

Kind and Caring Kids: Self-Esteem & Tolerance



KC Koala

(Just a reminder: a koala is not a bear. It is a marsupial. ☺)

Bold Text: suggested words to say to teach lesson
Italics: suggested actions to take
(Parenthesis): background information or suggested answers

It is recommended that the Kind and Caring: General lesson be taught before this one.

Materials Needed for Lesson

- Charlie Check-First poster
- KC Koala poster
- *Bubbles* poster
- Charlie Check-First safety bubble card
- KC Koala safety bubble card (and any other topics you plan to cover)
- *Safety Kids Music* (optional)
- If You're Special and You Know It" song
- Mirror
- Letter to the Parents/Guardian (Appendix)

Objectives for Students

- List four differences between children in the class.
- Identify two reasons why "I like myself."
- Name two things about themselves that makes them special.
- Name two things that makes a classmate special.

Review of Introduction or Past Lessons

Decide which topics you plan to teach for your session and put those corresponding safety bubble cards inside the poster pocket before you begin.

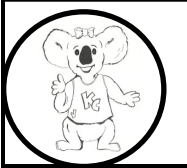
Always start with a review of the Check First concept!

Using the Bubbles poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure. As you introduce a topic, a student (or teacher) removes and displays the safety bubble card from inside the pocket.

Proceed with the lesson.

Lesson

Safety Bubble



Have a student come up and remove the KC Koala safety bubble card from the poster pocket. See the Introduction for more details on how to use the poster.

Review or introduce KC Koala as a friend of Charlie Check-First.

Prop



As you hold KC, have the class repeat her slogan after you, "**Kind and Caring is the way to be!**"

Using the poster, discuss the two Safety Kids. Explain that each one is special. They might be very different from the kids in the class, or they may have similarities. (For example: the Safety Kids may have eyes or

hair or skin that is different from the children in the class. Maybe the two Safety Kids like to do different things. Etc.)

prop



Show the mirror. Ask a few children to look in the mirror and tell something special about themselves that they see.

Explain that looks are not the only thing that make you special. What you like to do, your actions, and your thoughts also count.

Tell me something that you like about yourself. Offer an example about yourself to get the discussion moving. Have students tell the person next to them two things they like about themselves.

If blonde hair is your thing, does that make you special? YES! (Anything they like about themselves makes them special.)

Put your hand on your head if you have blue eyes. Put your finger on your ear if you like pizza. Ask about differences in the students. Make a list on the board of the types of differences you find in the class. (size, hair, skin, athletic, musical talent, etc.)

No two children are exactly alike, not even twins, and that's one of the ways that we are special. These Safety Kids know that they are special and important and that somebody loves them and cares about them.

It is important to remember that we should not dislike someone just because he or she is different from us. That person is special, too, in his or her own way.

We really need to respect others, even if they are different from us in some way. What does *respect* mean? Discuss. (to give courteous consideration to the other person)

Allow time for discussion.

★ (Children love to talk about themselves. This is a great time to promote individuality and uniqueness. Every child has value and worth!)

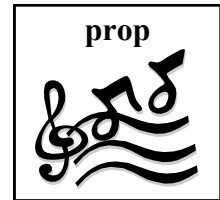
Put children in pairs. They should discuss what they feel is special about their partner and about themselves.

Go over the lyrics to “If You’re Special and You Know It” and discuss with students how they are important and unique.

Sing the song.

Because you are so special we want you to be safe and not get hurt.

Review with the students that they are special (each in his or her own way) and that they are loved.



Closure

KC Koala reminds you that "Kind and Caring is the way to be!"

Review the lesson by showing one bubble at a time and discussing the safety tips for that topic.

Use the Safety Kids Songs to reinforce the concepts.

Choose one or more of the Reinforcement Activities on the following pages.

Be a Safety Kid!



Reinforcement Activities



Songs

Sing songs using the *Safety Kids Music*. Words are included in the appendix. Children love the repetition of the words, and the songs help them remember the rules.

