



HOMAA
Home of Mental Awareness in Africa

NURSERY AND PRIMARY SCHOOL(Course syllabus)

Course title (**Character building**)

MODULES

1. LOVE
Inc Activities

Topic

What is love and
How do you show it

Share the ways you
like to feel loved.

- Show your love for the earth.
- Make a list of people you love and people who love you.
- Make a big love heart.
- Create a love dance.
- Talk about people you have met and the loving qualities they share.
- Teach unconditional love.
- Learn a sign that means “I love you.”
- Play “loving actions”.
- Make a card for someone you love.

- Sharing

- Timer
- Structure sharing
- Dialogue sharing
- Partner sharing

- Selflessness

- Never talk bad about others
- Say hello
- Why we do what we do
- Learn to say yes

more than you say
no

- Practice giving/give more

Prefer your brother Song

- Patience
 - Start small
 - Self control
 - Maintain the right attitude
 - Purposeful delays
 - Reflective listening
 - Coping mechanism

2. Conflict resolution

Inc Activities:

- Understanding feelings
- Using immediate calming strategy.
- Language as a problem solving tool.
- Stating needs.
- Active listening and reflecting.
- Honesty.
- Exercise brainstorming solutions,
- Amends after conflicts.
- Moving on.
- The act of moving on and let go of grudges.

- Be kind and practice the golden rule

3. Foundation of character

Inc Activities:

- Trust worthiness
- Responsibility
- Respect
- Discipline
- Caring
- Fairness and citizenship
- bullying
- Confidence

4. Stress and anxiety management

Inc Activities:

- Stress management and healthy coping
 - Stress test activity
 - Fight/flight/freeze
 - Effects of stress
 - Causes of stress

- Stress reduction activities
 - coping with stressed
 - Eustress

 - Deep breathing
 - Progressive relaxation
 - simple meditation

- Failure

- Not everyone gets a trophy
- Everyone has different talents
- Learning from mistakes
- Teaching others
- Perseverance
- Know how to win
- Sense of humor
 - Leave it all in the field
 - Exercise

5. SELF ESTEEM

- Self love
- Self care
- Instructor praise/self praise
- Self esteem
- Activities
- Games

Character building.

Character building comprises of the key life principles, knowledge about mental health and overall well being which is crucial for the children at all stages of their education. Most of the lessons in character building will be taught through activities and exercise which will not only increase students participation, motivate and foster social and emotional learning but kids will have fun, look forward to school everyday while cultivating positive beliefs
Knowledge plus character is the goal of true education.

Note:

- ➔ Before the beginning of each class, students must do the breathing exercise and repeat at the end of the lesson,(see stress management)
- ➔ There are some key beliefs in this course which students must learn and reside as often as possible(key beliefs)
- ➔ Parents are oblige to comply so we can succeed with the vision of raising these kids to be the best version of themselves, e.g providing the necessary tools needed to facilitate learning and to corporate with teachers to avoid leaving kids with conflicting beliefs.

Character building teaching guide.

Module 1. K-P6

LOVE

(this topic is more of exercises) short notes can be made.

- What is love and how do you show it.

Love is a wonderful character trait to begin learning about if students are starting the journey of building character development. Because kids have been hearing “I love you” for so long, they can begin to understand the feeling and the actions that go along with this character trait quite easily. This knowledge can then be applied to other character traits, such as patience, selflessness or responsibility. Once they see the connection between the traits and how they improve one’s well-being and relationship with others, there is a domino effect and the awareness of values in everyday life becomes more apparent.

1. Share the ways you like to feel love.

Find out how students like to feel loved by asking “How do you know when someone loves you?” Think about your own answers to this question also. Take turns sharing how each of you like to be loved such as hugging, having someone’s help, or enjoying a game together. If students can read and write already, ask them to make a list of how they like to be loved

2..Show your love for the earth.

When we care about the environment, we care for it as best we can. Collect trash on the street, gather up recyclable items in your home, or do some gardening outside. Explain how actions must go along with our verbal expressions of love. By showing loving actions and not just saying the words “I love you,” we are actually embodying the virtue. We can show love to everyone and everything around us by looking out for what each person or thing needs to be happy and healthy.

3.Make a list of people we love and people who love you.

Ask students to Make a list or create a photo album of family members and friends. Use this list (or album) to remind them that there are lots of people who care for them, teach the idea of love being limitless – no matter how many people we love, there is always more love in our hearts. Love is endless to receive and endless to give.(activity)

4..Make a big “Love Heart.

Explain to students how a heart is often used as a representation of love because, like love supplies energy to people, the heart supplies blood to the body. This blood (love) allows us to live happily. Use masking tape or stones to make the outline of a heart on the ground. Have students come up with ways to use the heart such as making it a race track, a collection area for stuffed animals or other favorite objects they love, or a place to sit in while they sing songs. (activity)

5. Create a “Love Dance.”

Love feels so good that we often smile, laugh, sing and dance when we are with those we love. Choose a song the students likes and make up actions or dance moves you can do together. Being joyful helps us show and accept love.(dance)

6. Talk about people you have met and the loving qualities they showed.

Ask students to remember a time when they met someone new and what they noticed about this person. Talk about if they felt comfortable and how they became friends. You may like to take turns pretending you are each a new person the other is meeting, and role play how you can show love to new friends. Talk about how someone may look different than us – such as being a different age, speaking a different language, or having a disability but we love every person because each of us is special

7. Talk about unconditional love.

When we feel true love, we love each other no matter what – both in good times and in hard times. Ask students to think about some difficult situations they have faced, such as missing a friend or not getting something they wanted. We should love ourselves and each other whether we are happy or sad, and be patient and forgiving even when someone makes a mistake. This is called unconditional love because we love each other under all conditions. You can extend this lesson by drawing pictures of many different conditions in life. For younger children this may mean different environments or weather conditions, such as rain, snow, deserts, or oceans.

8. Learn a sign that means “I love you.”

The sign for “I love you” in American Sign Language is the pinky finger, index finger, and thumb pointed straight (with the middle two fingers held down to the palm). Teach students this sign or make up an original sign together to use to tell each other how much you love each other.

9. Play “Loving Actions.”

Take turns coming up with creative ways to show love (such as greeting someone, opening the door for someone, kissing boo boos, or offering something which you can do as a game of silent charades. Basically this means you should act out your “Loving Action” without words so that the other people can guess what you are doing. You may like to use photographs to inspire ideas for showing love to different people such as grandparents, friends, teachers, and strangers. Sometimes we show love to different people in different ways and it is important to know the appropriate way for each person.(activity)

10.Make a card for someone you love.

Ask students who they would like to make a card for and talk about why they chose that person. Is that person kind to them? Do they enjoy spending time with that person? Think about how that person makes them feel and how we can try to display those same qualities to other people around us. Make a card for the person and arrange to get it to them or dropping it off in person.(activity)

SHARING

Children need to learn to share so they can make and keep friends, play cooperatively, take turns, negotiate and cope with disappointment. Sharing teaches children about compromise and fairness. They learn that if we give a little to others, we can get some of what we want too. The act of sharing is to use and enjoy something jointly with another or others. In the context of the classroom, it may mean sharing resources, like art materials or a word mat. It could also mean playing with a toy before passing it to another student to play with. This is one way how students develop friendships and help create a harmonious classroom environment.

How to Teach Sharing

For younger students, it may be easier to organize structured sharing in your classroom to get them naturally used to the concept. This should involve activities that require students to work together in activities that are enjoyable and require a degree of cooperation among st them. Here are some techniques you can use to support activities

Timer

An effective way to teach student about taking turns is using a timer that is visible to your class. Using this is particularly effective if you have sharing boxes. These have items in them that are specifically used to encourage sharing. If students choose an item to use or play with from a sharing box, it's explained that when the timer makes a sound, they have to return it to its sharing box and select a new item. This will give them the opportunity to play or do something new, whilst providing another student the chance to play with what they were first had.(activity)

Structured Sharing

Sharing is obviously not just about tangible items. It also involves taking turns when speaking, sharing ideas and opinions, as well as accepting those that differ from our own. There are many ways to do this, including

Around-the-Circle Sharing

As suggested, all your students sit in a circle. You mention the topic, for example, what's their favorite story, and select a child to begin talking about it. At a very basic level, your students share their ideas or opinions, and develop some communication skills, as they have to listen and speak clearly. By a show of hands, students indicate they want to comment, and you select which ones can before moving on to the next student.(activity)

Dialogue Sharing.

Organize a rota for students to speak about their homework, projects or a piece of classwork they've worked on. They do this in front of their class and talk about anything to do with their work, like what they made, what they found difficult or enjoyed.

You can guide students that may find it difficult to speak with questions which answer. After they've spoken, their peers have an opportunity to ask questions before it's the next student's turn.

Partner-Sharing

This method is a great way for students to get to know their peers, as you can pair them with different students, gradually getting them to sit with everyone during partner-sharing activities. Activities for these sessions could include finding out two things they have in common, things they dislike or like, and what they like doing to have fun.

Students then take it in turns to report their findings back to the whole class.

Exploring why students may be reluctant to share can provide you with an opportunity to allay any fears. If they're anxious that they won't get a turn, you can explain they eventually will but have to wait. Although it's a good idea to allow students to try to resolve things on their own before stepping in, there may be occasions when you'll need to step in to prevent a situation from becoming worse. (activity)

Remember to Praise actions of sharing It is always good to remind students that being generous and compassionate towards others is a good deed. If they agree to share something, appreciate their action. They will feel motivated and appreciated and would want to do it over and over again.

Selflessness

- Teach students to not talk bad about others
- to say hello to strangers
- Tell them stories about times when you helped someone else
- Help them understand why we do what we do
- Learn to say yes more than you say no
- Practice giving what you want yourself to others
- Give more

Prefer your brother (song)

I am thirsty, I am thirsty
But my brother, he comes first
So I offer him the water,
that will quench his thirst

Chorus

It is a blessing to prefer your brothers
This is a way to show you care
It is a blessing to prefer your sister
You are richer the more you share

2nd verse

I am hungry, i am hungry
And my sister, she is too
So I give her some of my food,
that's whats best to do

Patience

Note: It is imperative to note that teachers will play a greater role in teaching students to be patient by modeling it themselves.

Start small.

Look for opportunities in class to make the students wait for something they wants. A minute or two is more than enough to start with, they will slowly learn about the concept of waiting, and as they starts to understand, you can increase the wait time to make them wait just a bit longer, also nothing is better for a child than having to wait his or her turn for something fun. The only way to get better at this is to practice. If students struggles with waiting his/her turn for a game or something, repeat the same exercise —not less—to reinforce the need to be courteous and patient. The repetition will help them learn to cope with the wait.

Teach self control. For a child, having patience is a matter of learning that they can and should control their emotions and actions, even when they are anxious, eager, or tired. Require the child to regain some self-control before you fulfill their request. Doing so while they're acting out will only instill the idea that acting out impatiently isn't the way to get what you want so is a win win, use one stone get 2 birds

Maintain the Right Attitude

While modeling patience for your students, always remember to stay calm, smile, and try to tackle any unwanted problems with positivity, perhaps even thinking out loud so that your student can join in the problem-solving. Being grumpy and complaining or rolling eyes is something that should be avoided at all costs because this simply results in your students becoming more impatient, as they may be in a hurry to make you feel happy.

Purposeful delays

In a world where instant gratification is everywhere, you may need to purposefully delay some things for no other reason but to teach patience. If students want a break, there may be no real reason for them not to have it at that time.

Make Use of Reflective Listening

When students complain that they would rather be playing or doing something other than waiting, make sure to keep calm and encourage them to talk about their feelings. Take them seriously and try to come up with a solution.

Stick to Your Timing

Instead of saying “in two minutes” and never following through, set a timer for the time you feel you will need and then stick to giving students attention when the time is up. A way to avoid giving time and being unable to follow through is to explain time to them through actions. For example, instead of telling them that games will begin in 15min, tell them that games will begin when you are ready

Encourage Coping Mechanisms, Here students can be paired in 2 or 3, and they are having a single pencil to draw so while one person is drawing the others will have to wait to take turns with the pencil. While waiting give them something else to do (activity)

Acknowledge Patience

Patience is a skill, and when your students shows patience, you need to acknowledge and reward it so that they will be more encouraged to do it again and tell them how proud you are of their patience and good behavior.

Enjoy Slow Activities

Play board games or indulge the students in some crafts as they take much longer than fast paced games

Module 2.

Conflict resolution

If respectful conflict resolution isn't mastered during early childhood, the skills are much harder to learn; they rarely become second-nature to an adult. The consequence is reflected by domestic violence and assault crimes that shatter our neighborhoods. In each developmental stage, children gradually expand their capacity to balance their personal rights, needs, and wants with those of others. As children learn to do that, they develop constructive social skills as well as their own character.

