

Ashland Appetizer

Behaviors that Build Self-Esteem– Appetizer

Students and teachers help build self-esteem in each other through:

SMILES
HUGS
EYE CONTACT
TOUCHING
PRAISE
ACCEPTANCE
WARMTH
LISTENING
QUALITY TIME
ENCOURAGING
BEING SUPPORTIVE
COMMUNICATING
NO PUT-DOWNS
COOPERATING
NON-JUDGMENTAL ATTITUDES
GIVING RESPONSIBILITY
RESPECTING OTHERS

Now have students name other actions which build self-esteem.

Caring – Appetizer

Explain to the class that there are people who care for them and that they show their concern in different ways. Then ask:

1. Who are some people who care for you?
2. How do you know they care? How do they show it?

Students care for others, too.

1. Who are the people you care about?
2. How do you show them you care?
3. Can classmates care about each other?
4. How can they show they care?

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Compliment Sheets – Appetizer

Give each child a sheet of paper on which the following sentences are written:

(Sally), you are good at

(Sally), I like the way you

(Sally), you are special because

Circulate this to the other students, then give it back to "Sally."

Do Not Speak – Appetizer

How would you communicate if you could not talk? Non-verbal communication is the way you act when you feel a certain way. It is the way your face looks and the way your body moves in reaction to certain things.

Ask students to think about being angry. What would your body be doing? Would you frown? Scowl? Clench your fist? Stomp your foot?

Think about being happy. What would your body be doing?

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Filing System – Appetizer

Every child is born with a magnificent card filing system called the "brain." It has wonderful drawers and dividers of the finest quality, but no cards. As a child develops, it reaches out in all directions to obtain "cards" which tell the child what the world is like, what he is like and how they fit together. This is called learning. And it helps a child form self-esteem, or how he feels about himself and about others.

There are two kinds of cards: blue and orange cards. Blue cards tell you that you are able, valuable and responsible ... that the world is good and that there are many things to love that will love in return. Blue is the best of self-esteem, excitement for living and the best of trust, respect and optimism.

Orange cards are the opposite. They say a child is unable and worthless. They warn the child to beware of the world, of life and of itself and its feelings.

Children need 12 blue cards for every one orange card. Begin the school day having students describe their "blue" self-images. Remind them to bathe in the blue sunshine. Tell children what they "are," not what they "are not."

Goal: Every child in this classroom will leave the school year feeling that he or she is Valuable, Able, Responsible and Lovable.

Friendly Advice – Appetizer

Ask your students to write letters to a make-believe person who has no friends. Each child will formulate and write a letter which gives the friendless person advice on how to cope with the problem and how to find a friend. Volunteers can read their letters to the class and then have a class discussion on how people can feel good about themselves.

Friendship Web – Appetizer

Have the students sit in a circle. Roll a ball of yarn from one child to another. Each child holds on to the yarn and in so doing will make a "web." As it is rolled from student to student, the one tossing or rolling gives a compliment to the person being tossed the yarn. When finished, there will be a friendship "web" on the floor. This also is an illustration of cooperation, because to build the web, there must be cooperation on the part of each class member. (You can only toss or roll the yarn ball to someone who has not received it.)

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Happiness Is – Appetizer

To help identify and accept differences in the class, students can assemble a booklet, each contributing a page on what happiness is to him.

This also can take the form of an attractive and useful bulletin board.

Formal or informal discussion among class members is important.

Have a Sense of Humor – Appetizer

Explain to the class that everyone makes mistakes and tell how a good sense of humor can help relieve the tension.

Ask the students to give personal experiences when they made a mistake and how having a sense of humor saved them from embarrassment -- or could have. Ask the students to give humorous choices of overlooking or correcting the mistake.

Or, tell the students, "Think of a situation you might get into that could be embarrassing, and tell what you would do."

Helping Friends – Appetizer

Ask your students to name special school helpers whom they see each day: custodian, office personnel, principal, teacher, bus driver, nurse, librarian, cafeteria personnel, parents, etc. Assign each person named to a different student. Students can design and make cards, write letters or draw pictures for their special school helpers.

To help them understand positive self-esteem ask each student:

1. What do you like about your special friend?
2. How is your special friend like you?

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Helping Others – Appetizer

Ask students to write or draw a description of a situation in which they needed help. Maybe they were hurt, sad, embarrassed, disappointed, left out, alone or lost. Have them share the experience and their feelings.

Collect the papers and redistribute them so that the students do not receive their own papers. Tell them to write down or draw what they might do to help the person in that particular situation.

Have the students take turns telling what they did to be helpful. Other students can join in the discussion.

How I Feel About Myself – Appetizer

Help students become aware that it is normal to like and dislike various things about themselves. But point out that just because a student doesn't like a particular thing about himself doesn't make him less wonderful or less likable.

Have students check off answers.

LIKE MYSELF

DO NOT LIKE MYSELF

IF I

bite someone

help my mother

am cheerful

take something I shouldn't

get in front of the line

help my classmates

play fairly

Have a class discussion.

