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Unit Two

Self-Awareness – Ages 5-8

Total Time: 1 Hour, 15 Minutes

PART 1: Ice Breaker

PART 2: Who am I?

PART 3: Sharing Special Gifts

PART 4: Follow-Up Activities

ANNEXURE 1: T-shirt Outline

ANNEXURE 2: Who am I?

ANNEXURE 3: Feelings

ANNEXURE 4: Evaluation

ANNEXURE 5: “I am Special” Book

ANNEXURE 6: Class Fingerprint Tree

Part 1: Ice Breaker

Time:

15 Minutes

Objective:

Participants will take part in an exercise to become better acquainted with other members of the group.

Materials:

Paper and crayons

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Ask the children to sit in a circle and introduce one of the following activities:

Option One: If I Were an Animal - Go around the circle asking each child to introduce themselves and complete the following sentence: "If I were an animal I would be a _____ because _____." (For example, if I were an animal I would be a lion because I'm big and strong and can run fast.)

Option Two: Same and Different - Distribute the paper and crayons and ask the children to trace their hand on the paper. (Trainer Note: younger children may need help with the tracing. You may be able to enlist the help of the older children.) Then ask them to color in the hand according to the following directions:

- Color the thumb red if you are a boy, blue if you are a girl
- Color the pointer finger yellow if you have long hair, green if it is short
- Color the middle finger blue if your hair is curly, red if it is straight

- Color the ring finger orange if you are 5 or 6 years old, yellow if you are 7 or 8 years old
- Color the baby finger purple if you are left handed, green if you are right handed
- Color the rest of the hand in your favorite color

Now, instruct each child to hold up the picture of their hand and look at all the pictures, noting that there are differences because we are all unique, but there are also colors that are the same because we all have things in common.

Part 2: Who am I?

Time:

45 Minutes

Objective:

Participants will become more aware of their unique attributes.

Materials:

- Annexure 1: T-Shirt Outline
- Annexure 2: Who am I?
- Annexure 3: Feelings

Techniques:

- Group Discussion
 - Art Activity
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TRAINER INSTRUCTIONS:

1. Explain to the children that they are going to learn about themselves today. Begin with something like: "The more you know about yourself, the better person you can become, now and as you grow up. Everyone is unique. You are a combination of many things that make you special. Let's talk about what makes you special."
2. Tell the children that they will be creating a t-shirt design on paper showing what makes them special, using designs, words or drawings. Distribute Annexure 1. As you go through each category below, allow time for the children to draw an item on their t-shirt that represents that category.
3. Using Annexure 2, hold up the page in the annexure that pertains to each bullet below as you discuss them. Invite discussion on each and give examples as noted below.

- **How you look** - (Hold up appropriate Annexure page.) Go around the circle and note traits such as tall, brown hair, big smile, big eyes, etc. Invite suggestions from the group but be sure to keep things in the positive. You could also have children stand next to each other and compare heights, size of hands, length of hair, curly hair vs. straight, etc.

Give the children a few minutes to draw something about how they look on their t-shirt design. Remind them to leave space for the rest of the items you will be discussing.

- **What you like** - Hold up the appropriate Annexure page and ask children for ideas of things they like. Continue with activity as follows:

Read the statements below with two choices and instruct the children to move to one side of the room if they agree with the first option or the other side if they agree with the second option.

- Would you rather play inside or outside?
- Would you rather eat ice cream or cake?
- Would you rather wear red or blue?
- Would you rather sing or dance?
- Would you rather be an elephant or a tiger?
- Would you rather spend time with friends or play quietly by yourself?

Give the children time to draw something they like on their t-shirt design.

- **What you are good at** – Invite children to finish the statement “I can...” Examples include ride a bike, kick a ball really far, jump really high, etc.

Allow time for the children to draw something representing their strengths on their t-shirt.

- **Your feelings** – Using Annexure 3, ask the children to identify what feeling each face is showing. Ask them if they can think of a time they felt like this (hold up pages one at a time).