Understanding feelings. begin putting words to emotions. Pair words with facial expressions; it helps children understand feeling. Encourage toddlers to empathize by translating others' body language: "That boy is upset; he's crying because someone grabbed his toy from him. He wants it back." With preschoolers, introduce words to name feelings associated with conflict such as: frightened, anxious, mad, scared, angry, worried, nervous, afraid, frustrated, confused, lonely, tricked, ignored, left out, embarrassed, mad, and unimportant.

Using an immediate calming strategy: After students are aware of the emotions they feel when a problem arises, we begin to talk about immediate-use calming strategies. These are skills children can use in the moment no matter where they are to calm down. I stress the importance of using at least one calming strategy before speaking (when this is safe, of course). An immediate-use calming strategy is something children can do for 15-60 seconds that will help them take a moment, collect their thoughts, and release tension that could boil over into an explosive reaction. Teach them Controlled breathing, visualization, tense and release muscle contractions, exercise and empowering thinking.(see stress management below)

Language as a problem solving tool. Teach students to use language, rather than grunts, shoves or hits, when they are ready to talk about issues, they should be willing to express how they feel. explain to them that when we share our emotions with others, it's easier for us to relate to one another as human beings who have feelings instead of just someone who disagrees with them.

Stating needs, For smaller problems or things that aren't quite full-blown conflicts, talk about how it's okay to say what you need in the moment (this is not to say stating needs isn't important in bigger discussions, but sometimes things can be resolved simply by sharing feelings and asking for what we need). For example, "I feel frustrated when you talk during lessons Or "I feel upset when you ignore my ideas. Can you please consider this idea? I think

it'll really work well." We practice this in the same way as expressing feelings: start with a scenario, state feelings and situations, and then share what we need.

Active listening and reflecting: After we spend time focusing on how we feel and expressing ourselves, it's an important shift to help students remember that there's another person involved and their feelings and needs are important too! Some kids sometimes even seem shocked to hear this. But of course, to resolve a conflict, both parties need to be heard. We do spend time actually stating feelings and reflecting those back, to introduce and break down those skills, we practice a few activities

- **To practice active listening**, you can do a partner drawing activity, have 2 partners sit back to back, One partner has a clipboard, paper, and a pencil. The other partner has a picture of a simple image. The partner with the image describes the image to the partner without actually telling the partner what it is. The partner has to draw the same image from the instructions. The kids have to work really hard to clearly communicate and listen carefully during the process! Some even get frustrated and we have to backtrack, sometimes cool down a bit, and start over.(this will also help with with patience)

- **Reflecting Activity** .What's more reflective than a mirror? To help students learn how to reflect what others are saying, have them practice telling a story to themselves in a mirror. tell them to look at their own facial expressions as they tell the story and notice what emotions they're stating and what emotions their faces are showing. It seems really silly or simple, but it really is helpful for kids to see how they can pick up clues from other people by picking up clues from themselves!

Honesty. This principle should be simple enough, but at their core, our students will lie, cheat, and steal. They'll do whatever they need to do to get away with something, hide it, and blame their peers instead of admitting their wrongs. Practically, this means that we ask the students how they feel when someone else lies to them. Or, we challenge them to always tell "the whole truth, and nothing but the truth.

Brainstorm on solutions, For smaller deals or little problems, I think it's important to give students a toolbox of solutions to try on their own. They can do things like walk away, choose a different activity, ignore it, or go to the calm down area. This goes hand in hand with scaling the problem. When children are able to label the problem as a little deal or something that doesn't need to be addressed right away, they can choose one of their individual solutions.
(exercise)

Offer feedback and appreciation. Comment on productive problem solving after exercise or if you witness an act of proper problem solving skill from a student e.g "I heard you and patrick were arguing over the red crayon. That was a good idea to reassure him you'd give it to him next." Or: "I heard you telling Belinda you were angry she knocked down your book, that was good self control."

ways to make amends after conflict. After conflict most kids go on about their play, but sometimes students need help knowing how to mend fences. If it's true, students can say they are sorry. They shouldn't just say they are sorry, they should ask for forgiveness, But there are other ways, too. You can ask, "If you want Mercy to stay friends, what would make her feel better?" Sometimes kids will say, "I'm sorry," teach them other times they can give a hug, draw a picture, or give a flower. Authentic amends is what's important, not just lip service of "I'm sorry. (drawing exercise)

Moving on, Sometimes moving on is the hardest part of the whole thing. it shouldn't be too terribly hard. To help kids get to this part, have them first make a list of times when it's hard to move on. They might say things like

when I feel like the person didn't really care

when I don't get what I want

when the other person keeps bringing it up

when other people keep talking about it.

Check your solution, First, talk about how if they or the other person still have unresolved feelings about the situation, it might be important to recheck the solution they picked to make sure it's actually a win-win choice. They might find that it isn't and they can come up with something better.

Let Go of Grudges I also find that it helps to talk to kids about grudges. talk about what it means and then you can give them rocks to squeeze in their fists. They squeeze the rocks tight and it end up hurting their hands. talk about how holding grudges ends up hurting us in the long run! Another analogy you can use is wearing really dark sunglasses. When we hold a grudge, it's hard to enjoy the rest of our experiences because the grudge is blinding us or blocking our view!(rocks and dark glasses exercise)

When Others Won't Move On. Sometimes when there's a conflict, children diligently go through the conflict resolution steps and think the issue is resolved, and another person holds a grudge, ask students to bring it up, or talks about it with other people. Talk to them about their options here: they can talk directly to the person about it if they think it's going to impact their ability to get things done, or they can use an individual solution (ignore, new activity, etc). The fact of the matter is not every person is always going to respond to our attempts to resolve a conflict in a positive way. Sometimes we have to choose our own way to move on. Hopefully this isn't the case most of the time, but at least it help students walk through the process here so they're prepared.

The act of moving on, These situations aside, we talk about ways to actually move on! This can be a simple act like a handshake, high five or a hug. It could also be writing down the conflict on paper and both people tearing it in half and throwing it away to symbolize moving on. Help students come up with their own way to move on!

Teach kids to be kind and practice the golden rule, "Do to others what you will want them to do to you"

This is a ton of information, but it really helps to break down each essential skill and explicitly teach it! We can role play conflict resolution all day long, but if children don't know how they're feeling and how their choices affect others, they're not going to get very far when a real conflict comes up

Module 3: Key Characters

1. Trustworthiness

Students develop and demonstrate the character trait of trustworthiness. They understand that trust is an essential ingredient in meaningful and lasting relationships as well as school and career success and they strive to earn the trust of others by demonstrating the ethical virtues of integrity, honesty, promise-keeping, and loyalty.

KEY BELIEFS

- Trust is essential to all my personal relationships.
- Honesty is the best policy.
- It is not worth to lie or cheat because it hurts your character.
- It is important to keep promises and commitments.

APPLICATION.

- Provide examples of key characters in a classroom story or historical figure that demonstrated the importance of trustworthiness.

- Explore and examine people and situations within the context of the curriculum as to how issues of honesty or integrity were addressed, and the consequences of their actions.
- Role-play scenarios in which telling the truth could hurt, and then other scenarios in which telling the truth could help.
- Examine situations (historical, literary, or current) in which promises were broken, and what the results were of the actions taken within the context of the story.
- Many people complain that political leaders cannot be trusted. Develop a checklist for evaluating the trustworthiness of political leaders. Test out your checklist by listening to a politician speaking on TV or by what is written in a newspaper or magazine article.
- Develop a list of dos and don'ts for being a trustworthy person. Prepare a report addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? How does trustworthy/untrustworthy behavior affect our community and society? In what ways can/do young people demonstrate trustworthiness?
- Watch a movie, TV drama, or sitcom, paying particular attention to the behavior of the main characters in regards to trustworthiness. How much trustworthy behavior did they find? How much untrustworthy behavior? Have a class discussion about these issues.
 - Write an essay describing what our society might be like if nobody were trustworthy; if suspicion, dishonesty, and betrayal were the norm; if nobody could be counted on to keep commitments.
 - Write about someone they trust. Why do they trust that person? How important is that trust to them? How do they reciprocate?
 - Keep a journal for a month that focuses on their relationships with friends and family in the area of trustworthiness. If there are things you don't like, you can develop some ideas for improving the situation.
 - Within the context of the curriculum, determine a time when trust was lost. Was this trust ever regained? How?

Lesson

A Monument to Value

Students discuss traits related to trustworthiness and suggest images that represent this value. They build a monument to trustworthiness to reinforce the

Materials:

- Photo of at least one famous monument
- Paper and pencils or pens
- Drawing paper, markers, crayons

➤ Building materials: scissors, glue, clay, straws, Popsicle sticks, etc. (optional)

Procedure:

1. Present a picture of a famous monument, Discuss what it represents. Offer information and explain the history of the monument. Discuss why it was built and why monuments are constructed.

2. Discuss trustworthiness and these four components: honesty, promise-keeping, integrity, and loyalty. List them on the board. Ask: What kind of people, animals, or images could represent trustworthiness? Why? List their ideas on the board.

1. Divide students into groups. Say: Now that we've discussed trustworthiness, you're going to build a monument to celebrate and honor it.

2. Encourage them to be creative. Remind them of the four components. Suggest that the monument could be an animal, person, or object.

3. Distribute building materials (or drawing paper and crayons). Tell them to design and construct (or draw) an image that represents trustworthiness. Tell them they will present their monument of trustworthiness to the class and explain what aspect of the value their image represents.

Is It Trust or Distrust?

Learning Objective: To identify and apply factors that increase and decrease people's trustworthiness

Materials: Sheets of chart paper; markers; masking tape

Instructions:

Part 1

➤ Tell the students to think of three people they trust very much: One of them should be a public figure, one should be a friend or a family member, and one should be a person from school. They do not have to reveal the identity of these people to anyone else.

➤ Ask the students to identify what makes them trust these three people very much.

Have them make a list of the trust factors on a piece of paper. These trust factors could be common to all three or they could be specific to one or two of the selected people.

➤ Ask the students to select three other people they distrust the most. One of these should be a public figure they do not trust at all, another should be a friend or a family member, and the third one should be a person from school.

➤ Have the students identify what makes them distrust one or more of the selected people. Have them make a list of these factors on a piece of paper.

- Use a strategy to pair students. Ask the students to share the trust factors they had identified in the first thought experiment. Ask them also to discuss the distrust factors.

Part 2

Form a team of three to five students

Distribute a sheet of chart paper and a marker to each team. Instruct the team members to share their ideas and to prepare a two-column poster with a list of dos and don'ts for increasing trust level.

Part 3

Have the teams attach their posters to the wall and invite students to review the posters from the other teams to discover common items and unique ones.

Process and Reflection:

- Which trust factor appeared in most of the posters?
- Which trust factor is unique to a single poster?
- Was there a difference between what was said about a public figure, friend or someone from our school?
- What are the benefits of being trustworthy?
- What is negative about someone who cannot be trusted?
- Were there common themes when discussing the don'ts of trustworthiness?
- Which trust factor is most frequently neglected in our school?
- Which factor can produce the most increase in the trust level for students?
- What would you like to see more of related to trust from other students? From teachers?
- What would you like to see less of?

Responsibility

Students demonstrate the trait of responsibility by taking ownership of their lives and acknowledging their power to choose what they think (including their attitudes and mindsets), say and do, and their accountability for the consequences of their choices.

Key Beliefs:

I will be a better student if I act on the following beliefs:

- It is an obligation that I do my best work and be my best self.
- By my choices, I determine what kind of person I am and how others will view me.
- I am responsible for my actions and their consequences.
- It's up to me to have a positive attitude, which is more likely to have positive results.

● I should do what I have to do without whining or giving excuses.

“It's important for students to repeat these beliefs many times so it becomes familiar”

Emphasize WHY Responsibility is Important:

Students should walk away with a good understanding of what makes showing responsibility important and valuable to themselves and the community. If students can see the value here, they will be more likely to have the motivation necessary to show responsibility consistently. Below are a few reasons I like to provide:

1. Everyone doing their part is what a community is all about. For communities like the ones at school or home to thrive, each person is depended on to do their part to create a safe, welcoming, and thriving environment. Jobs according to each community members' strengths are divided among all members so that all expectations and goals for the group are met. Generally, communities that have members who are responsible for the collective success rather than one or a few members who have the responsibilities are more enjoyable to participate in.

People are able to achieve more when they possess and practice strong responsibility skills. In order to meet goals, you must take aligned action. Without taking action you can't make you. Responsibility comes in when you must make plans for and take the action steps necessary to meet those goals. If students can see the connection between practicing responsibility to take action and meeting their goals, then they will most likely see the benefits of being responsible.

