

SELF**LIFE CHALLENGES****INDICATOR**

- A.2** *Students will define and describe feelings related to a personal experience.*
A.3 *Students will describe conscious activities in relation to their personal feelings.*

PROCEDURE**REVIEW:**

Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Discuss the skill practice of the previous activity.

REASON:

We all have days that are helpful or hurtful. This activity will help you understand how things that happen can affect how you feel.

PRACTICE:

There are days when things seem to go all wrong. Perhaps you can spend a few minutes and explain why some days are helpful and some are hurtful. Then ask the students to fold a paper in half lengthwise. In one column, ask students to draw or write all the things they associate with "helpful" days and in the other column, things they associate with "hurtful" days. After a class discussion, you might want to share some items from the lists you have made. Ask a few students to share their pictures with the class.

In small groups, ask the students the reasons they placed some pictures in the categories. Discuss why some students have the same item under opposite headings. Ask the students if they feel differently, dependent on the day. Discuss how the weather, activities, and surrounding experiences affect the way people feel.

Ask groups to share ideas with the classroom group.

CONNECT:

Relate this activity to the Self-Concept Series. Remember to include feelings in this discussion. With the class, determine times and situations when the students can practice the skill that day or during the week.

ACTIVITY SKILL DEMONSTRATION

- A.2.** Students will list events and feelings that contribute to a "helpful" day and a "hurtful" day.
A.3. Students will describe choices they can make to contribute to a "helpful" day.

PERFORMANCE EVALUATION STRATEGIES

1. Observation of student interaction.
2. Staff, student, family feedback.
3. Follow-up discussion.
4. Select items from the CANA.
5. Assess indicator progress.

RESOURCE: Tommie Radd, Ph.D., and Becky Brightman, M.Ed.

OTHER AWARENESS

TAKE A LOOK . . . Everybody's Different

A

INDICATOR

B.3. Students will appreciate the uniqueness and differences of people.

PROCEDURE

REVIEW:
Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Discuss the skill practice of the previous activity.

REASON:
This activity will help you understand ways your classmates are unique.

PRACTICE:
Distribute the *Take a Look . . . Everybody's Different* activity sheet. Students may be divided into small groups for this activity or may sit in a large circle in the room, participating in a go-around. Ask each student to respond individually to the questions asked by the group leader. The following list may be used when less time is available.

What's your favorite:

TV show?	Gum?	Place to be?	Color?
Book?	Ice cream?	Time of day?	Sport?
Sandwich?	Game?	Drink?	Smell?
Animal?	Toy?	Outfit to wear?	Song?
Dessert?	Time of year?	Bug?	Number?
Subject in school?	Holiday?	Kind of transportation?	Room in your house?
Toothpaste?	Kind of vacation?	Kind of music?	Way to spend a Saturday?
Candy?	Vegetable?	Musical instrument?	

If small groups are used, ask each group to report to the classroom group one thing it has learned about its group members.

CONNECT:
Relate this activity to the Self-Concept Series. Remember to include feelings in this discussion. With the class, determine times and situations when the students can practice the skill that day or during the week.

ACTIVITY SKILL DEMONSTRATION

B.3. Students will name things unique or different about themselves and their classmates.

PERFORMANCE EVALUATION STRATEGIES

1. Observation of student interaction.	3. Follow-up discussion.	5. Assess indicator progress.
2. Staff, student, family feedback.	4. Select items from the CANA.	

RESOURCE: Tommie Radd, Ph.D.

OTHER AWARENESS



TAKE A LOOK . . . Everybody's Different Activity Sheet

What's your favorite:

TV show? _____

Book? _____

Sandwich? _____

Animal? _____

Dessert? _____

Subject in school? _____

Toothpaste? _____

Candy? _____

Gum? _____

Ice cream? _____

Game? _____

Toy? _____

Time of year _____

Holiday? _____

Kind of vacation? _____

Vegetable? _____

Place to be? _____

Time of day? _____

Drink? _____

Outfit to wear? _____

Bug? _____

Kind of transportation? _____

Kind of music? _____

Musical instrument? _____

Color? _____

Sport? _____

Smell? _____

Song? _____

Number? _____

Room in your house? _____

Way to spend a Saturday? _____

ACADEMIC

FOLLOWING DIRECTIONS

M

INDICATOR

F.3. Students will assess abilities and skills.

PROCEDURE

REVIEW:
Review the Self-Concept Series eliciting student information and understanding. Assist students with additional information as needed. Discuss the skill practice of the previous activity.

REASON:
Following directions helps us do things well. This activity will challenge your following directions skills.

PRACTICE:
Divide the class into triads. Ask each student to practice each role: observer, direction giver, and listener. Provide each group with pencils and 6 sheets of plain drawing paper. The direction giver makes a design on the paper. The listener then receives directions regarding duplication of the design. The observer gives feedback about the activity to the listener and observer. Then the three students change roles. After the three students have experienced the three roles, ask them to discuss the activity in their triad. Then ask the triads to discuss the activity with the class. Focus on feelings experienced during this activity as a part of the discussion.

CONNECT:
Relate this activity to the Self-Concept Series. Remember to include feelings in this discussion. With the class, determine times and situations when the students can practice the skill that day or during the week.

ACTIVITY SKILL DEMONSTRATION

F.3. Students listen accurately to directions.

PERFORMANCE EVALUATION STRATEGIES

1. Observation of student interaction.	3. Follow-up discussion.	5. Assess indicator progress.
2. Staff, student, family feedback.	4. Select items from the CANA.	

RESOURCE: Tommie Radd, Ph.D.