



ME 1

ME, MY FEELINGS, MY FRIENDS

DISCOVER YOUR STRENGTHS AND DEVELOP YOUR SELF-ESTEEM



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ME 1
Me, my feelings, my friends
ME2
Me, my talents, my world
ME3
Me, my skills, my job

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ME, MY FEELINGS, MY FRIENDS

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1. GENERAL INTRODUCTION

Me, my feelings, my friends is part I of the Me teaching and learning material series. The Me series was designed to support children belonging to an under-privileged group of society in the development of their self-concept and their view of their own competences, talents and interests. The Me teaching and learning material is divided into three different levels:

- ME 1 – Lower primary: Me, my feelings, my friends
- ME 2 – Primary: Me, my talents, my world
- ME 3 – Secondary: Me, my skills, my job

Structure

All parts of the Me series are built up in the same way. The booklets comprise five major topics, each dealing with different levels of development of the self-concept and self-competences of children or adolescents. With each topic, two perspectives are addressed: that of the individual student and those of the others around him or her. The alternation between these two perspectives is part of every topic to help children develop the ability to bring the experience of self-perception and the experience of being perceived by others more closely together.

Every Me booklet ends with a topic of reflection on the student's own learning processes. A final page gives the teacher or educator space for personal feedback to the students. We strongly recommend that the opportunity to give constructive feedback, as opposed to pure grading, be taken by the teachers and educators.

Each task begins with a page of information and instruction outlining the goals, the organisational set-up of the lesson as well as the main teaching steps and material needed. This page is meant for teachers and educators. Some tasks also include possibilities for variation. Following the information page, the students' working material is listed. This page or these pages are meant for the students to work on.

Organisation

Each topic consists of 6 tasks which all last around 30 – 60 minutes, depending on the level of the group. It is the teacher's or educator's task to decide how to organise the teaching of Me. This could be in an integrated way to fit the normal teaching and learning sessions of a group (e.g. Me for half an hour per day or week). This could also be in the form of a more concise block scheduling of the sessions (e.g. Me delivered during larger blocks spread over two consecutive weeks). We recommend using Me regularly so that the children experience continuity over a longer period of time. This will allow the Me booklet to become more of a used and familiar tool for the students.

Cultural adaptation

The Me series was originally compiled and created by Swiss experts of the Zurich University of Teacher Education (Pädagogische Hochschule Zürich) for use in different teaching and learning contexts all over the world. Therefore, the majority of the tasks are designed to be more or less "culture-free", which means that they can be used with children or adolescents at an appropriate age around the globe. However, each topic also includes one or two tasks that can be adapted to the specific context in which the material is used. These tasks often centre on specific cultural issues or issues of a certain minority group (e.g. street children, refugee children, ethnic minorities etc.). Various resources were used to compile part I of Me, my feelings, my friends, some of them in their original form, with the majority adapted to the context of this booklet. This is indicated if it is the case, with the material referenced underneath each task or underneath the working material for the students.

2. PEDAGOGICAL AND PSYCHOLOGICAL BACKGROUND

Cooperative learning

ME supports and encourages the concept of cooperative learning. Cooperative learning focuses on developing openness when working together, on communication and on discussion. When working together, task content can be understood in more depth and students can develop greater self-confidence. When working in groups, students experience being accepted by others and valued as team members and can share their knowledge more freely. Cooperation can be encouraged by group games, group activities and group discussions. Teachers should take care to offer individual work periods and group work periods in a balanced ratio.

Self-concept

Self-concept means the way we feel towards ourselves. For a child or an adolescent this can mean how and to what extent he/she feels valued by his/her family, how he/she feels as a student, how he/she feels teachers and fellow students perceive him/her, how he/she views himself/herself as a friend etc. Self-concept also includes the extent to which children feel that they are accepted by their friends and whether they believe in their own competences to master their lives.

A positive self-concept is decisive for the satisfaction of children and adolescents and their social and emotional well-being, as well as their academic achievement. Children and adolescents with negative feelings towards themselves tend to also have negative feelings towards others. They tend to show rather weak academic achievement and are more prone to behavioural challenges.

Childhood and early adolescence are the time to support a positive self-concept. The older a child becomes the more difficult it gets to eliminate the effects of a negative self-concept. It is however possible to possess a very low and negative self-concept in certain areas without it having any impact on other areas. Also, the strength of the self-concept can vary over time. Children who feel “different” tend to develop a negative self-concept.

It is very important to support students in developing a balanced self-concept. Recognising their strengths and appreciating them will allow students to see their limitations at the same time. The students have to learn to understand that they cannot be perfect, because nobody is. Perfection is a rather unrealistic goal. Whoever strives to become perfect will end up unhappy. It should be the students' goal to do their best.

Criteria for observing behaviour related to self-concept





It is possible to observe and evaluate the self-concept of the students over a certain period of time. As a teacher you can ask the following questions as criteria for assessing their self-concept:

- Are the students ready to take the risk of making a mistake in their work or play?
- Are they self-confident enough to speak in class?
- Are they eager to make new experiences and do they take up challenges?
- Can they develop friendships?
- Can they set goals for themselves?
- Do they respond to the requests of the teacher?
- Are their expectations of themselves realistic?
- Can they accept failures?
- Are they ready to learn from their mistakes?
- How do they cope with problems and failures?
- Are they self-confident enough to take part in class discussions?

Try to get the students to know how they can value their own work. Let them collect pieces of their best work in a folder. The aim is to activate the intrinsic motivation of the students. Intrinsic motivation comes from the person inside and is not dependent on any external reaction such as praise or reward. Students are intrinsically motivated if they feel good about themselves. Being successful in one learning area may encourage students to take risks in other areas and try out new things. It is the teacher's task to find an area where the student is academically strong and successful. Only when students are able to evaluate their own efforts will they also be able to rely on their own values rather than on external judgements.

We want to wish all teachers, educators, social workers and others who are working for the benefit of underprivileged children around the world success and satisfaction in using Me as a teaching and learning aid!

1 - TASK 1: ABOUT ME

	✗	The task: You write down the most important things about yourself.
		
	✗	
	45 min	

Classroom organisation: Individual work, then plenary session

Procedure:

1. First work individually and fill in the sheet about your person.
2. As a next step you make a picture of yourself.
3. When you have finished you leave your booklet open at your place and walk around to look at the others' work.

Material:

- booklet
- pencils, colours

ABOUT ME






My name is : _____

I am _____ years old .

Draw a picture of yourself ...



1 - TASK 2: WHERE DO YOU BELONG ?

		The task: You understand that everybody is different.
		
		
	30 min	

Variation: The teacher can also use the corners of the room instead of a line. Each corner stands for one criterion. Now, the students can also sort themselves according to things like interests, favourite foods, activities etc.





Material: none

Classroom organisation: Plenary session

Procedure:

1. Your teacher draws a line on the floor or tells you where you have to imagine a line.
2. Every student stands on the line.
3. The teacher gives different categories. The students line themselves up on the line according to these categories. For example: "tallest to shortest".
The students start to line up according to size. The tallest stands on one end of the line, then the students line up one after the other. The smallest stands at the end of the line.
4. The teacher continues with new criteria:
 - a. biggest foot to smallest foot
 - b. oldest student to youngest student
 - c. longest hair to shortest hair
 - d. many siblings to no siblings
 - e. etc.
5. The students can also come up with their own suggestions for criteria.

1 - TASK 3: MY FINGERS MAKE ME SPECIAL

	✗	The task: You understand that everybody is different and that your fingerprints are unique.
	✗	
		
	30 min	

Classroom organisation: Individual work, then partner work

Procedure:

1. Use an inkpad or paints to paint your fingers.
2. Take your fingerprints on the following page.
3. No one else in the world has exactly the same fingerprints as you!
4. When you have finished, you leave your booklet open at your desk.
5. Walk around and look at the fingerprints of others.

The teacher's task is to point out the differences in the fingerprints.

