

EDUCATION WEEK 2018 LA SEMAINE D'ÉDUCATION

BELIEVE & ACHIEVE
JE CROIS EN MOI,
JE RÉUSSIS

RESOURCE BOOK



FEBRUARY 11-17 FÉVRIER 2018



A Message to Teachers from NLTA President Dean Ingram

Dear Colleague,

Education Week has always been about celebrating education and the importance of learning. This year's theme is "Believe and Achieve • Je crois en moi, je réussis" with a focus on body image/self-esteem; music; math; sports; mental health/anti-bullying; and career development.



Education Week can be an enriching experience for students, teachers and parents. We encourage primary and elementary teachers to continue their practice of observing this week with their students. We especially encourage intermediate and high school students to become involved in the week as it presents an exciting opportunity to promote school spirit. Our students have much to contribute and would grow and learn from their involvement in Education Week activities.

Our sincere thanks to all those who have assisted in planning Education Week. We value the input of our fellow educators and assure you that your efforts are appreciated.

We trust you will find this resource to be useful and that your activities during Education Week and every week of the school year are truly a celebration of education. Have a great week!

Sincerely yours,

Dean Ingram
President

Using this Booklet

This Education Week resource booklet has been designed to provide a list of suggested activities, as well as some pages that can be photocopied and used in class or given to students to take home.

The activities listed on the following pages are meant to provide ideas only – use any you feel might work, modify as you think best, or develop your own. The appropriate grade levels for each activity are indicated.

Attention French teachers!

The majority of the activities listed in the booklet can be adapted for French, English, or ESL students.

Pour les professeurs de français

La plupart des activités proposées dans ce livret peuvent être adaptées pour les élèves en français, en anglais et même en anglais langue seconde.

The NLTA website contains a section about Education Week. It is located at www.nlta.nl.ca.

Suggestions for Planning an Opening/Closing Ceremony

Opening Ceremonies

- Plan an assembly for your school.
- Have your school choir or singing group sing the Education Week song or a medley of songs about the Education Week theme.
- Invite schools in your district to come together to plan an Opening Ceremony.
- Invite community members, retired teachers, parents, etc. to take part in the Opening Ceremonies.
- Set up a mural in each classroom or one for the entire school to display various activities completed during the opening and theme days throughout the week.
- Have your Teacher Librarian set up a display of materials related to the Education Week theme.
- Select a book or poem that you could read to the class on the day of the Opening Ceremonies.

Closing Ceremonies

- Have a closing assembly and put together a program of songs, dances, skits, role-plays etc. which students worked on throughout the week.
- Invite parents to the celebration. Students can design their own invitations.
- Set up displays (in your classroom or the school gymnasium) of the projects completed during the week and invite parents to come and view them.
- Visit other classes in the school or visit another school in your area to see how others celebrated Education Week.
- Throughout Education Week, have someone record or take pictures of various activities completed during the week.

Suggested Activities

10 Good Things About Being a Friend (P, E)

Read the story "The Tenth Good Thing About Barney" by Judith Viorst. Discuss with the class the importance of doing good things – being a good friend. Have your students sit in a circle and have them each take turns saying one good thing about the person sitting to their left. When completed, brainstorm the qualities of a good friend. Record the responses on the board or chart paper. Then have students create a poster titled, "The ten good things about being a friend".

A Day in the Life (P, E, I, S)

Invite local MHAs, mayors, fire chiefs, local leaders, politicians, celebrities to your school to experience a day in the life of a student or teacher in 2018.

A Day on the Job (I, S)

Arrange for students to enter the workforce for one day or part of a day or have students and teachers change roles ... where a principal or teacher can swap places with a student.

A "Me" Collage (P, E, I)

A collage is a dynamic art process. Have students create a collage that reveals who they are – what they like, things they have done, their family, etc. They may use various materials such as pictures, medals, trinkets, and other items that are important to them.

