

GET MOTIVATED

A compilation of presentations by students from USU.

Clothing and Textiles

Allison Richins

Title: Styles and Trends	
Topic: Clothing	
Objective/Goal Demonstrate how people wear different things depending upon the seasons, what is “in” and “fashionable” at that time. People have different styles and choose to wear different things for different reasons.	
Supplies	Wear clothes that fit the season and describe why I choose to wear them.
Description of activity <ul style="list-style-type: none"> - Get in front of class and ask them how they can tell what season it is by the clothes I am wearing. What can they tell about me by looking at my clothes? - Explain how everyone’s style is different and have 5 students from class stand up and show everyone what they are wearing, then have them repeat the discussion on why they chose to wear that outfit that day. 	
Summary Explain that lots of people tend to go with what is fashionable at that time and most people dress appropriately with the seasons, ex: boots in winter and flip-flops in summer not vice versa. But that the nice thing about clothes is that everyone can have their own style if they choose.	

Consumerism

TITLE: Bag It		TOPIC: Advertising
OBJECTIVE/GOAL: Have students identify how the advertising on shopping bags affects them		
SUPPLIES	Shopping bags from a wide variety of stores	
DESCRIPTION OF ACTIVITY: Have shopping bags from a variety of stores “stood” up around the room. Have students go stand by the bag of their choice. Discuss what attracted them to the bag.		
DISCUSSION QUESTIONS	Why did you select this bag?	
	Have you shopped at this store before?	
	Are you aware of the effects of advertising found all around you.	
SUMMARY What you eat will affect what happens to your body.		

Food and Nutrition

Carly Vanderhorst

TITLE: Chew Your Food		TOPIC: Eating Habits
OBJECTIVE/GOAL: Teach students about healthy eating habits, and how to be healthier, in general.		
SUPPLIES	Bite sized cookies or crackers	
DESCRIPTION OF ACTIVITY: Give each student a cookie or cracker. Tell them that they must chew the cookie or cracker 50 times before swallowing. Most of them will find this to be difficult. Explain the importance of eating slow and chewing your food.		
DISCUSSION QUESTIONS	Why should we chew our food better?	
	How could chewing your food longer change your eating habits.	
SUMMARY Throughout the rest of the day, be aware of how fast you eat and try to slow down and chew your food better.		

Troy Chilcott

TITLE: "You Are What You Eat"		TOPIC: Foods
OBJECTIVE/GOAL: Get students motivated to learn about different things that are in different foods.		
SUPPLIES	Paper	
	Pen or Pencil	
DESCRIPTION OF ACTIVITY: Have students pull out a sheet of paper and write down their top 6 favorite foods. Then give them 3-4 minutes to draw a picture of themselves using their favorite foods.		
DISCUSSION QUESTIONS	Does anyone know what is really in his or her favorite foods?	
	How much sugar is in the top favorite foods?	
SUMMARY What you eat will affect what happens to your body.		

