

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

- **Best Foot Forward** worksheet (see Materials [L4C])
- **Charades: Guess That Quality** list (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 without sadness or frustration

PROCEDURE

Step 1: Review the previous lessons: Last time, we learned about another manifestation of human dignity, which is freedom. We learned about the powers to think and choose, which enable us to use our freedom for excellence. This means that we can use our intentional actions towards things that will help us grow in excellence, not only in ourselves, but also others grow in excellence in the process.

Step 2: Start with a hook. Ask everyone to gather in small groups with their **Best Foot Forward** worksheet prepared. Their foot must already be traced on the paper. You will then ask each student to pass their worksheet around the group and students must write a short message on what they appreciate about the worksheet owner. The teacher may adjust the number of stu-

dents per group and the time for this according to his/her preference. Give them time to read the short messages at the end.

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 how others see our person!

Step 3: Teach the elements of the person.

Explain: Every person has two parts of him—who s/he is on the inside and what s/he can do to reflect this on the outside. Let's see how this works through the **Charades: Guess That Quality** game.

To help students understand the two categories, ask for student volunteers, and play with the list. Students should demonstrate the listed quality, the remainder of the class guessing what they see until they guess the correct quality.

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 without 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 practice one inside trait.

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.



CHARADES: GUESS THAT QUALITY

patient

hard-working

kind

artistic

musical



CHARADES: GUESS THAT QUALITY

athletic

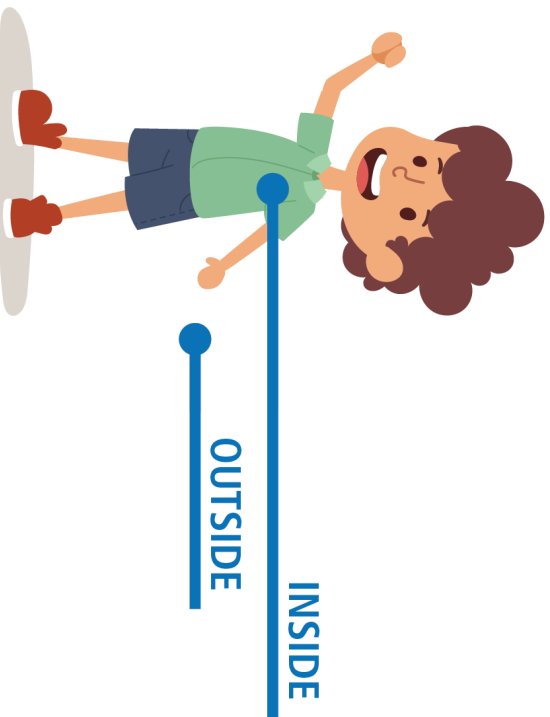
generous

imaginative

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

I try to be more patient with my family, but my siblings have been annoying me lately, and my parents always ask me to do chores when I don't feel like it. It would be easier to shout at my siblings, since I am angry, and ignore my parents' requests, since I really don't want to do my chores. It would be harder but better to....

Grade 4, L5A - Choosing for Myself



Human
Dignity
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IT'S HARD FOR ME #2

I want to try and be more generous, but when my friends ask me to borrow my things, I immediately worry that they will get broken. It would be easier to keep everything for myself and not to share. It would be harder but better to...

Grade 4, L5A - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #3

I want to try harder in school and do all my homework so I can learn a lot and get good grades, but that requires a lot of effort and discipline. I would have to do homework every single day, and now I only do homework once a week. It would be easier to keep going as I am and not change my habits. It would be harder but better to...

Grade 4, L5A - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #4

I want to be kinder to my classmates, but sometimes they make fun of me, since they tease me sometimes and make fun of my clothes. It would be easier to tease them back or say unkind things to them in response. It would be harder but better to...