

PERSONAL HEALTH:

SELF-CONCEPT



T.E.K.S. 115.4. (1.9)

The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify basic emotions.	1. Make a list of common emotions (e.g., love, hate, happiness, sadness). a. Ask the students to identify emotions from the pictures. b. Make a list of what students do when they feel angry, happy, afraid, etc. c. Identify emotions as students experience them during the day. 2. Determine ways in which one's emotions affect the behavior of self and others.
<p>-----</p> <p>RESOURCES/MATERIALS</p> <p>-----</p> <p>Palmer, Hap, "Feelings", <u>Learning Basic Skills Through Music</u> Palmer, Hap, "Getting to Know Myself", Magic Circle Program, Palomare Developing Understanding of Self and Others, American Guidance Service Peabody Early Experiences Kit, American Guidance Service School Counselor</p>	a. Structure open-ended problem situations along the lines of "If I said/did this, how would you feel?" b. Discuss students' fears of expressing their feelings to others. c. Have students role play different response possibilities to particular expressed feelings. d. Display pictures of symbols of emotions. (Students can find pictures in magazines.)

Adaptations:

School counselor may have books that deal with emotions.



T.E.K.S. 115.6. (4.6)

The student comprehends factors that influence individual, family, and community health.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify positive traits of self and others.	1. Have the class discuss different personality traits and compare and contrast, (i.e., positive-happy, negative-sad). 2. Have each student relate at least five (5) positive traits about him/herself. 3. Discuss emotions and how certain things make one feel. 4. Play a circle game addressing positive physical characteristics, work habits, or attitudes. a. "I like the way _____ finished his work." b. "I like _____'s dress." c. "_____ is my friend because _____." 5. Present "I feel good because _____." game which requires students to state why they feel good about playing baseball, going camping, etc. 6. Have students make a scrapbook using pictures to represent positive areas, events, or things in their lives.
RESOURCES/MATERIALS	7. Ask students to demonstrate their favorite interest to the class and allow the class to ask questions.
Warm Fuzzy Book	8. Have students draw self-portraits. (See attached activities.)
Palmer, Hap, "Getting to Know Myself"	9. As a part of the daily group time, show flash cards to the students that reflect positive things about themselves. Have everyone say them together with excitement. a. "I am wonderful!" b. "I am a hard worker!" c. "I take pride in my work!" d. "I am great!" e. "I can do anything I set my mind to!"



T.E.K.S. 115.4 (1.9)

The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
3. Student will accept praise.	<ol style="list-style-type: none">1. Assist students in identifying statements of praise in everyday activities.<ol style="list-style-type: none">a. Have students discuss their perceptions of “praise”.b. Read a variety of statements and have the students indicate whether it is praise, criticism, or “neutral”.c. Read short stories in which characters behave in a manner that warrants praise.d. Have the class develop a bulletin board to illustrate instances where praise would be appropriate.e. Encourage parents to identify praise statements they use in the family situation.f. Send a list of praise statements home with each student.2. Make a list of appropriate and inappropriate responses to praise.<ol style="list-style-type: none">a. Give the students tasks and praise accordingly.b. Have the students define areas in they receive praise; define a weak area and, with assistance, strengthen their abilities and receive the appropriate praise.c. Have the students practice accepting and giving praise in group situations at appropriate times.d. Encourage students to deliver praise in everyday classroom situations.e. Have parents provide students opportunities to practice using praise.f. Encourage parents to model effective praise behavior within the family environment.g. Have parents identify situations in which the student can give someone praise for his/her efforts, abilities, appearance, etc.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