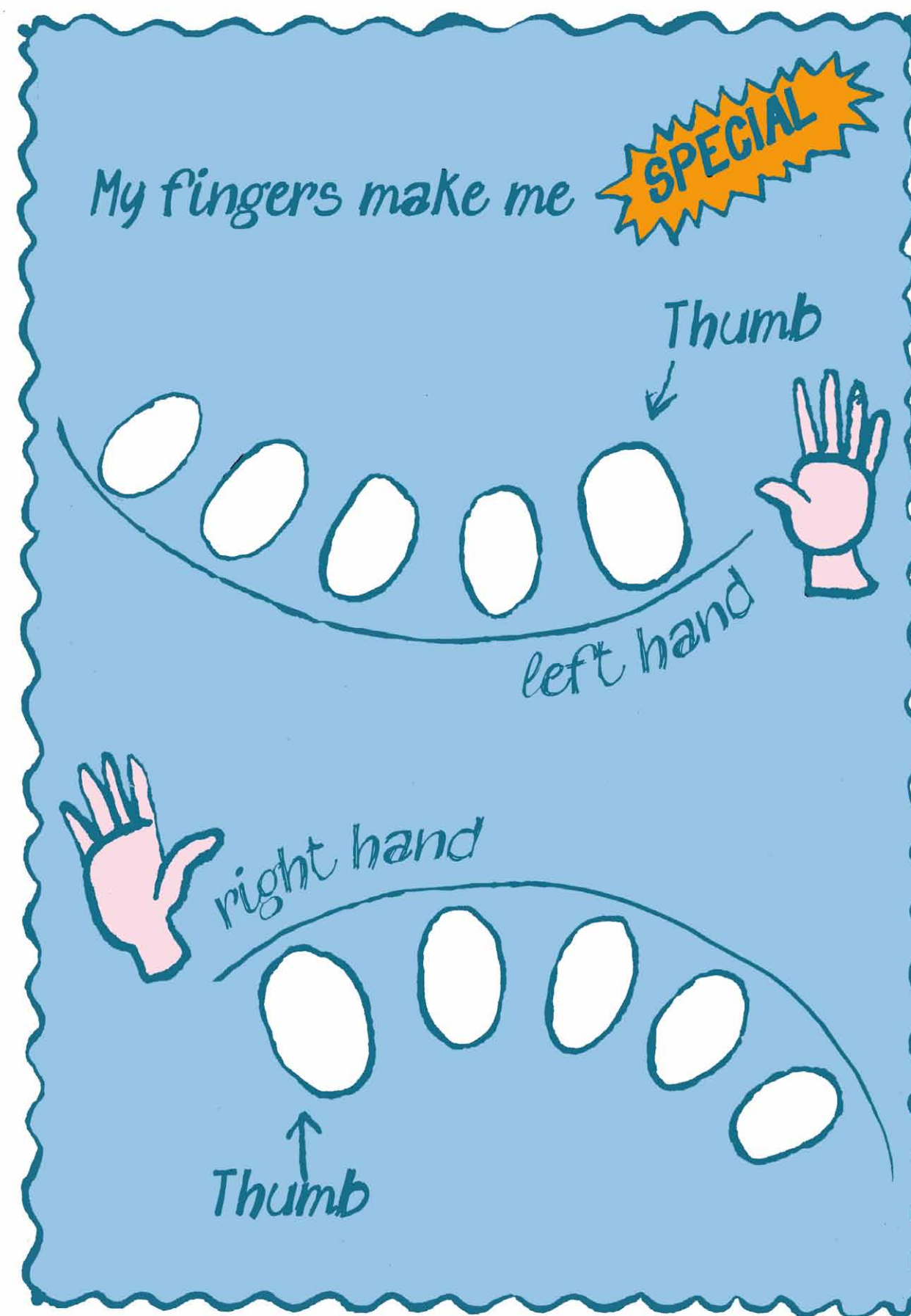
Variation:

If you have time and paper left you could also let the students make prints of their feet. Then they have to wash their feet again.

At the end the students can also look at the others' footprints. It is the teacher's task to talk about the differences. The children see if they can "read" pictures in the prints. Some lines might look like a spider's web, some might look like railway tracks, some might look like a snail's house etc.





Material:

- booklet
- paints or inkpad
- additional paper if wanted



(Adapted from Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)

1 - TASK 4: MY FLOWER OF POWER

	✗	The task: You write down the things that you like about yourself.
	✗	
		
	45 min	

Classroom organisation: Individual work, pair work

Procedure:

1. Write your name in the middle of the flower.
2. Write something you like about yourself on each petal.
3. Colour in the flower.
4. When you have finished, turn to the person sitting next to you and show him/her your flower. Explain what you have written. Also, listen to your partner explain his/her flower.





Material:

- booklet
- colours



Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London

1 - TASK 5: MY HAND OF LIKES

	✗	The task: You get to know what others like about you.
	✗	
		
	30 min	

Classroom organisation: Individual work, pair work

Procedure:







1. Write your name across the wrist of the hand on the next page.
2. Ask five friends to write something they like about you on each finger.
3. Read what they have written. Do you agree?
4. Colour in the hand.
5. Walk around the room and look at all other hands.

Material:

- booklet
- pencils, colours



1 - TASK 6: MY FRIEND IS SPECIAL

		The task: You think about what friendship means to you. You discover what makes him/her special.
		
		
	30 min	

Classroom organisation: Individual work, then pair work

Procedure:

1. Think about what friendship means to you.
2. Choose a friend. List 3 things that make your friend special.
You may write or draw.
3. Show your friend what you have written or drawn.
4. Draw yourself and your friend.

Material:

- booklet
- pencils, colours

My friend is

SPECIAL

?

What is a friend?

1.

2.

3.





Show your friend:

Draw yourself with your friend:

ME

MY FRIEND

2 – TASK 1: DIFFERENT FEELINGS – DIFFERENT FACES

	✗	The task: You match different faces to different feelings.
	✗	
		
	30 min	

Classroom organisation: Work individually, then in pairs

Procedure:

- 1. Read the words and look at the pictures. If you have difficulty reading, your teacher will read the words out to you.
- 2. Draw a line from each word to the correct face.
- 3. Compare it with your neighbour.
- 4. Discuss what the faces might want to say if they could talk.
- 5. Now, add colours. Choose which colour fits best to “happy”, which one to “sad”, which one to “excited” etc.
- 6. Colour in the fields with the faces with these colours.

Material:

- booklet
- pencils, colours



happy

angry

sad





surprised

frightened

excited



2 - TASK 2: HOW DO YOU FEEL, WHEN ... ?













	✗	The task: You describe how you feel in certain situations.
		
	✗	
	30 min	

Classroom organisation: Work on your own.
Then discuss your results with your teacher and the whole class group.

- Procedure:**
1. Read the sentences or let the teacher or a friend read them out to you.
 2. Imagine what the face looks like for each situation.
 3. Draw the face.
 4. After everybody has finished, the teacher will draw empty faces on the board or on a piece of paper. The teacher will ask for your answers.
 5. Raise your hand if you want to draw the face in front of the class or if you want to show the face you have drawn in your booklet to everybody.





- Material:**
- booklet
 - pencils

How do you feel when ... ?

<p><i>You have done a good job at school.</i></p>  	<p><i>You are pushed by another kid.</i></p>  
<p><i>You receive a present.</i></p>  	<p><i>You act into a trouble you didn't do.</i></p>  
<p><i>You hurt yourself.</i></p>  	<p><i>You have to walk alone through a dark street.</i></p>  

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)

2 - TASK 3: FEELINGS SURVEY

		The task: You ask your friends how they feel in certain situations.
	✗	
		
	30 min	

Classroom organisation: Walk around and ask your friends questions

Procedure:

- 1. Take your booklet and walk around the room. When you meet another student you ask one of the questions on the following page.
- 2. Record his/her answer in the table. You can also do a drawing.
Also write down the name of your friend.
- 3. He/she will also ask you one of the questions.
- 4. When you have finished you can start the next task on your own.

Variation:

If you know the song “If you’re happy and you know it”, you can sing it here.
It fits in very well with the topic and also gets the children to move a little.

Material:

- booklet
- pencils, colours

My feelings survey



I feel happy when...



