

# Lesson 96

**Purpose:** To introduce the positive actions of being realistic and admitting strengths and weaknesses.

**Materials Needed** Felt-tip marker; pencils

**Materials Provided** “Camp Wilderness” Poster 91-5-4; *Positive Action* Envelopes; Activity Sheet 96-5-4

## Procedure

**Say** Being honest with yourself involves looking at yourself and admitting what’s good about you as well as those things about you that could be improved—your **strengths and weaknesses**. Sometimes a weakness (*like eating too much candy*) can be changed; sometimes a weakness is just a weakness and there’s not too much you can do about it. But it helps to recognize both kinds of weaknesses, the kind you can change, and the kind you can’t, because it helps to find out who you really are.

Being able to look at yourself closely and honestly and recognize what things you do best are positive actions. It is important to know what you are strong in when choosing a career or trying out for sports or a play; it can help you make the right selection.

Let’s find out what happened to Jan when she got back to the swimming pool. Pay attention to a girl named Brooke. See if you can figure out some of her strengths and weaknesses. Also pay attention to Jan. What are some of her strengths and weaknesses?

### CAMP WILDERNESS The Short Distance Swimmer

When Jan got back to the swimming pool, the diving competition was about to start. The swim coach asked Jan to choose who should take her place in the 200-meter free style and the relay. She also asked Jan to coach the girls on relay techniques while she supervised the diving competition.

Jan knew right away who she should pick for the 200-meter race: Cassandra. Cassandra wasn’t the fastest swimmer on the team, but 200 meters was a long race, and she had the power and endurance to keep going at a fast pace. Jan called the girls together and gave them her decision. Cassandra would race the 200-meter. The relay team would be made up of Eva, Susie, Leticia, and Brooke. Brooke would be the anchorperson since she was so fast.

No sooner had the words gotten out of Jan’s mouth, than Brooke had stood up and started to walk away.

“Where are you going?” asked Jan. “We’re going to go over the timing of the dive.”

“Well,” snapped Brooke, “Since I’m not going to be in the relay, I won’t need to hear the review, will I?”

“No! I mean, yes!” said Jan. “You must have misunderstood, Brooke. You’re on the relay team.”

“No I’m not. I quit the team.” Brooke stomped off. The other girls just looked at each other.

“What’s the matter with her?” Jan asked.

“Oh,” said Leticia. “She’s just mad because you didn’t pick her for the 200-meter race. She can’t admit she’s not perfect.”

“I guess I’ll have to get the coach to talk to her,” Jan said wearily.

Just then, the girls heard a thud. They turned toward the deep end, and saw Nancy, the coach, diving into the water.

“What happened?” someone yelled.

One of the other coaches yelled back, “A girl hit her chin on the diving board. She was trying to do a back flip.”

Jan looked toward the pool. She could see blood in the water where Nancy was retrieving the injured swimmer. Moments later, Nancy carried the girl to the infirmary. People were saying that she wasn’t badly hurt, mostly frightened, but she had cut her lip and might have lost a tooth or two. Well, that was the end of the coach for a while. The Olympics Coordinator said the meet would continue since the girl wasn’t badly hurt. Great, but now what was to be done about Brooke? Jan would have to talk to her herself. She walked over to her.

“Brooke,” she began. “I know you’re the fastest swimmer on the team. That’s why I picked you for anchor. That’s a pretty important position, you know.”

“If I’m so fast, how come I’m not in the 200-meter?”

“Because you’re a good sprinter, but you can’t last the whole 200 meters. I’ve noticed that about you. You are fast, but you fade out.”

“Thanks a lot!”

“There’s nothing wrong with that. You can’t expect to have both speed and endurance.”

“Oh yeah? Well, you do, don’t you Miss Fancy Pants Know-It-All!”

Jan realized that maybe she hadn’t picked her words very carefully. Maybe “fade out” wasn’t exactly a tactful way to put it, but the words were out of her mouth now. Now what could she do? While she was thinking, Brooke picked up her towel and sports bag and turned to walk away. “I never liked swimming anyway,” she said, and off she went, out of the pool area and on down the path toward the snack bar. Jan knew she wasn’t coming back. That was that.

The rest of the afternoon went smoothly. Heather, a diver who was a back-up swimmer, replaced Brooke in the relay and Sofi, the girl who’d been hurt diving, was okay. She hadn’t even lost any teeth. She had bitten her tongue, and that was where all the blood had come from, but the nurse said it would heal itself.

The Camp Wilderness team beat the Junior Pioneers by a landslide! The girls put forth an incredible effort. They told Jan they’d won the races for her. And the girls from Cabins 14 and 15 marched back to camp with five blue ribbons, two red ribbons, and lots of white ones. For everyone except Brooke and poor Sofi, the day had been a real success.

To be truly honest with yourself, you must be realistic. This means you must see things as they really are. Brooke was a very fast swimmer, but she was a short distance swimmer, not a long distance swimmer. Had she seen things as they really were, she probably would have looked terrific bringing the relay team to victory as the anchor of her team. As it was, she didn’t even get a chance to compete. She had a real strength, but chose to overlook it because of one weakness.”

**Teacher** Write *“Admitting Strengths”* under Positive Actions on the *“Camp Wilderness”* Poster.



Direct students to get their activity booklets from their Positive Action Envelopes and turn to Activity Sheet 96-5-4.

**Making My Self-Concept Strong**

**DIRECTIONS:** Write three or four of your strengths in Box #1. Then, write three or four of your weaknesses in Box #2. Lastly, in Box #3, write positive actions to improve your weaknesses.

#1 - My Strengths	#2 - My Weaknesses	#3 - Positive Actions to Improve My Weaknesses
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

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**Say** Everyone has some strength in certain areas. Your strength might be an ability to get along with others, a good memory, or the ability to think quickly. Think of something in which you are truly strong, and let’s do Box #1. Think honestly about three or four of your strengths, and then write them down.