

General Aim: To help the student recognize that the changes they are going through are opportunities for personal growth and that change is an important part of all phases of our lives.

To help students accept positive change as good and necessary in becoming mature, responsible adults, even when it means being "different".

o PERSONAL APPEARANCE

Have students complete the Personal Appearance questionnaire, listing the actual facts about their appearance in column one and, in column two, what they wish their characteristics were if they could choose. If they are happy with certain aspects of their appearance, they should note that too.

Next, ask the students to cross out the facts they can't change. What is left? Are they willing to do something about them? If the class is willing, each student can share their answers.

NOTE: This activity can be adapted for use in teaching prejudice: If you drew a picture of yourself, what would you emphasize as your best features? Do you think that if your best friend drew your picture, it would look like the one you drew? Now, suppose someone you know dislikes you drew your picture, how would that one look? What does all this disprove about appearance? Too often we judge ourselves and others on face value alone.

o FOCUS FOR CHANGE

Ask students to pick one, two or three things they want to change about themselves (something important to them other than appearance). Then ask them to list good qualities/strengths they can use in making the change.

Discussion can be held on the fact that we are not perfect, but can learn to recognize certain things about ourselves that we may want to change; i.e., moodiness, temper, being critical of others, not listening, etc. Once we recognize these, we can make an honest effort to overcome them, using the good qualities and strengths that we do already possess.

o GOD PICTURES

Ask students to draw a picture of God as a child of seven would. When they are finished, ask them to draw God as they would if they were over 50 years of age. Compare and contrast any differences in the two pictures. Discuss any similarities and ask why it is that some people have the same concept of God all their lives.

o FAVORITE THINGS

Have students list (1) five favorite things of theirs five years ago; (2) five favorite things of theirs now; and (3) five favorite things they think they'll have five years from now. What is different? How and why have these things changed? Do they think these things will change again? This activity should lead students to an awareness that as we grow and mature, our values and priorities change, hopefully in a positive direction.