

# The Power of Positivity

## 1. Question & Research Task

### What does it mean to think positively?

As your teacher plays the Brain Games video on the right, think about:

- The skill level of each participant
- The positive and/or negative talk
- The impact of the positive/negative talk
- The impact of positivity could have on a regular basis

#### What is Mindfulness?

Watch the [BrainPop](#) video and take the [quiz](#).

How are mindfulness and positivity connected?



A Brain Games episode on the power of positivity. (YouTube video)

Image Source: [YouTube](#)

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How can positive habits help me achieve my goals?**

## 2. Information Sources

Choose a person listed in the chart below (or another individual approved by your teacher) and learn about their positive habits and what they do daily to lead a mindful life. Use the links below, other reliable sources you find, and biographies from your school or public library.

<a href="#">Oprah Winfrey</a> <a href="#">Oprah BrainPOP</a>	<a href="#">Michelle Obama</a>	<a href="#">Temple Grandin</a>	<a href="#">Russell Wilson</a>
<a href="#">Malala Yousafzai</a>	<a href="#">Simone Biles</a> <a href="#">Simone Biles - Interview</a>	<a href="#">Dwayne "The Rock" Johnson</a> <a href="#">The Rock</a>	<a href="#">Dalai Lama</a>
<a href="#">Curtis "50 Cent" Jackson</a>	<a href="#">Bethany Hamilton</a>	<a href="#">Beyoncé Knowles-Carter</a>	<a href="#">Rob Dyrdek</a> <small>*See especially 20:00-30:00 mark</small>
<a href="#">Zendaya Coleman</a>	<a href="#">Steph Curry</a>	<a href="#">Jennifer Lopez</a> <a href="#">Jennifer Lopez</a>	<a href="#">Serena Williams</a>
<a href="#">James Clear</a>	<a href="#">Nelson Mandela</a>	<a href="#">Lin-Manuel Miranda</a>	<a href="#">Ruth Bader-Ginsberg</a>
<a href="#">Gandhi</a>	<a href="#">Maya Angelou</a>		

### 3. Student Activity

Choose an individual from Slide 2 and use the linked resource, and other reliable sources you find, to learn about how positivity is an integral part of this person's life. You may use this [graphic organizer](#) to take notes.

Amid life's trials, how has this person ...

- **Built confidence**
- **Engaged in positive self-talk**
- **Developed their identity**
- **Combatted stress**
- **Avoided/overcome thinking traps**



The Six Sustainable Happiness Skills

Image and Video source: [Discovery Education](#)

The video linked above explains how the six sustainable happiness skills can help you to create and keep a positive outlook.  
Which of the six sustainable happiness skills does the individual you researched possess?  
Which do you possess?  
[Check it out!](#)

## 4. Assessment Activity

### How can positive habits help me achieve my goals?

Create something to share how the individual you researched has used positive habits to help them achieve their goals.

Think about how you could incorporate some of this person's positive habits into your own life.

Consider using one of these creative options:

- [Pecha Kucha-Style Presentation](#)
- Fakebook page – [printable template](#)
- [Fake Instagram post](#)
- [Wixie Collage](#)

Refer to these success criteria as you create.



Image Source: [Pixabay](#)

# 5. Enrichment Activities



Positive Mindset road sign.

Image Source: [PicServer](#)

- Plan a mindful/positivity “retreat” for students and staff to learn positive practices and how to incorporate them into their lives.
- Create a [Wixie collage](#) of affirmations for yourself or to hang in class.
- Check out these Discovery Ed videos about other sustainable happiness skills:
  - [Gratitude & Positive Outlook](#)
  - [Human Connection, Purpose, & Generosity](#)
  - [Mindfulness](#)
- Want to practice meditating?
  - Use this [guide](#) by Annaka Harris.
- Try yoga! Read an [eBook](#) about how.

# 6. Teacher Resources

## Learning Standards Alignment

### Content Learning Standards

#### [Common Core State Standards for English Language Arts & Literacy](#)

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

ELA.RI.7.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA. SL.7.2.- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELA. SL. 7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

## SLIDE NAVIGATION

<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>
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## Grade 7 ELH4CCR Unit 5: Civility and Positivity

**Objective:** Students will analyze information from multiple sources in order to conduct online search on individuals who have positive identities in order to discover their habits, tenants, and effect on others.

**Time Frame:** 1-2 (80 minute) class periods

### Differentiation strategies for this lesson:

- Access BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Students can work in pairs/small groups to focus on one individual together.
- Students may choose an individual not listed on Slide 2 with teacher permission and guidance.
- Consider printing worksheets and templates on Slides 3 and 4 prior to instruction.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson. A visit to the library, Destiny library catalog, or talking with your LMS may be useful to find biographies of the positive role models on Slide 2 and others.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class.
- Reference the [Social Emotional Learning Competencies](#); see the Awareness section.
- The Rob Dyrdek interview is long; timestamp 20:00 – 30:00 discusses his idea of happiness. **FYI: At the 01:09:47 mark the word smart-\_\_\_\_\_ is used.**

Last updated: July 2022 Use this form to [Report Broken Links](#)

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