Invite the children to draw a face on their t-shirt that shows how they are feeling at that time.

- **What is important to you** – Ask the children to list several things that are important to them such as getting good grades, having close friends, etc.

Ask the children to draw something that is important to them on their t-shirt design.

4. If time permits, invite participants to present their “t-shirt” to the whole group and explain what positive traits the t-shirt shows.
5. Summarize with, “You are special just by being YOU. You have many special gifts and they will help you to be your best, now and as you continue to grow up.”

Part 3: Sharing Special Gifts

Time:

20 Minutes

Objective:

Participants will gain positive feelings as they share encouraging thoughts with each other.

Materials:

- Music
- Annexure 4: Evaluation

Techniques:

- Sharing

TRAINER INSTRUCTIONS:

1. Explain that we want to show others that we care about them, and other people like to hear nice things about themselves just as you like to hear nice things about yourself. Invite the children to take part in one of the sharing activities below.

Option One – Instruct the children to dance slowly and quietly around the room while the music plays. When the music stops, they STOP and pair up with the person closest to them. The partners share with each other one thing they like about the other person. (**Trainer Note:** You may need to model or practice this if the children are shy at first.) The music starts again and when it stops the children pair up again (with a new partner) and share. Continue the activity until each child has had a chance to hear and share several positive items.

Option Two – Ask the children to sit in a circle and invite one child to come to the middle of the circle. The other children take turns saying what they like about that child. Then, a different child comes to the middle of the circle and the other children share about that child. Continue until all children have had a turn in the middle of the circle.

2. Distribute Annexure 4 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like/understand it.)
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Solicit comments from the group and write them on the back of your form. The older children are welcome to write their comments on the back of their form if desired.
3. Gather the completed evaluations and include the responses in your trainer report.

Part 4: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will practice material learned through follow-up activities.

Materials:

- (DEPENDING ON OPTION SELECTED)

Option One:

- Books: “It’s Ok to be Different,” by Todd Parr; “Giraffes Can’t Dance,” by Giles Andreae & Guy Parker-Rees; The Story of Ferdinand,” by Munro Leaf

Option Two:

- Annexure 5: “I am Special” Book
- Crayons

Option Three:

- Annexure 6: Our Class Tree
- Washable Poster Paint

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain to the children that they will have an opportunity to review what they learned today in follow-up sessions. In the meantime, they should look at their handprint and t-shirt drawings often and remember what is special about themselves.

Trainer Note: These activities are designed to be done in follow-up sessions.

Option One – Read one or more of the books (listed in the materials section) to the group using child friendly reading techniques (voice inflection, stop and ask questions along the way, etc.). Facilitate discussion related to self-awareness.

Option Two: “I am Special” Book – Distribute Annexure 5 and ask the children to create the book with items special to them. Review and discuss each page as the children work on it.

Option Three: Our Class Tree – Create a class tree picture using the children’s fingerprints. Explain that no two people have the same fingerprints, so we can make a special class tree with the fingerprints of every child in class. Roll tops of fingers in paint and have the children place their prints to fill in the tree as in the sample on Annexure 6.

Use the second page of Annexure 6 and add fingerprints to fill it with leaves. Talk about the special qualities of each child as they add their prints to the tree. Display the finished artwork in a prominent place.

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Unit Two Annexures

Self-Awareness – Ages 5-8

ANNEXURE 1: T-Shirt Outline

ANNEXURE 2: Who am I?