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How I React – Appetizer

Have students write down a word or phrase that explains how they would feel or react if the following statements were made to them:

1. I wish you were friendlier.
2. You really make me mad.
3. No! You can't come over to my house.
4. You are not good at math, are you?
5. You sure are loud.
6. Why did you say that?
7. I think you're wrong.
8. You speak well.
9. You have so many friends.
10. Listen, no one likes a showoff.
11. I'm jealous of you.
12. I don't trust you.
13. I do trust you.
14. Come on, laugh!

Hugs – Appetizer

Read to class:

It's wondrous what a hug can do.
A hug can cheer you when you're blue.
A hug can say, "I love you so,"
Or "Gee, I hate to see you go."
A hug is, "Welcome back again,"
And, "Great to see you! Where've you been?"
A hug can smooth a small child's pain,
And bring a rainbow after rain.
The hug! There's just no doubt about it,
We scarcely could survive without it!
A hug delights and warms and charms.
It must be why God gave us arms.
Hugs are great for fathers and mothers,
Sweet for sisters, swell for brothers.
And chances are your favorite aunts
Love them more than potted plants.
Kittens crave them. Puppies love them.
Heads of state are not above them.
A hug can break the language barrier,
And make your travels so much merrier.
No need to fret about your store of 'em;
The more you give the more there's of 'em;
So stretch those arms without delay,
And Give Someone A Hug Today!!!

-- Dean Walley

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I Wish – Appetizer

Ask students to write:

If I had three wishes I would wish _____.

Have them discuss:

- Why they chose those wishes.
- How those wishes will affect them.
- How they will affect other people.
- How they will make you feel about yourself.
- How they will make others feel about you.

I'm Special – Appetizer

Read to class:

I'm special. In all the world there's nobody like me.

Since the beginning of time, there has never been another person like me. Nobody has my smile. Nobody has my eyes, my nose, my hair, my hands, my voice. I'm special.

No one can be found who has my handwriting.

Nobody anywhere has my tastes for food or music or art. No one else sees things just as I do. In all of time there's been no one who laughs like me, no one who cries like me, and what makes me laugh and cry will never provoke identical laughter and tears from anybody else, ever.

No one reacts to any situation just as I would react. I'm special.

I'm the only one in all of creation who has my set of abilities. Oh, there will always be somebody who is better at one of the things I'm good at, but no one in the universe can reach the quality of my combinations of talents, ideas, abilities and feelings. Like a room full of musical instruments, some may excel alone, but none can match the symphony sound when all are played together. I'm a symphony. Through all of eternity no one will ever look, talk, walk, think, or do like me. I'm special. I'm rare.

And, in all rarity there is great value. Because of my great value, I need not attempt to imitate others. I will accept -- yes, celebrate -- my differences.

I'm special. And I'm beginning to realize it's no accident that I'm special. I'm beginning to see that my Higher Power made me special for a very special purpose. He must have a job for me that no one else can do as well as I. Out of all the billions of applicants, only one is qualified, only one has the right combination of what it takes.

That one is me. Because ... I'M special.

-- Author Unknown

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My Goal – Appetizer

Have each student write at the beginning of the day:
My goal for today is _____,

or

today I will (**include two good deeds**).

My Home – Appetizer

Ask students to write or dictate twenty items they have in their homes that they're sure other children have in their homes, too.

Ask them to list five things in their homes that they know are unique, special to their homes alone.

Ask them to describe one piece of furniture that's special to them and why it's special to them.

Name Poems – Appetizer

Have students write one letter of their names per line on lined paper. Next to each letter tell them to write a descriptive sentence about themselves starting with that letter. Students can write each letter with different colored crayons or markers.

Pat on the Back – Appetizer

Have the students trace their hands on construction paper, decorating it with rings, etc. Cut the figures out and put the child's name on each one. Whenever a student does something kind or special, give her a "pat on the back" by using masking tape to stick the hand on the back of the receiver.

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People Recipes – Appetizer

Have children use measurements to write a recipe page describing themselves, such as: 2 cups fun, 5 cups love, 2 tsp. naughtiness, a dash of smiles, a few hugs; and then have them write directions for making themselves from the recipe, such as: mix the fun, love and naughtiness together well, add a dash of smiles and a few hugs. Bake well in the love and care of friends and family.

Personality – Appetizer

Discuss with the class how everyone's personality is unique and how each person is special.

"Susan is special because she helped Bill pick up his books when they fell off his desk."

"Jack is special because he smiles a lot."

"William is special because he is very quiet and shy and is easy to get along with."

Have the students create a poster or button with one of these slogans:

- There's only one ME
- Nobody is like ME
- Everyone is DIFFERENT
- I am NUMBER ONE
- I am SPECIAL

Positive Quotes from Students – Appetizer

Have each student write a positive statement about himself, about the classroom, about the teacher, about families -- anything. And display all of the quotes around the classroom.

Examples:

Room No. 6 is great!
Sally is good in math.
Brent has a nice smile.
My parents are fun.
I like the way I look.

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Positive Quotes from Teachers – Appetizer

As a teacher, write statements concerning each student and display them around the room. Space can be left under each "quote" for fellow students to add positive comments about each other.

Examples:

I like the way John says "excuse me."