I feel lonely when...



I feel angry when...



I feel excited when...



I feel jealous when...



I feel relaxed when...

? I feel when...?

If You're Happy and You Know It






If you're hap - py and you know it, clap your hands, if you're
 hap - py and you know it, clap you hands. If you're
 hap - py and you know it, then your face will sure - ly show it, if you're
 hap - py and you know it, clap your hands.

If you're happy and you know it, stamp your feet (stomp stomp)
 If you're happy and you know it, stamp your feet (stomp stomp)
 If you're happy and you know it, and you real-ly want to show it
 If you're happy and you know it, tomp your feet (stomp, stomp)

If you're happy and you know it, shout „Hurray!“ (hoo-ray!)
 If you're happy and you know it, shout „Hurray!“ (hoo-ray!)
 If you're happy and you know it, and you real-ly want to show it
 If you're happy and you know it, shout „Hurray!“ (hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-rqy!)
 If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-rqy!)
 If you're happy and you know it, and you real-ly want to show it
 If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-rqy!)

2 – TASK 4: MY HAPPY AND SAD PAGE

		The task: You ask yourself what makes you happy and what makes you sad.
		
		
	30 min	

Classroom organisation:

You work alone

Procedure:







1. Design your own happy and sad page. Think about what makes you happy and what makes you sad.
2. Write or draw these things on each side of the page.
3. When you are sad, think about whether you could change the situation, and how you could find a solution, e.g. “I am sad because my friend does not want to play with me. So I will ask somebody else to play with me.”

Material:

- booklet
- pencils, colours



2 - TASK 5: LOCKING UP MY FEAR

		The task: You work out ways to overcome your fear in a certain situation.
		
		
	45 min	

Classroom organisation: You work alone

Procedure:

1. Look at the picture on the next page. Why do you think the child is scared?
2. Listen to the story your teacher reads to you.
3. Think about situations in which you have been scared.
How did you overcome your fear?
4. Draw your fears in the booklet. After you have drawn them, you can fold the page together so your fears are hidden.
5. You can even ask for some tape to stick the page together.
Your fears are locked up now.

Variation: it is also possible to let the students draw their fears on empty sheets and then to put them in envelopes at the end. In this way the fears become really hidden.

Material:

- booklet
- pencils, colours
- sticky tape
- if available: envelopes and sheets of paper (for drawing and hiding the fears)

LOOK AT THE PICTURE: WHY IS THE CHILD SO SCARED?



Listen to the story

Once upon a time there was a rabbit. Everybody called him “scaredy-cat”. He would have rather wanted to be a brave rabbit. But he was simply always afraid. When there was a thunderstorm and the lightning came crashing down, he always hid with his mummy. When other rabbits came and teased him, he ran away, crying. The thing he was most scared of was when it would get dark at night. Then he would start to see monsters and ghosts everywhere. One evening he said to himself, “I don’t want to be a scaredy-cat anymore! I want to be a brave rabbit!” This decision made him very happy. Then he said to himself, “Tonight I will stay outside in the dark all by myself. Yes, I will!” He took his torch with him and went away. Then it got darker and darker in the woods. Suddenly, the rabbit cried, “What is this? It looks like a huge monster!” He would have wanted to go home right away, but he did not want to be a scaredy-cat anymore. Fortunately, he remembered his torch. “I will look at this monster more closely”, he whispered. Then, he turned on the torch and pointed it at the monster. “Oh, it is not a monster at all”, he sighed, “it is only a big, dark tree!” Then, the rabbit switched off the torch again and continued to walk.

In the sky, the moon came out behind a big, dark cloud. The moonlight was shining through the trees. The little rabbit continued to walk further and further into the woods until he reached a little pond. Along its banks there were thousands of small pebble stones that glittered in the moonlight like pearls. The little rabbit looked at the water and the full moon that was mirrored in the water. “How beautiful everything looks!”, he thought. After a while he was all quiet.

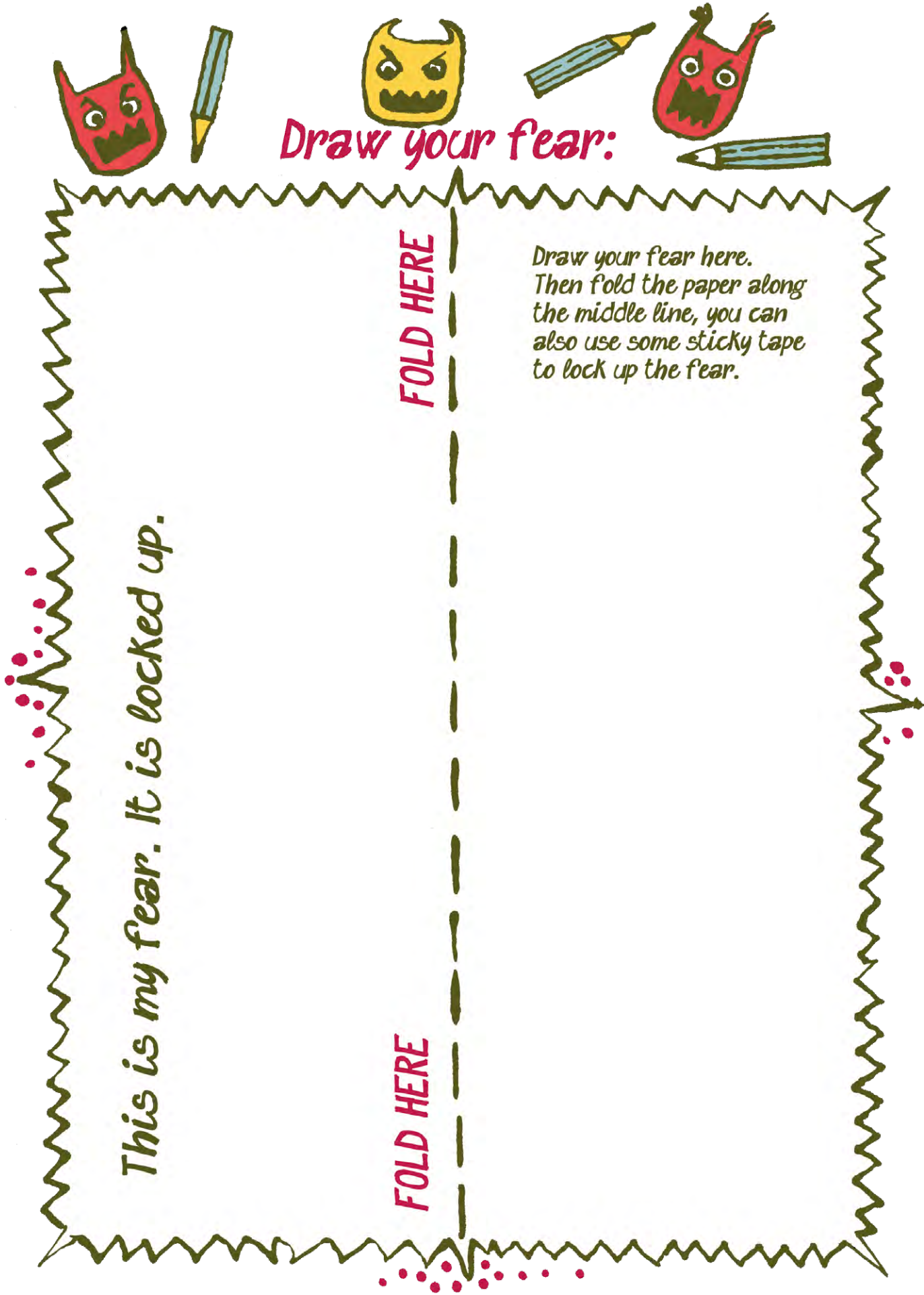
Suddenly he got scared, “A ghost!! A ghost!!” he cried. “There is a ghost in the water! It’s looking at me with big, scary eyes!” The rabbit almost wet himself because he was so scared! He jumped up and wanted to run away immediately, when he saw that the ghost had jumped up too.

