing the guitar, if we want to become music stars. Our excellence begins on the inside first!

Give students a copy of the *What's Good for Me* worksheet, on which they should set two goals for their person on the inside, and two goals for their person on the outside, as well as identify one way each that meeting these goals will be a challenge. Model a goal and challenge on the board before the students begin.

Step 4: Teach two traits to help guide students through challenges they might experience.

Write on the board:

- **effort:** the choice to always keep trying
- **patience:** the ability to get through challenges despite sadness or frustration

Explain: On the path toward human excellence, we will encounter different challenges. This is where our power to choose becomes so important! We can choose: to either give up, which isn't much of a powerful choice, or we can work to put effort and patience into trying anew every day to develop our traits and our whole person, both on the inside and inside, until we reach a place of human excellence.

Lead students through a discussion regarding the example of struggling to read along with the rest of the class.

Divide the class into groups of 2-3, and hand each group one *It's Hard for Me* example. Students should brainstorm together a plan of action for overcoming the challenge. Come back together as a class and work through one example together.

Step 5: Summarize: Today we have taken the next step in understanding the kinds of choices we can and should make as human persons, as we grow in excellence. The choices we make about our whole person, including the traits that help determine who we are, as well as the things that we do, all affect our growth along the path to becoming heroes. We should always make the most excellent choices, with effort and patience, as we grow.

FOLLOW-UP & HOMEWORK

Ask students to use one of their gifts/talents/hobbies to bring joy to another person this week.

SUPPLEMENTS

Supplement 1: Help students understand that growing in excellence requires the making of constant, excellent choices over time.

In 1998, at the Winter Olympics in Japan, Tara Lipinski won the ladies' figure skating Olympic gold medal at the age of 15 years and 8 months, becoming the youngest Olympic gold medalist in ladies' figure skating at an individual event. This gold medal had always been her ultimate goal.

The intentional preparation for the Olympics, which led to this medal, required great sacrifice. When she was still young, she moved with her mom from Texas, where her dad stayed, first to Delaware and then to Michigan, where she trained with renowned figure skating coach Richard Callaghan. Her parents made other difficult financial, social, and educational decisions for her training to be possible.

She would skate long hours. She also did daily physical training, to condition and strengthen, massage and stretch her body. She trained mentally for the pressure that came with high-stakes competitions. After all of this commitment, after daily commitment to eating well, to preparing her body, to developing the artistic element to her skating, to completing school work, Tara went on to become a champion across the board.

In late 1996, at the U.S. Postal Challenge, she became the first female skater to land a triple loop/triple loop jump combination, which became her signature element. In early 1997, she unexpectedly won the U.S. Championships and, at 14, became the youngest person to win the title. She also won the 1997 Champion Series Final, again becoming the youngest female ever to win the title. She went on to win the World Championships, again the youngest person to win the title, and finally the gold medal at the Olympics. It was the consequence of a series of many excellent choices.

Supplemental Activity:

If time permits, show the [*Tara Lipinski Wins Gold Medal Aged 15 | Nagano 1998 Winter Olympics*](#) video, to demonstrate Tara's excellence with regards to her gift for skating.

patient

**waits quietly
for their
turn to speak**

**hard-
working**

**finishes all
homework**

kind

**smiles at
everyone**

artistic

**draws
beautiful
pictures**

musical

**practices
guitar**

athletic

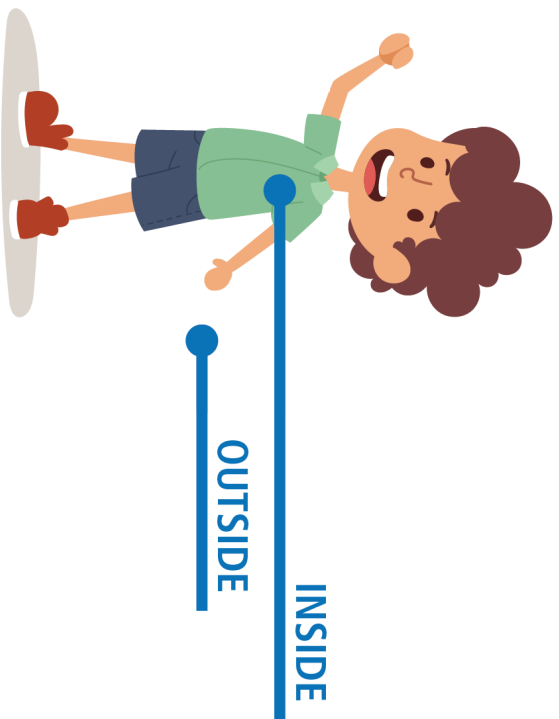
**exercises
daily**



WHAT'S GOOD FOR ME

Name: _____

Directions: Fill in the goal charts below. Choose inside traits, and outside actions, to practice, and identify challenges you might experience.



INSIDE EXAMPLES	OUTSIDE EXAMPLES
patient	waits quietly for their turn to speak
hard-working	finishes all homework
musical	practices guitar

WHAT TRAITS DO YOU WANT ON THE INSIDE?

1. _____

2. _____

One challenge I may experience:

HOW WILL THESE TRAITS LOOK ON THE OUTSIDE?

1. _____

2. _____

One challenge I may experience:



Human
Dignity
Curriculum

IT'S HARD FOR ME #1

**Dignity Dan wants to be more patient, but every time someone hurts his feelings or does something that he doesn't like, he gets so angry.
He usually show his anger by yelling at the person who made him angry.**

Grade 3, L6B - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #2

**Dignity Dan wants to be more generous, but every time someone asks him to share, he gets annoyed and doesn't share.
He's afraid that his things will get broken.**

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Human
Dignity
Curriculum

IT'S HARD FOR ME #3

**Dignity Dan wants to put more effort into his homework, but doesn't know how to, since he doesn't like working on homework.
Every time he goes home, it's easier to just play video games.**

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Human
Dignity
Curriculum

IT'S HARD FOR ME #4

**Dignity Dan wants to be more kind to his classmates, but he struggles showing kindness, since they are mean to him sometimes, and tease him for what he wears.
He has a hard time thinking that being kind will make things better.**

Grade 3, L6B - Choosing for Myself