Alike or Different? (E, I, S)

Have students compare themselves to a character in a book or story they have read. Consider appearance, personality, interests, and the way they act. Have them list words they think about that describe a common quality and list words that describe different qualities. Did they realize something about themselves that they had not really thought about before?

And the Award Goes To... (P, E, I, S)

Develop a class awards program for perseverance. Students should nominate other students, a current public figure, and a historical figure who demonstrate perseverance. In the nomination itself, students must explain how each of the nominees exemplifies perseverance and why he or she deserves such recognition. Decide as a class how to best honor these individuals.

Autobiographies (P, E, I, S)

Have students write their own autobiographies. Have them include their own memories as well as information they gather from interviewing friends, relatives and even teachers.

Bring It On (E, I, S)

Have students make a list of negative and positive statements like "This is useless", "There's no hope", or "I can do this" and "Bring it on". Have them circle the ones that they know they need to say more often.

Changing Your Mindset (listening/viewing activity) (S)

Have students listen or watch the following video of Paralympian Aimee Mullins on overcoming differences and setting goals. Have students analyze elements such as message, tone, and purpose.

(Relevant material from beginning to 14:00):

www.ted.com/talks/aimee_mullins_on_running/up-next#t-819449

Characteristics of a Hero or Heroine (P, E, I, S)

Have your students brainstorm characteristics of a hero or heroine. Check for the understanding of what makes a hero in the mind of your students. Students usually associate the term with war and not people like local artists, writers, actors, etc. Include the following characteristics as a starting point:

- Is humanitarian – cares for and respects people, generous, fights injustice, wants to make the world a better place;
- Persistent – might make mistakes but keeps trying, focuses on the job;
- Responsible, honest, trustworthy;
- Courageous and brave – is willing to take risks, stands up for his/her beliefs;
- Intelligent – logical, sees the big picture, identifies the problem and plans a solution;
- Selfless and humble – puts others first, doesn't seek rewards or praises;
- Has a sense of humour;
- Mentally strong and self confident – fear, mistakes, problems don't stop him/her.

Community Helpers (P, E)

Arrange an assembly for the school to honor community helpers that help in the school, like the police, chair of the school council, volunteers and the like. Each grade should make one card to thank the particular community helper assigned to their class. Then in the assembly a student from that class presents the card to the community helper and thanks them on behalf of the school. If this assembly is arranged early enough in advance, the older students could write invitations to the community helper.

Dealing With a Bully (E, I)

Have students collect information on bullying and its effect on students in the school. Using the information collected, they can write a script and perform a skit or play regarding bullying. Or have students role-play a bullying situation and how to deal with it. Then have the class discuss how they would have dealt with the same situation.

Define a Hero (E, I, S)

Ask students to write a haiku defining a hero.

Express Your Feelings (E, I, S)

Have students begin each day with a journal entry that would only be read by the teacher with the student's permission. In the journal, have students write how they coped or solved a problem. Have students write about their feelings at different stages in resolving the problem, especially if the problem is resolved. If a student is uncomfortable with this idea, they could respond to problems/difficulties characters are experiencing in books they are presently reading, telling how they would feel if they were the character or how they would try to solve the problem. The student could also write how a poem or story has made them feel.

Fitness Plan (P, E, I, S)

Have students make a list of physical activities they would enjoy doing. Have them create a fitness plan for each of the five days of Education Week, incorporating the activities they have chosen.

Included in the fitness plan should be a goal they want to reach. Have them use a table with the following headings: Things That Will Motivate Me to Achieve My Goal; Barriers That Make It Hard for Me to Reach My Goal; and What I Can Do to Overcome the Challenges. Students may also want to include How I Know I Have Achieved My Goal and Length of Time Spent on the Activity Each Day. They can compare with other students.

Good for Me! (P, E, I)

Too often students forget about their own strengths and focus on their weaknesses. Have students make a list of what they're good at and then set aside time to share their special talents with classmates. You could also ask them to think of things they once found hard but now find easy – new skills they've learned, new strengths they've developed, new things they've discovered.