3. Assist the students in learning to respond to praise statements made by others.
 - a. Have the students discuss how they feel when someone praises them, (e.g., awkward, proud, happy, embarrassed, etc.).
 - b. Assist the students in practicing ways to accept praise, (e.g., saying, "Thank you", "That's very nice of you to say so.", "I appreciate your kind words.", etc.).
 - c. Encourage parents to discuss ways the student can accept praise.
 - d. Have the parents model appropriate ways to accept praise.
 - e. Suggest that parents give the student praise with an opportunity to practice reactions.
4. Assist the students in determining the effects of praise on themselves.
 - a. Have the students discuss their feelings after receiving and giving praise.
 - b. Examine the manipulative effects of praise on someone's needs for attention and reinforcement.
 - c. Review a videotape of a praise situation and have the students evaluate the effects of praise on the receiver.
 - d. Present stories and have the students describe the characters who were affected by praise.
 - e. Invite the counselor to discuss how praise tends to increase behaviors deemed positive.
5. Read statements of students' positive qualities. Have the class members guess each student's identity.
6. Refer to attached activity.

RESOURCES/MATERIALS

"Self Concept",
Macmillan Early Skills Program
School Counselor
Teacher-Developed Social Stories



T.E.K.S. 115.4 (1.9)

The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
4. Student will accept constructive criticism.	1. Discuss critical and/or rejecting types of statements. a. Have the students discuss their perceptions of criticism. b. Read a variety of statements and instruct the students to indicate whether it is a criticism (as opposed to praise) or a “neutral” statement. c. Read short stories in which characters behave in a manner that warrants criticism and have students attempt to fit the response to the situations. d. Discuss the reasons (positive and negative) people use criticism. e. Discuss the difference between constructive and destructive criticism. 2. List appropriate ways to respond to criticism and/or rejection. a. Have the students observe and discuss situations in which they deliver critical comments to others. b. Have them observe the modeling of constructive criticism on a video tape and attempt direct imitation.
RESOURCES/MATERIALS	3. Have the students list the positive and negative effects of criticism on themselves.
Teacher-developed social stories	a. Ask the students to list situations in which they have received criticism. b. Direct them to discuss the feelings that result from criticism. c. Have the students practice constructive criticism for particular situations and discuss its potential consequences. d. Provide opportunities for the students to observe destructive criticism and discuss its possible consequences. e. Demonstrate the variety of reactions to criticism and discuss the reasons for such reactions. f. Discuss the role of constructive criticism in improving a person’s ability to perform.



T.E.K.S. 115.4 (1.9)

The student understands that personal health decisions and behaviors affect health throughout the life span.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
5. Student will demonstrate breathing and relaxation techniques.	1. Incorporate relaxation techniques and breathing exercises into rest time during the school day. 2. Provide background sound effects, “white noise”, in the classroom to create a calm environment. Example: recording or tapes of ocean waves, soft background music, etc.

RESOURCES/MATERIALS

Cherry, Claire. Think of Something Quite
Whale Tapes
Steve & Greg, Quiet Times. (Album)



PERSONAL HEALTH:

SELF-CONCEPT



T.E.K.S. 115.4. (2.8)

The student understands how relationships influence personal health.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify the necessary characteristics of a good self-concept.	1. Have the class discuss the need to believe in oneself, to value one's own achievements, and to accept one's own limitations while trying to improve them. 2. Discuss ways of taking pride in oneself (i.e., appearance, behavior toward others, finding areas of ability, etc.). 3. Demonstrate with a video tape or tape recordings, situations where people feel worthwhile (e.g., a student doing well on a class exercise, etc.).

RESOURCES/MATERIALS

- Tape recorder
- Videotape
- Social Stories
 - Anne Marie Johnson
 - Mayer-Johnson Co.
- More Social Stories
 - Anne Marie Johnson
 - Mayer-Johnson Co.



T.E.K.S. 115.6 (4.9)

The student uses social skills for building and maintaining healthy relationships throughout the life span.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
2. Student will increase self-acceptance by identifying strengths and limitations.	<ol style="list-style-type: none">1. Allow students the opportunity to express personal strengths. Let them make a collage of their accomplishments using magazine pictures.2. Talk about limitations. Make students aware that everyone is different and unique (e.g., some wear glasses, some use a wheelchair, etc.)3. Have the students make a list of their strengths and limitations.4. Discuss ways to overcome limitations.

