

# One of a Kind – “I Can”

More Practice With Builder/Breaker



## 3 Cs

- I care about myself.
- I care about others.
- I care about community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Teacher Notes

## Preparation

### Copies

- Worksheets: “Me-Shirt” (see page 80)
- Home Connection, “Me-Shirt” (see page 78)

### Materials

- Crayons
- Scissors
- String

### Music

- “Step by Step” from CD *Take a Stand* (see page 141)

## Vocabulary

strengths                      abilities                      talents

## Lesson at a Glance

### Introduction

1. Students participate in the game, “Physical Characteristics.”

### Strategy

2. Teachers and students discuss talents and abilities as “strengths.”
3. Students participate in “Strengths Game” (same as physical characteristics game).
4. Students participate in “I Can” activity.
5. Teach the song, “Step by Step.”

### Conclusion

6. Students make paper “Me-Shirt.”

### Home Connection

7. Me-Shirt

## Core Curriculum Objectives and Standards

### Objectives

Recognize personal abilities, talents, and strengths in themselves and in others.

### Standards

7010-0102 Recognize and express positive personal qualities and attitudes.

## Introduction

### Play

### 1. Students participate in the game, "Physical Characteristics."

Call out general characteristics of people and whoever has that trait stands up. Students may also take turns calling out categories.

Everyone who has \_\_\_\_\_ stand up.

- |                       |                  |                       |
|-----------------------|------------------|-----------------------|
| • Tennis shoes        | Dress shoes      | Red on                |
| • Clothes on          | Is a grandson    | Blue on               |
| • Blonde hair         | Is a son         | Laces in their shoes  |
| • Brown hair          | Is a daughter    | Velcro in their shoes |
| • Blue eyes           | Likes math       | Ate breakfast         |
| • Brown eyes          | Likes recess     | Is wearing sox        |
| • Green or hazel eyes | Has a sweater on | Is a granddaughter    |

## Strategies

### Discuss

### 2. Teachers and students discuss talents and abilities as "strengths."

- What do you remember about being a builder?
- We have talked about many things we have that are alike and different.
- Now we are going to learn about our own personal strengths—things we do well.
- As we focus on our personal strengths, think of how you can use those strengths to be a builder.
- What would it be like if we all liked or did the same things?
- How would a ball game go if we all hit and kicked the ball the same way?
- Why don't we all want to sound the same when we sing?
- If we all played the same games on the playground, would we be happy?

### 3. Students participate in "Strengths Game" (same as physical characteristics game).

Discuss how each of us is different in his/her thoughts, abilities, and talents and how these can be used to be a builder.

Play the game "Strengths Game" as the "Physical Characteristics Game" using the following prompts.

- |                     |                     |                          |
|---------------------|---------------------|--------------------------|
| • Tap dance         | • Wiggle your ears  | • Make your own sandwich |
| • Read a book       | • Play the piano    | • Curl your tongue       |
| • Play football     | • Draw horses       | • Paint                  |
| • Do karate or Judo | • Play video games  | • Tie your own shoelaces |
| • Ballet dance      | • Do gymnastics     | • Do a cartwheel         |
| • Play soccer       | • Play Old Maid     | • Ride a horse           |
| • Ride a bike       | • Zip your own coat |                          |

## Tie in the 3 Cs

I care about myself.  
I care about others.  
I care about community.

I have the right to care about myself.

I have the responsibility to make smart choices when I care about myself.

I have a right to be in an environment where I feel safe.

I have a responsibility to treat others with kindness.



**4. Students participate in "I Can" activity.**

Help develop awareness of students' abilities by allowing them to talk about things they can do.

For example, have each student stand and say something that he/she can do using the words, "I can..."

- We don't do things well at first.
- We learn step by step.

Sing

**5. Teach the song, "Step by Step."**

Learn the song and sing together

**Conclusion****6. Students make paper "Me-Shirt."**

- Distribute the "Me-Shirt" worksheet.
- Ask the students to decorate the shirt with words or pictures that tell things they can do well or like to do.
- Have students cut out the drawings and write their name or nickname on the back of the shirt.
- Display the shirts on a bulletin board or hang a string from one side of the room to the other and use clothespins to hang the shirts.
- You may wish to use the shirt as a "Home Connection." (see page 78).