Guess My Occupation (I, S)

Have students research a particular career. Teachers may wish to provide a list of occupations/careers for students to use. Each student or pair of students writes five clues that describe the occupation (e.g. they might list the education requirements, tools used at work, etc.). The clues are listed from general to specific. In turns, each student reads their first clue. The first student to guess the occupation with one clue gets 25 points. If no one can guess from one clue, the next clue is read. Each clue read results in five marks deducted from the maximum score. The student with the highest score at the end of the game wins.

How I Make Decisions (E, I)

Have students think of a time when they had to make a choice between a healthy and unhealthy decision. For example, it is picture day at school and Stephanie wants to look her best. She has fixed her hair but she is still not happy with it. She has not yet had breakfast and is running out of time before she has to leave for school. She decides to skip breakfast so she can be happy with her appearance. Have students discuss what they would do in this type of situation. Was it a healthy decision? What could she have done to avoid the situation?

How Often Do You Wash Your Hands? (E, I)

Have students discuss what hygiene they practice and why, with emphasis on dental hygiene, sharing combs and makeup. Now explain that students should keep a journal for two days that will be private. Next have them respond to their own journal. Do they feel they practice good hygiene? Do they need to change anything? Why do they feel they need to change?

How Well Do You Know Your Peers? (E, I, S)

Ask students to write one fact about themselves that they feel most other students in the class would not know. Create a rubric for the class with these facts. Each student is to complete the sheet by finding a student to whom each fact applies and write his/her name in the block on the rubric. The object is to complete the rubric. This activity could be passed out on Monday to be passed in on Friday, rather than to use class time.

I Think I Can, I Think I Can... (P, E, I, S)

Have students engage in a new experience to help them develop a sense of accomplishment. They may find a talent they never knew they had. Some examples include beginning an exercise program, taking music lessons, reading a story.

I Think I Can – I Know I Can (P, E)

Create a chart. On one side write: I THINK I CAN; on the other side write: I KNOW I CAN. Have students come up with different examples (e.g. I think I can... tie my shoes by myself; be nice to my classmates; help my teacher tidy the classroom) and then sign their name on the chart when they have achieved a goal.

Invent and Display (P, E, I, S)

Have students choose a particular Canadian invention or inventor to research. Create displays or prepare reports focusing on how these inventions or inventors have contributed to and changed our country and the world.

I'm a Star (P, E)

For self-esteem development, children need to feel important to both themselves and others. Have students talk about what they consider to be their best quality. This quality (e.g. I am a good friend) is put on a star. When all stars are completed they might be put on a blue bulletin board representative of a sky.

Lend a Hand (P, E, I, S)

Have students offer to help someone each day during the week. It can be something simple from helping their little brother or sister tie their shoe to putting out the garbage without being asked. They can help someone they know with anything they need help with.

Lessons in Life (I, S)

The more students know about a given situation, the more information they will have to help come up with creative solutions for current problems that are inducing stress. Have them ask, "What can I learn from this experience?" Have students think of a situation that easily improves how they feel and have them write down the reasons why it makes them feel better.

Let's Break the Ice (I, S)

If you have a group of students who are new to your school (i.e. Grade 7 students who have come to the school and are unfamiliar to the Grade 8s), this one can work. Students wander around an open space, away from each other. A caller asks them to put up a hand and raise between 1 - 5 fingers. Afterwards, students must locate another student with the same number of fingers up (but not from their own grade). When they pair up, students ask each other for their name, homeroom teacher and if they have any siblings. They then split up and wander again. Caller repeats finger signal and new pairs ask each other for other items of information (beginning with names, though). Round continues until people get to know at least 4 - 5 new people.

Let's Talk (E, I, S)

It often seems easy to help someone else find solutions to problems in life. Have students write an imaginary conversation they would have with a character from a book they have read. Have

them offer the character advice about a problem. How did they feel about giving suggestions to another person/character?