I like Grace's creative writing.

I like the way Mary treats her friends.

Same and Different Pictures – Appetizer

Divide the class into pairs. Instruct each child to think of eight ways their partner is different from them and eight ways they are the same.

The students can draw two pictures, one for similarities and one for differences, and write sentences listing these items. Discuss each pair's findings, emphasizing the idea that all similarities and differences are acceptable the way they are.

Self-Concept – Appetizer

Discuss how self-concepts are influenced by the way others react to us. Ask students to give their reactions to the following situations:

- A. Teams are chosen for a contest, and you are the last one selected.
- B. You take a place in the cafeteria but are told the place is reserved for someone else.
- C. Teams are chosen, and you are named captain.
- D. You are chosen "Student of the Week."

Have the students, in each situation, describe how they would feel about others and about themselves. Particularly in A and B, point out that one unpleasant reaction from someone else does not mean you have to think poorly of yourself. At that point, think of things you like about yourself.

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Self-Esteem Cheer – Appetizer

Start each day by leading a cheer for one student. Example: Sally: "Give me an S ... give me an A ..." spelling child's name. "What do you have?" Class responds by shouting child's name. Use a different child each day.

Self-Love Sheet – Appetizer

At a daily sharing time have children list things about themselves they like. Share with a partner, in a small group, or with entire class.

Self-Reflection – Appetizer

Pass a hand mirror around the group and ask each child to look in the mirror and repeat the following:

Mirror, mirror in my hand Tell me why I'm the best in the land.

After giving one reason why they are the best, each child passes the mirror on to the next person.

Student of the Week – Appetizer

Ask students to bring in pictures of themselves showing things they enjoy: favorite hobbies or pastimes, families, friends and pets. They also can bring ribbons or medals they've won, exemplary classwork, postcards or places they've visited, magazine pictures of what they'd like to do or become, or pictures of things they enjoy.

Feature one student per week. Expand this activity by asking students to design at home posters with the same information for display within the classroom. Students can bring in their posters at the same time and share them with the class as an additional activity.

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Sunshine Note – Appetizer

Make a greeting card for a special friend. Tell this person why you appreciate your relationship.
Dear _____,

Thank you for your friendship! Thank you especially for _____.

Your friend,

You may want to make a habit of sending sunshine notes to your friends. Sunshine telephone calls also are enjoyed and appreciated.

Symbol of Me – Appetizer

Out of colored construction paper, have the students draw symbols that represent themselves. They may choose from nature, geometric designs or shapes, hobbies, interest, talents, etc. and then cut them out.

The students share with a partner why they chose that particular color and why that symbol represents them. Have each student introduce their partner to someone else by explaining the colors and symbols.

Tension – Appetizer

Discuss with students how tension can interfere with how well they do something. People do better in games and tests when they are relaxed.

To relax, ask students to sit quietly and think about their favorite place or about something they really enjoy doing. Allow several minutes. Then ask, "Did it work? Are you relaxed?" Ask if anyone wants to share her daydream?

Before students take their next test, have them practice relaxing.

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Things About Me – Appetizer

Have students answer the following:

1. An important thing to know about me is _____.
2. I felt proud when I _____.
3. Other people like me because I am _____.
4. The thing I do best is _____.
5. I look _____.
6. If a new friend came to visit, the first thing I would show her is my _____.
7. I like myself because _____.
8. I do not feel important when _____.

Have students pick a partner to share their information. Conclude by asking, "What is the most important thing you learned about your partner?"

Ways People Express Feelings – Appetizer

Ask your students these questions and follow them with a discussion:

1. When you watch other people, can you tell how they feel when they do certain things?
How can you tell?
2. Do you think being smart has anything to do with feelings?
3. Do all people express their feelings the same way?

"What I Like" Surprise Box – Appetizer

Bring a small box with a lid to class and ask each student, one by one, to write something they like about themselves on a piece of paper and put it in the box.

The students take turns guessing what they think is in the box based on what they know about each other.

By guessing good things about each other, the class helps build each student's self-esteem.

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What Is It? – Appetizer

Ask your students:

1. What is criticism?
2. What is praise?
3. How do you react to each?

Discussion should include the following points:

- criticism isn't necessarily a bad thing -- often people are trying to be helpful by pointing out something they know you can do better.
- you must always listen carefully to both praise and criticism to make sure you agree with and understand what has been said, so that you can learn more about yourself.

When You're Mad, Are You Glad? – Appetizer

Ask your students:

1. What makes you angry?
2. What do you do about it?
3. What can you do besides fight?
4. What can you do to or for the people at which you're angry?
5. What can you do to make yourself not angry anymore?

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Body Pictures – Entrees

Have each student draw their body on craft paper, butcher paper, etc. and cut the shape out. Next to the head, make a list of positive thoughts and ideas. Next to the mouth, list positive words or phrases. Next to the heart, write words that show good feelings, attitudes towards others. Next to the arms, feet, legs, and hands, list positive things that can be done with these parts.

But Everyone Does It – Entrees

Discuss with students: What is a "peer?"

Peer groups: a source of change, a source of enjoyment, a source of conflict.