The little rabbit stopped and thought, “Hmm, this ghost seems somehow familiar to me.” He held up his right paw. The ghost also held up its right paw. Then the rabbit wiggled with his rabbit ears. The ghost wiggled with its ears. Finally, the rabbit stretched out his tongue to the ghost and went, “Baaaaah!” And what did the ghost do? It stretched out its tongue and went, “Baaaaah!” as well.





Then the little rabbit started to laugh! He laughed and he laughed until he almost could not stop laughing any more. “This is not a ghost at all!” he yelled. “This is my reflection in the water! This is me, little rabbit, mirrored in the water!” Then, he had to laugh even more. And because of all the laughing he began to jump from one leg to the other. When he had laughed away all his fear, he ran home. He lay down in his bed and started to sleep very deeply.

From that day on, the little rabbit became braver and braver: every day a little more. And soon no one called him “scaredy-cat” anymore.

(Adapted from: Starke, Annette (2006): Ich hab Mut, dann geht's mir gut! Eine Praxiseinheit zum Aufbau von Selbstwertgefühl in Kindergarten und Vorschule. Auer Verlag GmbH, Donauwörth.)



2 - TASK 6: HOW I DEAL WITH A FIGHT

		The task: You think about and discuss how to behave during a fight.
	✗	
	✗	
	45 min	

Classroom organisation: Chairs in a circle in the classroom and then pair work

Procedure:

1. Sit in a large circle
2. Your teacher asks you to share different ways of how to behave when you have a fight with someone. You give examples and the teacher writes them down on slips of paper or on a big piece of paper.
3. You discuss the best ways of dealing with a fight:
 - a. stay cool and don't let yourself be teased.
 - b. you can walk away from a fight.
 - c. you can say "No".
 - d. you can get help.
4. Try to think of situations where you used some of these 4 methods. Record them in the table on the next page.
5. Walk around the room and tell 4 friends about these situations.
6. Listen to 4 friends telling you their situations.

Materials:






- booklet
- pencils

My four ways to handle a fight

Ways	My situations
1. Stay cool 	
2. Walk away 	
3. Say 'no' 	
4. Get help 	

(Adapted from: Jennewein, E. et al. (2011): Gefühle zeigen – Gewalt vermeiden. Soziales Lernen und konstruktive Konfliktbearbeitung. Auer Verlag GmbH. Donauwörth.)

3 – TASK 1: WHAT DID YOU SEE TODAY?

		The task: You think of all the things you saw today and write or draw them.
		
		
	25 min	

Classroom organisation: Individual work at your desk

Procedure:

1. Re-live your day today. What did you see when you first woke up today?
Write or draw it.
2. What did you see when you got up?
3. What did you see when you walked to school?
4. Write or draw everything. How long is your list?





Materials:

- booklet,
- pencils, colours



(Adapted from: Shapiro, Sharon (2002): Thinking skills Ages 6 – 8. Ideas to go. A & C Black. London.)

3 – TASK 2: THE POWER OF MY FEET

	✗	The task: You find out what your feet can do.
	✗	
		
	25 min	

Classroom organisation: Work on your own, then present your ideas to a partner

Procedure:





1. Write down all the things that your feet can do. You can also draw them.
2. Walk around the room and compare your results to your friends.
Do you all have similar ideas? Circle the ones that are the same.

Materials:

- booklet
- pencils, colours



3 - TASK 3: MY SKILL STAR

	✗	The task: You collect all the things that you can do in your star and display them on your classroom floor.
		
	✗	
	35 min	

Classroom organisation:

Work individually and then present your work to the whole class group

Procedure:







1. You are a star! Write your name in the middle of the star.
2. Write something you can do well on each ray of the star. These are your skills.
3. If needed, you can also add more rays to your star.
4. Colour in your star.
5. When you have finished, put your booklet on the floor in the middle of your classroom.
6. Walk around and look at all other stars. Appreciate all the stars you have in your class! Discuss it together with your teacher.

Materials:

- booklet
- pencils, colours



3 - TASK 4: I CAN DO A LOT ... WITH A PIECE OF STRING

		<p>The task:</p> <p>You find different things that you can do with a piece of string.</p>
		
		
	35 min	

Classroom organisation:

Individual work (20 min), then share your ideas with the whole class group (circle)

Procedure:

1. You get a piece of string from your teacher (about 30 cm long).
2. Take a few minutes' time to think of all the things that you could do with this piece of string. Maybe you can also try out some of these things.
3. Write down everything on the list.
4. After you have finished, take your booklet and sit in a circle.
5. Your teacher will now collect all your ideas.
6. Make sure you also share the ideas on your list with the group.

Materials:

- booklet
- pencils, colours
- piece of string for all students (30 cm per student)




I CAN DO A LOT...

WITH A PIECE OF STRING

Things I can do with a piece of string

[illegible]

3 - TASK 5: I AM GOOD AT ... RIGHT?

	✗	The task: You collect opinions about your strengths from your friends and compare them with your own thoughts.
	✗	
		
	40 min	

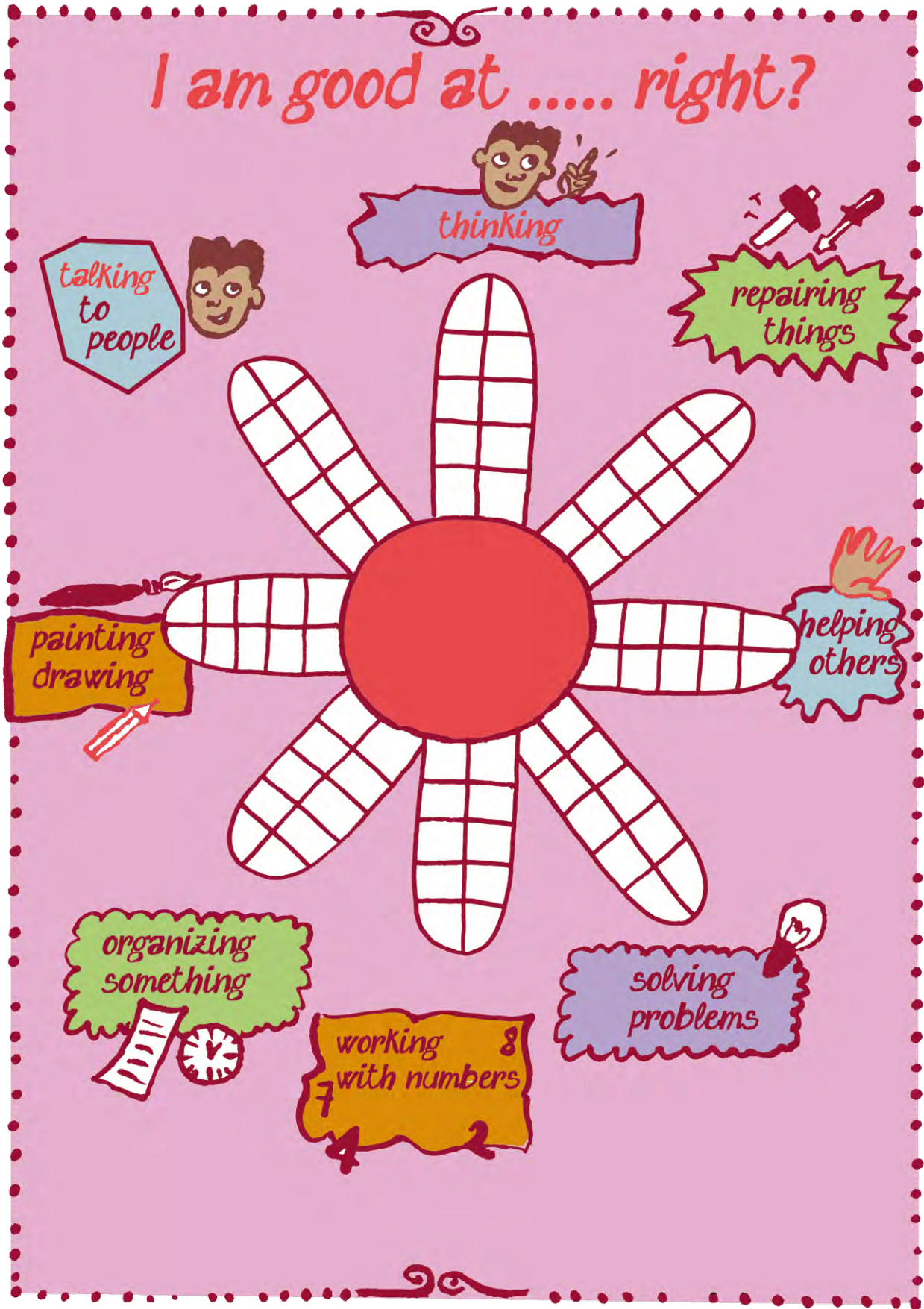
Classroom organisation: Individual work, then pair work

