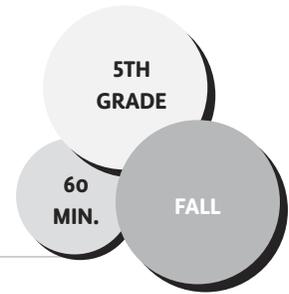


Full Potential Manifesto

THEME: LIVING UP TO OUR FULL POTENTIAL



ESSENTIAL QUESTIONS

What does living up to your full potential mean to you?

How can a manifesto help you live up to your full potential?

LEARNING OBJECTIVES

- ✓ Students will be able to define what living up to their full potential means to them.
- ✓ Students will be able to identify achievable steps to work toward living up to their full potential.

CONCEPTS

goals manifesto potential

Engaging the Classroom Teacher

- During Action Step 4, suggest that the teacher circulate through the room, supporting students as they work on their manifestos.
- During Action Step 5, suggest that the teacher circulate through the room, encouraging partners as they're sharing with each other.

LESSON DESCRIPTION

This lesson, which could work well as a new-year or beginning-of-school-year activity, guides students in writing personal wellness manifestos through which they explore what it means to “live up to your full potential.” This lesson is highlighted in the culminating lesson Gratitude Feast.

MATERIALS

- Piece of large paper for each student
- Markers, crayons, or other drawing supplies
- Old magazines
- Glue sticks
- Scissors
- Crafting Your Full Potential Manifesto Worksheet (p. 515)

PREPARATION

- › Create your own full potential manifesto to share as a model for students.
- › Search for “personal manifesto” on YouTube, and select an inspiring and age-appropriate video to share with students. There are many spoken-word videos that fall under this category.
- › Photocopy the Crafting Your Full Potential Manifesto Worksheet.
- › Display the 1917 US Food Administration Poster “Food, Don’t Waste It.”

ACTION STEPS

1. Engage: Tell students that today they're going to think about the promises they want to keep to themselves to be their best self. Show students the personal manifesto video you've selected. Afterward, ask for reactions. **(5 min.)**

2. Defining Full Potential: Say, *Today we're going to think about what it looks like to live up to our full potential.* Ask students to share with a partner what comes to mind when they think about the phrase "living up to your full potential." Explain, *your potential is what you're capable of, so part of living up to your full potential is getting better at things over time.* Give a personal example, such as *To reach my full potential, I want to get better at or learn another language.* Then have students work in pairs to complete the following sentence for themselves: "To reach my full potential, I want to get better at _____." Have pairs share their sentences, and record students' responses on the board. They might include pursuing interests or hobbies, being active, eating food that is nutritious, standing up when they see bullying, keeping promises to themselves, reaching academic goals, etc. **(5 min.)**

3. What's a Manifesto?: Tell students, *Today we're each going to create a personal Full Potential Manifesto. A manifesto is when someone writes something down to publicly declare it or to let everyone know, "This is what I intend to do, and this is how I feel!"* Explain that during World War I the US Food Administration published a manifesto about food. Display the 1917 poster, and instruct students to discuss their impressions with their partner. Ask, *What*

views are reflected in the statements on this poster? Explain to students that their manifestos can include the types of foods they'd like to eat, a new activity they'd like to try, and something new they'd like to learn. Encourage students to think about their own manifestos as encompassing their whole self. Ask, *What's a goal related to your brain? What's a goal related to your heart? What's a goal related to moving your body and eating healthfully?* **(10 min.)**

4. Creating Manifestos: Pass out the Crafting Your Full Potential Manifesto Worksheets, and go over the guidelines of the project, explaining they can use words or images or a combination of the two. Explain that they will be sharing their manifestos with at least one other student in the class. Have students work on drafting their manifesto for ten minutes before passing out paper and art supplies. Remind them to work neatly and carefully. Circulate through the room, supporting students who need guidance. After another 20 minutes, ask students to clean up their spaces. Students may need another work session to complete their manifestos. **(30 min.)**

5. Sharing with Partners: Have students find an aspect of their Full Potential Manifesto that they feel comfortable sharing with a partner. Put students in pairs and have them share. **(5 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: (5 min.)

Social and emotional learning

- *How did it feel to create a personal manifesto?*

Check for understanding

- *How will you make sure you are doing the things you expressed in your Full Potential Manifesto?*
- *How can we ask for friends and family members to support us in carrying out our manifestos?*
- *How can we support our friends in living up to their full potential?*

ADAPTATIONS

Follow-Up: Assign or have each student choose a classmate to be their accountability buddy. Record which students are paired so that you can remind them next time. They can have regular check-ins, for example monthly, to reflect together on how well they are fulfilling the goals expressed in their manifestos. You can also have them revise their manifestos periodically, such as at the beginning of a new semester, to highlight that this can be a living document that will grow along with them as they learn more about wellness over time.

Class Manifesto Variation: You might consider creating a class manifesto that all students contribute to before tackling personal manifestos.

Extension: You might have students create a school food or wellness manifesto modeled after the 1917 US Food Administration poster, laying out the tenets they'd want their school to live by. They can then come up with actionable steps for how to implement changes in their school environment.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Name: _____ Date: _____

Crafting Your Full Potential Manifesto Worksheet

Directions: Use your full piece of paper to create your own manifesto that demonstrates how you intend to live up to your full potential this year.

Format: Your manifesto can be a poem, list, collage, drawing, or comic. To convey your intentions, use whatever format you would like.

Requirements:

- Include words or images to show how you want to feel.
- Include words or images to show what you want to accomplish.
- Use the whole paper. If you're mostly using words, write big and bold! If you're mostly using images, be sure to not leave a lot of white space on the page.
- Include the following sentences:

To reach my full potential, I want to get better at

To help me do that, here are some health-promoting foods I can eat

Write or sketch your rough draft below: