

## GETTING TO KNOW OUR STRENGTHS

(30mins; 16 children\*)

## BEHAVIOR GOALS:

1. Initiate the process of getting to know oneself.

## LEARNING OBJECTIVES:

1. Children will gain more experience communicating their thoughts and feelings in a group setting.
2. Children will continue to identify their individual unique qualities and strengths.
3. Children will gain experience expressing their thoughts and feelings through art.

TOTAL TIME: 30 minutes (without advanced prep)

Time	Activity
5 minutes	Children enter room and are immediately directed to chairs (and make nametags as needed). Group leader administers Pre-test. Review ground rules and expectations established at previous lesson. .
5 minutes	Review objectives of the lesson. Have children verbalize the strength word they used and connected to their name in the previous lesson.
1 minutes	Activity Leader gives directions for the "What Are My Strengths Art Activity."
14 minutes	Children Do "What Are My Strengths" art activity
5 minutes	Clean-up and good job! Group Leader administers Post-test.

## BACKGROUND INFORMATION FOR INSTRUCTOR:

This activity encourages expression of positive qualities through art. The activity leader must set the stage for this by accepting all strengths that are offered. Activity and group leaders might assist the children by offering their own observations (e.g. I noticed you helping another student, so I expect you are a caring person. Is "caring" one of your positive strengths?). If the adults set the tone by treating this as a serious endeavor, even the shyest of children will often get the courage to "say something good" about him/her self.

This lesson builds on the previous lesson "Umoja" which means unity. "Umoja" stresses the importance of togetherness for the family and the community, which is reflected in the African sayings, "I am We, I am because we are. The words we use to define ourselves have an impact on us as a collective and as individuals. This lesson will help children begin a deeper exploration into what they already know from their own experiences about their individual strengths and values.

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\*Can be adapted to accommodate 10-24 children by changing the number of leaders and supplies.

## EQUIPMENT &amp; SUPPLIES:

- 16 felt-tip writing markers
- 20 name tags
- 20-30 pieces of 8x11" colored paper
- 16 pencils
- 4 packs of 16 colored markers or crayons (1 pack per table of 4 children)
- 4 - 8 ounce bags of sequins feathers (1 bag per table of 4 children)
- 8 glue sticks (2 per table of 4 children)
- 4 double sided tape or fast acting glue (1 per table of 4 children)
- 4 sponges for cleaning tables ( 1 per table of 4 children)
- 1 trash bag
- decorated Group Name Poster from previous lessons
- 16 craft scissors
- Pre- and Post-Tests (one copy of each per child)
- 1 sharpened pencil per child
- 1 pencil sharpener

## PERSONNEL: 2 adults or more

1. Adult Leader (1)
  - Oversees advanced preparation and lesson.
  - Reviews previous lesson & Classroom Rules.
  - Introduces lesson, activities and facilitates discussion.
2. Assistant (1 or more)
  - Sets out supplies and does advanced preparation as described.
  - Oversees child behavior during discussion.
  - Participates in discussion.
  - Instructs children to assist with clean-up following lesson.

## ADVANCED PREPARATIONS: 15 minutes

- 1) Hang poster with Classroom Rules
- 2) Hang decorated poster with Group Name
- 3) Set up chairs in circle
- 4) Set up art & crafts supplies on tables
- 5) Ideally there should be 1 table set up for every 4 children
- 6) Put out the following art supplies on each table:
  - crayons
  - colored markers
  - construction paper
  - scissors
  - glue
  - feathers, and other easy to glue on crafts

## ACTIVITY DIRECTIONS:

1. Administer Pre-test after children enter room, make name tags and are seated. As the assistant passes out the questions, the leader will tell children that they should answer the two questions the best they can. Tell them that it is ok if they don't know the answer because we will cover the information in today's lesson. Tell them that they will get to take the test over at the end of the lesson.
2. Since this is only the second meeting of these children in a self-esteem session, the Activity Leader should begin the lesson by reviewing the rules and expectations. Have children read from the poster and only add new rules if they are not covered on the following list:
  - Quiet hands
  - Listen while others are talking
  - Be respectful to others
  - Trash goes in the waste bin not on the floor
  - Write & draw on paper, not anywhere else
  - Leave the work space as clean as (or cleaner than) you found it
  - Have fun
3. The children should be seated in chairs arranged in a circle.
4. Review the last lesson by directing their attention to their Group Name Poster. Compliment their creativity in making their name & strength cards. Tell them to quickly review their strengths as a group, by going over their individual words of strength.
5. To continue facilitating the process of getting to know each others name, have each child go around the room and read their name off the poster along with their word of strength.
6. Explain that each of us has strengths not listed on the group's poster. Tell children that today we will spend some time exploring what some of our other positive qualities are. Tell them that they will use markers, crayons and other fun art supplies to decorate a Name Sheet that includes not just ONE strength word to describe them, but MANY!
7. Direct children to move to the tables to begin their activity.
8. Provide each child with a piece of paper (if colored paper available, allow each to select his/her color) and, on that paper invite the child to write his/her name in the middle of their sheet. They can choose one colored marker to do this.
9. Next have children begin brainstorming as many positive words as they can to describe some aspect of themselves. Activity assistants should help children think of and spell words to put on their paper. Be aware that some children may not be able to print. These children may cover their embarrassment with an affect of disinterest or aggression. Offer assistance by saying, "Let's do this together. You tell me the words and I will write them down."
10. Continue the session by directing the children to use the arts and craft supplies provided to decorate the paper on which they have written their strength words and their name (unless they'd prefer not to add their name). Encourage them to decorate it in a way that reinforces these words.
11. Have children clean their work area.

12. The Group Leader should tell children they will get to answer written questions again. They will be the same as the questions they answered at the beginning of the lesson. While handing out the questions tell children to see if they have the same or different answers based on what they have learned today. Children should quickly answer the questions. The assistant will collect them when everyone is done.
13. As the children leave this session, praise them for their good behavior and ability to share with others in the group. Tell them that their art projects will be placed in a place for others to admire. (This can be the responsibility of the Group Leaders).

EVALUATION: To be completed by activity leaders following delivery of exercise

	GETTING TO KNOW OURSELVES & OTHERS	
	Rating*	Specific recommendations to improve
Timing		
Equipment / supplies		
Personnel / staffing		
General response of <u>children</u> to activities		
General response of <u>adult</u> leaders to activities		

\*Rating of 1 for poor to 5 for excellent.

Other comments:

\_\_\_\_\_ Date \_\_\_\_\_ Name (Optional)

PRE-TEST QUESTIONS

1. The positive, unique qualities that we each have are called:
    - a) Put downs
    - b) Bragging rights
    - c) Personal strengths
  
  2. Everyone has the same personal strengths.
    - a) True
    - b) False
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POST-TEST QUESTIONS

1. The positive, unique qualities that we each have are called:
  - a) Put downs
  - b) Bragging rights
  - c) Personal strengths
  
2. Everyone has the same personal strengths.
  - a) True
  - b) False