We need to understand what is in our control and what is out of our control. It is important for students to see that sometimes, they do not have control over things that happen to them or around them. They need to be able to decipher between what they can make choices about and what is simply beyond their realm of control. Let Students see that some problems can be avoided or changed by making different choices. Other problems cannot be changed and we do not have control over them.

Model responsibility

Build your own practice of responsibility within your classroom. Straighten things up, put things in order, pick things up, etc. As they say, more is caught than is taught. Students will pick up on your practices and start to integrate these practices in their own behavior

Application:

- Create a list of ways in which students can help others.
- Use historical examples, literary characters, or current figures to model how each individual is responsible for his/her own character.
- Examine the meaning and power behind words.
- Keep a record of your own successes and missteps.
- Examine the consequences of not being accountable for actions in literature, history, or current events.
- Role-play situations in which the action (or lack of action) has a great impact on a character.
- Explain and illustrate how, despite the fact that we can't control our situations, we can choose our attitudes.
- List some examples of who might think of you as a role model.
- Write a letter to their five-year-old selves giving advice on how to be successful.
- Provide realistic information about the consequences of unhealthy choices.
- Develop a list of dos and don'ts for being a responsible person. What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does irresponsible behavior affect our community and society? In what ways can/do young people demonstrate personal responsibility?
- Write an essay about the relationship between their age and level of responsibility. How do responsibilities differ for people their age and for older adults? How has their sense of responsibility changed as they have gotten older? At what age should we become totally responsible and accountable for our actions?
- Write at least five things they could say to themselves when they are tempted to act irresponsibly. Explain the meaning and significance of each.
- Describe what this society might be like if nobody was accountable for his or her actions, or if nobody kept their commitments.

- Create a classroom job board. Jobs can be simple and small like erasing the board at the end of the day, stacking chairs in the classroom, being the line leader or door holder, sharpening pencils each week – the list can be endless! Base the jobs on the level and ability of your students and empower them to take on additional

responsibilities as they want/are able! You could even have a bag of “job options” where students can choose additional jobs as they demonstrate responsibility in the classroom. One year, I even created a small group “monitor” for a young friend who demonstrated a need for lots of attention during those times. We put her skills to use and voila – she became a leader and a helper during small groups!

➤ Use role-playing cards/scenario cards for additional guided practice. These can include a range of real-world examples of demonstrating responsibility both in the classroom and at home!

➤ Utilize any kind of group activity to demonstrate divvying responsibilities – i.e. 1 student is responsible for writing while another is responsible for the presentation, etc.

➤ If you work with younger students, consider having them create coupons for family members to help around the house – i.e. taking out the trash, helping with laundry, etc. Have them decorate and take them home for family members to redeem and have students share their experiences (what they did, how it made them feel, how their family member felt, etc.) as they’d like.

➤ Choose a read-aloud and/or video from the list below to help guide discussions and deeper thought!

What’s on Your Plate? (activity)

Learning Objective: To have an understanding of student responsibilities

Materials: Paper plate (one for each student); markers

Instructions:

Give everyone a plate and some markers.

➤ Have them write on their plate in pictures, words, or phrases the things and responsibilities in their lives that fill up their time as a student. Math-type students can even make it into a pie graph.

➤ Students then pair up with another and tell what is on their plate.

Variation: If the group is too big for everyone to explain their plate individually, you can have them raise their plates to various categories. Like: “Who has ‘completing homework’ on their plate?” “Who has ‘being on time to practice’?”

Take responsibility for your actions.

We need to understand that everyone makes mistakes. But the important thing is that we acknowledge them and learn from them. When you know better, then you can do better. This is such a good skill to model for students. Even as teachers and counselors we make mistakes.

Next time you make one, talk to students about how you learned from it! They love hearing real-world examples from grown-ups!

Help students to identify what to say to take responsibility for their actions. Students need a clear understanding of how to take responsibility for a mistake. Model good apologies when mistakes involve others. Apologies should have 3 parts: the “I’m sorry,” the reason why you are sorry, and a resolution like “I won’t make that mistake again.”

Students should also understand what NOT to say in these situations. They should not blame others for their own mistakes or completely ignore that a mistake has been made.

Help students practice figuring out what to do after they’ve made a mistake to make it better. Teachers and counselors can guide students to the right words to use when taking ownership and responsibility by asking questions like:

- What happened?
- How did that make you feel?
- What was your brain saying?
- What was the hardest part for you?
- Who else was affected? What do you think you can do to make this better?

Now, not everything can be made 100% better, especially if there was an injury or unkind words used, but you should always try your best.

.Be a problem solver.

Children need guidance on how to solve problems independently. Discuss different possible solutions to common problems with students. If they don’t have a pencil, they can go to the jar of new pencils in the classroom. Lost homework? Ask for a new copy to do over. If they want to use the swing at recess? They could ask whoever is on it that they get a chance to swing.

Many times children just need some general ideas of how to solve problems. An easy class activity is to have students generate common problems and write on note cards and discuss

solutions as a class. You could also create cards with given solutions to common problems that students can then match to the problem.

Respect

Laying the Groundwork

The first step is getting students thinking about their own beliefs and ideas about respect. Four corners is a great movement-based way to do this. Ask your students questions about respect, or ask them to finish sentences about respect, by going to one of four designated corners. For example, “I feel respected at school...” A) All of the time, B) Usually, C) Sometimes, or D) Not very often. As you read the answer choices, move to different corners of the room so students know where to go to show their answers.

Next, come to some sort of an agreement with your students about the definition of respect. Here are the two you can provide them that they can understand

- Respect is treating someone how you will want to be treated
- Caring about the thoughts, feelings, beliefs and rights of someone else

Ask them what they think about the definitions. What would they want to change or take away or add?

Then work together to get a clear picture of what respect actually looks like, sounds like, and feels like within the school. I recommend tackling one section at a time, letting students chat with a partner about their ideas and then sharing out whole group. Or, have students work on their own mini anchor chart independently first.

And then comes the discussion that might make some folks a little uncomfortable. The discussion about WHO deserves our respect and HOW we decide to respect someone. In my experience, there’s more disagreement here than there is in defining respect. Often times, faculty feel disrespected by students when there’s a mismatch between *how* someone gets respect. Here’s a quick script for how you can facilitate some student reflection here:

“We know what respect is and what it looks and sounds and feels like. Now let’s talk about who we give our respect to, and how you decide whether or not to give someone your

respect. I'll read an idea about how someone might get your respect and you give me a thumbs up if it's something that makes you choose to respect someone. (if students need more movement, consider asking them to stand to show their agreement, maybe even included a crouch/half stand for partial agreement)

Does someone get your respect...because of their intelligence? Do you give someone respect because their smart?

- Is it about them being a certain age? Like you choose to respect someone because they're older versus younger?*
- Does someone need to earn your respect? (if students give a thumbs up for this one, ask them how someone would earn their respect)*
- Does someone get your respect by showing respect to you first?*
- Or does someone get your respect just for being human?"*

You likely won't come to a consensus about this with the group, but it's important for students to reflect on their own beliefs about this and for faculty to see where the students are coming from.

Getting Specific While Teaching about Respect

Once the main ideas behind respect are clear in your students' minds, you can work with them on some specific examples. One way to do this is by having students examine different actions or words to determine if they're respectful or not AND why or why not. Use pre made example cards or come up with ones that fit your group best. You can do this whole class, or put students in groups to have them go through different examples. Cards can just be pulled one at a time from a pile, or they can do something more structured like a "pick a card!" where they take turns having different "jobs": fanning the cards, selecting and reading a card, answering, and adding on or agreeing/disagreeing.

Have students make a list of synonyms for the word *respect*. For example, *esteem, honor, regard, value, cherish, appreciate, admire, praise, compliment*

Different people have different likes and dislikes. To emphasize that point, you might invite each student to share something he or she likes very much. That could be a food, an activity, a place or anything else. After students share, you might ask some of the students to identify things that other students like but they don't like as much. Conclude the discussion by emphasizing that people should treat one another respectfully in spite of their differences.

- Have students look through magazines for pictures that show people respecting others' differences or pictures of different kinds of people working or playing together. Create a class "We Respect Differences" collage.
- After talking about some of the things that *respect* means, you might start a class or small-group discussion about what respect does *not* mean. What kinds of things or actions could be considered disrespectful? Students might provide such responses as rudeness, malicious gossip, criticism, insults As a follow-up activity, ask students to offer synonyms for the word *disrespect*. For example, *rudeness, dishonor, ridicule, scorn, disregard, ignore, disdain*

Reflecting and moving Forward

Once students have a firm grasp of what respect is, what it looks like, and how it's applied in schools, it's helpful to include some more self-reflection pieces. You can do an activity where students mix, find a partner, then both respond to the same "finish the sentence" prompt, then mix, find a new partner, finish a different sentence about respect, etc. You can incorporate questions like:

- My teacher respects me when they...
- I respect my teacher by...
- My classmates respect me when...
- I show respect to my classmates by...
- Students can also reflect with a simple exit ticket, sharing an example of how/where/when they feel respected and how/where/when they wish they were respected more at school. I also believe (and research has shown!) that peer reinforcement is really strong. Simply having students give kudos cards when they notice their classmates showing respect can help keep these ideas on their minds.

Discipline

self discipline helps kids resist unhealthy temptations, delay gratification, and tolerate the discomfort needed to reach their long term goals, self discipline is the key to helping kids become responsible adult, here are some tips to help kids learn to be self discipline

- **Structured Routine.** For example, by setting a designated time for work and activities to be completed the routine will become a natural habit. There will not be incomplete assignments.
- **Explain the reason behind your rule.** Instead of being authoritative and say “Do your work now because I said so” gently explain why you want them to do the work at that time reward for getting work done.” This helps your student to understand the underlying reasons for your rules understand the rules serve a purpose.
- **Have consequences.** There must be a consequence to failure and it must be enforced. If homework is not completed, there is a punishment. there is a consequence. Punishment should always fit the action and should never be given emotionally. Make it clear from the outset and calmly hand it down when required.
- **Praise good behavior.** Sometimes good behavior goes unnoticed. Giving kids praise for making good choices increases the likelihood that they’ll repeat that behavior. Provide praise when students do things without requiring reminders. Say, “Great job sitting down to do your work before I even told you to!” or “I’m so proud that you chose to pick up the trash on your own.” can encourage a repeat performance.

Fairness

Key Beliefs:

I will be a better student if I act on the following beliefs:

- People deserve to be treated fairly in all situations.
- There is a need to have per-established rules that are consistently applied.
- Having a clear system for making decisions promotes fairness.

- I should treat all people equitably based on their merits and abilities.
- I must understand the different perspectives that others have when determining what is fair.

Application:

- Role-play a variety of situations in which people are being both unfair and fair to each other. Make lists specifying when people do not play fair. Document how students can respond appropriately.
- Make two lists: a list of things we sometimes do in our personal lives that are unfair, and a list of things we do as a society that are unfair. What could be done to rectify these injustices so we can cross them off the list? Whose responsibility is it to correct the injustices in our society? How could students contribute to the effort?
- Bring in articles from newspapers and magazines describing situations in which fairness and justice are issues. Discuss who is acting fairly in these situations, and then discuss who is acting unfairly.
- Research attempts that are made to administer fairness or justice in a democracy's legal system.
- Put literary characters or historical figures 'on trial' to determine appropriate consequences.
- Examine a school rule from the differing viewpoints of students, teachers, parents, and administrators, and why each stakeholder finds it fair or unfair.
- One aspect of fairness is equal opportunity. Do a research study in your school to see if students feel that they have equal opportunities. Are there groups of students who don't think they do? Is there a group of 'outcasts' in your school who feel that they're being treated unfairly? What could be done to address these complaints?

Lessons:

Where's My Sweet?(Other materials can be used in this exercise)

Learning Objective:To gain an understanding of different ways to look at fairness

Materials:Bags of mixed candy (include at least one piece of chocolate in the mix)

Instructions:

- Divide the students into groups of 6 – 10.
- Tell them they'll have five minutes to divide the candy fairly (do not say 'evenly').
- Without answering any questions, allow the groups to work out their own solutions.

Process and Reflection:

- Ask students to raise their hand if they thought their group achieved a fair solution.
- Did anybody go along with the decision to avoid causing a fuss? If so, how did that feel? How did it feel to the others in their group?
- What was your strategy for dividing the candy?
- Did any group make a decision based on Merit? Need? Might? Equality? Seniority? Effort?How do you think this activity is related to situations that concern fairness here at our school?
- Did leadership change during the course of the activity?
- What strategies do you use to ensure that tasks, benefits, time, etc., expected from members of groups they lead are handled fairly?