Making New Friends (P, E, I)

Have each student interview a class member who they don't usually spend time with. Have them find out their interests, favourite colour, food, activities, etc. This can be shared with the class, posted where others can read it or assembled in a book to be shared by the class.

Me in the Year 2035 (E, I, S)

Ask students to create an illustration or write a story about where they hope to be and what they hope to be doing in the year 2035.

Me Masks (E)

Have students create masks using paper mache and a balloon. When the paper mache has dried have students prime the masks with white paint. Then ask them to decorate their mask to resemble themselves. They can use paint, markers, pictures, etc. Have students write a journal entry explaining why they decorated the masks the way they did. Also, have each student present their mask to the class and give a brief description of it.

Music Motivation (Music/English) (E, I, S)

Many athletes listen to music to motivate and energize themselves before they compete. Music can give anyone confidence and energy. Have students research a song that contains uplifting lyrics. Share the song with the class and explain what it is about the lyrics that can help people feel confident and help them do their best. (inspiration: https://thump.vice.com/en_ca/article/wnyzjx/olympic-team-canada-athletes-rio-de-janeiro)

On the Job (P, E, I, S)

Ask students to make a list of the occupations they think are appropriate for different genders. What are the reasons for their answers? Collect and keep the list. Throughout the week try to arrange for guest speakers, field trips, job shadowing etc. that depict people in non-traditional occupations. After the week you can return the original lists and ask if there are any occupations students first thought were gender-specific but now understand could be for either.

Outside Interests (P, E, I)

Have students tell their classmates about a favourite hobby or other activity they're involved in outside school. Students might want to describe something they learn at ballet or hockey, music or art class, or even talk about a project they are working on at home with a family member.

Overcoming Obstacles (P, E, I, S)

Have students research how people they know have overcome obstacles and reached their goals. These can include parents, friends, relatives, ancestors, or famous people. What were the obstacles? What steps did they take to overcome these obstacles?

Perseverance (E, I, S)

Have students define the word perseverance and discuss why it is important in reaching goals. Have students write acrostic poems using the word perseverance.

Positive Partnerships (P, E, I)

Partner with another school in our province through either digital or social media, letter writing or actual visits. Share ideas about how to help make our school and community great places to live, work and learn. Involve students in a class discussion of their ideas.

Positive Self Talk (E, I, S)

Here is a link to a website that has an idea for a positive self talk flower with a list of 100 positive statements):

www.thepathway2success.com/how-to-teach-positive-self-talk/

Prime Minister for a Day (E, I, S)

If you were Prime Minister for a day what would you do? Have students discuss what they feel is the most serious problem facing Canada today. Have them choose one major national issue (e.g. global warming, economy) and describe how they would approach its solution(s).

Qualities That Count (E, I, S)

Have students think about a person whom they admire and have them list the qualities that this person has that make him/her admirable. Have them ask, "Am I like this person? How?" and consider how they might try to improve themselves so that they, too, are an admired person.

Reach Your Goals (P, E, I, S)

Students should set a goal for the week and make sure they follow through on their goal. Have students seal their goals in an envelope to be opened on a certain date or at the end of the week.

Remember When... (P, E, I)

Have your students bring along pictures from home to create their own personal photo albums. Share the photo albums around the room. Make a display for parents. If students do not have photos to use, use clippings from magazines to create stories about their own lives (pets, games, parties, etc.) This activity could also be done as a timeline or a collage.

Saving the Planet (P, E)

Encourage students to express their feelings about the environment. Students will learn that nature can be a source of inspiration and it should be protected. Have students draw a picture, write a poem or short story about an environmental issue, e.g. global warming, the rain forest.

Secret Helper (E, I, S)

Put all student names in a bag. Each student draws out a classmate's name. All week long that student becomes their "secret helper". The secret helper secretly does nice things for their classmate (e.g. straightening their desk, bringing a small present each day, etc.). At the end of the week everyone tries to guess who their secret helper was. Anyone not identified will tell who they helped. To make it more difficult to be identified, the secret helper could get "caught" doing a nice thing for other students during the week.