How do you respond to your peers? Are you original? How? How much do you influence your friends? Does your group have a set of unwritten rules or actions considered right or wrong? List them. How did they develop?

Would you act differently if your friends were not looking? What about people who don't fit into your group? What makes them "out of it?"

What actions do you consider "silly" or not "popular?" What standard of evaluation did you use?

Choosing to be Positive – Entrees

Most people like to be around people who have positive attitudes about themselves.

- Put "P" in front of the sentence that shows a positive attitude. Put "N" in front of the sentence that shows a negative attitude.
 - I like myself.
 - I am generally bored with life.
 - I am an important member of my family.
 - I enjoy spending time with my friends.
 - I dislike my looks.
 - I really do not like myself.
 - I enjoy going to school.
 - I have nothing to contribute to a group.
- Write a positive statement that you often say about yourself.
- Write a negative statement that you often say about yourself.

You may want to:

- Try to think about yourself in positive rather than negative ways.
- Try to talk about yourself in positive rather than negative ways.

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Class Records – Entrees

This activity will help children recognize that everyone is special and unique. Ask students to suggest at least one category for Class Records:

- most books read in a given time
- most bounces of a ball in 1 minute
- fastest runner
- most teeth missing
- most brothers
- most sisters
- most places lived
- highest singing voice
- most freckles

Make a certificate out of construction paper for each record. As a child establishes a record in a category, write that student's name on it and display it on the wall.

Describe Yourself – Entrees

If you had to describe yourself over the phone, what would you say? Use descriptive words and make a list.

Example: happy, funny, thoughtful, shy, embarrassed in big crowds, etc.

Collect the lists and redistribute them. Ask a student to read a list and have the others guess who is being described.

Ask the class to give some more descriptive words to add to that person's list to make each student even more easily identified.

Discovery Time – Entrees

Help your students discover how they are feeling throughout the school day.

Have students create a "time sheet" that lists school hours.

Each hour, have the students write down what they are doing and what they are feeling: bored, angry, happy, hungry, curious, etc. This activity can be kept for one day or for a week at a time.

Later, have the students look at the lists and think about how they were feeling. Are they usually like this? How did they feel while doing this project? Did they learn or discover anything about themselves? Is there anything they want to do differently?

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How I Act – Entrees

Have students think of different ways their feelings are communicated nonverbally. Use the following questions to guide discussion.

1. What are some ways you communicate boredom?
2. How do you look when you're excited? When you're calm?
3. Remember a time when you were refused something you wanted. How did you look when you pouted?
4. Think of a time when a friend did something to be proud of. How did that person look?
5. Which feelings are easiest for you to communicate nonverbally?
6. Which feelings do you like to show to others? Why?
7. Which feelings do you prefer to hide? Why?
8. Have you ever tried to hide anger? Why? How?

I Am Special Stickers – Entrees

Goal: To show students they have to respect themselves before they can respect others.

Materials: Red stickers and blue stickers included in the original box with the recipe cards. The stickers say (space for name) is special.

Method: This exercise may be divided into two exercises in one day or can be used for several days or weeks.

Phase I:

Give each student a red sticker and have them write their own name on the line over the two words "is special." Example: Susie writes "Susie is special." Each student makes a list of positive traits which make him or her special and wears their own sticker for at least one day. Each student stands up and gives one trait which makes him/her unique.

Phase II:

Write each student's name on a separate piece of paper and put each piece face down on a table. Have each student draw a name. If they draw their own name, put it back and draw again. Give each student a blue sticker and have them write the name they drew on the line above the words "is special." Example: Susie draws Rob's name. She writes "Rob" on the line on the blue sticker. Susie's sticker now says "Rob is special." Each student makes a list of why the person whose name they drew is special. Each student wears the sticker with their classmate's name on it for at least one day. Each student stands up and gives one trait which makes the classmate special.

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The Magic Box – Entrees

Construct a "magic box" which can be any kind of a box with a mirror placed to reflect the face of anyone who looks inside. Begin the activity by asking the class, "Who do you think is the most special person in the whole world?" After allowing the children to respond individually, continue: "I have a magic box with me today, and each of you will have a chance to look inside and discover the most important person in the world."

Give each child a chance to look into the box after you ask them who they think they will see. Some children may have to be coaxed, because they may not believe what they see. Be ready with some of the following comments:

"Are you surprised?"

"How does it feel to see that you are the special person?"

"You smiled so big -- are you happy to see that you're the special person?"

Before rejoining the class, ask each child to keep the special news a secret.

After all the children have had their turns, ask the group who the most special person was. After each child has had an opportunity to say "me," explain that the box is valuable because it shows that each of them is special. You might ask how it is possible for everyone to be the special one. A discussion about each individual's uniqueness may ensue.

Me Poster – Entrees

The children make posters about themselves. Include magazine pictures or drawings of favorite foods, TV stars, hobbies, interests, etc. Children also can include pictures of themselves, best friends, family, pets, etc. and any special certificates, awards, papers, etc.

Me Puppet – Entrees

Students make and decorate paper bag puppets of themselves. Each student has the puppet "talk" about the good things about themselves, and each child shares these things with another "puppet partner."