Tower Building

Learning Objective:To identify factors in dealing fairly with others

Materials:See the list below (others items could be included – just make sure you have different supplies in each packet)

Label the packets:

Packet 1	2	3	4	5
Tape	13 straws	Tape	10 straws	Tape
13 straws	1 pack of index cards	20 index cards	Ten index cards	Paper clips
1 pack of index cards	Ruler	2 sheets of paper	10 sheets of paper	Crayons or markers
20 sheets of paper	20 sheets of paper			20 sheets of paper
				Extra points for a colorful tower

This group has seven minutes

Instructions:

Set up five workstations, each with different supplies and different instructions.

- Say: “We all have a sense of what’s fair and what isn’t. Think of a time when someone treated you unfairly and a time when someone treated you fairly.” Take responses from a few volunteers who would like to share.

●The instructions for this tower building contest are at your tables.

●The objective is to build the tallest free-standing tower in five minutes.

Process and Reflection:

●How successful was your group?

●Were all groups operating under the same rules?

●Did you have the same supplies? Were all groups treated fairly?

●How did your group handle themselves? Were they respectful and caring of people and their ideas?

●Based on this experience, what are some fairness ‘don’ts?’ Fairness ‘do’s?’

●Even if everything is done fairly, some will still believe the solution to be unfair. Why is this the case?

●How can we use these do’s in everyday life as a student?

Making Fair Decisions

Learning Objective:To evaluate a scenario in which they must apply theories of fairness

Materials:Handout of scenario

Overview:

Say, “Pretend you are a classroom teacher and you have to decide who is going to represent your class at luncheon with the superintendent. Who is the student who fairly deserves to be chosen?”

Distribute the handout and read through the descriptions of each student together. Students are likely to ask you to provide more background information. Instruct them to make their decisions based on the information available.

Scenario

John is the smallest, but he is the one who works the hardest and does the best work in class.

Miranda is older than Juan and is competent. She has very few friends and is the one who needs the most praise to help with her poor self-esteem.

Eli is the oldest and is moving on to high school after this year.

Collins is a natural leader and has the best attitude. She is always willing to help.

Ricky is the principal’s son.

Variation:You could have any situation that students face as a member of your school when a selection needs to be made. Just make the descriptions of the students be related to the various theories of substantive fairness. Make sure that students understand the importance

of providing pre-established rules, being impartial, and determining facts before a decision is made.

Process and Reflection:

- Was your decision easy or difficult?
- Did everyone in your group agree from the start?
- Did you find yourself defending certain students? Why do you think you did that?
- How was your group able to finally arrive at a consensus? Which theory of substantive fairness did your group follow? Equality? Need? Effort? Might? Seniority?
- Why do students sometimes say, “that’s not fair?”
- How is this example similar to the way decisions are made in our class or school?
- Do you recall a situation in which you think the decision that was made could have been considered unfair?
- What should teachers do to make situations at our school to be considered fair?
- If you are in charge, what would you do to make a situation fair?

Caring

Students understand that caring — including the virtues of compassion, kindness, benevolence, altruism, charity, generosity, and sharing — is the heart of ethics and they strive to demonstrate a concern for the well-being of others by displaying compassion for those in pain or need by providing support in the form of donations and/or personal service.

Key Beliefs:

I will be a better student if I act on the following beliefs. I can

- show care and concern for others.
- be kind and considerate even when others are not.
- help find a way to help others.
- show concern for others’ well-being.
- act compassionately and with empathy.
- be willing to show mercy and forgiveness.

Application

- Be engaged in service-based projects.
- Write a thank-you note to someone in your community who did something very caring.

- Write a thank-you note to a historical figure, in terms of nonfiction or biographies they have read as part of the curriculum. An example would be Samuel eto, to thank him for what he did.
- Write about a real or imagined experience in which they performed a random act of caring and the results it produced.
- Develop a list of dos and don'ts for caring behavior. What happens when people live in accordance with these guidelines? What happens when they don't? In what ways do caring and uncaring behavior affect our school?
- Brainstorm ways to make the school environment more caring. Create a list of recommendations and then place it in the school newspaper or on a poster.
- Create two headings: Caring and Uncaring. List examples underneath each heading. Then discuss what kinds of efforts could be taken to move all of the items from the Uncaring column into the Caring column.
- Write a critique of an uncaring character from a story they have read, suggesting how he or she could have been a more caring person.
- Imagine that they have just inherited 10 million cfa, and they want to spend it charitably. What would they do with it, and why? What effect would it have on the people they would be helping?

LESSONS:

Pepper Experiment(other alternative materials can be used)

Learning Objective:To realize what we say and do makes a difference

Materials:Bowls half full of water; small packets of pepper; sugar packets; pieces of soap

Instructions:

- Put a small bowl half full of water on each table, two packets of pepper, a packet of sugar, and a piece of soap.
- Ask students to sprinkle the pepper liberally on the water. The pepper represents all the people with whom you interact – family, friends, neighbors, teachers, other students, etc. How we get along with these people depends on what we do and say when we are with them. Talk about the power of words and actions and how they can be respectful or hurtful, rude, or unkind.
- The soap represents hurtful, rude words. Ask students to place and hold the soap in the middle of the pepper. Within three seconds, they are to pull the soap out of the bowl. The soap will repel the pepper and make it move to the sides of the bowl. Relate this illustration to what happens in life with people to whom we are hurtful or unkind.

●Next, have students pour the sugar in the center of the water. The pepper will move towards the sugar. Again, relate this to real life and how others react when we are kind and caring by words and actions.

Process and Reflection:

- What is said that can be considered rude, demeaning, hurtful, or uncaring?
- “Sticks and stones may break my bones, but words will never hurt me.” Is this true? Explain your position.
- Why do some flakes of pepper remain on the outer edge of the bowl? What does that represent? (What has been said, may have a lasting effect).
- What happens in life with people to whom we are hurtful or unkind?
- What would our class be like if everyone was aware of the impact of hurtful words?
- What would our school be like if we all were aware and concerned about what it is that we say to others?
- What conclusions can you draw from this activity?

Explanation

The pepper floats on the surface of the water due to the high surface tension that hydrogen bonds have in water molecules. The piece of soap breaks those hydrogen bonds very easily and as a result, the pepper moves away due to the fact it is still on the surface of the water molecules. Hydrogen bonds break very easily as well as reforms easily. This is why the soap can only be added to the water for a few seconds for this to work because the hydrogen bonds will re-bond together.

Paper Heart

Learning Objective:To learn what we say can have a lasting impact on others

Materials:Sheet of red construction paper cut into the shape of a heart

Instructions:

- Hold up a large red construction paper heart.
- Ask students to share words they have heard said which are hurtful and unkind. As each word or phrase is shared, fold down a piece of the heart until it is folded into a small shape. This is how we feel when we have been hurt by the words and actions of others.

●Then, ask students to share words that might be said that are kind and encouraging. As each is shared, unfold a piece of the heart until it is back in shape. Reiterate that we can say encouraging things that make others feel better.

Ask them what they still see on the heart – the wrinkles or scars that are left. Even if we say we are sorry, we can still leave lasting scars as a result of hurtful words.

Process and Reflection:

- What did the red heart represent and what made changes in its appearance?
- How do you feel when someone says hurtful or unkind things to you?
- What are the most uncaring words that you have ever heard?
- What are the most caring words you have heard someone say?
- Do words using social media have a similar impact? Why or why not?
- Can you think of a teacher you have had that was kind and nurturing? How did it feel to be in that person's room? Then think of a teacher they were pretty sure didn't care about you. What was it like to be in that teacher's room?
- Do you remember what others say to you? Why or why not?
- What do you do to control your language when talking with others?
- What can you do if you see someone else being bullied either physically or verbally?

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Citizenship

"Students demonstrate good citizenship by fulfilling their civic and social responsibilities and contribute to the well-being of the communities in which they are a member (including their home, school, neighborhood, country, and the greater world).

Key Beliefs:

I will be a better student if I act on the following beliefs:

- I must contribute to my community and fulfill my responsibilities.
- Obeying the law is one way I contribute to society.
- I am a member of many communities (class, school, neighborhood, and country), and doing my share requires my positive contributions.
- I need to maintain an open mind, a willingness to re-examine my own positions, and the objectiveness to consider the arguments and beliefs of others.
- Everyone must do his or her part to help the environment.

Application:

- Explain and illustrate the roles students fulfill in the different communities to which they belong.
- Write a speech describing the essential balance of rights and responsibilities in our democracy.
- Study how the preservation of our rights depends on our exercise of responsibility in a democracy.
- Design a project that improves the classroom and then moves on to improve the school and community.
- Examine the effects of following or not following the law.
- Analyze and determine what situations call for civil disobedience.
- Identify some individuals or organizations that are making a positive difference in your community. Work in groups to interview these people and then give class reports on how they got started, why they do what they do, and how they have accomplished everything they have done.
- Exercise responsible environmental behavior.
- Examine the effects of protecting (or not protecting) the environment.
- Study the interaction between people and their environment to determine how this may create conflict. Provide specific examples of what can happen for the good of all when people work together.
- Evaluate needs in the school or community and plan a service project to meet those needs. Then, implement the plan and document its activities.
- Brainstorm ways to improve your school, and develop a comprehensive plan for carrying out these changes.
- Write a letter to the editor of your local newspaper (fiction or real) about a problem in the community that needs to be

In ancient Greece, people felt that it was important that they try to leave Athens better than they found it. Apply this principle to your own community.

Lessons:

Ridiculous Rules

Learning Objective: To realize that part of good citizenship is obeying all rules and laws, even the ones that may be considered ridiculous

Materials: One sheet of colored paper per student (use multiple colors)

Instructions:

- Distribute paper to students and instruct them to write down a rule or law they consider ridiculous (for example, “This pillow tag is not to be removed under penalty of law”). Laws or rules from school, home, or community may be used.
- After each person has written a ridiculous rule, instruct students to make a paper airplane out of the paper they wrote on.

- With the group in a circle, have each person sail their airplane, then pick up a landed airplane and sail it.
- Repeat one more time; then have the students choose a plane of a color different than their original, and take it to their seats.
- Ask students to open up the plane they have and read the rule written on the paper.
- Develop the thought that we do not have the option of only following the rules we think make sense. If, by chance, everyone agrees that all the laws written down are 'dumb,' challenge students to imagine why such laws or rules were created.

Process and Reflection:

- Why do you think the person or people made the rule?
- The rule was written because it makes no sense. In reflecting upon the various rules that were shared, would you agree or disagree with this statement?
- Do we have ridiculous rules in our class or school? If you think that is the case, how would you support your answer?
- How can you contrast the necessity to obey just laws with the practice of civil disobedience, in which someone disagrees with the fundamental morality of a law and disobeys it as a form of protest, in order to bring attention to the law and hopefully change it?

Sneak a Peek and Build

Learning Objective:To help in understanding what it means to share and be a contributor to a solution

Materials:Building blocks or something similar

Prior to the activity, build a small sculpture or design with some of the building material and hide it from the class.

Instructions:

- Divide the class into small teams of four to six students each. Give each team enough building items to duplicate what you have already created.
- Place the original sculpture in a place that is hidden but that is at an equal distance from all the groups. Ask one member from each team to come at the same time to look at the sculpture for five seconds in order to try to memorize it as much as possible before returning to his or her team.

●After they run back to their teams, they have 30 seconds to instruct their teams on how to build the structure so that it looks like the one that has been hidden. After 30 seconds, ask each team to send up another member of their group who gets a chance to sneak a peek before returning to their team. Continue in this manner until one of the teams successfully duplicates the original sculpture.

Process and Reflection:

- What did each person in your group do to help?
- Why is it important to be a contributor to solving a problem than one who only sits back to complain?
- What are some important parts of sharing with others?
- Is sharing and doing your part important in your daily life? How?
- Describe what makes a successful team experience for you as a student.

Making a Difference

Tito and his friends were always sitting in the park complaining about things: the park was littered with trash; their parents never gave them enough money; the planet was getting more and more polluted and the weather more extreme; also, the music the radio stations played was always bad. Life seemed pretty hopeless to Tito and his friends.

But one day Tito decided he'd heard enough. "What are we doing?" he said. "In all the time we've spent complaining, we could have been doing something productive. We could have worked jobs and made all the money we needed. We could have cleaned up this park or volunteered to help get the government to take action against climate change. We could've learned instruments and made our own music!"

Tito took a deep breath, spun on his heel, and started walking away. "Where are you going?" "To do... something!" Tito said.

Process and Reflection:

- How is this a story about citizenship?
- What do you think Tito did after he left the park?
- Why do you think the park is always littered with trash? What effect would it have on the community if the friends decided to keep it clean?