Human Development

Ashlee Elder

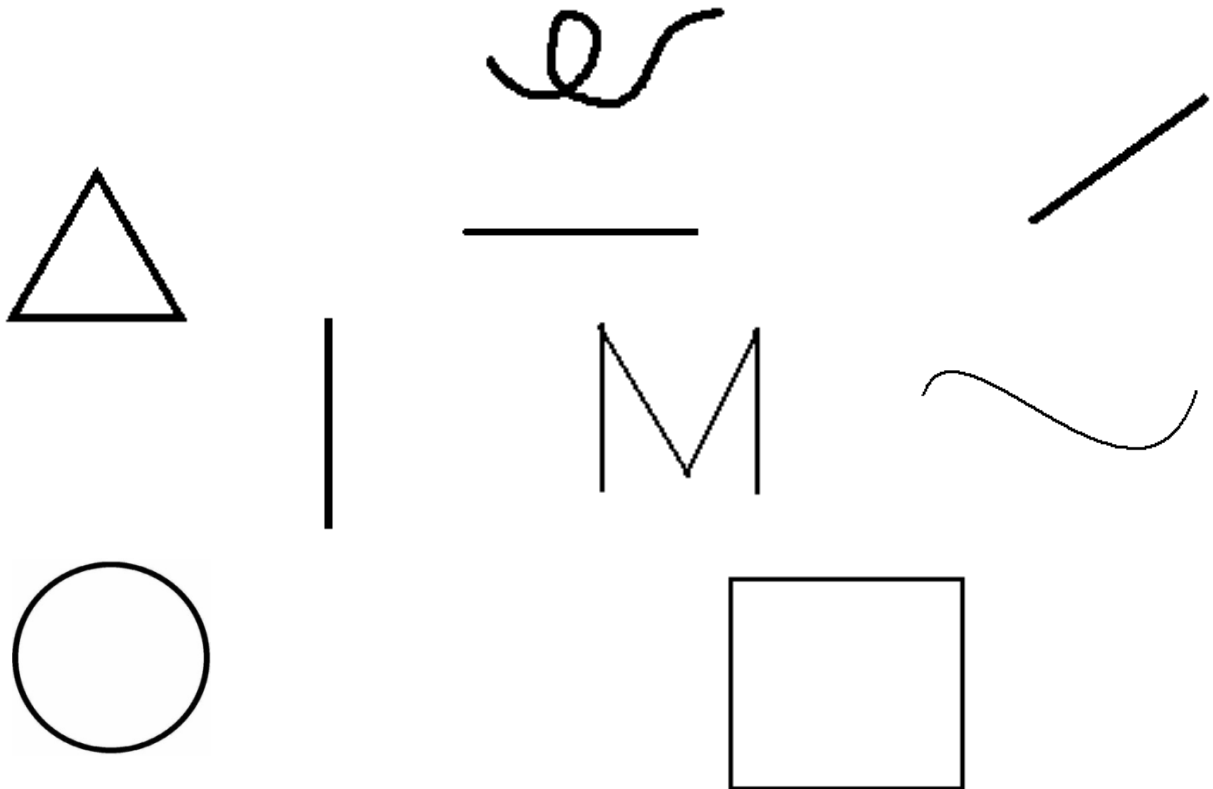
Title: Dove Campaign Commercial	
Topic: Body Image/Self confidence	
Objective/Goal To promote healthy body image and self confidence	
Supplies	YouTube Video: http://www.youtube.com/watch?v=iYhCn0jf46U
	Magazine ads of thin models
Description of activity Show the Magazine photos and talk about the media's view on beauty. Show the Dove commercial on YouTube. When finished talk about the distorted view of beauty. Lead into promoting healthy body image and self-confidence.	
Summary Teenage years are hard. The media targets young girls and has an unattainable "perfect" image for them to look up to. We need to realize that it is completely distorted and untrue. We should not base our self-esteem or self worth on these images and standards.	

Kinsey Balls

Title: Take It Back	
Topic: Communication and/or Anger Management	
Objective/Goal: Demonstrate that once you have said something to someone it is really hard to take the words back.	
Supplies	One un opened tube of toothpaste
	A blank piece of paper
	A tooth pick
Description of activity Ask for a volunteer to come to the front of the classroom. Ask the student to take the tube of toothpaste and completely empty it onto the piece of paper. After all the paste is out of the tube, then hand the student a toothpick and tell them they now need to put all the toothpaste back into the tube. After trying for a couple of minutes and finding it difficult, explain to the class that the toothpaste represents our words and once we have said something to someone it is difficult to take them back. This can be used when talking about communication or anger management.	
Summary: This activity can be used to show students that we need to think before we speak and that our words can be hurtful and damaging to others.	

Callie Gadd

TITLE: Creativity in Problem Solving	TOPIC: Problem Solving Skills
OBJECTIVE/GOAL: Teach students that there are multiple, correct ways to solve the exact same (or similar) problems	
SUPPLIES	Shapes and Lines Worksheet Pen/Pencil and Crayons/Markers/etc. if you chose to use them
DESCRIPTION OF ACTIVITY: <ol style="list-style-type: none">1. Pass out the shapes/lines worksheets (and crayons/markers if you chose to use them) and have the students change each line/shape into a picture.2. Have students compare their worksheets to see what others did with the exact same shapes/lines.3. Explain how different circumstances and experiences effected what students turned their line/shape into. Discuss how the same is true in solving problems.	
DISCUSSION QUESTIONS	What factors influence the decisions we make? Why do no two people have the same completed worksheet?
SUMMARY We are all faced with problems in our lives and we have the choice to handle them however we want to. Even when we are all faced with the same problems we often handle them differently.	



