**Topic:** CD Day 5 – Self Concept – Unit 1

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| **STANDARD /OBJECTIVE:**   1. Discuss the role and importance of self-esteem/self-concept in personal development and growth. 2. List the four components of the self-concept cycle and describe the effects of each component. 3. Watch and discuss impressions from the children from Romania video. |

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| **CLASS BUSINESS MATTERS**  **Disclosures and fee slips**  **BQ 4 do**  **Take roll during BQ and hand out dominoes for group divide**  **Story** | **SUPPLIES**   |  |  | | --- | --- | | **workbook** | **Basket for disclosures** | | **Dominoes (5-6 in a group)** | **Roll** | | **story** | **Drumsticks / dowels** | | **bucket for drumsticks** |  | |

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| **REFLECTION/JOURNAL TOPIC** |
| **STORY / MUSIC**  **Click Clack Moo** |
| |  |  | | --- | --- | | **DOOR Drumsticks / wooden dowels** | **GROUP DIVISION**  Dominoes for 5-6 in a group | | **CHILD ACTIVITY**  Tie dye paint and Bulls eye game | **BELL QUIZ 4** | |

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| **MOTIVATOR**  **Balloon man story**  **Holbrook: Balloon**  **Blow up and magic**  **trick.** | **SUPPLIES**   |  |  | | --- | --- | | **Blow up balloon man or use a little wobbling**  **figurine** | **Permanent markers** | | **3x5 blank cards** |  | | **HOLBROOK: 1 Balloon** | **Lotion** | | **Magic needle** |  | |
| **Estimated Time** | **PREPARATION**  **Read through the story to review it** |
| **CONTENT DESCRIPTION**  **Holbrook:**   * Watch the clip of Jessica’s affirmations. (as they watch put lotion on your hands and rub it on the needle) Then have the students tell you things that people have either said or done that have just made them feel good about themselves. With each thing, blow an puff of air into the balloon. * Someone commented on their hair * That cute boy said hi or did “the nod” * Mom made breakfast * Mom left a note in your lunch to wish you a good day. * You got an A on a tough assignment * Pull out the needle and ask students about the things that have been said or done that have made them not feel great about themselves. Start poking the needle at the knot of the balloon, and slide it all the way to the other side of the balloon at the thickest part.(it should not pop) get the students to calm down a little and tell the story of the Balloon Man. * - Tell story of Balloon Man   What did Balloon man have that made him stand up on the inside?   * Define Resiliency and Define self-Concept   - How do these relate?  Hand out 3 x 5 blank cards and permanent markers. Students are to write their first name BIG on the card. | |

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| **BLOCK 1**  **100%**  **Self-concept** | **SUPPLIES**   |  |  | | --- | --- | | **Blown up balloon** |  | | **Deflated balloon** |  | |
| **Estimated Time** | **PREPARATION**  **Blow up a balloon** |
| **CONTENT DESCRIPTION**   * Children are born with 100% SC Show the Blown up a Balloon that is tied = a child.   When they fall down they get back up and don’t give up. When asked who is the best at an activity they all say “I am” – even if they don’t know what it is. When told they look pretty or did well they say “I know”. They don’t compare diapers or clothes or strollers with other babies. Why is this important for them? (They have a lot to accomplish and learn and they have no time to feel bad for themselves or let themselves stop them.)   * Do you still have 100% SC? Why Not? What changed it?   Blow up another balloon and don’t tie it to show their High SC B – their “SC tie” has come undone and watch what happens when something happens to you (let go and watch it fly). The balloon lays there until it gets picked up and brushed off again by you or someone else. You also have too much to do, accomplish, do not spend life deflated on the ground. You need to be resilient like with the needle poked balloon.  **IF TIME: Used to do the balloon race with 3 people working together to have each of their balloons cross the finish line.** | |

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| **BLOCK 2**  **Tie Dye name and work** | **SUPPLIES**   |  |  | | --- | --- | | **Toothpicks** | **Shaving cream** | | **Food coloring** | **Small paper plates** | | **Popsicle sticks** | **Wet wipes** | | **Self-concept key cards hung around the room**  **These cards are just the power point slides printed**  **off in either full page slides or 2 slides per page.** | **Children’s music to listen to while they work** | |
| **Estimated Time** | **PREPARATION**  Plates laying on the counter, 1 toothpick on each plate, 2 popsicle sticks or rubber scrapers on each plate, food coloring by each plate. WAIT TO PUT THE SHAVING CREAM ON PLATE until the first group comes over. |
| **CONTENT DESCRIPTION**   * Demonstrate how to drop the food coloring on the shaving crème and drag (not mix) the toothpick through the colored shaving cream so it creates a marble effect. Take 3x5 card and place name side down into the shaving cream. Smoosh until shaving cream comes out the sides. Peel up the 3x5 card and gently scrape off the excess shaving cream. Be careful not to mix the shaving cream anymore so that others can use it, too. Let your Tie Dye name dry.   While students wait their turn to do the activity, they are to complete the following: **The Haiku poem must be finished before they do the tie dye so allow the first group time to get it done before they are called over.**   1. - **Haiku Poem on back of your name**   **Your Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **2 adjectives describing you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **3 Verbs that relate to you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A 4 word phrase about you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **1 word that explains who you are.**  **2. Tie Die Name Card**  **3. High and Low self-concept (SG #2)** **eyes, posture, words, actions, treat others, successes**  **4. Keys to Building a child’s self-concept** **around the room (SG #6)**  **5. Kid Scenarios (SG assignment #5)**  **6. Self-concept cycle in Junior High (SG assignment # 4)** | |