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My "Favorite-Things-To-Do" Collage – Entrees

1. Think about yourself. What do you like to do? Look through some magazines and catalogs. Each time you find a picture of something you like to do cut it out.
2. Draw a boy or girl pattern on a big sheet of black construction paper. Cut it out.
3. Paste the pictures of things you like to do on the shape.
4. Look carefully at all your pictures. Which three things are your favorites? Take three star stickers and put them on those pictures.
5. Write your name and a few sentences about what you most like to do and why on a sheet of paper. Paste this sheet on the back of the shape.
6. When you finish your collage, put everything you used back where you found it.

Paper Plate – Entrees

Punch two holes in a paper plate. Put yarn through them and tie so the plate can be slipped over a child's head. The plate should hang in back. Have children write positive comments about each person on their plates. Talk about "positives" and "negatives" and focus on looking for positives in each other.

School Attitudes – Entrees

Have students make a three column chart: "Things that make me feel good about school", "What I can do to help myself", and "Things that make me feel bad about school."

Help students recognize different attitudes toward school, give possible reasons, and explain how each might be helpful or not helpful to learning. Discuss how important it is for students to identify positive and negative attitudes and how they think these attitudes developed and how they affect their friends.

Finally demonstrate at least one way students can change negative attitudes.

Self-Portrait – Entrees

Have the students draw pictures of themselves. Put names under each drawing and display them around the room for the entire week. Have the children write positive comments on each "friend's" picture. Talk about the "uniqueness" of each one.

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Show Your Feelings – Entrees

You can tell how a person feels by the way he looks, walks, talks, sits, etc. Choose "feeling" words (happy, joyful, loved, upset, pleased, ashamed, hurt, etc.) and ask your students:

1. How can you tell when a person feels _____?
2. How do you act and look when you feel _____?
3. Do all people act or look the same way when they feel _____?
4. What makes you feel _____?
5. What might you do to make someone feel _____?

Ask the class to show you how they would look, walk, sit, etc. if they felt a certain way.

OR, tape a flashcard indicating a specific feeling on the back of a student, and have other children act out the feeling.

Smile Contest – Entrees

Motivate your very own "Smile Contest."

Begin the contest by eliciting smile categories from the children. Write the smile categories on the board as the children suggest them. A few possibilities include:

- first tooth lost in class smile
- shiniest braces smile
- longest smile
- friendliest smile
- best teacher smile
- best bus driver smile
- most teeth missing smile
- widest smile
- cutest smile
- most often seen smile

When the children have agreed on the categories for the contest, write each category on a separate piece of paper and display the papers throughout the room. Invite the children to make nominations for each category by writing names on the papers.

On the day of the official voting, provide each child with a ballot which you have made by making a stencil with a line for each smile category. The winners deserve special recognition. Make copies of the Smile Award below and fill in the blanks for each winner.

Official Smile Award

Presented to: _____ Date: _____

For the Smile Category: _____

Presented by: _____

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Success a Day – Entrees

At the end of each day, have the students briefly share with the rest of the class the successes they have experienced during the day.

Some students will find this difficult at first, but as others begin to share, they too will realize they have had some of the same successes. If students say they have had no successes, classmates will chime in with successes they have seen them accomplish. Be sensitive to the children with extremely low self-esteem and look for successes to point out.

A variation of this activity is to have students share what they've learned that day. In addition to being a great form of review, it provides the students with a sense of accomplishment. Without conscious recall, students often are not aware of all the skills and information they are learning in and out of school each day. Knowing that they are learning adds positively to students' self-esteem.

Dorothy Corkille Briggs
"Your Child's Self-Esteem"

Success Symbols – Entrees

We all have things that remind us of our past successes: photographs, medals, certificates, dried corsages, dance books, ticket stubs, autographed baseballs, newspaper clippings, poetry, trophies, plaques and ribbons, mounted golf balls, fish, and antlers. Most of us save symbols of success because they remind us of our abilities and that we are capable.

Have students bring to class three tangible objects which symbolize past successes or accomplishments. You should participate in this process, too.

During the next class period, check to make sure students have their success symbols. If anyone has forgotten to bring them in, allow them five minutes to sketch what they would have brought.

After you model how to talk about a symbol, have each student stand and share a "success" with the rest of the class. Instruct the students to talk about their feelings regarding the specific object as well as the success it symbolizes.

A variation of this exercise is to have the students list five success symbols they do not have but would like to acquire in the next one to five years. This activity could be used in conjunction with goal setting.

As a teacher, what are your success symbols? Take a walk through your house or apartment and see how many are visible. If they are all stored away in drawers and closets, consider how you might make them a more integral part of your environment.

Consider the possibility of hanging your diplomas on your classroom wall. This establishes your professionalism and models the behavior of acknowledging your successes.

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What Happens to Your Body? – Entrees

Tell students to listen carefully to the list of objects and events you are going to read. Tell them to picture each one in their minds and use their bodies to show whether that object or event makes them relax or tense. Read the list slowly, allowing time for students to react.