How would you respond to someone who said there was no point in picking up the trash in the park because people would just litter again? Why is it important to be a good citizen even if you are not sure that it will make a difference?

Good Morning(story)

Soon, Benny offered his cheerful 'Good morning!' to the whole bus. Within a few days, his 'Good morning!' was returned by a whole bunch of 'Good mornings' and the entire bus got

friendlier. People started introducing themselves and talking. A man next to me mentioned that the place where he worked was looking for people. He gave me the number and I got a better job.

Things really changed on the bus because of Benny, so I think he was a leader. But about a month ago, Benny stopped getting on the bus. Everyone noticed and lots of people said he may have died. No one knew what to do and soon the bus got awful quiet again.

So last week, I started to act like Benny and say, 'Good morning!' to everyone and they cheered up again. I suppose I'm the leader now. I learned you don't have to have big titles or lots of power to be a leader. Benny didn't just change the bus, he changed me and lots of others by showing us that just being cheerful can change attitudes and that changing attitudes can change lives. I hope Benny comes back to see what he started.

Bullying

The purpose of these activities is to raise awareness of bullying for students in Kindergarten, First, and Second grade. Students who have a clear understanding of what bullying is, what it looks like, and how it effects students are more likely to refrain from bullying and to take action to stop it when they see it • Students will learn what bullying is. • Students will know the different forms of bullying. • Students will know that being bullied makes people feel bad.

Materials Needed: •

One of the books from the booklist below

B. Procedure: 1. Have the students sit down for a story time.

2. Ask students if they know what bullying is?

Help them to understand that bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to make them stop.

3. Then tell them you are going to read a book to them and they should look for bullying in the book.

4. After reading the book, ask the following questions:

a. Was there bullying?

b. Who was bullied?

c. Who was the bully?

d. What happened? (What type of bullying is there?)

e. How did the person being bullied feel?

f. How did the bully feel?

g. What did they do in the book to stop the bullying?

You can reference Table 1 Activity for answers about the types of bullying and how it makes people feel, although student answers will be specific to each book

. C. Extensions and Adaptations

The Poster of

“What is Bullying?” is provided to post in your classroom and remind students of the definitions. For the older grades you can have them read the books by themselves or in small groups and then discuss the questions.

D. Book List suggestions(or any book regarding bullying)

🌐 Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. 🌐 A Bad Case of Stripes by David Shannon 🌐 The Brand New Kid by Katie Couric 🌐 Don't Be a Bully Billy: A Cautionary Tale by Phil Roxbee Cox 🌐 How to Lose All of Your Friends by Nancy Carlson 🌐 Judy Moody by Megan McDonald 🌐 King of the Playground by Phyllis Reynolds Naylor 🌐 Stop Picking on Me: a First Look at Bullying by Pat Thomas 🌐 We Can Work It Out: Conflict Resolution for Children by Barbara Polland 🌐 Being Bullied by Kate Petty & Charlotte Firmin

. Materials Needed: • Paper • Pens, pencils, markers

B. Procedure:

1. Tell students today we are going to talk about Bullying.
2. Give each student a piece of paper and ask them draw a picture of what bullying looks like.
3. After completing their picture have each student write a sentence starting with “Bullying is...” on their page a. For younger students the teacher or aide should help them write the sentence, have students write it themselves when capable.
4. Talk about bullying, that bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to stop. Bullying can be hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages. Bullying makes people feel sad, mad, scared, unlike, alone, like they don't want to come to school anymore.
5. Display students' pictures either in the classroom on the school hallways.

C. Extensions and Adaptations ,You can also have students tell or write a story about their picture.

Activity 3

A. Materials Needed: • Puppet or Doll • Slips of paper (option for adaptation)

B. Procedure:

1. The purpose of this activity is to facilitate a discussion with students about feelings around bullying. You should use a puppet, doll, or stuffed animal. Give the animal a name like “Jack” or “Jill.” Show the doll to the class and introduce them.
2. Tell the class that “some things have happen to the doll, e.g. “Jill” at school. I want you help me understand how this makes Jill feel.”
3. Tell them about each of the following things in turn and after each, ask students “How do you think this makes Jill feel?” o Someone told Jill “You're not my friend.” o Someone told Jill

“You can’t play” when everyone else was playing. o Someone hit Jill on purpose. o Someone called Jill a dummy and told her no one liked her. o Someone took Jill’s cookie at lunch and wouldn’t give it back.

Tell them that these are all examples of bullying and remind them that bullying is when someone does something on purpose to make you feel bad or hurts you and it’s hard to make them stop.

5. Tell them “it isn’t good to bully because it makes people feel bad.”

6. Conclude the session by coming up with 3-5 classroom rules against bullying with the students. See Table 1 for examples.

C. Extensions and Adaptations 1. Prior to starting write the scenarios below on slips of paper and put them in a hat. Also, write on the board, “I just did something mean, I... “That’s not nice, doing that will make them feel...”

2. Put the students in pairs, have them number off 1,2 in each pair. Have the 1’s pull a slip of paper out of a hat.

. Have person #1 be the bully and tell their partner, “I’m just did something mean, I” (say the mean thing on the paper).

4. The #2 partner should respond by saying “That’s not nice, doing that will make them feel....

” 5. Then put all the slips back in the hat and have the #2’s select this time and to the activity again.

D. Scenarios Hits Someone on Purpose Kicks Someone on Purpose Throws things at someone to hurt them. Calls mean names Teases someone about wearing glasses or braces Tells someone all the time that their stupid Says mean things about people behind their back

Leaves people out of things on purpose Tells people they are not your friend if they don’t do what you want Puts mean notes in your desk

What is bullying? • Acts that hurt someone. • Acts that are done on purpose. • It’s hard to make the bully stop. What does bullying look like? • Physical (hitting, kicking, biting, throwing things, etc.) • Verbal (name calling, teasing, taunting, insulting, etc.) • Relational (gossip, exclusion or leaving people out, telling people not to be your friends, not letting you play). • Cyberbully (mean text-messages or internet activity) How does bullying make people feel? • Bad. • Sad. • Mad. • Anxious • Afraid • Hopeless • Like no one likes them • Like they don’t want to come to school. Classroom rules against bullying? *You don’t need to include all of the rules, you should have 3-6 rules that you can post in your classroom. • Don’t bully other students. Don’t tease, call each other names or put downs. Don’t shove, kick, punch or hit. Help others that are being bullied by speaking out or getting adult help. Try to include all classmates in our activities. Listen to other’s opinions and respect differences. • Treat each other with respect and kindness.

Confidence

For the most part, children develop self-confidence in their abilities through their academic environment. Students who have a healthy level of self-confidence are better prepared handle the stresses of school, and are also better suited to develop healthy social skills.

Teachers can use a variety of activities and techniques to promote self-confidence in their students. By employing a few or all of the following methods, a teacher will have a good chance of increasing student confidence in their classroom.

Use Positive Feedback

Teachers should avoid critical comments or judgments in the classroom. All communication with students should be positive. Make a point to acknowledge students' achievements in front of the classroom as well as in private. One of the best ways to teach students confidence is by letting them know when something is done right. When a student does something wrong, show them the right way to do it, then praise them when they get it right themselves.

Set Realistic Goals

Teachers should set realistic goals for each individual student in their classroom, recognizing that each child is different and has different learning capabilities. Goals for the students should be realistically achievable. This allows students to feel a sense of accomplishment when they complete a goal. Assignments should not be too easy, or too difficult, but should be realistic. By holding students accountable to realistic goals, then helping them meet those goals, a teacher is instilling confidence as well as the connecting the idea of perseverance to success.

Implement Egalitarian Teaching Strategies

Sort of like the saying, "A penny saved is a penny earned", not destroying a child's confidence is as good as helping it grow. Leaving children alone because they are shy, or behind the other students academically, is the perfect recipe for destroying a child's confidence. Teachers should arrange activities and lessons to provide each student with an equal opportunity for participation. For example, if the students are in gym class, each student should be allowed equal playing time. Classroom set-up should provide students with the opportunity to make eye contact with each other, as well as the teacher. By allowing each student the option to participate, teachers are conveying the message that they value each of their students as individuals. Some students will need after class encouragement in order to be able to participate during the actual class time. Hey, who said being an elementary teacher was going to be easy!

Create a Friendly Learning Environment

The learning environment in a classroom should be open and positive. Teachers should attempt to get to know their students individually. They should monitor their students and get to know their strengths, and the areas that need work. When a teacher asks a student a question they should call them by name. When a student gets a question wrong, the teacher should give them credit for trying. By expressing a positive attitude toward their students,

teachers are showing them that they are worth their time and attention. A learning environment that allows students to feel safe and to express themselves stimulates curiosity and the desire to learn. This, in turn, helps students develop confidence.

Allow Students to be Individuals

When possible, allow students to choose their own activities. Allowing students this sense of independence helps build their self worth and lets them recognize their own strengths and abilities. Students can learn confidence by solving problems and answering questions on their own. Teachers should also encourage their students to compete with themselves, not others, by striving to complete a task better than they did before and not compare their work with someone else's.

Why should I be doing this again?

Student confidence affects learning. Those with high levels of self-confidence are better able to use their cognitive abilities to perform academically. Students who believe in themselves and believe they are competent at learning try harder when it comes to challenging conditions and believe that a challenge will make them better students. Students with self-confidence are more likely to share ideas with peers and are more likely to ask for help when they do not understand the task at hand.

There is so much power in the four walls of a classroom. Teachers work in a unique medium where you can truly create confidence from thin air. The opportunities teachers have to shape children are magical and yet these opportunities also come with an incredible responsibility. If you take at least some of these ideas to heart, you'll find your students will be better off in the long run and you'll feel the personal warmth that comes from knowing you've helped your students create a more positive trajectory for their lives.

Stress and Anxiety management.

Module 4

Stress management and healthy coping.

Learning Objectives Attainment of a healthy mind and body begins with understanding how to balance the demands of life. Understanding stress is foundational in maintaining personal health. These activities provide an overview of what the stress response is, and how stress affects the body and mind. Students will demonstrate an awareness of their own levels of stress, develop an awareness of their unique stressors, and how to cope with stress in healthy ways.

Activities:

Activity 1: Stress Test Activity

2: Fight, Fight, or Freeze

Activity 3: Effects of Stress

Activity 4: Causes of Stress

Activity 5: Coping with Stress Optional Activity: Stress Bingo *All Activities are designed to be 15-30 minutes in length, but may be extended for deeper discussion.

Materials Activity 1: Printout or Web Picture - Stress Test

Activity 2: Students require paper - Fight, Flight, or Freeze

Activity 3: Printout or Web Picture - Effects of Stress

Activity 4: Printout or Web Picture - Causes of Stress

Activity 5: Printout or Web Picture - Coping with Stress Optional Activity: Printout or Web Picture - Stress Bingo

1. Instruct students to complete the Stress Test either as a print out, or on a separate sheet of paper by choosing a number between 1 and 4 to indicate how often they encounter each experience. Ask them to think about the past 2-3 weeks, rather than the entire year so far.
2. Have students add up the numbers on the Stress Test, then show the following scoring:
Under 20 — Low Stress 21 to 30 — Medium Stress 31 and up — High Stress
3. Let students know that stress is a normal reaction to the demands of life; when your brain perceives a threat, your body releases a burst of hormones to fuel your fight/flight/freeze response; and when the threat is gone, your body returns to normal.
4. Let students know that their stress score will change often, depending on life circumstances. Encourage them to continue taking the test in the future to assess their scores at different times, and notice how it fluctuates.

Discussion Questions : What is the first thing that pops in your head when you hear the word "stress"? Answer: Various responses, all answers are valid.

Question: We all talk about stress, but what is it? How would you define it?

Answer: Stress comes from both the good and the bad things that happen to us, and it is a normal reaction to the demands in our lives. When our brains perceive a situation to be threatening, our bodies release a sudden rush of hormones that send us into an automatic "fight, flight or freeze" instinct. This biological event is called the "stress response."

Question: What are the different types of stress responses?

Answer: Fight, flight, or freeze. The "fight" response does not mean physical violence. It means your body prepares to take action against the demand. The "flight" response prepares the individual to escape from the situation to maintain their safety. While this response might be helpful if the demand was an angry dog chasing you, it is not as helpful if you need to write a test. The "freeze" response is what happens when our bodies and minds are overwhelmed and do not react. Think of a time you have been watching a scary movie or a friend had jumped out from behind a wall to scare you. If you froze or felt like you could not move, or you couldn't talk or make a sound your body was trying to maintain your wellness by shutting down.

Question: What happens inside our body when we go into "Fight, Flight, or Freeze"?

