

# YES I CAN!



## #3540

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OPEN-CAPTIONED  
RAINBOW EDUCATIONAL  
MEDIA

1997

Grade Levels: 3-6

17 minutes

3 Instructional Graphics Enclosed

## **DESCRIPTION**

Sometimes feelings prevent people from accomplishing something they really want to do. Brandon thinks he will never learn math; Jasmine is afraid to jump off the high diving board; Kathy absolutely, definitely cannot give an oral book report in front of the class. A host uses these situations and a board game format to present tools that help them overcome their fears and build self-confidence.

## **ACADEMIC STANDARDS**

Subject Area: Behavioral Studies

- Standard: Understands that interactions among learning, inheritance, and physical development affect human behavior
  - Benchmark: Knows that human beings have different interests, motivations, skills, and talents (See Instructional Goal #1)
  - Benchmark: Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve (See Instructional Goal #2)

## **INSTRUCTIONAL GOALS**

1. To demonstrate that many students feel incapable in a variety of situations.
2. To depict how students can reduce major tasks to ones that can be executed successfully.
3. To emphasize that children should ask for help.
4. To introduce techniques for successful completion of tasks and the achievement of goals.
5. To depict ways to confront fear of failure and to build self-confidence, one step at a time.

## **VOCABULARY**

1. advice
2. confidence
3. discouraged
4. ego
5. failure
6. frustrated
7. goal
8. hurdle
9. reaction
10. self-confidence

## **BEFORE SHOWING**

1. Discuss what it means to have confidence and identify ways in which people show that they are confident.
2. Discuss frustrations felt due to fear of failure.
3. List skills and achievements that individuals have already accomplished.
4. List apparently difficult things that individuals would like to accomplish.
5. Discuss the feelings that have stopped individuals from doing things important to them.
6. Explain that three problem situations will be shown and discussed on the video before they are resolved.

## **DURING SHOWING**

### **Discussion Items and Questions**

1. View the video more than once, with one showing uninterrupted.
2. Pause at the conclusion of the three situations and discuss the questions presented.
3. Complete a worksheet to identify the characters, their fears, and to predict resolutions. (See INSTRUCTIONAL GRAPHICS.)

## **AFTER SHOWING**

### **Discussion Items and Questions**

1. What two pieces of advice were given to Brandon about using his time in math class?
2. What advice did Brandon's mother give him?
3. Discuss various goals that can be accomplished by using the one-step-at-a-time method.
4. What advice does Jasmine's coach give her?
5. How does Kathy's sister reassure her?
6. What advice does the sister offer Kathy about making the oral book report?
7. Discuss how people can learn from their mistakes.
8. Review the eight things that students should do to overcome their hurdles.

### **Applications and Activities**

1. Write a conclusion for each situation in the video.
2. List personal accomplishments.
  - a. Write a story about one.
  - b. Describe personal fears and hurdles.
  - c. Recount the accomplishment.
  - d. List and describe feelings of reaching success.
  - e. Summarize lessons learned about fears and accomplishments.
3. List goals to accomplish in the year and indicate the hurdles that need to be overcome. Choose one goal and formulate a plan for success. (See INSTRUCTIONAL GRAPHICS.)
4. Make a progress chart of personal accomplishments. (See INSTRUCTIONAL GRAPHICS.)
5. Create a mural depicting class accomplishments and goals still to be met.
6. Create a version of the "Yes, I Can!" game.
7. Write and illustrate book reports on topics related to personal achievements. (See RELATED RESOURCES.)

## **INSTRUCTIONAL GRAPHICS**

- VIDEO PREDICTIONS
- GOALS AND HURDLES
- PERSONAL ACCOMPLISHMENTS

## RELATED RESOURCES

### Captioned Media Program

- Tillie: The Unhappy Hippopotamus #1437
- When I Feel Afraid #3421

### 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.

- CAL RIPKEN, JR.--ORIOLE IRONMAN  
<http://www.tonytiger.com/secret/sites/library.html>

Provides book report and illustration by a fifth-grade student. Search for “Ripken.”

- CESAR CHAVEZ <http://www.tonytiger.com/secret/sites/library.html>

Provides book report and illustration by a fifth-grade student. Search for “Chavez.”

- STORIES TO GROW BY <http://www.storiestogrowby.com>

Provides vast collection of fairy tales and folk tales from around the world covering values. Allows selection by age, type of story, and reading time.

- EMOTIONAL INTELLIGENCE  
<http://Home.earthlink.net/~shalyndria/plans.htm>

Provides emotional intelligence lesson plans to teach a variety of values and self-awareness based on age level.

- WELCOME TO GIRAFFE COUNTRY  
<http://www.whidbev.com/giraffe>

Hear and tell stories of heroes and become heroes yourselves.

- STRATEGIES FOR EMPOWERING STUDENTS  
<http://www.urbanexit.ucic.edu/ce/strat-index.html>

Provides a variety of activities to promote self-worth, understanding of feelings and respect.

# Yes I Can!

**Directions:** The video showed three people and their fears. Watch the video and fill out the information before completing the video. Be sure to make your prediction!



**Person**



**Fear**



**Prediction**

1.

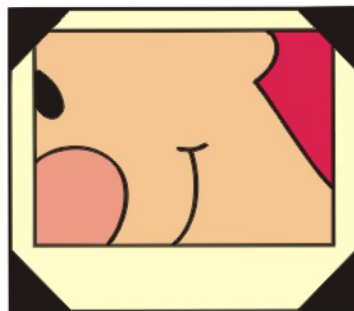
2.

3.

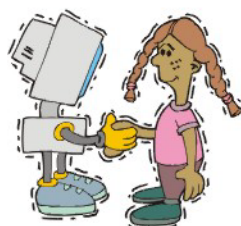
## My Goals and Hurdles

## PERSONAL ACCOMPLISHMENTS

**Directions:** Everyone sets goals and feels good when those goals are met. List your accomplishments below.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



**Way To Go!**





**PLEASE RETURN LESSON GUIDE  
WITH VIDEO**

**Lesson guide also available  
online at *www.cfv.org***

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