Materials needed: *Safety Kids Music*



Hot KC Koala

Children sit in a circle and pass the KC Koala ball around as the music “If You’re Special and You Know It” plays. When the teacher stops the music, the child holding the puppet says, “I am special!” and then sits out. Play continues until only one child remains.

Materials needed: open space, *Safety Kids Songs*, approximately a 5” ball with KC drawn on it.



All About Me magazine collage

Students write “All About Me” and their name on the top of large construction paper. They then cut and glue magazine pictures of things they like or things that make them special.

Materials needed: magazines with pictures or ads, large construction paper, glue, scissors



Big Bodies

Have each student lie down on a large piece of butcher paper. Trace around their bodies with a marker or crayon. Children color in the body to look like themselves or fill their body with pictures of things they like that are cut from magazines.

Materials needed: butcher paper, markers, crayons, scissors, old magazines, glue



I Am Special Chains

Create a class chain or have students make individual chains. Teacher may want to cut construction paper links ahead of time. Instruct students to draw and write (or dictate to the teacher) something that makes them special. Each student completes one link for the class chain. For the individual chains, each student completes four or five links. Add student photographs if possible. Display from desks, ceiling, or lights.

Materials needed: construction paper strips for chains, markers, crayons, glue or tape, student photographs (if possible)



All About Me Books

Help children trace their hands or make handprints with paint for the first page of their book. Students look through old magazines to find pictures that illustrate the remaining pages of their books. Topics for pages could include:

Things I Like To Eat

Things I Like To Do

My Favorite Animals

My Favorite Toys

Books can be assembled by punching holes along the left side of the page. String yarn through the holes and tie.

Materials needed: construction paper, old magazines, glue, scissors, yarn, hole punch or stapler



Silhouettes with Acrostics

Teacher or students may trace students' silhouettes using flashlight or overhead projector light. Trace on black paper with chalk or pencil. After they are cut out, mount the silhouette on white paper. Leave room for students to write their name as an acrostic.

Example - K ind
I ntelligent
M agnificent

Materials needed: flashlight or overhead projector, large black construction paper, white construction paper, glue, markers



A Special Garden Bulletin Board

Make a bulletin board using the flower shape provided. Add the title “A Special Garden.” Give one flower to each student. Each student writes his or her name in the center and decorates that part. Assign six names to each student and have them write one name on each petal. The student must then write one kind sentence about the person named on each petal.

Materials needed: flower pattern, pens, pencils, crayons, markers



Find-Out-About-Me Cards

Pass out the Find-Out-About-Me Cards to the students. Each space has a description, such as “I like dogs”, “I have a brother”, etc. Students walk around the room and get others to sign a space that applies to them. Try to fill the card, and have students sign a card only once. This helps them get to know their classmates better.

Materials: Find-Out-About-Me copies, pencils/pens



Special Simon Says

Play as Simon Says, but add special descriptions. For example, “Put your hands on your head if you are wearing a blue shirt. Simon Says put your hand on your waist if you have blond hair.”

Materials needed: none



Personal Accomplishments

Each student writes two or three accomplishments on an index card about himself or herself that their classmates may not know. Fold the cards up and put them in a container. Each child gets a turn picking a card, reading the items, and guessing which student wrote the card.