Procedure:

1. Look at the pictures on the next page.
2. Choose five different colours and colour the fields with it:
1 field: if you are not good, 2 fields: if you are ok, 3 fields: if you are average,
4 fields: if you are good, 5 fields: if you are very good. Start from the middle.
3. Now, exchange your booklet with your partner.
4. Next to his/her boxes you can now colour in the boxes with your opinions about your partner. He/she will do the same in your booklet.
5. When you get it back, check whether you have the same opinions.
6. What was surprising for you?
7. When you have finished, you can colour in the pictures.

Materials:

- booklet
- pencils, colours



3 – TASK 6: THIS IS WHAT I LIKE TO DO AT SCHOOL

	✗	The task: You think about which subjects you like in school.
	✗	
	45 min	

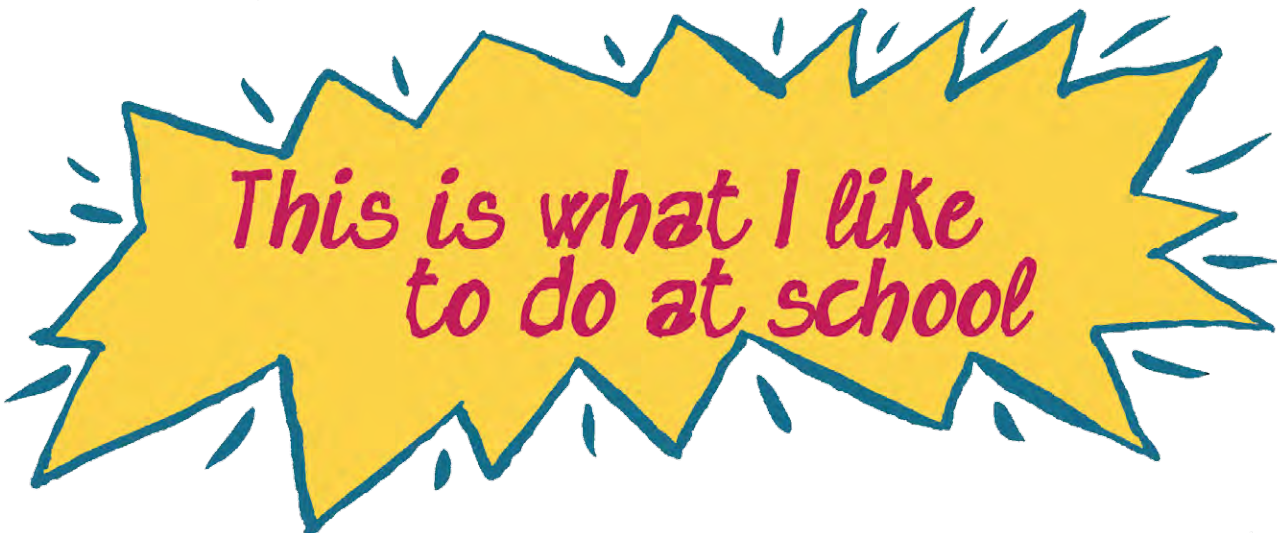
Classroom organisation: Individual work, pair work

Procedure:

- 1. Look at the list on the following page. What do you think of these subjects? Do you like them?
- 2. Draw the faces next to the words. If you have difficulty reading, your teacher will read the words out to you.
- 3. Do you want to write a comment next to it? Or make a drawing?
- 4. Compare it with your partner and talk about your happy, but also your sad or grumpy faces.

Materials:





- booklet
- pencils, colours



READING 		
WRITING 		
MATHS 4+4=?		
PAINTING 		
HANDWRITING 		
LISTENING TO STORIES 		
SPORTS 		
HANDICRAFTS 		
? ? ? ?		

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)

4 - TASK 1: THE THINGS I LIKE

	✗	The task: You draw or write down all the things that you like.
		
	✗	
	45 min	

Classroom organisation: Work individually at your desk, then exhibit your work in the classroom

Procedure:

1. Think about all the things you like.
2. Draw or write them down in the empty space inside the frame.
3. You can also colour them in or underline the ones that you like especially.
4. When you have finished, put your booklet in the middle of the classroom (on the floor or on a desk).
5. When a lot of your classmates’ booklets are already there, you can walk around and guess which one belongs to whom.
6. Did you guess correctly? Check with your friends.

Materials:







- booklet
- pencils, colours

THE THINGS I LIKE:

*Draw or write a list of all the things that you like. Do **NOT** write down your name. Your friends have to guess who the picture belongs to.*



4 - TASK 2: WHAT WE DON'T LIKE

		The task: You rank the things you like and the things you don't like. You compare your results to the class ranking.
		
		
	60 min	

Classroom organisation: Individual work, then plenary work with the teacher, then individual

Procedure:


1. Look at the pictures on the following page. Which things don't you like? Which ones do you like?
2. Number the things in order from the ones you like least (number 1) to the ones you like most (number 6).
3. When you have finished, look at the teacher.
4. The same things are written on the board.
5. Go to the board and write 1 point next to the three things you like least.
6. Together with your teacher, find out which things are least liked by your class.
7. Make a diagram of the results.
8. Fill in the class results and your own ranking. Are they different?


Materials:


- booklet
- pencils, colours
- pictures of the things on the board


WHAT WE DON'T LIKE !!!


