

# #10488 EVERY YOUNG PERSON HAS CHALLENGES



FIVE STAR EDUCATIONAL, 2003  
GRADE LEVEL: 4–8  
60 MINUTES  
1 INSTRUCTIONAL GRAPHIC INCLUDED

## DESCRIPTION

Fifteen young people, ages 8-12, speak candidly about personal challenges they face. Issues include popularity, grades, divorce, personal and family illnesses, parental drug abuse, bullying, racism, and death. Participants discuss how their challenges have affected them, how they have dealt with these challenges, and how important it is to value your friends. They conclude by offering advice to others who are dealing with these and other issues.

## ACADEMIC STANDARDS

### Subject Area: Health

- Standard: Knows how to maintain mental and emotional health.
  - Benchmark: Knows strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g., talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings). (See INSTRUCTIONAL GOALS 3.)
  - Benchmark: Understands how one responds to the behavior of others and how one's behavior may evoke responses in others. (See INSTRUCTIONAL GOALS 2.)
  - Benchmark: Knows skills used to communicate effectively with family, friend, and others, and the effects of open and honest communication. (See INSTRUCTIONAL GOALS 1.)
  - Benchmark: Knows strategies for resisting negative peer pressure. (See INSTRUCTIONAL GOALS 3.)
  - Benchmark: Knows characteristics and conditions associated with positive self-esteem. (See INSTRUCTIONAL GOALS 4.)

## INSTRUCTIONAL GOALS

1. To show ways to communicate thoughts and feelings effectively.
2. To analyze why people behave the way they do.
3. To suggest strategies to use for dealing with stress and negative feelings.

## C a p t i o n e d M e d i a P r o g r a m

4. To explain the importance of thinking positively.

### VOCABULARY

- |               |                       |               |
|---------------|-----------------------|---------------|
| 1. collapsed  | 6. perfectionism      | 11. struggles |
| 2. compassion | 7. rehab              | 12. substance |
| 3. fidgety    | 8. self-confidence    | 13. wakes     |
| 4. grudge     | 9. sickle cell anemia |               |
| 5. lupus      | 10. stroke            |               |

### BEFORE SHOWING

1. Use the word "challenge" in different contexts:
  - a. My brother *challenged* me to a game of chess.
  - b. That algebra test was a *challenge*.
  - c. The security guard *challenged* the man who entered the side door.
  - d. The students *challenged* the new rule.
2. Discuss some common challenges of young people in today's society.
  - a. Challenges that your friends have.
  - b. Challenges that your brothers or sisters have.
  - c. Challenges that you have.
3. Assign each student a character in the video to take notes on.
  - a. Write each character's code name on a strip of paper and draw lots (i.e., BDJ, JA, EAS, VI, PS, TS, BC boy, BC girl, KET, GC, RCT, JUS, DB, BR, and AP).
  - b. Complete a chart summarizing the comments of the assigned character. (See INSTRUCTIONAL GRAPHIC.)



### DURING SHOWING



1. View the media more than once, with one showing uninterrupted.
2. Pause after each of the following sections, and allow the students to write comments in their charts:
  - a. "The introduction."
  - b. "Can you tell us more about your challenge?"
  - c. "How did your challenge affect you?"
  - d. "Have you ever wanted to hide your challenge?"
  - e. "Do you ever think you have a harder life than other young people do?"
  - f. "Looking at challenge differently."
  - g. "Staying busy."
  - h. "Talking with friends and family."
  - i. "Have your challenges helped you?"
  - j. "What advice would you give to other young people?"

## AFTER SHOWING

### Discussion Items and Questions

1. Discuss the importance of being able to speak freely about feelings of depression and frustration.
2. Discuss the comments of each character by referring to the summaries written in the tables on the provided worksheet.
3. What three strategies does the video suggest to help deal with a challenge?
4. In what ways can a challenge help improve a person?
5. If you were a counselor, how would you counsel your assigned character? What advice would you give him or her?
6. Discuss the importance of body language and expression when communicating.
  - a. Which of the characters seemed to be the most confident?
  - b. Which of the characters seemed to be the most nervous?
  - c. Which of the characters seemed to be the saddest?