Answer: In all three of the responses, the body will release a burst of both adrenaline and cortisol. Adrenaline will increase the heart rate and blood pressure, expands the air passages in our lungs, enlarge the pupils in our eyes, redistribute blood to our muscles, and slows down our metabolism. Cortisol will increase glucose in the bloodstream, slows our functions that do not aid in keeping us safe, and taxes our immune system responses.

Activity 2: Fight, Flight, or Freeze

Ask students to demonstrate their understanding of the Stress Response or Fight, Flight or Freeze by drawing a picture, a comic strip, or writing a short story or brief essay that outlines their own personal response (or expected response) to a stressful situation. Teachers can assign the situation, such as public speaking, encountering a bear camping, or students can select their own.

Activity 3: Effects of Stress

1. Let students know that when we are under stress, we typically experience changes in four different areas, our feelings, our body, our thoughts, and our behaviors.
2. Instruct students to complete the Effects of Stress sheet, either as a print out, or on a separate sheet of paper.
3. Talk about the experiences of stress that come up commonly.

: What is eustress?

Answer: Eustress or “positive stress” is the kind of stress that helps motivate us to work hard to accomplish tasks, makes us feel excited, and feel good about life. Eustress is all about sufficiently challenging ourselves without expending all our resources.

Question: How can eustress help us?

Answer: Motivates and energizes; adds moments of excitement; helps us to accomplish tasks.

Question: What is distress?

Answer: Distress or “negative stress” is the stress we typically think of that makes us feel overwhelmed when we do not have the ability to cope with the demand being placed upon us. Ask students to demonstrate their understanding of the Stress Response or Fight, Flight or Freeze by drawing a picture, a comic strip, or writing a short story or brief essay that outlines their own personal response (or expected response) to a stressful situation. Teachers can assign the situation, such as public speaking, encountering a bear camping, or students can select their own.

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Question: What is distress?

Answer: Distress or “negative stress” is the stress we typically think of that makes us feel overwhelmed when we do not have the ability to cope with the demand being placed upon us.

Activity 4: Types of Stressors 1. Explain to students that when we are dealing with negative stress, or distress, it tends to come from two different sources, our external stressors, and our

internal stressors. Highlight that external stressors are the events or situations that cause stress, but are out of our control. Internal stressors are the things we do to ourselves, or the choices we make that lead to or increase stress.

2. Instruct students to complete the Causes of Stress sheet, either as a printout, or on a separate sheet of paper.
3. Talk about the stressors that are most commonly identified.

Discussion Question: Why is identifying your stressors important? Answer: If you are able to identify your own stressors, it's easier to find ways to handle stress in a healthy way.

Activity 5: Healthy Coping

1. Inform students that there are healthy and unhealthy ways of dealing with stress. The healthy ways help to reduce stress and relieve symptoms. Unhealthy ways of dealing with stress actually mask the symptoms and causes of stress, may introduce new stressors and may increase the effects of stress in the future.
2. Have students complete the Healthy Coping sheet as a print out, or on a separate sheet of paper.
3. Discuss healthy and unhealthy ways of coping.

Discussion Points

- ➔ **Focus Time:** Closely focus on tasks in a goal-oriented way, taking on challenges that make deep connections in the brain. For example, learn how to take photos, or repair a bicycle.
- ➔ **Play Time:** Allow yourself to be spontaneous, creative and playful! Enjoying these experiences helps make new connections in the brain – not to mention it's fun! You could organize a football, try your hand at painting, or sing your heart out to your favorite artist.
- ➔ **Connecting Time:** When we connect with other people or take time to connect with nature we richly activate the brain's relational circuitry. You could call someone or ask a friend to chat over lunch. It's incredible what authentic connection can do for us!
- ➔ **Physical Time:** Healthy body, healthy mind. Moving our bodies enriches our brain in many ways. Take on a new sport, go for a run, Not only is it healthy, it can also be a great way to have some fun!
- ➔ **Alone Time:** Sometimes it's healthy to just be alone. When we quietly reflect internally, focusing on sensations, images, feelings and thoughts, it helps to better integrate the brain.
- ➔ **Down Time:** When we don't focus on anything, and let our mind wander or simply relax, it helps our brain recharge. This could mean going on a walk, or laying on the couch and just being.
- ➔ **Sleep Time:** Good sleep is key in our mental wellness. When we give the brain the rest it needs, it can consolidate learning and recover from the experiences of the day.

- ➔ **Stop over scheduling**, sometimes kids find it difficult to handle their school and home schedule as school sometimes has lots of activities

Stress Test

- ➔ I have problems falling asleep or staying asleep.
 - ➔ I am uptight and cannot seem to relax.
 - ➔ I get angry if things do not go my way.
 - ➔ I have difficulty concentrating.
 - ➔ I have a hard time finding fun things to do.
 - ➔ I feel tired during the day.
 - ➔ I worry a lot about things going on in my life.
- ➔ I have had health problems because I work too hard.
- ➔ I use alcohol, cigarettes, caffeine or drugs to cope with stress.
 - ➔ I laugh or smile less than I used to.
 - ➔ I feel sad or disappointed often.
 - ➔ I like to be in control.
- ➔ I don't have enough time for all the things in my life.
- ➔ I have a habit of clenching my fists, cracking my knuckles, twirling my hair or tapping my fingers.

Never or Seldom = 1 Sometimes = 2 Often = 3 Always = 4

Some of the possible signs of stress and anxiety in younger children are.

Crying over "little" things

- Lack of appetite or an unusual change in eating habits
- Change in sleep patterns, such as sleeping much more or much less than usual
- Frequent headaches
- Stomachaches
- Irritability
- Becoming withdrawn
- Mood swings
- sudden lack of interest in friends and activities
- experiencing nightmares
- bed wetting

Effects of Stress

When we are under stress, we typically experience changes in four different areas, our feelings, our body, our thoughts, and our behaviors. Below, write how stress impacts you in each area:

- When I am stressed, I feel (emotions) ...
- When I am stressed, my body...

- When I am stressed, I think about...
- When I am stressed, I notice more or less (behaviors)...

Causes of Stress

When we deal with negative stress, or distress, it tends to come from two different sources, our external stressors, and our internal stressors

External stressors are the events or situations that cause stress, but are out of our control. My most common external stressors are...

Internal stressors are the things we do to ourselves, or the choices we make that lead to or increase stress. My most common internal stressors are...

Healthy Coping

What are healthy ways to deal with stress? Think about what you are already doing, or could be doing that would help in each of the following areas.

Environmental – Living in and supporting a clean and safe environment

Emotional – Positive feelings, optimistic view on life, ability to express and process emotions

Intellectual – Stimulated with activities, growing knowledge and abilities, learning new skills

Physical – Physical health and activities

Social – Positive connection and relationships with family, friends, community; supporting others and asking for help when needed

Spiritual – Connection to one's meaning and purpose

Occupational – Satisfaction with career or academic work, feeling safe and secure in the job or school environment, financial security

Stress reduction activities for students

1. Deep Breathing Exercise

(Belly Breathing)

Audience: Activity is appropriate and can be adapted for all levels K-college

Purpose: Students practice deep breathing techniques as part of stress reduction

Materials: No materials needed

Content: Teacher/facilitator introduces and demonstrates the concept of deep breathing as a stress reduction strategy that can be used in the present moment as well as an excellent skill to master to more effectively cope with future stressors. Teacher/facilitator has all students stand with comfortable space between each other or seated in a chair.

Provide students with the following directions:

1. Stand straight up with feet shoulder-width apart
2. Arms and hands are relaxed downward
3. Body is relaxed
4. Eyes closed
5. Focus on lower abdomen (belly) and imagine a small balloon in that space
6. Breath in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds
7. Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle
8. Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest
9. Repeat at least 10 times Ask students how different their bodies feel after the exercise. (Are they more relaxed/calm? Do they feel lighter? Great? Tired?)

Extension: Practice several times with the class until they achieve a comfortable competence with deep breathing. Encourage students to practice on their own as well (e.g. while they are waiting in line for something, sitting somewhere or at bedtime, etc.). Have students teach the deep breathing technique to a friend or family member. Once students develop this habit, they will automatically go into deep breathing mode and relaxation.

2. Progressive Relaxation

(Deep Muscle Relaxation)

Audience: Activity can be adapted for all levels K-college (if needed, modify choice and number of directions for Kindergarten and First Grade students)

Purpose: Students learn deep muscle relaxation as an easy stress reduction activity

Materials: No materials needed

(Tip: Show students diagrams/illustrations/model of human muscles to help them identify/visualize muscle groups in preparation for the exercise) Content: Teacher/facilitator introduces the concept that relaxation is a good way to reduce stress. Tell students that they are going to do an activity that will help them relax by tightening and releasing different muscle groups in their bodies. Students may sit or lay down on their backs (depending on space).

Demonstrate/model each step for students in preparation for their participation. Then read and model the following instructions to your students twice for each direction:

1. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax.
2. Make a frown. Hold for 5 seconds...and relax.
3. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds...and relax.
4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax. Feel the warmth and calmness in your face.
5. Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax. Feel the warmth and calmness in your hands.
6. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds...and relax.
7. Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds...and relax. Feel the tension leave your arms.
8. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
9. Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds...and relax.
10. Round your back. Try to push it against the back of your chair (or against the floor). Hold for 5 seconds...and relax. Feel the tension leaving your back.
11. Tighten your stomach muscles. Hold for 5 seconds...and relax.
12. Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
13. Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
14. Bend your ankles toward your body as far as you can. Hold for 5 seconds ...and relax.
15. Curl your toes under as far as you can. Hold for 5 seconds...and relax. Feel the tension leave your legs.
16. Tighten all the muscles in your whole body. Hold for ten seconds...and relax. Let your entire body be heavy and clam. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

Extension: Practice this activity with the class at other times to help students acquire competency with the technique. It may also be useful to calm and focus students in transitions (e.g. after break) using just a few of the directions. Encourage students to practice this activity on their own to reduce stress. Have students share this activity with a family member and/or take turns leading directions for the class periodically throughout the school year.

3.Simple Meditation

Target: Activity is appropriate and can be adapted for all levels K-12.

Purpose: Introduce students to meditation as an effective, widely practiced activity that can reduce stress.

Glossary

Meditate – to think calm thoughts in order to relax or have a spiritual activity. Meditation – the word was adopted in late nineteenth century to refer to various spiritual practices from Hinduism, Buddhism, and other Eastern religions (may show students Asian continent on a map or globe to identify where Eastern religions/practices originated) and is usually defined as one of the following:

- ➔ A state that is experienced when the mind is free of all thoughts; when the mind is quiet
- ➔ Focusing the mind on a single object (such as one's breath or a mantra/chant)
 - ➔ An "opening up" to the divine or to a "higher power"
 - ➔ Focused thought on a topic (such as thinking about kindness)

Materials: Seated exercise in a chair or on the floor.

Content: Introduce students to the activity by talking about the widespread practice of meditation throughout the world. Check in with students by show of hands how many have done meditation before (e.g. in martial arts practice, at a temple, in a church). Explain to students that through this activity they will calm their body, mind and spirit.

Instructions:

1. Begin by sitting comfortably, balanced, and relaxed (if seated in a chair, feet on the ground). Breathe easy and from the abdomen/"belly breathing" (not chest breathing).
2. Practice a few deep breaths with the group.
3. Rotate the head in easy, slow circles; change direction and rotate in slow, easy circles.
4. Look up; tilt your head way back. Look down; put your chin on your chest.
5. Drop your arms and hands to the side and shake them gently and easily.
6. Raise your feet off the floor and gently and easily shake the knees.
7. Straighten your spine while meditating.
Practice (repeat two times)
8. This is done SILENTLY.
9. When teacher says, "Close your eyes", close your eyes. [Once your eyes are closed, simply relax your mind and do not make an effort to think about anything; slowly your mind will clear and relax] When teacher says, "Open your eyes", open your eyes.
10. Now, sit straight up, relaxed, and balanced.
11. "Close your eyes" (two minutes elapse)

12. "Open your eyes"

13. Check in with students: how was that? (Students may give thumbs up or thumbs down.)

Now everyone practice it again.

14. Repeat exercise: "Close your eyes"...two minutes elapse... "Open your eyes" 15. Check in with students

Extension: Teacher may follow-up by having students practice meditation at other times during class. Encourage students to practice meditation on their own to develop the habit of using meditation for stress reduction and overall health. Have students teach this method to a friend or family member.

Visual Imagery Audience:

Activity can be adapted for all levels K-12

Purpose: Students learn the process of visual imagery as a technique to help themselves calm down

Materials: No materials needed

Content: Teacher leads students through the process of visual imagery as a relaxation technique

Instructions:

1. Students sit comfortably for this activity
2. Use a calm, low, slow voice and give sufficient time between each visual suggestion for students to "ease" into the vision and "see" each step
3. Create your own visual scenario appropriate to students' age, experience and interest.