Number from 1-6


1 = 


Frogs


Flies

Fish

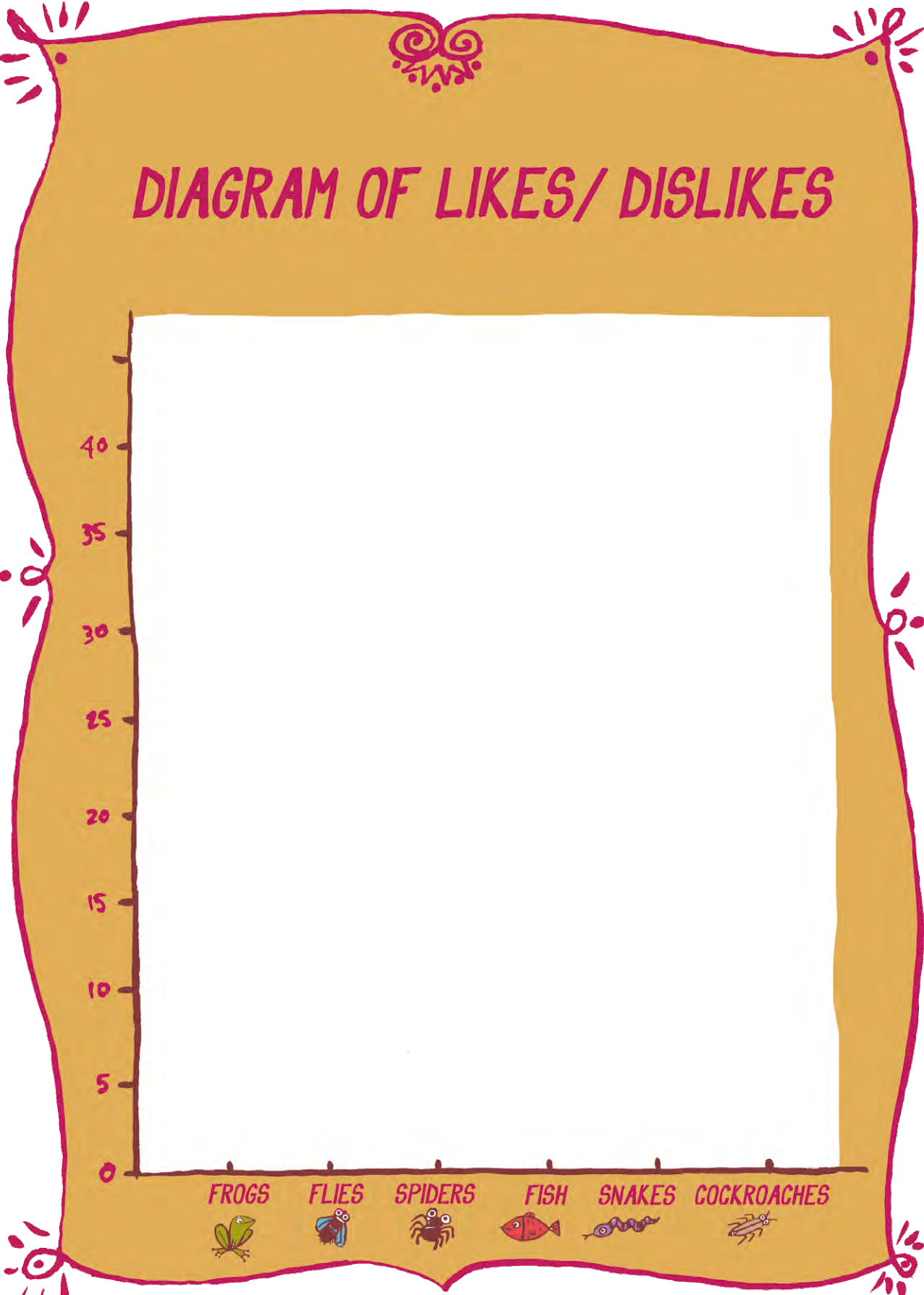
Spiders

Snakes







Cockroaches



(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)



4 - TASK 3: WHAT IS YOUR FAVOURITE FOOD?

		<p>The task: You think about your favourite food and draw it.</p>
		
		
	30 min	

Classroom organisation: Individual work, then pair work

Procedure:

- 1. Think about what your favourite food is: for breakfast, for lunch, for dinner and as a snack.
- 2. Draw it on the next page. If you do not eat four times a day, you can draw what you would like to have.
- 3. Ask your friends and fill in the fields.
- 4. Show your teacher when you have finished.

Materials:

- booklet
- pencils, colours

What is your favourite food?

My favourite breakfast is:

Me	Friend

My favourite lunch is:

Me	Friend

My favourite dinner is:





Me	Friend

My favourite snack is:

Me	Friend

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)

4 – TASK 4: WHAT I CAN DO ... WITH AND FOR MY FRIENDS

	✗	The task: You collect different ideas about things that you can do with and for your friends.
	✗	
		
	30 min	

Classroom organisation: Individual work, then pair work

Procedure:

1. You start to work on your own. Read the questions on the following page.
2. Take your time to write the answers.
3. When you have finished, turn to a partner and discuss your results.
Your partner will give comments on your answers.
4. Mark the points you both agree on with a tick (✓).
Mark the points you disagree on with a cross (x).
5. Now, listen to your partner’s results and give your comments on his/her answers.
6. If you have time left, you can discuss all points you disagree on.

Materials:

- booklet
- pencils, colours

*What can I do...
with and for my friends*

*3 things you like to do
with your friends*

*3 things your
friends like about you*






*3 ways you can be
helpful to others*

*3 ways your friends can
help you*

3...

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)

4 - TASK 5: MY STORY OF HELPING

		The task: You write or draw a situation where you helped someone.
		
		
	30 min	

Classroom organisation: Individual work

Procedure:







- 1. Think about examples of situations where you helped one of your friends or someone else.
- 2. Take your time to re-live the situation again.
- 3. Write down how it happened, what you did and how the person reacted.
- 4. You can also do a drawing if you have difficulty writing.
- 5. Display your story in the middle of the classroom (floor, desk etc.) so everybody can have a look.
- 6. Look at the other stories your friends have written or drawn.

Materials:

- booklet
- pencils, colours



4 - TASK 6: WHO IS THE RIGHT ONE FOR THIS JOB?

		The task: You choose which of your friends would be good at which job
		
		
	30 min	

Classroom organisation: Individual work, then pair work

Procedure:


- 1. Look at the collection of jobs in the boxes.
- 2. Now think about all your friends.
- 3. Decide which friend would be good at which job.
- 4. Write down the names in the bubbles.
- 5. Now think about yourself. Which job would you be good at?
- 6. Walk around the room and talk to the friends in your bubbles.
- 7. Tell them which jobs you listed them for. What is their reaction?

Materials:


- booklet
- pencils, colours

Who is the right one for this job?


... to take a message to the head teacher




...to help you to read a story



... to help you to make a painting




... to help you in a fight



... to help you with Maths homework





4+2=?

... to help you to earn money



(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 6 – 8. Ideas to go. A & C Black. London)

5 - TASK 1: MY PERSONAL SYMBOL

	✗	The task: You design your own personal symbol. It reflects everything you stand for, what you can do and what you are good at.
	✗	
	✗	
	120 min	

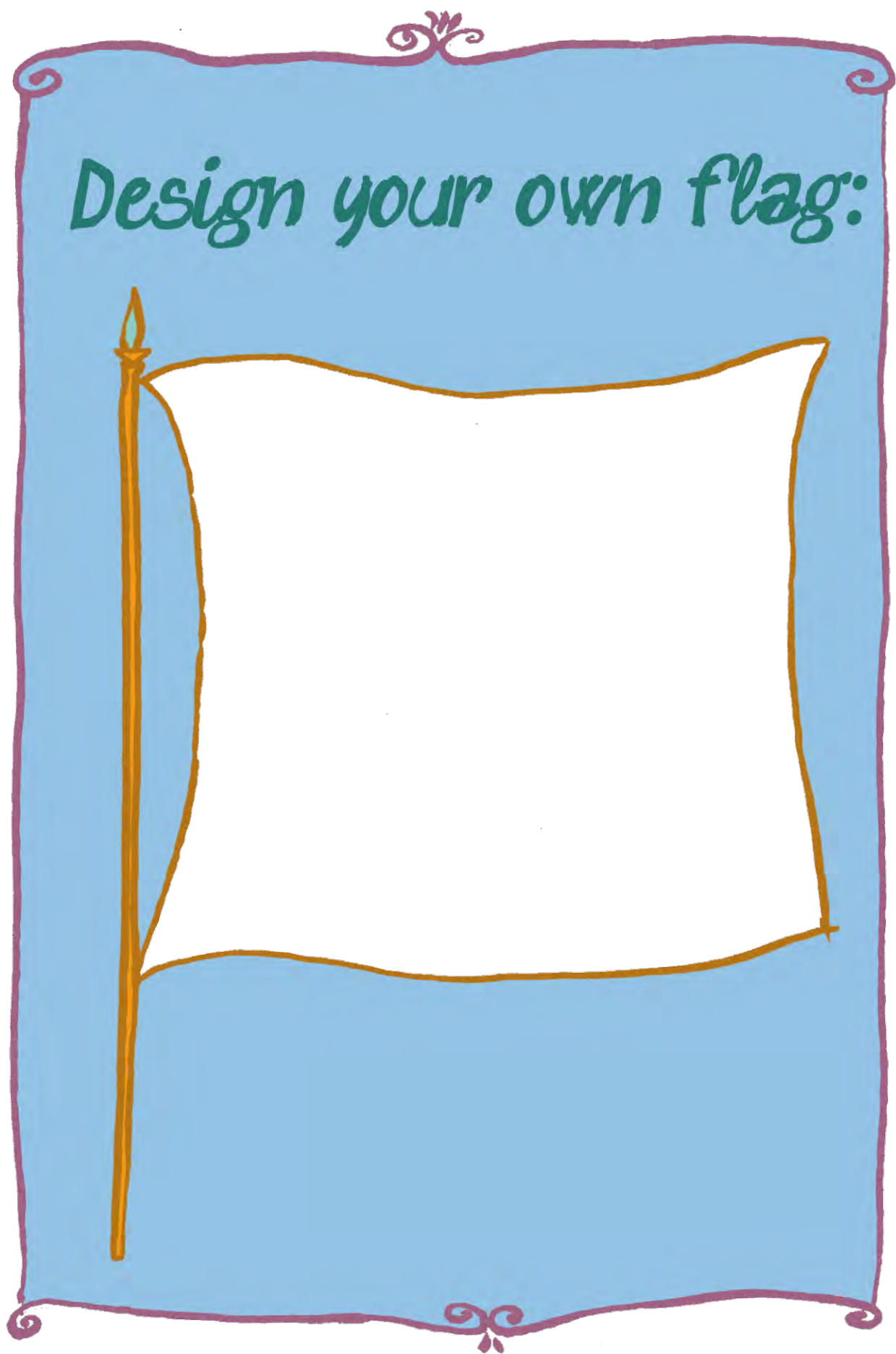
Classroom organisation: Individual work, group of 4 students, plenary session