RESOURCES/MATERIALS

“What Do You Think?”, by Linda Schwartz



T.E.K.S. 115.6 (4.8)

The student understands how relationships can positively and negatively influence individual and community health.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify ways in which the actions of others effect one's feelings of worth.	<ol style="list-style-type: none">1. Have the students video-tape their peers positively and negatively effecting a student's self worth by praise, support and reinforcement or by ridicule, anger and sarcasm.2. Discuss how other people make them feel good and how they can return those feelings.3. Develop a bulletin board showing pictures of people enjoying each other's company.4. Discuss how others' attitudes, moods, facial expressions, etc., can affect one's feelings.

RESOURCES/MATERIALS

Role playing
“What do You Think?”, Linda Schwartz



T.E.K.S. 115.6 (4.8)

The student understands how relationships can positively and negatively influence individual and community health.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify ways in which one's emotions effect the behavior of him/herself and others.	<ol style="list-style-type: none"><li data-bbox="808 470 1258 590">1. Have the students structure open-minded problem situations along the lines of "If I said (<u>Name</u>) did this, how would you feel?"<li data-bbox="808 594 1258 711">2. Discuss with students the fear of expressing one's feelings and irrational consequences of disclosure.<li data-bbox="808 716 1286 804">3. Have the students practice different response possibilities to particular expressed feelings.<li data-bbox="808 808 1307 898">4. Discuss ways to control one's temper when angry, as well as appropriate means of displaying anger.

RESOURCES/MATERIALS

What Would You Do?, Linda Schwartz



PERSONAL HEALTH:

SELF-CONCEPT



T.E.K.S. 115.3. (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
1. Student will construct a personal view of how others perceive him/her.	1. Ask the students to make a list of what others see as his/her strengths and limitations. 2. Provide a situation where students can portray themselves as others see them. 3. Make a videotape of each student and discuss body language.

RESOURCES/MATERIALS

Videotape
Video camera



T.E.K.S. 115.3. (1.9)

The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
2. Student will refrain from making demeaning remarks about self.	1. Talk with the class about what “put-downs” are. Examples include: a. “I look ugly.” b. “The kids don’t like me.” c. “I’m not smart; I’m dumb.” 2. Provide a group game (such as the game “Mind Your Manners”) that allows students to compliment each other and helps them learn to accept praise. 3. When the students tend to make demeaning remarks about themselves, design a behavior management program that would reward them for the good things they say about themselves.

RESOURCES/MATERIALS

Mind Your Manners
Other board games or card games



T.E.K.S. 115.3. (1.9)

The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
3. Student will develop and/or maintain a positive attitude.	<ol style="list-style-type: none">1. Discuss the importance of a positive mental attitude.2. Identify the characteristics of a positive attitude (e.g., enthusiasm, optimism, honesty, etc.).3. Discuss ways to control one's attitude under a variety of circumstances. (Example: maintaining one's dignity.)4. Discuss ways to avoid/eliminate destructive habits and acquire good ones.
RESOURCES/MATERIALS	



T.E.K.S. 115.4 (2.11)

The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.

Area: Self-Concept

OBJECTIVE	TEACHING ACTIVITIES
4. Student will be a positive participant in planning for their future.	<ol style="list-style-type: none">1. Explain to the student what an ARD meeting is and how it will impact their future.2. Student will participate in his/her ARD meeting.3. Explain to student what an Individual Transition Plan is and why it is important.4. Student will participate in formulating their Individual Transition Plan.5. Complete the booklet "Listen to Me!" to help the students clarify their goals for the future.

RESOURCES/MATERIALS

"Listen to Me!"
Partners Resource Network, Inc.
Texas Collaborative Transition Project
All My life's a Circle.
Mary A. Falvey
Marsha Forest
Jack Pearpoint
Richard L. Rosenberg
Inclusion Press