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| **BLOCK 3**  **Self-Concept influences** | **SUPPLIES**   |  |  | | --- | --- | | **Power point** | **workbook** | |  |  | |
| **Estimated Time** | **PREPARATION** |
| **CONTENT DESCRIPTION**  - Today or right now you might be feeling great, but it won’t last or it will change. What will develop or diminish or influence this? Learn to recognize it so you can avoid it or stop it.   * 1. Self-perception w/ Calvin comic and a clip of a little girl celebrating herself. * 2. Verbal and Non-verbal Communication   Say white 4x- getting louder each time. Quickly ask what cows drink? NOT MILK. You just programmed your brain to believe what you said. What you believe or what you hear is what you will become.   * 3. Positive and negative Interactions. w/ Charlie brown comic * 4. Explain the SC cycle. Use a child who thinks that they are a great artist as an example and a student who left the house thinking that they look great until they got to school. | |

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| **BLOCK 4**  Bulls EYE  (SMATT 64) | | **PREPARATION**  Bags or buckets around the room, tape marked 6-7’ away from the bag, 3-5 paper balls in  the bag | **SUPPLIES**  Paper bag  Crumpled paper balls  Painter tape  Group divide  candy |
| **TIME** | **CONTENT / DESCRIPTION**  NOW PUT IT ALL INTO PRACTICE: Self-perception, Communication, Interaction, The Cycle  Bulls EYE (Tom Jackson Some More Activities That Teach page 64)  Place a paper grocery sack on the floor about 8 feet away from a piece of painters tape also placed on the floor. Place the paper balls inside the bag. This is the set up for each team, 5 in a group. 1 person is the thrower and they are to turn their backs on the bag and throw over their shoulder. A group member sits at the bag and acts as the eyes of the thrower. They may not move the bag, just direct the person how to throw. The rest of the group members in front of the thrower are only to act as the support team – NOT the eyes. Rotate through the group into each position. The group that buckets the most = candy. Play 2X. | |
| **PROCESS QUESTIONS (AND ANSWERS)**  **Which role was the thrower = child, the bag holder = parent, the rest of group = family, friends…**  **How did each influence success? How did some groups not feel the success through the 3 influences discussed? How were the influences of SC we discussed witnessed throughout the game?** | | | |

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| **CONCLUSION**  **It all depends on you** | **SUPPLIES**   |  |  | | --- | --- | | **Power point** |  | |  |  | |
| **Estimated Time** | **PREPARATION** |
| **CONTENT DESCRIPTION**   * - Explain Self- Fulfilling Prophecy Parent says brat – child becomes a brat (the best brat the parent ever saw). Parent says amazing – child becomes that. Even if parent doesn’t quite see it, if they say it then the child will believe it. * Brecon was in 2nd grade with Mrs. Smith. Up until this point all we had heard from other teachers was that Brecon is awesome, happy, friendly, entertaining, kind…but talks a lot, plays around, inattentive, touches stuff, moves around in seat… Mrs. Smith said alll of this, but had an idea. When saw brecon doing these actions, she quietly gave him a bean instead of drawing attention to it out loud. When she noticed brecon doing what he was asked, she said something out loud, gave him sticky notes, patted his back… Even if Brecon only did the action for 1 sec or minute – a very short time, she acknowledged it. She believed what he really could be, saw it, and he became it! No more phone calls, notes, missing out on stickers… * What stood out to you when you walked around the room reading the Building self-concept key cards? * Read the poem – It all depends on you. | |
| **2 OPEN ENDED PROCESS QUESTIONS (AND ANSWERS)** | |

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| **TEACHER EVALUATION:**  **Were all activities successful?**  **What changes do I need to make in this lesson?**  **Did the students learn the concepts?** | **STUDENT FORMAL / INFORMAL ASSESSMENT:** |

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| **ASSIGNMENT:** |

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| **OPTIONAL ACTIVITY** |