Procedure:

1. Look at the next page. You will design your own personal symbol.
This will be like a personal flag. It can consist of drawings, of colours, of symbols or geometric shapes. There will be no writing in it.
2. Use your colours and pencils to work on it.
3. When you have finished, sit in a group of 4.
4. Explain your symbol to your group members. Listen to the explanation of the others.
5. Can you think of a group symbol? Discuss this together.
What would you choose as a symbol? What would you put on it?







Materials:

- booklet
- pencils, colours



(Adapted from: Gollob, R./Weidinger, W. (2010): Growing up in democracy. Lessons plans for primary level on democratic citizenship and human rights. Council of Europe Publishing. Strasbourg Cedex.)

5 - TASK 2: OUR GROUP SYMBOL

		The task: You prepare a group symbol in your group.
		
		
	60 min	

Classroom organisation: Group work and plenary session

Procedure:







1. You will need to sit in your group of 4 again. Take your booklets with you and open them on the page where you drew your personal symbol.
2. You will receive a spare sheet of paper from your teacher.
3. You create a group symbol. You also create a name and a motto.
4. It is important that you make the decisions together.
Everybody has to identify themselves with the decision.
It will also be important to decide who will do what.
5. When you have finished, you sit in a circle once more.
One of you presents your group symbol to the whole class group.

Materials:

- booklet
- pencils, colours
- spare paper for each group (ideally big)

(Adapted from: Gollob, R./Weidinger, W. (2010): Growing up in democracy. Lessons plans for primary level on democratic citizenship and human rights. Council of Europe Publishing. Strasbourg Cedex.)

5 - TASK 3: MY PERSONAL AWARD

		The task: You design an award and give yourself this award for something you have done recently.
		
		
	30 min	

Procedure:

1. Think about the last few days. Can you remember something you did that you were especially proud of? Remember something that you did which you think you did very well. Maybe good work at school? Maybe it was something you did where you live, or when you were with your friends?
2. Design an award for yourself and draw it on the next page.
Then fill in what the award is for.
3. Now draw an award for a friend for something they have done.
Present the award to your friend.
4. When you have finished, put your booklet at the front of the classroom.
5. Walk around and look at all the awards of your friends.
See which things your friends have given themselves an award for and for which things they have given an award to others.

Materials:

- booklet
- pencils, colours

My personal award

Name: _____

Date: _____

I receive this award for: _____


signed: _____

Date: _____

I give this award to: _____

for: _____

signed: _____



5 - TASK 4: QUESTIONS AND ANSWERS ABOUT MYSELF

The task:
You become aware of what you have been working on.

30 min

Classroom organisation: You work on your own

Procedure:

- 1. During the past months you have thought a lot about yourself.
- 2. Now it is time to answer some questions about whether you enjoyed the work.
Turn to the next page and always tick the face that is right for you.
- 3. When you have finished, quietly hand your booklet with the page opened to your teacher.






Materials:

- booklet
- pencils, colours

Questions and answers about myself

I liked working with this booklet.				
I learned new things.				
I liked working with my friends.				
I understood what I had to do.				
I can do some things better now.				
I liked it when I had to draw something.				
I liked it when I had to write something.				
I liked it when I had to speak to other people.				
I found it easy to work with the booklet.				
I know what I am good at.				
I know what I have to improve.				
I know what I am not good at.				
I know what others think of me.				
I know where my strengths are.				
I know how others see my strengths.				
I would like to work more on my strengths.				
I would like to work more with other people.				
I would like to have more help from my teacher.				
I would like to have more help from my friends.				
I would like to work more on my own.				

5 - TASK 5: MY HAPPY AND SAD MOMENTS

		The task: You become aware of what you have been working on and identify your highlights and your downfalls.
		
		
	30 min	

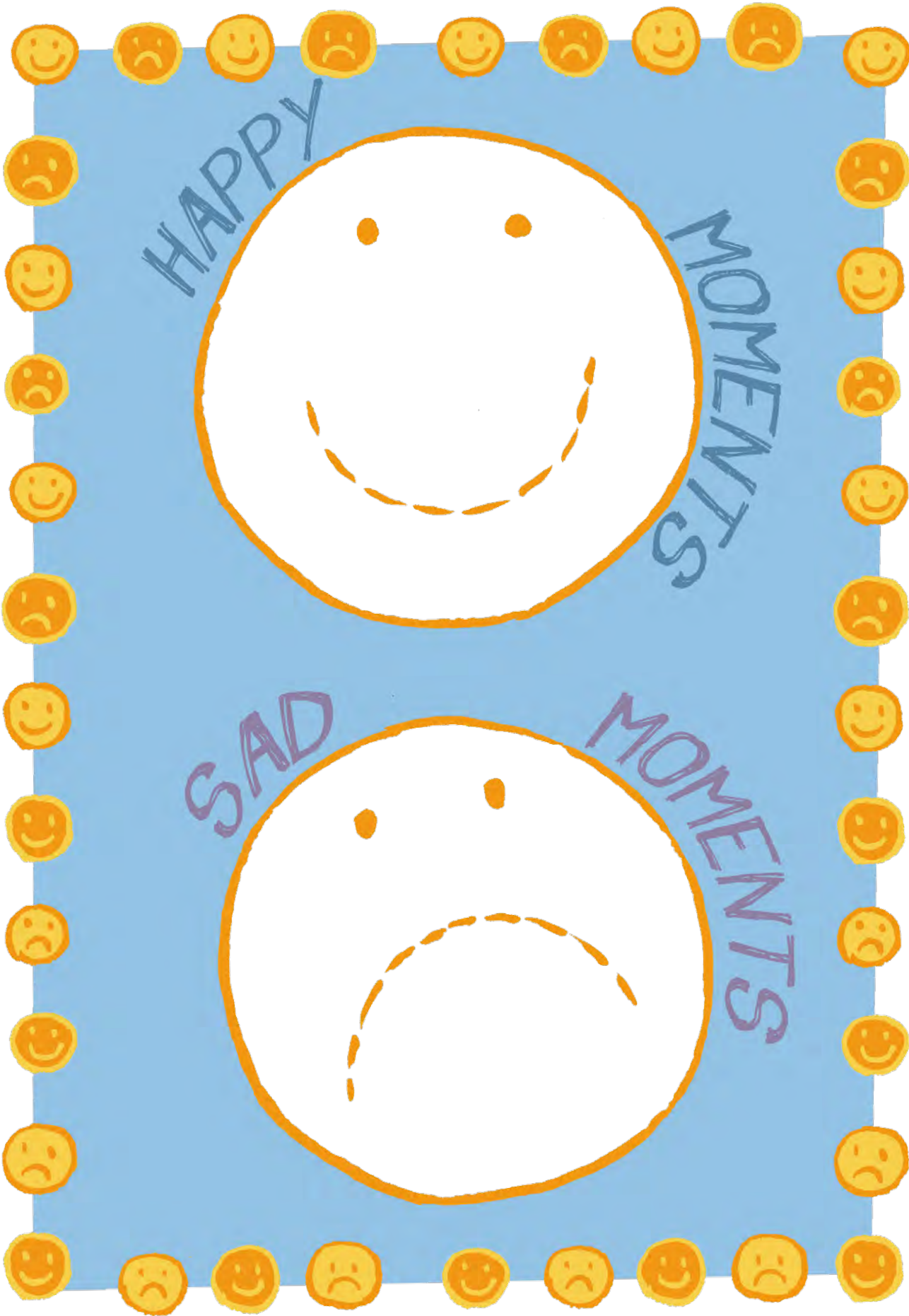
Classroom organisation: You work on your own

Procedure:






- 1. Think about working through the booklet again.
- 2. What was your most successful moment? What made you happy?
- 3. Was there a moment of failure? What made you sad?
- 4. Write or draw these moments.