Setting Goals (E, I, S)

Ask students to identify long and short term goals. Have them categorize their personal goals as short or long term.

Sharing Life's Experiences (P, E, I, S)

Invite students to share some of the experiences of their everyday lives that might be very different from those of their classmates.

Standing Up For Your Beliefs (S)

Have your students prepare a persuasive speech about their right to an education, the Charter of Rights and Freedoms, the Rights of the Child, or a topic of their choice concerning fundamental rights and freedoms.

Stories From Other Lands (E, I, S)

Ask students from other places to share the story of their move with their classmates.

Talent Show (P, E, I, S)

Organize a talent show for the class and/or school. Encourage all students to participate. The talent show can encompass any type of talent that the students may have – singing, dancing, magic, gymnastics, etc.

The Little Engine That Could (P, E)

Have students discuss the story "The Little Engine That Could" by Watty Piper (or a similar story about struggle and success) and then have them write a paragraph about a time they needed perseverance to succeed.

The Little Engine That Could (I, S)

"The Little Engine That Could" is a well-known children's story about the power of perseverance and the power that positive messages have in supporting perseverance. Divide the class into several student teams. Each team will create a motto or slogan that will help encourage others to achieve their goals. Goals might include: academic improvement, winning a competition (athletics, band, etc.), self improvement (controlling anger, losing weight, etc.), avoiding peer pressure (drugs, sex, crime), relationship improvements (family, friends, etc.), getting a job, etc. Teams will design an advertising /social media campaign to promote their perseverance message at school. Have each team present or "pitch" their ideas to the class or to a neighboring class. Select one campaign to propose to the student leadership council as a school spirit campaign.

The Meaning in a Name (P, E, I, S)

Have students research the meaning of the family names of all the students in their class; have them find out where the name originated, etc.

The Real You? (P, E, I)

Have each student divide a sheet of paper into at least 14 blocks. Have students write the letters of his/her name in each of the blocks. After decorating the blocks containing the letters, have students fill in the remaining boxes with designs that match their personality, hobbies, etc. Display the finished product on a bulletin board.

The Spirit Within (P, E, I, S)

We all have qualities that are unique to us and comprise our profile. Have students brainstorm about their own talents and best qualities. On a sheet of paper, trace each student's silhouette (neck and head). Then have each student list 4-6 of their best qualities in it. Cut out and display around the classroom. (Variation: You can group students in pairs. Then have them create a list of talents and qualities for their partner. Then have them discuss what they wrote.)

They Can Do It, Why Can't I? (E, I, S)

Have students research someone who has turned their life around, i.e. adopted a healthier lifestyle (e.g. became more active). Students can look at what motivated this person and how they were able to achieve their goal(s).

Time To Celebrate Me! (P, E, I, S)

Have students compile a list of ten things that they feel happy about themselves. Using the list they will create a collage/picture explaining the type of person they are.

To Dream the Impossible Dream (E, I, S)

Have students describe what might seem to be an impossible dream to them (i.e. landing on the moon, becoming a brain surgeon, a rock star, etc.). Have them list a course of events or a set of circumstances which might help them to realize such an impossible dream.

Truly Unique (P, E)

Have students explore the meaning of the word "unique" in a class discussion. As a class, they can draw a truly unique person. Each student draws only one feature on the person (example, one student draws the eyes, another, the nose, etc.). When the picture is complete the class can discuss the positive qualities of this person and how it's what's on the inside that counts.

"Uhm" Game (P, E, I)

One student at a time is chosen and given a specific subject (pickle, grass, football, etc). The objective is for the student to talk about/describe the subject for as long as possible without pausing or using fillers such as "uhm". This is a great game for building speech skills!

We Are the World (E, I, S)

Discuss with students the diversity of our Newfoundland and Labrador musical heritage (Irish, French, Scottish, English, Innu, Mic'maq, etc.). Have students learn a folk song from each culture and/or show the instruments that pertain to each culture.