Example:

Close your eyes. "See" in your mind's eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water's edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like. When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (e.g. problems at home, violence in your neighborhood, bullies, death of a loved one, issues with friends). Picture it as a big rock, a chain, a heavy bag over your shoulders, or any image that helps you see it as undesirable. Throw it in the ocean as far as you can. Watch it sink and get taken by the waves. When the "visit" is done, be thankful for the release of the burden, the problem, the worry; then walk peacefully back through the warm sand and take a rest on your beach towel.

4. Practice this imagery in class for 10-20 minutes, depending on grade level

5. Allow time for students to debrief and share about where they went in their visualization and what they felt about the experience/technique. This can be done in pairs, small groups or sharing with whole class. Sample guiding questions: - Where did your visualization take you? - Do you feel more calm/relaxed after going through this exercise? - What did you see, hear, feel, smell during your visualization/did anything in particular stand out? - What was it like throwing your burdens into the water? - How does it feel to be back in the classroom? - Is this technique/exercise something you might do in the future to clam down, relax and reduce your stress?

Extension: Practice visualizations with the class several times until students achieve competence with the technique. Encourage students to practice this at home or at any time to relieve stress. The activity may be reinforced by having students write down how they felt after completing the activity. They could keep a journal of post-visualization feelings and thoughts. You may also provide students with time to create their own visualizations and take turns leading the class through visualization exercises periodically throughout the school year.

Failure

Key Beliefs:

I will be a better student if I act on the following beliefs:

- Learning difficult concepts and developing new skills always involved failed attempts and setbacks so the only way to succeed in life is to be persistent and patient.
- There is a lesson to be learned from every experience. If I learn the lesson I become smarter and more capable for future efforts.
- Successful people learn lessons from every failed attempt and use their unsuccessful efforts as stepping stones to new knowledge and skills.
- The only sure road to failure is quitting.

1. **Not everyone gets a trophy.** Somewhere along the line, we became a society that preaches instant gratification, our slogan became “everybody wins all the time.” We know it’s not true. It’s also a terrible example to set. Losing is just as important as winning

2. Everyone has Different Talents. Let students know at a young age that everyone has different talents and we are all not the same, see what they are good at and guide them towards their gifts,

children are all a champion at something. Guide them towards it

3. I think and think for months. For years. Ninety-nine times the conclusion is false. The hundredth time I am right." Who said that? Albert Einstein. Mistakes humble you. They can hurt. Yet without them, we are stagnant. Every mistake we make is an educational experience. Every success is built upon a foundation of errors and corrections.

4. Teaching others .It's important to share that knowledge. Use it to mentor others experiencing similar difficulties. Instill in students the responsibility to share their mistakes in hopes to save another from making the same.

5. Leave it All on the Field. Boxing legend Joe Frazier once said, "If I lose, I'll walk away and never feel bad because I did all I could. There was nothing more to do." The most common phrase in sports has to be "leave it all on the field!" Explain to students to never cheat themselves on effort and they will always gain from it. No matter the outcome.

7. Perseverance Determination wins many victories. We should not allow students to give up on themselves, if a student fails at certain subjects, He thinks there is no way he will ever get it. Help him pick himself back up and try again. Perseverance eventually will lead to positive results and a lifelong lesson never to be forgotten.

8. Know How To Win. It might sound obvious, but knowing how to win is the easiest way not to lose. For instance, if a boy is selling pop corn, He knocks on two hundred random doors and sells twenty packages in four hours. A lot of effort for little gain. The next day he sets up a stand in front of a busy grocery store. Uniform on. Charm intact. He sells two hundred packages in a single hour. Which was the most successful tactic? Game planning is an essential part of a successful life..

9. Sense of Humor

There are times in life we are going to do really stupid things. The ability to laugh about it sure makes those moments a lot easier to deal with. When you make mistakes in front of students, set that example. Don't curse and scream at the sky. Just shake your head and laugh. It happens.

Lessons:

Exercise 1.

PURPOSE:

- To gain wisdom from a past failure
- To reduce anxieties about future failures
- To promote lifelong learning

SUPPLIES/SET UP:

- Paper and pen for each student
- Trash can

DIRECTIONS(my variation on the directions in the On Course Facilitator's Manual):

1. Divide the class into groups of 4 or 5. (1 minute)
2. Ask the class to define failure and invite several responses. After discussing the definition of a failure, share a couple of your own failures to get the students thinking about the ones they have had. (For example, "Failure #1: I was divorced from my husband after only 9 months of marriage." (5-10 minutes)
3. Instruct the students to fold their sheets of paper in half vertically, creating two columns. (You may want to demonstrate this.) At the top of the left-hand column, have them write the word FAILURES. Below that, have the students write a list of their failures in school and in life. Tell them that no one else is going to see their failures, and even though they are in groups, this part of the exercise will not be shared. Have them number each failure.
4. At the top of the right-hand column, have them write the word WISDOM. In that column, have them write any valuable wisdom they learned from each of their failures. Give an example such as: "Wisdom #1: I learned that I can never look to someone else to make me happy." Tell them they can have many "wisdom's" for each failure. (5-10 minutes)
5. Have a volunteer in each group read one wisdom to the rest of their group (not the failure). Instruct them to keep going around the group clockwise, with each person reading one

wisdom each time (with the option to “pass” if they wish). Tell them to read only the wisdom and not to go into detail about how they learned the wisdom. Have them keep going around the group until all in the group have stated all of their wisdom's (5 minutes)

6. Instruct the students to tear their papers in half along the fold. This leaves them with their FAILURES in one hand and their WISDOM'S in the other. Have them choose from the following four options: (2 minutes)

1. Keep both your FAILURES and your WISDOM'S.
2. Throw away your FAILURES and keep your WISDOM'S.
3. Throw away your WISDOM'S and keep your FAILURES.
4. Throw away both your FAILURES and your WISDOM'S.

7. After students make their choice, tell them that if they chose to throw anything away, to ball up the papers and toss them in the trash can. (1 minute)

8. In a journal or as a class discussion, have the students answer the following questions: (3 minutes)

What choice did you make? Why? What is the life lesson in this experience?

Approximate time for the entire activity: 25-35 minutes

One of the purposes of this exercise was to help the students gain wisdom from their failures.

Excercise 2.

Made by Mistake” Research Project – Students get to research inventions that came from a mistake! The project could be done individually or in small groups, as classwork or a homework assignment.

To start, share this list of things that were invented by mistake.

- Silly putty Penicillin
- Chocolate chip cookies Popsicles
- Fireworks Velcro
- Potato Chips Frisbee

- X-Ray Images Post-Its
- Super Glue Plastic
- Play-Doh Corn Flakes
- Ice Cream Cone Pacemaker

Have students pick one and research the product. Then, answer the following questions:

What is the name of the invention and who made the mistake?

- 1.Was there an original intention for this product before the mistake? If so, what was it?
- 2.How was this product created by mistake?
- 3.How did learning about this mistake make you think differently about mistakes and the challenges you face as a student?

Mistakes help us learn. However, many people hate making mistakes because they worry that making mistakes means that they aren't smart, or that others will think they are not smart. It can be important to help students reinterpret the meaning of mistakes by explaining that you love mistakes because that's how you learn.

Activity

- Ask students to write about a mistake they made this week and how it made them feel.
- Give each student a fresh piece of paper, ask them to crumple it up, and throw it at the board with the feelings they have when they make a mistake.
- Ask them to retrieve the paper, UN-crumple it, and color each line with different colors.
- Ask students what they think those lines represent. Explain that the lines represent all the synaptic activity that happens when a mistake is made
- Ask students to keep the paper and stick it into a notebook or folder to look at when they make a mistake. This physical reminder prompts students to use mistakes to strengthen their brain every time they open their notebooks.

Process and Reflection:

- 1.How do you feel when you make a mistake? Why?
- 2.How do you think other people see you when you make a mistake?
- 3.Have you ever discovered something new from making a mistake?
- 4.Have you ever felt proud of making a mistake?
- 5.Has a mistake ever made you think more deeply about a problem?

SELF ESTEEM

Self love

The first step to bringing self-love into the classroom is teaching what self-love is, why it's important, and how we can practice it. I start by prompting kids to think of someone they love and why. Then, I ask them to think about someone who loves them and why that person might love them or what specifically they might love most about them. Next, I ask them to reflect on the question: "Do you love yourself?" Sometimes kids think this is a silly question! It usually leads to conversations about what love means and what different types of love are and even if it's *good or bad* to love yourself.

Next, talk about 3 types of self-love:

1. Mental – loving our brains
2. Physical – loving our bodies
3. Emotional – loving our feelings and our character

discuss examples of each and talk about which type of love is the hardest or easiest for each of us. Now that kids have an understanding of what self-love is and a way to categorize it, move into learning self-love practices.

Today's kids and young adults have too much negative energy all around them like overhearing the daily news, kids are drowning in negativity. With all of that considered, it can't be said enough how much kids NEED positivity in their lives. Having a more positive mindset increases our abilities to overcome adversity, deal with challenges, and ultimately meet our personal goals in life. The good news is that kids can be taught these skills for positivity and self-love.

1. Teach positive self-talk. Positive self-talk is the internal voice that encourages us, comforts us when we feel down, and pushes us to keep going. We can teach kids to use positive self-talk by practicing statements like, "I can do this," and "I am enough just the way I am." The more we say and practice these positive thoughts, the more we will truly believe them. It's a healthy coping strategy that every child and young adult should have in their toolbox for managing emotions. Try it: Present students with this simple sentence stem: "I am _____." Allow them a chance to recite their positive affirmation out loud.

2. Love Letters One activity I love to do is to have students write love letters to themselves. Start by talking about what a love letter is. You can read sample love letters or love poems and watch them giggle and squirm! Their love letters are also so fun to read!

3. Model and teach gratitude. Practicing gratitude just means stopping and reflecting about what you are thankful for. Benefits of gratitude include improved happiness, improved relationships, developing stronger emotional skills, and much more. Take just a few minutes each morning to reflect about what you are grateful for. Teach kids to recognize when they are thankful for seeing the sunrise in the morning, having basketball practice after school, having a supportive family member, or just having a great lunch packed for the day. Whether big or small, each situation you are thankful for helps you develop your skills of gratitude overtime.

4. Encourage a growth mindset. A growth mindset teaches us that skills can be developed over time with hard work and practice. By encouraging kids to adopt a growth mindset, we help them learn they can accomplish their goals by working hard, learning from our mistakes, and pushing our way through challenges that pop up. Rather than feeling bad about themselves when they encounter a challenge or make a mistake, help kids learn that mistakes actually teach us valuable lessons. One of my favorite ways to do this is to study successful people who failed at first but got back up. Some famous people include Michael Jordan, Walt Disney, Oprah Winfrey, J.K. Rowling, and Steve Jobs, to just name a few. Let students realize they can do anything they want if they put their mind to it.

Teach Self-Care

We can teach our students to practice self-care now, and they will thank us when they become adults! Practicing self-care has so many benefits from increasing happiness, reducing stress, improving overall mental health and so much more.

I define self-care as knowing what your mind, body, or heart need in the moment and making the time to give it to yourself!

Self-care ideas for kids:

- Playing outside
- Taking a bubble bath
- Eating a healthy snack
- Drinking a glass of water
- Journaling
- Read a book
- Play with a pet
- Draw a picture

●Talk to a friend or family member

4. Promote kindness. Teach kids that when they are kind to others, it actually makes them feel good, too. Once kids begin to realize this, it helps create a positive learning environment all around. Still, it takes practice! Use Random Acts of Kindness slips to have kids record when someone else is kind to them. Post these up on a special kindness bulletin board so that the kindness-giver can be recognized.

Model the Love!

This one is important, teachers! If we want our students to practice self-love, we need to show them how it's done! As teachers, we often put ourselves last. But as they say, you can't pour from an empty cup.

- Talk to your students about how you practiced some self-care or made a healthy choice.
- Let them hear you recite a positive affirmation.
- Use language and actions that reflect a growth mindset.

Have a monthly challenge! Challenge your students to practice self-love every day for the month of February (or any month!). You can use prompts like: "Give yourself a compliment." "Think about something your *brain* does for you. Thank it!" "Hug yourself tight."

Instructor praise/Self praise

Praise in the classroom is a valuable resource that every teacher has in their toolbox. It can encourage students who are struggling and reward learners who have been studying diligently and working hard on their language skills.

But not all types of praise have the same effect. Let's take a look at different types of praise and how you can use it to boost your learners' motivation and self-esteem.