### Applications and Activities

1. Interview grandparents, parents, teachers, and siblings about challenges they faced growing up. Report on the findings and compare.
2. Research quotes about challenges:
  - a. "When you've got something to prove, there is nothing greater than a challenge."
  - b. "We only think when we are confronted with problems."
  - c. "Life's problems are not supposed to paralyze you; they're supposed to help you discover who you are."
  - d. "Never underestimate your problem or your ability to deal with it."
3. Role play young people with certain difficulties communicating their feelings:
  - a. Depression.
  - b. Divorce.
  - c. Family issues.
  - d. Peer pressure.
  - e. The role of friends.
  - f. Bullying.
  - g. Discrimination.
  - h. Popularity issues.
  - i. Parental drug abuse.
  - j. Dealing with serious illness.
  - k. Dealing with death.
4. Research and report on the following:
  - a. Leading cause of depression in young people and teens.
  - b. Current divorce rates.
  - c. Prevalence of bullying in schools.
  - d. Leading causes of stress in families.
  - e. Factors that determine popularity.
  - f. Most common serious diseases affecting young people and teenagers.
  - g. Resources and hotlines for all the issues discussed in the program.



## C a p t i o n e d M e d i a P r o g r a m

5. Make a personal collage illustrating feelings.
  - a. Draw an outline of your head on large poster board.
  - b. Using magazines and other sources, cut out words that describe your feelings throughout an assigned day or week. Include both positive and negative feelings.
  - c. Paste words inside the drawing of the head.
  - d. Display the finished collages.
6. Develop a group activity for communication skills.



- a. Assign a specific challenge to each student.
- b. Practice ways to communicate feelings related to that challenge
  - (1) Nonverbal communication (e.g., gestures, drawings).
  - (2) Written communication (e.g., letters, e-mails).
  - (3) Oral or signed communication (conversational).
7. Design illustrated A-Z flashcards promoting positive feelings.
  - a. Reasons to be cheerful.
  - b. Adjectives describing good feelings.
  - c. Things that make you happy.
  - d. People you like to be around.

### SUMMARY

Growing up is not easy. Even well-adjusted young people have challenges and difficulties to overcome. In this video, 15 young people ages 8 through 12 take viewers into their own world and disclose their personal challenges and difficulties. Topics discussed are depression, divorce, family issues, peer pressure, bullying, discrimination, popularity issues, parental drug abuse, dealing with illness, and coping with death of a family member. They also reveal the steps they have taken towards resolving these issues. The importance of open communication and taking an active role in facing one's challenges are brought out.

### INSTRUCTIONAL GRAPHIC

- VIDEO SUMMARY

### RELATED RESOURCES

### Captioned Media Program

- [\*Every Teen Has Challenges #10487\*](#)
- [\*Kids to Kids: When Someone Special Dies #9526\*](#)
- [\*Telling Our Own Stories #9930\*](#)
- [\*When Mom and Dad Divorce #3321\*](#)

## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **IT’S NOT YOUR FAULT**

<http://www.itsnotyourfault.org/>

Contains practical information for children, young people, and parents going through a family breakup. Includes a diary template, an art activity to express feelings, and comments from children about separation and divorce.

- **DEALING WITH BULLYING**

[http://www.kidshealth.org/kid/feeling/emotion/bullies\\_p2.html](http://www.kidshealth.org/kid/feeling/emotion/bullies_p2.html)

Answers questions such as who gets bullied, what can be done about it, and what happens to bullies. Contains a link which shows a kids’ poll explaining how middle school students feel about bullying.

- **ARTICLES AND INSIGHTS FOR PARENTS**

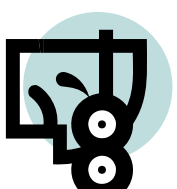
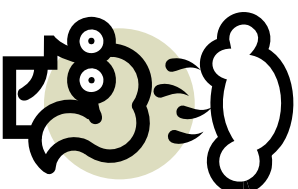
<http://www.drkutner.com/parenting/articles/>

Targeted towards parents, but can be used as a resource for those facing challenges and difficulties. Includes an archive of questions relating to problems from infant to teenage years.



## VIDEO SUMMARY

Directions: Summarize the comments of your assigned character as you watch the video.



Name	Challenge	How does it affect you?	Want to hide your challenge?	Do you have a harder life than others?

Captioned Media Program

Looking at the challenge differently	Staying busy	Talking with others	How have your challenges helped you?	What advice do you have for others?

[Captioned Media Program](#)