What Will I Be? (E, I, S)

Have students develop a project on a chosen career and identify steps to obtain employment in that particular field. The career possibilities, required skills and education, future trends and anticipated changes should be highlighted. They could share what they learned with others and develop a booklet, multimedia presentation, or web page.

When I Grow Up (P, E)

"When I grow up, I want to be ..." Students could write an essay, a story, or even simply post their wishes on poster board or as signs around the school. Imagine the halls filled with a path of wishes that students could see everyday for the month of February.

When I Look Inside Me... (E, I)

When I look inside me... This is everything I see... Have students use these two lines as the start of a poem they finish and share with their classmates.

Where Would We Be? (E, I, S)

Ask students to develop a list of everything they would have difficulty doing in the run of a normal day if they couldn't read or write. Then discuss ways students can get involved with literacy efforts.

Who Am I? (P, E)

Have students dramatize people working at different occupations. Other students have to guess the occupation, as in a "Who Am I" game.

Wonderful Me (E, I)

Have students write a journal entry or letter to themselves where they include only positive aspects and things they do not want to change about themselves. This will encourage positive self-esteem.

Words Will Break Your Heart (P, E, I, S)

Pass out one sheet of paper to each student. Have students cut out a heart and write his/her name on it. Go around the class and have students think of one negative or hurtful thing another person has said to them. As each student says the negative thing, have students crumple up a little piece of their paper heart. After everyone, including the teacher, has said one negative comment he/she has heard, the paper hearts will be completely crumpled up. Then go around the class again, except this time, have students share a positive comment they've heard about himself/herself. After hearing each positive comment, gradually uncrumple the hearts and try to smooth them out. After everyone has given a positive comment, try to smooth the hearts out as much as possible. You will see that they'll never be completely smooth again. Discuss how mean words leave scars in our hearts, just as they do with the wrinkles on the paper. Next, glue the paper hearts on a piece of tagboard. On the tagboard, write "Sticks and Stones May Break Our Bones, but Words Will Break Our Hearts." Hang it up in the front of the classroom as a constant reminder of the importance of being kind to each other.

Suggested Web Sites

<https://positivepsychologyprogram.com/self-esteem-worksheets/>

<https://positivepsychologyprogram.com/kindness-activities-empathy-worksheets/>

www.educationworld.com/a_lesson/character-development-positive-traits.shtml

www.rundesroom.com/2012/09/friday-art-feature-i-am.html

www.storyboardthat.com/comic-maker

www.groovylabinabox.com

www.dltk-kids.com

Setting Goals

Name: _____

| Long-Term Goal | Medium-Term Goal | Short-Term Goal |
|---|---|---|
| Goal: My goal is to: | Goal: My goal is to: | Goal: My goal is to: |
| Steps: To reach my goal, I plan to: | Steps: To reach my goal, I plan to: | Steps: To reach my goal, I plan to: |
| Obstacles: I must watch out for: | Obstacles: I must watch out for: | Obstacles: I must watch out for: |
| Knowledge: This is what I need to learn: | Knowledge: This is what I need to learn: | Knowledge: This is what I need to learn: |
| Helpers: These are the people who can help me: | Helpers: These are the people who can help me: | Helpers: These are the people who can help me: |
| Timeline: I plan to achieve this goal by: | Timeline: I plan to achieve this goal by: | Timeline: I plan to achieve this goal by: |
| Reward: My reward for achieving this goal will be: | Reward: My reward for achieving this goal will be: | Reward: My reward for achieving this goal will be: |

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards:
www.cdc.gov/healthyschools/sher/standards/index.htm



Grades 9 to 12 • Personal Health Series Self-Esteem

When you picture yourself in your mind, what do you see? Do you feel good about who you are, how you see yourself, and how others see you? Feeling good about yourself affects how you act and live. These activities will help your students recognize the importance of having healthy self-esteem and learn ways to boost their own self-esteem.