Different types of praise in the classroom

There are three types of praise which teachers commonly engage in – but they're not all equal and are not all desirable:

- **Personal praise:** Here you praise a student for a specific ability or quality. For example, you might say something like, "*You have a great memory for vocabulary*" is an example of personal praise.
- **Effort-based praise:** This is when you comment on a student's efforts. For example, you could say, "*I can see you tried really hard with this vocabulary homework – well done.*"
- **Behavior-based praise:** This type of praise is where you comment on how a student is acting, an example would be, "*You were really paying attention during the vocabulary lesson – good job.*"

So how – and when – should we use these types of praise in the classroom?

Try not to praise ability

The first type of praise – personal praise – should be avoided in the classroom. Research has shown that this type of praise doesn't have a beneficial effect on motivation.

In fact, praise for intelligence actually has a detrimental effect on student achievement. When students were praised for their intelligence, they tended to care more about their performance goals – the score they achieved on a test, for example. Learning goals, like mastering a new skill, became less important to them.

What's more, personal praise has been shown to undermine student resilience in the face of failure. Students showed less persistence when it came to challenging tasks, and less enjoyment of the challenge. They also performed more poorly than children praised for effort.

Moreover, when you praise students for ability, they also tend to see intelligence or aptitude as a fixed trait. However, students who are praised for effort are more likely to see ability as something they can improve on. This feeds into the development of a growth mindset vs a

fixed mindset. It's important to instill a growth mindset in learners to enable them to reach their full potential.

How to praise effort and behavior.

When it comes to praising effort and behavior, what's the most effective way to do it? Here are some techniques to employ:

1. Be specific

General praise such as "Good job" isn't nearly as effective as a comment which shows you've been paying attention to what the student is doing. A precise compliment will make a much bigger impact on a student, for example: "*I was really impressed at how hard you concentrated during the listening exercise. Well done.*"

2. Give praise in the moment

Immediate praise doesn't need to be disruptive, but it shows students that you are paying attention and noticing good behavior and effort.

3. Avoid comparisons with other students

Instead of saying, "You got the best mark in the class – well done!" say something like, "*You got a really high score in the reading test. Your hard work has really paid off this term.*"

4. Keep track of praise

Before your class, choose three or four students you're going to praise that day. That way, you can be sure that each and every student will benefit from the motivational power of effective classroom praise!

5. Personalize your praise, depending on the student

Young students enjoy being praised publicly, but shy students, older children and teenagers prefer positive feedback to be given quietly.

6. Don't overpraise and watch your positive bias

It's important to be sincere. Older children, especially adolescents, have an extremely low tolerance of insincerity. So, don't be tempted to praise students too often, or too effusively – it can actually have a negative impact on your relationship with your whole class. Insincere praise can lead students to question your judgment.

It's also really important to be aware of your positive bias. It's done with good intentions, but it can actually be harmful. If you regularly overpraise students for minor achievements, it can imply that you have low expectations for these students. And, this can make your students feel like they might not be capable of fulfilling the high expectations that you should have of them.

So, instead of overpraising, focus on giving specific, immediate praise to motivate your students, boost their self-esteem, and unlock their potential!

Self praise

Self praise is the best praise and a most effective way to boost self esteem, positive words empowers you while negative words weakens you and what ever you say to yourself is the blueprint that your body, mind and psyche will work to give you,so teaching and encouraging kids to praise themselves is a must

also ask them what they will like to hear from their friends,t hen tell them to say it to themselves, below are some examples of what they should always say to themselves,they can write it out on a piece of paper and stick on the front page of their books, bench or walls,having it in a form of a poster will be good in the classroom.

- I love myself
- I am beautiful
- I am adorable
- I am kind
- I am amazing
- I am worthy
- I am intelligent
- I believe in myself

- I am proud of myself
- I am smart
- I am lovable
- I am strong
- I am flourishing
- I am brave
- I can do anything

Self esteem

If students are suffering from low self-esteem, it can impact everything in their lives, from socializing with others to dealing with academic challenges. It can decrease their desire to learn in the short term as well as throughout their entire lives. However, positive self-esteem can have quite the opposite effect. This is why as an educator, it is important to know how to help a student with low self-esteem develop into a more confident individual.

Low self-esteem can present itself in a variety of ways, including a noticeable social withdrawal from others, self-criticism, signs of regression, or quitting easily. Exhibiting one or two signs of low self-esteem doesn't necessarily indicate that a problem is present, however.

The behavior may be attributed to mental illness or to a negative outlook rather than a positive one.

Instructor Notes

Before facilitating this lesson plan, you may want to review the following information about self-esteem. These facts can be shared with young people during your discussions.

- Self-esteem is how you feel about yourself. These feelings can change as things in your life change, such as going to a new school or becoming a brother or sister.
- Self-esteem can be positive (you love, respect, and trust yourself) or negative (you feel insecure and helpless).
- Body image is part of self-esteem. It is how you feel about how you look. Body image also includes how you think others see you.
- Having a positive body image means that you:
 - feel comfortable in your body and with the way you look
 - feel good about the things your body can do
 - feel empowered to take good care of your physical health.

It is common to struggle with body image, no matter who you are, but there are things you can do to help yourself feel good.

Introduction

Ask young people to brainstorm a list of ways people are different from each other. Include physical differences (such as eye color) and non-physical (such as favorite kinds of music).

Make a list on a whiteboard or flipchart. Things on the list might include:

likes/dislikes

- abilities (some people are good at math, some at writing, some at art, some at sports, some at music, etc.)
- interests
- height
- weight
- body build (slender, muscular, etc.)
- complexion
- hair colors/type (straight, curly, etc.)
- eye color
- preferences

Point out that some things we can change through effort (by studying, practicing, learning), some things are out of our power to change (height, race, who our parents are), and some will change over time (our natural hair color, our joints and muscles, our experiences).

Ask your students to list on a piece of paper or in a journal, three things they like about themselves and three things they are good at. These can be the same things. Ask for volunteers to share examples of what they wrote. Write down these things on a whiteboard or flipchart.

Point out that everyone has strengths and that these strengths are part of what make us unique and special. The fact that we are all different is also part of what makes the world interesting.

1. Ask if anyone has ever been teased or picked on for something that makes them unique or picked on someone else for being unique. *How did that feel? How did you deal with the situation? How might you deal differently with the situation today?* Allow this to be a sharing time without a lot of processing or attempted problem-solving. Don't let it turn into a time to make fun of or further tease participants. Thank young people who are willing to share these reflections. Acknowledge that being made to feel different or weird can hurt a lot. Reinforce positive actions or thoughts that are shared. If young people share things that are currently happening and are of concern, follow-up privately with them afterward to learn if they need additional support or intervention.

1. Ask the class to make a list of things they can each do to have a positive self-esteem and body image. Encourage them to be creative; they may come up with surprising and fun suggestions. The list might include:

- Spend time with people who treat you well and help you feel good about yourself.
- Use positive self-talk, such as “I am strong, self-confident, and capable.”
- Keep a journal to help you see what areas in your life need attention.
- Celebrate what you like about yourself and work on changing things that you don’t like as much.

Remind yourself that you are unique, special, valued and important.

- Get out and participate in activities with your family and friends.
- Eat foods that are good for you and make you feel great, such as lots of fruits and vegetables, whole grains, and healthy fats such as from nuts, avocados and olive oil.
- Be active at least 60 minutes each day.
- Talk with a trusted family member or friend if you are feeling low.
- Treat others with the kindness and respect that all unique individuals deserve.

Signs of Low Self-Esteem in Elementary and Middle School Students

There are numerous signs that may present themselves in students who may be experiencing low self-esteem, including:

- Fear of failing or hesitance in situations that may end in embarrassment
- Lack of interest or motivation, even in things that used to get them excited
- Avoiding new situations or having a fear of trying new things
- Trouble in making friends
- Quickly frustrated when things become difficult

What Causes Low Self-Esteem in Elementary and Middle School Students

Low self-esteem can arise in students early through everyday situations or troubling experiences. Causes of low self-esteem include:

- Lack of consistent parental support
- Feeling like no one is there to help them academically
- Bullying by classmates or older students
- A traumatic experience happened to them at some point

- Not feeling like their skills can match up with other students

How Low Self-Esteem Can Affect Elementary and Middle School Students
Years of low self-esteem can affect the developmental growth in young kids and attribute to struggles later on in life. Here are some ways that low self-esteem could show up in a young person's life:

- More likely to turn to drugs and alcohol
- Lack of motivation throughout life
- Trouble establishing and maintaining relationships
- Anxiety and depression may follow them through the years
- Failure to pursue goals and settling for less than the best
-

Activities that Boost Self-Esteem

Self-esteem activities can bolster a student's confidence over time. It takes more than just saying encouraging words to a student about how they should feel better about themselves. Through activities, the mind is rewired through one exercise at a time and the student builds self-esteem, much like they would a muscle.. As an educator, you have an opportunity to help students improve their self-esteem by leading them through these activities.

Self-Esteem Activities for Elementary Students

Listed below are six activities to use for elementary students to increase self-esteem. Whether it is a school counselor doing these or another qualified professional, these self-esteem activities for elementary students can help improve their mental health.

1. "I Am" Activity

Have the student paste a little picture of themselves on a piece of paper. Around the picture, they are to write words that describe them, both positive and negative. Then ask them to write down positive words that other people say about them. Afterward, the student can discuss how each one relates to them.

2. Their "Wins So Far in Life" Activity

Students are to list on a piece of paper everything they have succeeded at in life that they take great pride in. This will draw their attention to all of their existing achievements. To continue this activity, they can write down everything they would like to succeed at in life later on.

3. "I'm Afraid to..." Activity

Students are to write down things they are currently afraid to do. This might be going out for a sports team, sleeping in the dark, or even taking their shirt off at the pool. Then review what would happen if they actually did these things. It can be helpful to bring a "so what" attitude to it. If they went out for the soccer team, what's the big deal if they are not the best on the team?

4. Trust Activity

It is a big deal to a child's self-esteem when they realize someone trusts them enough to ask them to do something. Give the student a chore to accomplish every day. It may be as little as organizing the classroom library or as involved as tutoring another child in a subject.

5. "Positive Rephrasing" Activity

In this activity, the child rephrases his or her challenge statement into a positive statement. This may be something like changing "I have difficulty making friends" to "I am a great friend to those people I care about." Another example would be changing "I am bad at basketball" to "I try my hardest at all sports, and some I am better at than others."

Self-Esteem Games for Elementary Students

Teachers can raise a child's self-esteem by making it into a game. For instance, with just a pair of dice, a student can roll a number five and then have to say five good things about themselves. Another self-esteem game is having kids throw a ball to one another and asking them to say something positive about the person who catches it.

Self-Esteem Building Activities for Middle School Students

Middle school is often the time when kids start separating into social groups. For some students, it is a great time to be alive. For others, not so much. Here are six self-esteem building activities for middle school students that facilitate confidence in kids.

1. "What Are Good Traits to Have?" Activity

This activity involves asking middle school students to write down positive traits of students. After creating the list, the teacher and student discuss and analyze which ones they already possess and how they can add the other ones they don't.

2. “Good Comes with the Bad” Activity

There is something to be said about finding the silver lining in the negatives in life. This activity helps students realize a negative can be turned into a positive. For instance, a student may have earned all Cs on their report card. The positive is they will study harder to achieve better grades this time around.

3. “Conducting Interviews in the Classroom” Activity

Students with low self-esteem seem to think that other kids don’t have the same issues they are dealing with. This interview activity will allow them to see the uniqueness in all of us. Pair up students and have them interview one another about their lives. They should ask students about likes, dislikes, family issues, and happiest and saddest moments. At the very least, they will be able to communicate and socialize with others that they may not have interacted with in any other situation.

4. “Write a Letter to Yourself in the Past” Activity

This activity will enable students to reflect on what they would change about the past in an effort to make the future better. As an example, a student may write that she wishes she would have been nicer to her brother. The adult running this activity can point out that it is not too late and she can change her ways.

5. “Things I Would Like to Change in the Future” Activity

This activity is somewhat similar to the previous one, but it focuses more on how to change the future in a positive manner. For instance, one thing a student may want to change is to try harder to befriend others. When a student realizes they are making needed changes, their self-esteem will rise. Note: It’s important for the adult not to offer these changes. The student should come up with his/her own in this process.

6. The “Write out the End Goal” Activity

This self-esteem activity is created to remind students that it’s not always about how they started out, but how they can improve things and work toward a goal. If they can create and work toward educational and social goals, they will start to feel better about themselves instead of constantly thinking of the negative.

All in all, building the students self esteem is the most important part of this course because its the root cause of most of lifes issues that people are facing, so its the pillar of all of the

other traits and should be built in kids always and not only during the lessons, teachers have a greater role to play in this and parents as well

remember the goal is to re frame old beliefs, plant in new positive ones so our kids will be the best they can be.