ANNEXURE 3: Feelings

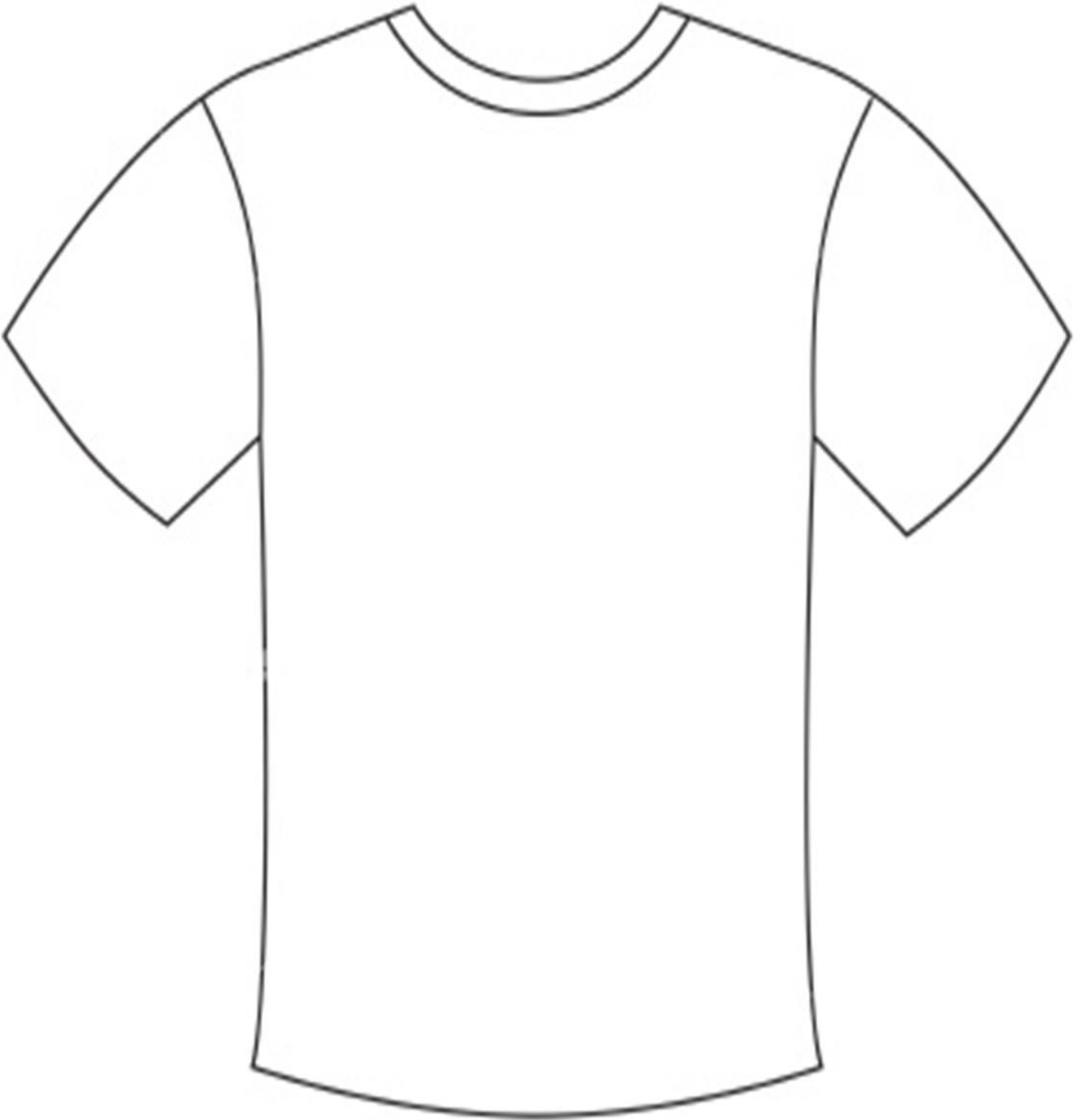
ANNEXURE 4: Evaluation

ANNEXURE 5: “I am Special” Book

ANNEXURE 6: Class Fingerprint Tree



Annexure 1: T-Shirt Outline



Annexure 2: Who am I?