A soft furry kitten; ice cream; a sharp knife; a final test in math; a soft bed; spinach; a teacher yelling; a loud bang; losing your shoes; a pillow; watching a scary movie; books; walking with your best friend; being alone in a new class; a warm sunny day at the beach; etc.

After reading the list, ask: What happens to your body when you think of pleasant and unpleasant things?

Discuss.

Who Am I? – Entrees

Have your students make up riddles describing themselves. For example:

I am a boy. I live in a brown and white house. I like to play with puzzles. I draw and paint well. I play soccer. Who am I?

Ask students to write down the riddles. Fold and put them in a container. Children pass the container, and each draws out a riddle. If they get their own, they have to draw again. Read the riddles aloud and ask the children to guess which person wrote the riddle. When one riddle is guessed, go on to the next.

Who Do You Think I Am? – Entrees

The purpose of this exercise is to have students think about how they come across to other people.

Each student draws or picks the name of another student. Each student then writes down how they think the student whose name they picked would describe them.

Example: Jane draws Bill's name. Jane writes down how she thinks Bill would describe her.

Ashland Entrees

Detectives – Entrees (Part 1)

Goal: To become aware of and enhance the self-esteem of each pupil.

Lesson Objectives:

- To determine the characteristics of others that make them special.
- To realize that the traits of each person make him/her unique.
- To help reinforce the positive elements in everyone.
- To express and share ideas visually and orally.
- To practice the skill of observation.

Estimated Time: fifteen to twenty-five minutes. (15-25 minutes)

Number Involved: Four to thirty (4-30 students)

Materials:

1. Paper
2. Markers
3. Crayons
4. Pencils
5. Box

Method:

Place the students in a group. Discuss some of the items that make each person special. Explain that today they are going to be detectives and practice their skill of observation. Introduce the game of "Eyeballing." Have the pupils count off or form groups of two. The children should be facing each other. Tell them that you are going to give them 30 seconds to study or "eyeball" their partner to find his special qualities. Explain that some qualities will be physical (hair color, type of clothes, glasses) while others may be attributes (shy, happy, honest, friendly). At the end of 30 seconds, have the youngsters turn back to back to each other. The teacher then asks all the students to listen as she interviews each couple.

Suggestions:

1. What color hair does your partner have?
2. What color eyes did you see?
3. What type and color clothes did you see?
4. Was he/she wearing jewelry?
5. What brand of tennis shoes was being worn?
6. Does your partner have freckles?
7. Does your partner wear glasses?
8. How does your partner make you feel?
9. What one thing do you remember most about your partner?

Ask these or similar questions to each group. After all individuals have had time to share, let them return to their seats. Have each student write his name on a piece of paper and place it in a container. (This may be done as a preparatory step.) Each child draws a name from the container and keeps the name secret. Distribute drawing materials.

The pupils are to draw a picture of the child named on their slip of paper. After the drawings are complete, have each student hold up his picture. The other children try to guess the identity of the student pictured.

Ashland Entrees

Detectives – Entrees (Part 2)

Variations:

During the 30 second observation time, have students also tell each other simultaneously some of their favorite things and activities. This allows pupils to practice both observation and listening skills. Then question each partner about what was heard and seen. Have children face each other and study their partner then turn back to back. While back to back, have the pupils change some item of clothing or appearance on themselves. Have the students turn and face each other again. Each student should try to identify what his partner has changed.

Related Activities:

Science – Do experiments that require observation skills such as determining what items are magnetic.

Treasure Hunt – Hide a "treasure" and see if the students can locate it by reading, listening or observing.

Mathematics – Have the students write their own story problems using information they have found out about each other. (Example: There are 18 brown headed, 2 red headed and 4 blond headed children in the room. How many more children have brown hair than have red hair?)

Literature – Introduce the children to mystery stories and characters such as Sherlock Holmes. Have the children devise their own mystery story using their partner's characteristics in the story.

Ashland Entrees

HEROES - Helping Earth Rotate On Self-Esteem – Entrees (Part 1)

Goal: To become aware of and enhance the self-esteem of each pupil.

Lesson Objectives:

1. To examine the characteristics of a hero.
2. To associate the attributes of a hero to one's self.
3. To strive to always display heroic behavior.

Estimated Time: Fifteen to twenty-five minutes. (15-25 minutes)

Number Involved: Five to thirty. (5-30 students)

Materials:

- Colorfully wrapped box or bag
- Pictures or names of students
- Paper
- Pens
- Buttons

Method:

Have the children gather around the teacher in a comfortable grouping. Teacher has a wrapped box or colorful bag which is sealed. The instructor states that inside the container are "HEROS" which help the earth to be a better place in which to live. At this point have the children discuss:

1. Who are your heros? (Can be real such as Michael Jordan, Larry Byrd, Helen Keller, the President, etc. or can be make believe such as Superman, Batman, G.I. Joe, etc.)
2. What one important quality makes your "HERO" the best? (Courage, kindness, love, strength. Try to keep within qualities humans possess.)
3. Are only characters like Superman or Spiderman "HEROS?"
4. Do you suppose you might have a "HERO" quality?
5. What do you think your "HERO" quality is?
6. What are some actions a "HERO" might take?
7. Do all heroic deeds have to be mighty?
8. What heroic deeds could you do everyday?