**Home Connection****7. "Me-Shirt"**

Prepare

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.





# Home Connection

Dear Family,  
I made this “Me Shirt” that describes things I do well. Please talk with me about these and other things I do well.



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# Conexión en el Hogar

Querida Familia,

Yo hice esta “Camisa Acerca de Mi” que describe las cosas que yo hago bien. Por favor habla conmigo acerca de otras cosas que hago bien.



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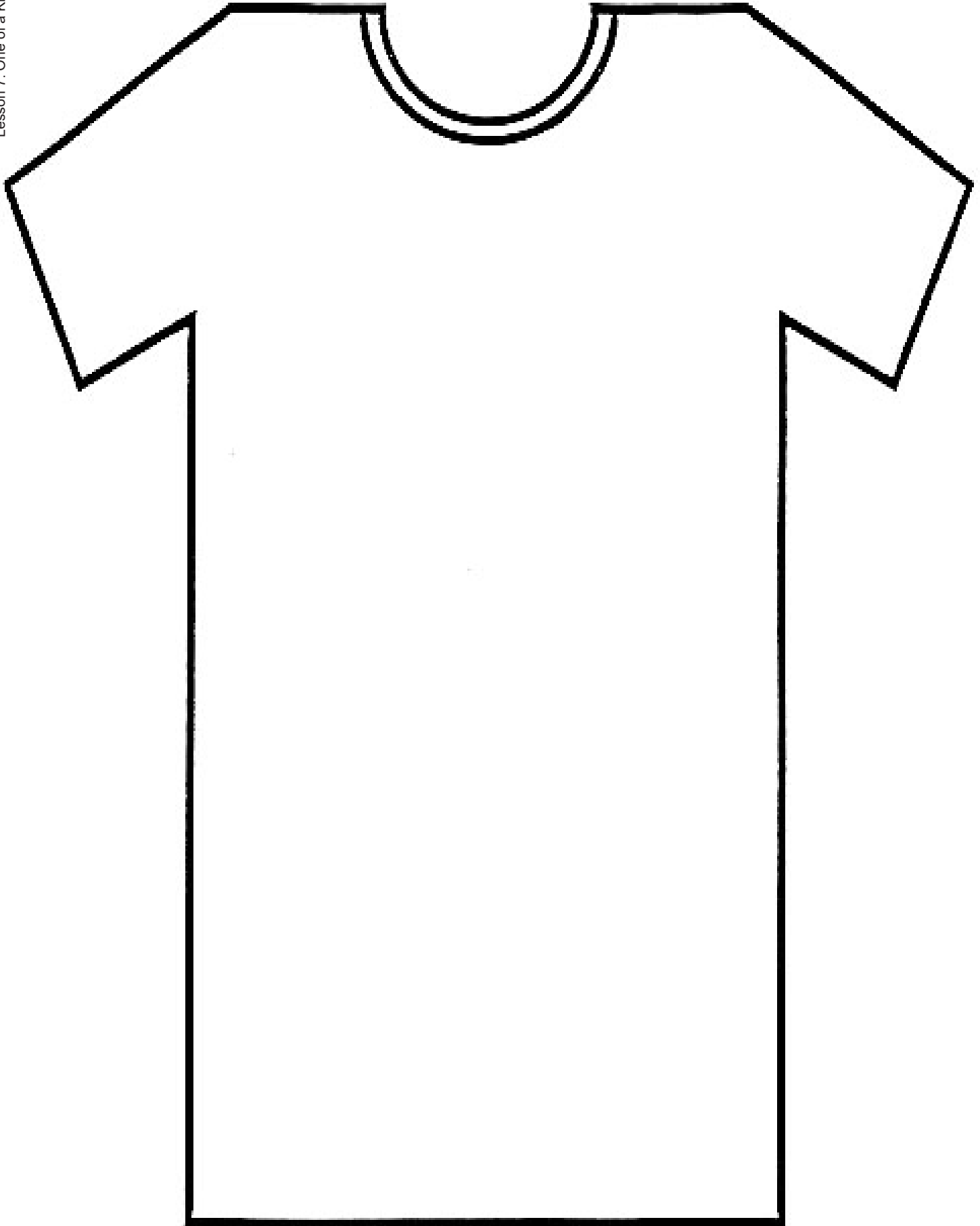
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Me Shirt