HOW YOU LOOK



WHAT YOU LIKE



WHAT YOU ARE GOOD AT



YOUR FEELINGS



WHAT IS IMPORTANT TO YOU



School



Home


















Friends

Annexure 3: Feelings

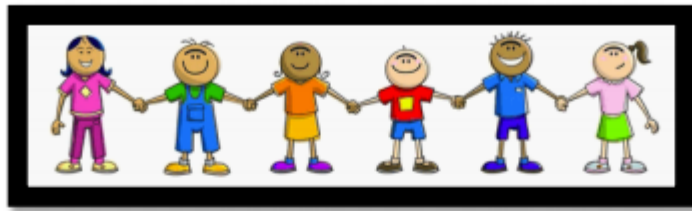




Annexure 4: Evaluation

Unit 2 – Self-Awareness	 Liked It	 It was OK	 Didn't Like It
Ice Breaker			
Who Am I?			
Sharing Special Gifts			
Overall Score			

Annexure 5: "I am Special" Book



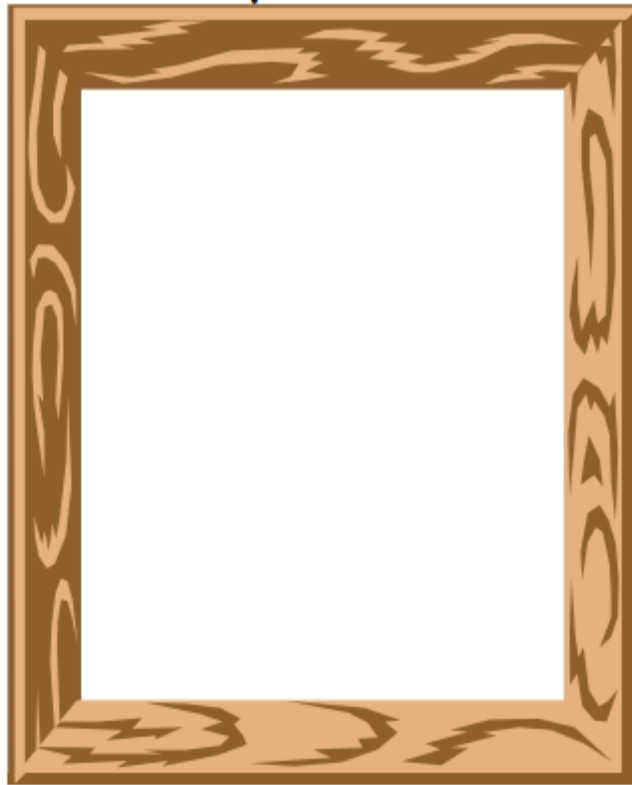
I am special:
A book about

ME

My name is:

I am _____ years old.

Here is a picture of me:





Here is tracing of my hand:

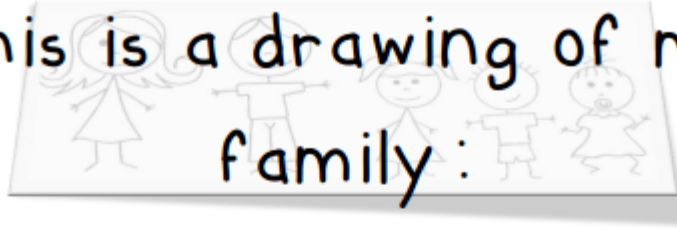


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These are pictures of
things that I like:

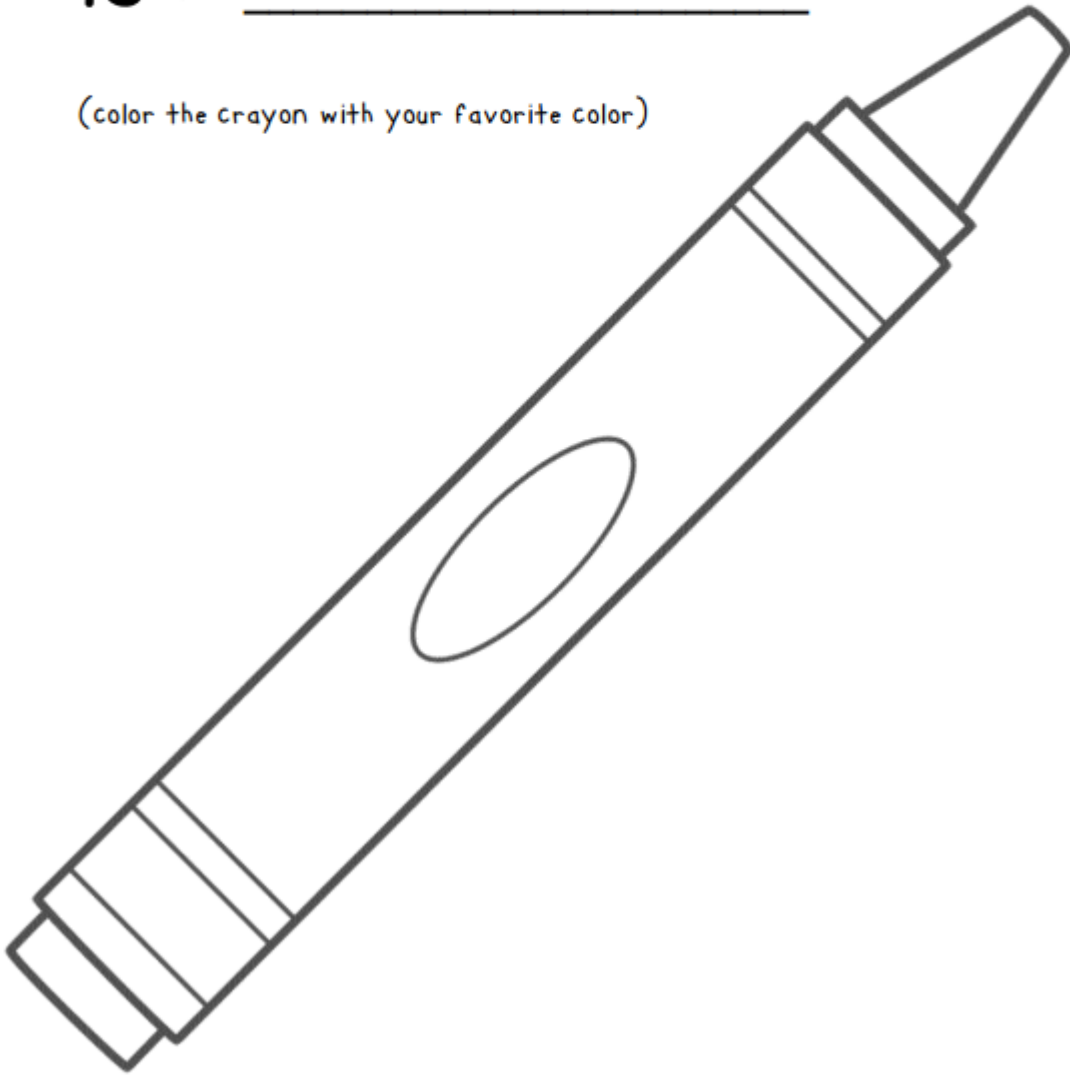
This is a drawing of my family:



My favorite color

is : _____

(color the crayon with your favorite color)



Created by www.childcarelounge.com

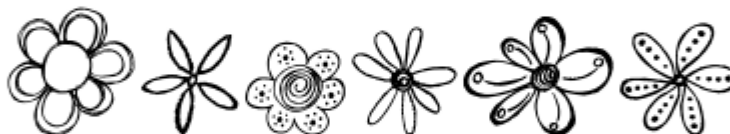




Hundreds of birds in the sky,



Hundreds of fish in the sea,



Hundreds of flowers in the field.

But there's only

ONE of **ME!**

Annexure 6: Class Fingerprint Tree

Sample Completed Project



OUR CLASS FINGERPRINT TREE