Materials:

- booklet
- pencils, colours



5 - TASK 6: MY FAVOURITE TASK

		The task: You become aware of what you have been working on and identify your favourite task.
		
		
	25 min	

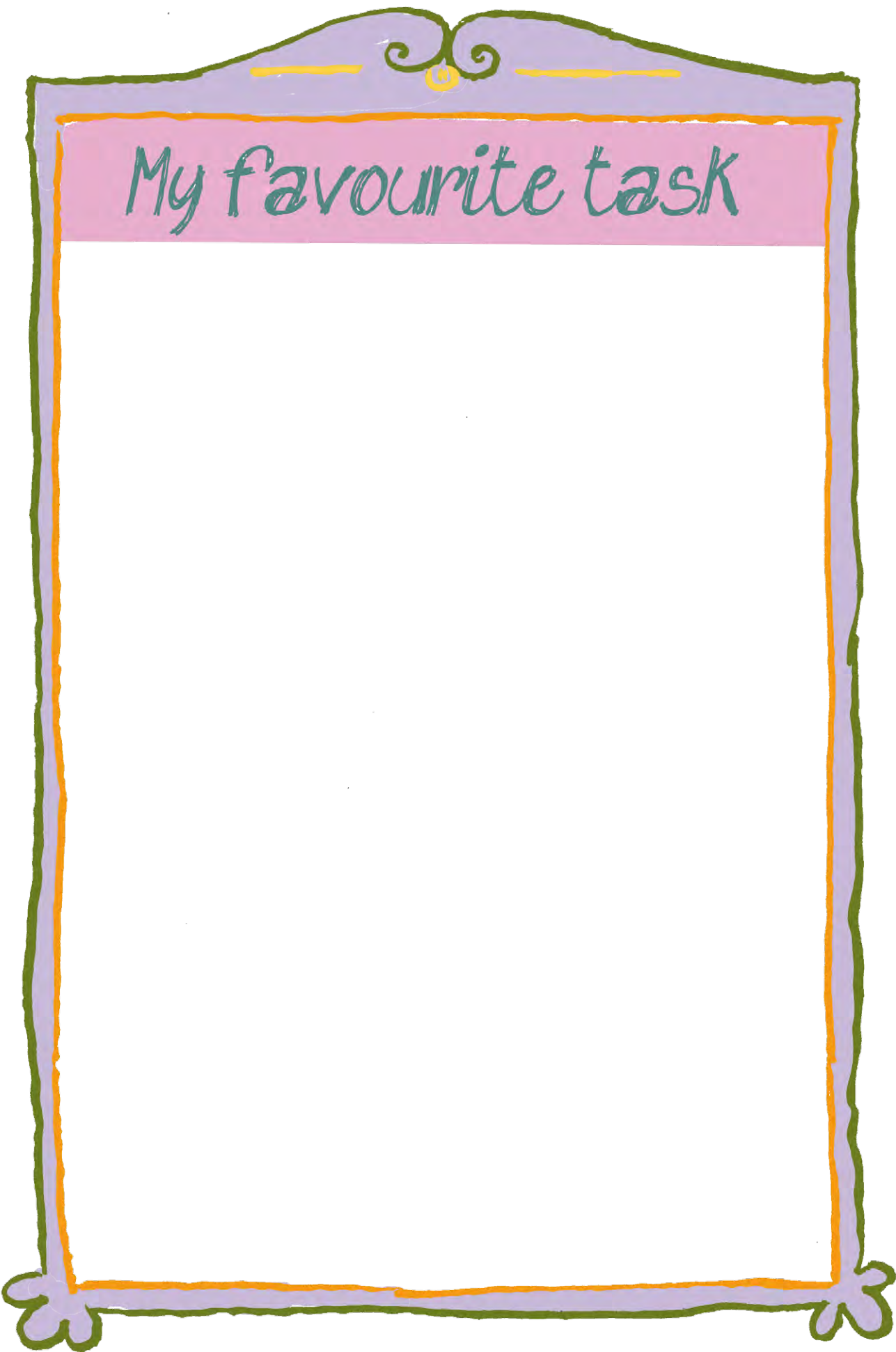
Classroom organisation: You work on your own

Procedure:

- 1. Look through the whole booklet over again. Read through all the things you have done and look at all the things you have drawn.
- 2. What did you like best? You can write it down or draw it.
- 3. When you have finished, show it to your neighbour.

Materials:

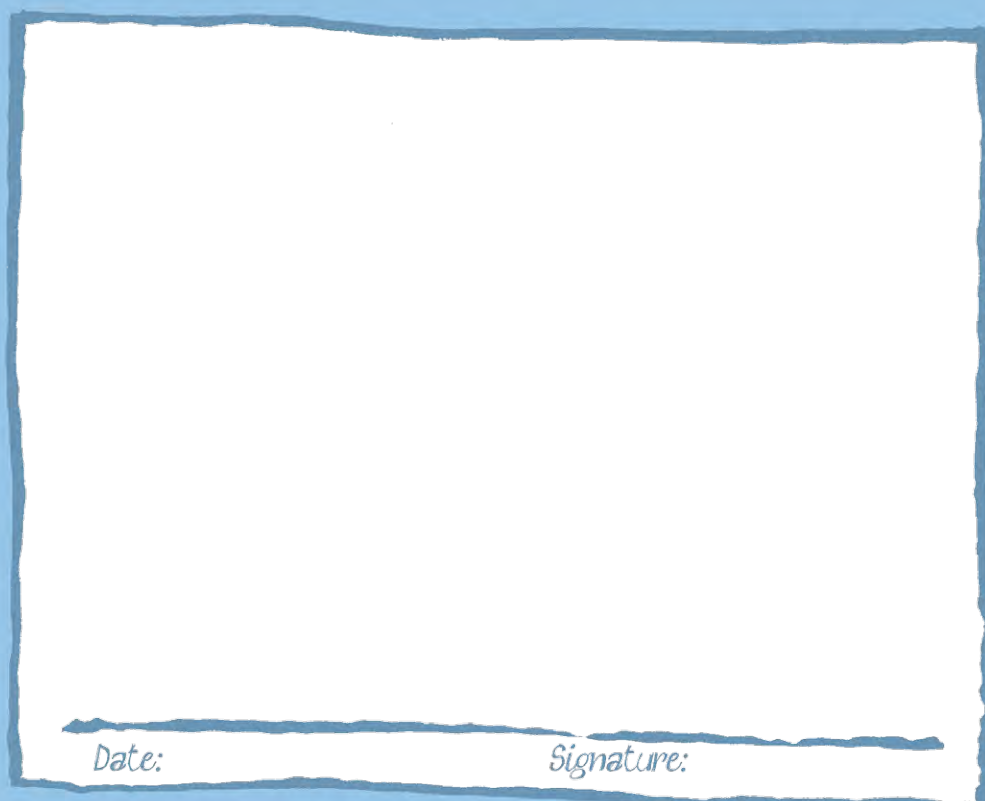
- booklet
- pencils, colours



*You have made it! You have worked
through the whole booklet!*

! CONGRATULATIONS!

My teacher's feedback



Date: _____ *Signature:* _____

YOUR NOTES