TITLE: Animal Noises		TOPIC: Discrimination
OBJECTIVE/GOAL: Teach the students about the importance of including others even if they are different from you.		
SUPPLIES	Pieces of paper with animal names written on them. One animal is only listed once.	
DESCRIPTION OF ACTIVITY: <ol style="list-style-type: none"> 1. Pass out papers with the name of animals on them. 2. Explain to the class that they must find the other people in their group by only making their animal noise. 3. After a few minutes ask for all of the cows to make their noise, all the cats, all the dogs, all the roosters etc...finally ask for the lone animal (a rooster) 4. Ask if she was alone and how she felt about being alone. 		
DISCUSSION QUESTIONS	How did the "rooster" feel about being left out?	
	How can we include people that are different than us?	
SUMMARY The lesson would then be on discrimination, cliques, and inclusion. It shows most of the students how valued and good they feel about being in a group especially in a scary or uncomfortable situation.		

SHEEP	SHEEP	SHEEP
SHEEP	SHEEP	SHEEP
COW	COW	COW
COW	COW	COW
CAT	CAT	CAT
CAT	CAT	CAT
DOG	DOG	DOG
DOG	DOG	DOG
CHICKEN	CHICKEN	CHICKEN
CHICKEN	CHICKEN	ROOSTER

INTERIOR DESIGN

Alyssa Brady

Title: Balloon Design	
Topic: Interior Design	
Objective/Goal: To Introduce concepts of line, shape and form	
Supplies	Tip Sheet
	Twist and Fold Balloons
	Air Pumps
Description of activity	
Give each student a tip sheet, balloon and share the air pumps throughout the room. Give them a few minutes to create an object.	
Ask the students what this activity has to do with interior design. Point out the use of 3 kinds of lines (diagonal, vertical, curved) Discuss how lines create shapes	
Summary	
This is a fun hands-on way to introduce the concept of lines.	

Tips for Balloon Tying

Proportions are the key to successful twisting and animal balloons. And to twist, you'll need to allow extra space in a balloon after inflating and tying it to accommodate the twists that you will be applying.

You see, as you twist a balloon, you effectively tighten the balloon and reduce the amount of space inside to hold the air. Ideally, the balloon will come out "even" after twisting.

Finally, one more tip is to "burp" the balloon before tying it. After inflating a balloon to its desired distance and leaving the recommended "tip," it's usually a good idea to let out a little air, or "burp" it. All it takes is a short burst of air. This softens the balloon a bit so it's easier to twist, reduces the stresses on the balloon and makes it less likely to pop.

Tips were condensed from:

<http://magic.about.com/od/balloontwisting/a/inflation.htm>

Please use these tips to construct an animal or object of your choosing.



Whitney Maughan

TITLE: The Importance of Foundations		TOPIC: Interior Design
OBJECTIVE/GOAL: Teach the students the importance of having a foundation when designing structures and building. Also, emphasize the importance of designing a foundation correctly.		
SUPPLIES	3 Cups	
	3 Knives	
	A Heavy Object such as a Text Book	
DESCRIPTION OF ACTIVITY: <ol style="list-style-type: none">1. Arrange the cups so the distance between each one is the length of a knife2. Ask for a volunteer to come up and try to hold the textbook up in the middle of the cups with the three knives. The student is not allowed to move the cups.3. Repeat step 2 as many times as desired.4. Arrange the knives in such a way that the book can be held up by the knives. (Arrange knives into a triangle overlapping to give support)5. Place the textbook in the center of the structure.		
DISCUSSION QUESTIONS	Why do we need foundations?	
	What happens if a building's foundation isn't supportive?	
	Do all buildings need a foundation?	
SUMMARY Today we are going to discuss the importance of foundations and the importance of building foundations correctly.		