After the discussion, ask the students who the "HEROS" might be inside the box. If time permits, let each pupil guess. Choose a student to open the box or bag and a second student to remove the "HEROS." The students should discover that they are the "HEROS" because their names or pictures were inside the container. Finally, discuss what the letters in "HEROS" could stand for:

Related Activities:

Buttons – Have the children write on badge or button the one characteristic they selected for their "HERO." Have the child wear the badge and try all through the day to practice that quality. Variation: Collect the buttons at the end of the day and place them in a basket. At the beginning of each day have the children pick a button from the basket and wear it. They should try to practice that characteristic throughout the day.

Bulletin board – Place a picture of the earth in the center of the board. Put pictures or names of the students on various parts of the earth. Circle the earth with stars with the characteristics of the "HEROS" on them. Put the word "HEROS" on the board plus its meaning. ("Helping Earth Rotate On Self-Esteem")

Ashland Entrees

HEROES - Helping Earth Rotate On Self-Esteem – Entrees (Part 2)

Music – Have the students write a "RAP" about their "HERO" and the special characteristics he/she possesses.

Language-Arts – Have the children draw a comic strip on how their "HERO" could help the earth. Find synonyms to describe the characteristics they chose for their "HERO."

Mathematics – Draw and label a graph on the number of "HEROS" that were mentioned.

Example:

3 students chose Superman.

4 students chose Batman.

6 students chose Michael Jordan.

1 student chose Helen Keller.

Ashland Entrees

Palm Readers – Entrees (Part 1)

Goal: To become aware of and enhance the self-esteem of each pupil.

Lesson Objectives:

1. To realize that each pupil's characteristics make them unique.
2. To help reinforce the positive elements in each person.
3. To express thoughts in written and oral form.
4. To cooperate in a group activity.

Estimated Time: Ten to twenty-five minutes. (10-25 minutes)

Number Involved: Five to thirty students. (5-30 students)

Materials:

- Paper
- Pencils
- Buttons
- Crayons
- Scissors

Method:

Distribute paper, pencils, crayons, and scissors to pupils. Have each child trace his hand on the paper. The student then cuts out the pattern. If the child so desires, he may color jewelry on the "wrist." The student prints his name in the center of the palm. The teacher collects the "hands" and passes them back to the students randomly. No child should have his own name. The instructor explains that the students are going to be "palm readers" today. Have each child look at the name on the hand he has and think about something positive that makes that person special.

Suggestions:

- Physical characteristics. (beautiful blue eyes, freckles, great smile, pretty hair)
- Family items. (large family, neat home, special pet)
- Hobbies. (super football player, stamp collector, great story teller)
- Personal traits. (honest, good friend, keeps secrets, trustworthy)

The child should be encouraged to take his time on this decision. The student carefully prints a positive sentence about the person on one of the fingers of the hand. The pupil then passes the hand to another classmate who will repeat this procedure until all five fingers are filled. At no time should the owner of the palm see his hand pattern until the exercise is completed.

The instructor collects the hands and gives them back to the owners. It is important that each child get a chance to read and share all of the comments on his palm thus reinforcing the concept of self. Have the children pick a comment from the hand and write it on a "special button." Students may take turns wearing these buttons. (John is special because...)

Extended Activity: Collect the palms and remove or cover the names in the center. Read the comments made on the hands aloud and have the students guess who that person is. This concept can also be made to accommodate a bulletin board.

Ashland Entrees

Palm Readers – Entrees (Part 2)

Related Activities:

Mathematics – Figure out the total number of fingers in the classroom. Measure each person's hand using various measuring "instruments." (Paper clip length, chalk length, ruler) Measure the room in hand lengths.

Science – Make comparisons. (smallest hand, largest hand, longest fingers, shortest fingers, number of lines on hand)

Health – Study the care of hands and nails. Talk about layers of skin and the function of the skin.

Art – Make a wreath using the hands of children from paper or cloth.

Ashland Entrees

Spinning Dreams – Entrees (Part 1)

Goal: To become aware of and enhance the self-esteem of each pupil.

Lesson Objective:

1. To reinforce the positive traits of each student.
2. To encourage the students to aspire to be all that they can be.
3. To help each child set challenging goals for his future.
4. To realize that everyone has unique dreams for their life.
5. To understand that each student can contribute to the formation of a better world by means of positive interaction.

Estimated Time: Ten to twenty minutes. (10-20 minutes)

Number Involved: Five to twenty-five students. (5-20 students)

Materials:

- Paper
- Crayons
- Pencils
- Sealed container or box

Method:

Distribute crayons, paper, and pencils. Have the children discuss characteristics of themselves that they feel are outstanding or special. Encourage pupils to help each other determine these traits. Question the pupils on how they feel that their good points could be used to enhance their lives and the lives of the people around them.

Suggestions:

1. Tell three good qualities about yourself.
2. What are three good qualities of your neighbor?
3. Are your good points the same as your classmates'?
4. How can we use our positive traits to help one another?
5. Does it make you feel good to aid another person?
6. Do you think it is important to help everyone know their strong points?