Materials needed: index cards or pieces of paper, pencils or pens

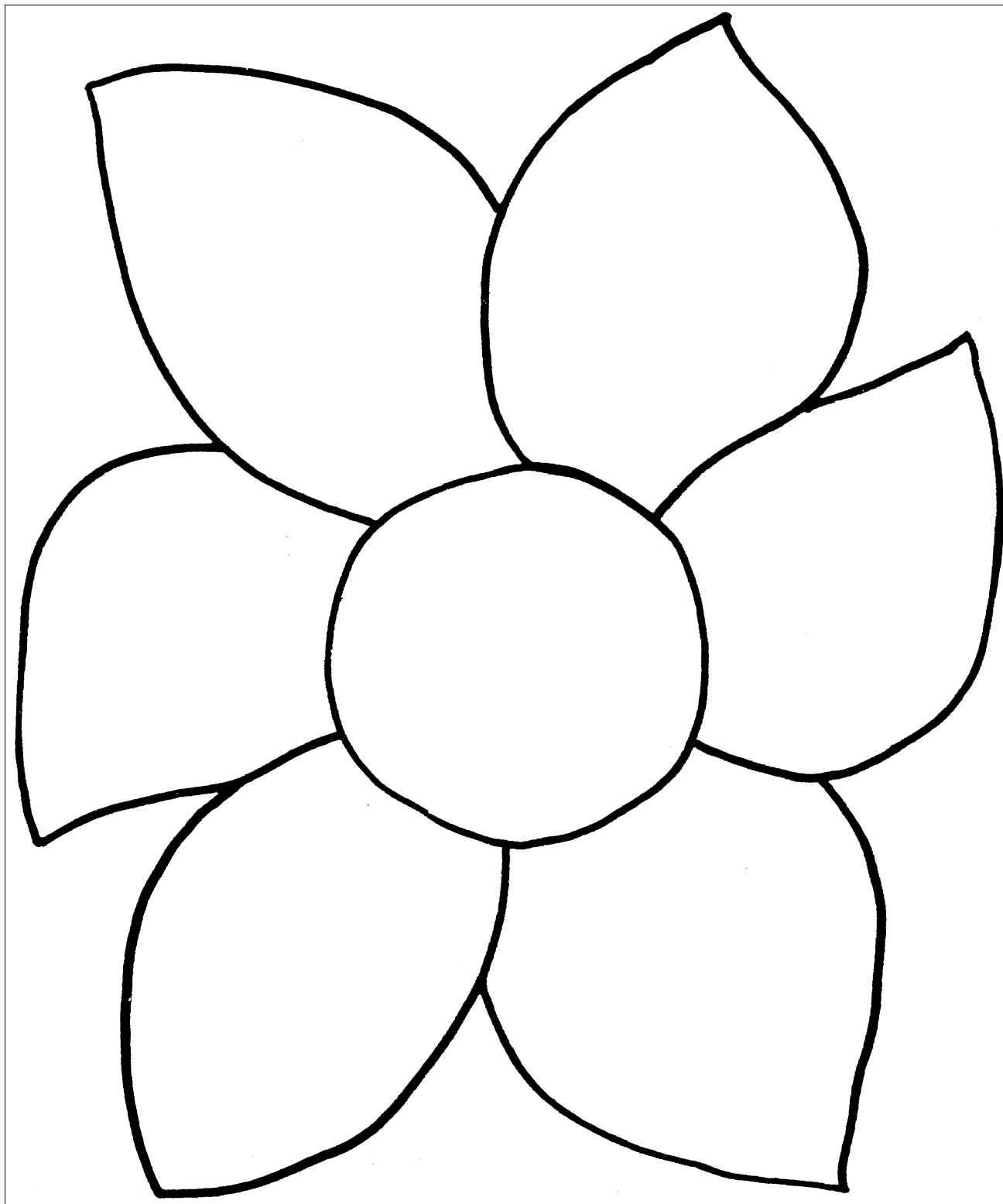


I Am Special Journal

For one week or longer, have students keep a journal about why they felt special each day. Students may illustrate their entries. Students may share their thoughts or keep them private. Just by writing these ideas, students may boost their self-image!

Materials needed: homemade journals (writing paper with a construction paper cover) or student notebooks


Flower Pattern





Find Out About Me

There are 2 ways to use this activity: 1. Students leave papers on their desk, walk around to other desks, and sign their name in a box that is true for them. They can only sign their name one time on each paper. OR 2. Students walk around the room with the paper and find someone who fits a category. They write his or her name in the box. Try to fill every box, but do not use a name more than once. There should only be one name in each box. **Each person is unique and special!**

 <p>I like dogs.</p>	 <p>I like to go camping.</p>	 <p>I have a blue bike.</p>
 <p>I like to run.</p>	 <p>I like chocolate ice cream.</p>	 <p>I have a cat.</p>
 <p>I have a watch.</p>	 <p>I have a brother.</p>	 <p>I do not like pizza.</p>
 <p>I like to read.</p>	 <p>I like to play the piano.</p>	 <p>I have a video game.</p>