Miscellaneous

Maria Israelson

TITLE: Successful Presentations		TOPIC: Teaching Strategies
<p>OJECTIVE/GOAL: To demonstrate the effectiveness of different ways to present information. How some ways are better and easier to understand than others.</p>		
SUPPLIES	Paper	
	Pen/Pencil	
<p>DESCRIPTION OF ACTIVITY:</p> <ol style="list-style-type: none"> Write down the numbers 1-9 and put a symbol by each number (Ex. 1┘, 2┘, 3┘, 4┘, 5┘, 6┘, 7┘, 8┘, 9┘) Briefly show the numbers and symbols to the class. Give a list of the numbers randomly (ex. 2854731) and see if the class can write down the correct symbol for each number. Show the class the numbers 1-9 with the same symbols but in a different order (Ex. $\begin{array}{c c c} 1 & 2 & 3 \\ \hline 4 & 5 & 6 \\ \hline 7 & 8 & 9 \end{array}$) Now give the class a different list of numbers (Ex. 3798451) and see how many symbols they can match up with the correct number this time. Explain how the way information is presented can make all the difference of whether or not the students will understand the information being taught. 		
DISCUSSION QUESTIONS	What presentation was easier to understand and remember?	
	Why was the second presentation easier for everyone to recognize and remember compared to the first?	
	How do presentations affect audiences?	
<p>SUMMARY The way you present information is what makes the difference of whether or not students will understand the information.</p>		

Carmella Johnson

TITLE: Backwards		TOPIC: Creativity
OBJECTIVE/GOAL: To help promote creativity		
SUPPLIES	Paper, crayons	
DESCRIPTION OF ACTIVITY: <ol style="list-style-type: none"> 1. Hand out blank white paper 2. Have students write their name backwards. 3. Have them write a definition of the new word. 4. Have students share their definition of the new word. 		
DISCUSSION QUESTIONS	Have you ever wrote your name backwards before?	
	Was it hard to come up with a new definition?	
	Did it take thought?	
SUMMARY Being creative is using our experiences, talents while discovering new ones. There are many ways to be creative, with our words, art, and imaginations to our everyday living. This class will bring out your creative side or you will get to at least use it.		

Kristi Dabb

TITLE: Get to Know Your Neighbor		TOPIC: Getting to know you
OBJECTIVE/GOAL: Get the class talking and comfortable with each other.		
SUPPLIES	Paper	
	Pen or Pencil	
DESCRIPTION OF ACTIVITY: Have everyone get out a piece of paper and spell their name vertically down the paper. For each letter, they should write something that describes them or makes them happy. For example: K reative R are occasions I ntelligence S ports T ime Y earning, desire, passionate		
DISCUSSION QUESTIONS	What things make you happy?	
	What have you learned about people you didn't know?	
SUMMARY Getting to know the other people in our class will help us have better communication.		

TITLE: Stress Management	TOPIC: Health & Well Being
OBJECTIVE/GOAL: Show students that sometimes we make things seem more overwhelming than they need to be, and encourage them to identify what stresses them out and how they can reduce stress.	
SUPPLIES	Book: "The Monster at the End of this Book" by Jon Stone
DESCRIPTION OF ACTIVITY: <ul style="list-style-type: none"> • Ask students to think of something that overwhelms them or stresses them out so bad that they just don't feel like they can deal with it • Read "The Monster at the End of this Book" • Emphasize that, just as Grover learns in the book, many of the things we are afraid of or stressed about aren't as bad as we imagine them to be • Before or after reading the book, let some of the students share something that they are stressed about or that has overwhelmed them in the past, and let them explain how they dealt with it. Did they find out that they shouldn't have been as stressed as they were? • Lead a class discussion on why we get stressed out about things and ways that we can reduce it. • You can also go into some of the negative effects that stress can have on us. 	
DISCUSSION QUESTIONS	Have you ever been really stressed about something and once it was over you realized it wasn't too bad after all?
	Why do we sometimes blow things out of proportion and let ourselves become overwhelmed by trivial things?
	What are some ways to help keep things in perspective and reduce stress in our lives?
SUMMARY Grover goes through a lot of trouble and makes a huge mess trying to avoid something that really wasn't anything to worry about. We often blow things out of proportion in our own lives and cause a lot of problems, only to find that it really wasn't that big of a deal, and it wasn't something we needed to be afraid of. It is important to recognize different ways to identify and cope with stressors so that we can stay emotionally healthy and functional.	

For additional ideas, please see conference proceedings or contact Julie Wheeler at the address below.