Continue the discussion by asking if a person's positive traits or talents are useful in later years. Try to encourage the students to develop ideas about their futures which reflect their personal traits. Ask the pupils what they hope to do in school, after graduation, and finally job aspirations. Have them think about what type of family, home, car, etc. they will want. Ask them what they will have to do to obtain these dreams. Ask if dreams involving things are more important than dreams involving people and happiness. Last, inquire as to what each student could do to help this world be a better place.

Send the children back to their seats. Have them draw a large spider web. In the center they will write their names. The students will then fill each section of the web with drawings of their goals.

Ashland Entrees

Spinning Dreams – Entrees (Part 2)

Suggestions:

1. Graduation from high school.
2. Going to college or trade school.
3. Type of job.
4. Home.
5. Car.
6. Family members.
7. Doing a special talent or hobby.
8. Helping someone.
9. Write down or draw how you plan to accomplish these goals.
10. Write down or draw how you plan to make this world a better place.

After the students have written or colored pictures of their lives, collect the drawings and place them in a sealed container. Children may wish to put one or two things that are special to the class in the box. This box can be used as a time capsule which the teacher will seal and keep. An alternative is to seal each student's spider web in an envelope and have the child's parents keep it. The box and envelopes can be opened upon graduation from high school or at a class reunion.

Related Activities:

Bulletin board – Make a large yarn spider web on a bulletin board. Put a paper spider in the center. Each section of the web has the picture of the child and his or her dreams drawn inside. Title for board: SPINNING DREAMS.

Science – Study spiders and web formation.

Social Studies – Discuss job opportunities or careers available. Have community resource people come and speak in the class about their professions.

Ashland Entrees

What's Cooking? – Entrees (Part 1)

Goal: To become aware of and enhance the self-esteem of each pupil.

Lesson Objectives:

1. To develop a concept of the positive aspects that reflect each individual.
2. To express these ideas of self-realization to others.
3. To examine the concept that individual characteristics make us all unique.
4. To establish an appreciation for the different qualities in everyone.

Estimated Time: Fifteen to twenty-five minutes. (15-25 minutes)

Number Involve: Five to thirty (5-30 students)

Materials:

- Paper
- Mixing bowl
- Spoon
- Picture of the teacher
- Pencils
- Crayons
- Recipe slips
- "I'm Special" buttons

Method:

Have the children assemble around the teacher. The teacher has a mixing bowl and spoon in front of her. The teacher explains that she is going to mix up something special. She takes out her recipe card and reads the ingredients that need to be dropped into the bowl. Placed on the table are slips of paper with various phrases such as "brown eyes," "tall," "pet dog," "likes to swim," etc. on them. As the teacher reads aloud an ingredient from the recipe card such as "brown eyes" she picks up the corresponding slip of paper and puts it into the bowl. This continues until the ingredients have been read and all matching slips are in the bowl. The recipe card states that now all ingredients should be blended together. The teacher asks the students, "What do you think I am making?" and discusses their responses. The teacher then removes her picture or name from under the mixing bowl. She stresses that everyone is a blend of many unique and wonderful characteristics and responsibilities.

Activity:

The teacher passes out recipe cards to all the children. The students go back to their desks and list the ingredients and procedure needed to make themselves. After all the pupils have completed their cards they return to the group to share their recipes. The teacher should stress that no two recipes will be exactly the same; each make something unique and wonderful. Pass out buttons to each child. Have the student write his or her special quality on it. "I'm special because..." The pupils then wear the buttons they have made.

Note: The teacher should prepare a recipe card that describes him or herself and cut out the matching ingredient slips.

Ashland Entrees

What's Cooking? – Entrees (Part 2)

Suggestions for teacher:

- Color of eyes
- Color of hair
- Height
- Automobile
- Place of birth
- Hobbies
- Marital status
- Children
- College
- Favorite music
- Favorite food
- Pets
- Occupation
- Favorite candy
- Home

Variation:

Clip out large paper doll of each student. Have students go through magazines and cut out pictures that reflect their interests or family life. The children should paste these pictures on their own doll--covering it thoroughly. Let each child discuss their own doll.

Suggestions for student:

- Favorite color
- Favorite movie
- Favorite food
- Favorite music
- House
- Books
- Favorite sport
- Brothers
- Type of car
- Sisters
- Clothes
- Pets

Discuss:

1. Why is your doll special?
2. What activities do you like?
3. What favorite things are shown?
4. Is there any other doll exactly like yours?
5. Are you special?
6. Are there other special people?

Ashland Entrees

What's Cooking? – Entrees (Part 3)

Related Activities:

Bulletin Board –

1. Cut a large pot or mixing bowl and spoon from construction paper.
2. Place in center of the board.
3. Place recipes of the students around the center picture.
4. Caption – "Look What's Cooking in the Third Grade."

Mathematics – Practice measurement terms. (cup, tablespoon, teaspoon, pinch, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, whole numbers)

Language-Arts/Creative Writing – Put the students' recipes together to make a cookbook that represents the class. Write recipes about other people they know.

Social Studies – Study recipes from other countries. Study "old time" recipes from the past. (Example: Pilgrim Candy)