Related KidsHealth Links

Articles for Teens:

Self-Esteem

TeensHealth.org/en/teens/about-self-esteem.html

How's Your Self-Esteem? (Quiz)

TeensHealth.org/en/teens/self-esteem-quiz.html

How Can I Improve My Self-Esteem?

TeensHealth.org/en/teens/self-esteem.html

Body Image and Self-Esteem

TeensHealth.org/en/teens/body-image.html

A Guys Guide to Body Image

TeensHealth.org/en/teens/male-bodyimage.html

Help! Is This My Body?

TeensHealth.org/en/teens/help-body.html

Be Your Best Self minisite

TeensHealth.org/en/teens/center/best-self-center.html

Discussion Questions

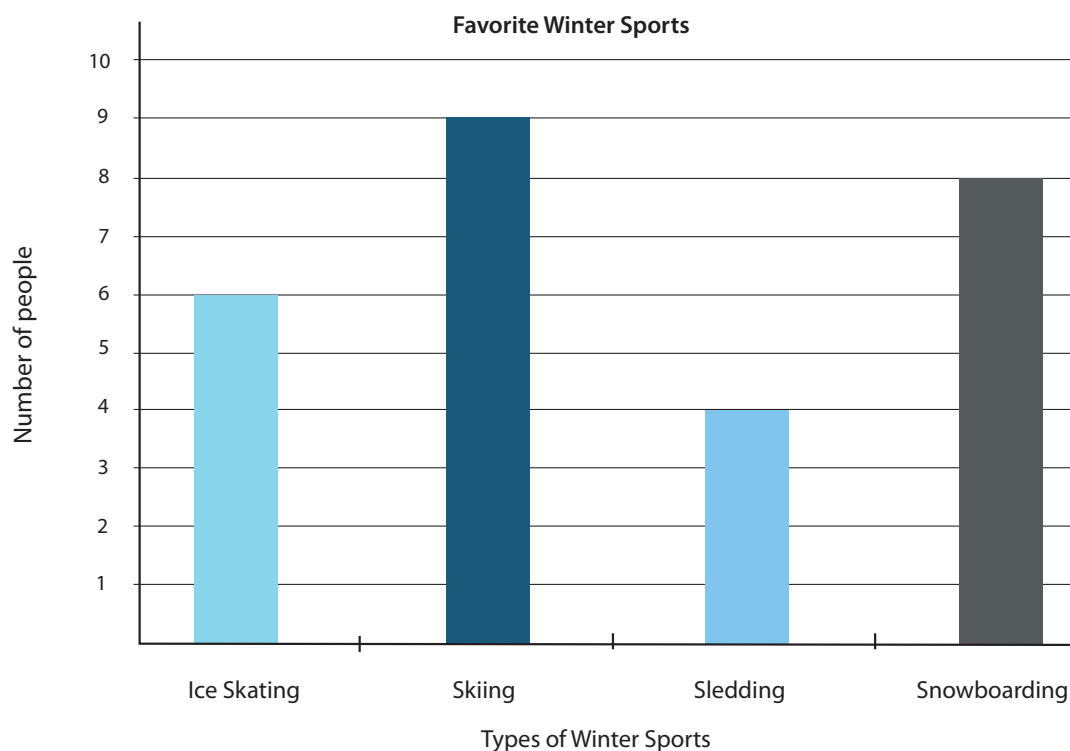
Note: The following questions are written in language appropriate for sharing with your students.

1. What mental picture do you have of yourself? How do others perceive you? Are these perceptions similar?
2. What are self-image and self-esteem? How does your self-esteem develop? How does each affect the way you act and how others see and treat you?
3. How can having high self-esteem affect your life? How can having low self-esteem affect your life? Why do some teens have low self-esteem?
4. Has someone ever said something to you about the way you looked that hurt your feelings? How can family, friends, classmates, and teachers influence a person's self-esteem?
5. Can your self-esteem change? What kinds of things can you do to improve your self-esteem?



Winter Sports: Practice Reading a Bar Graph #1

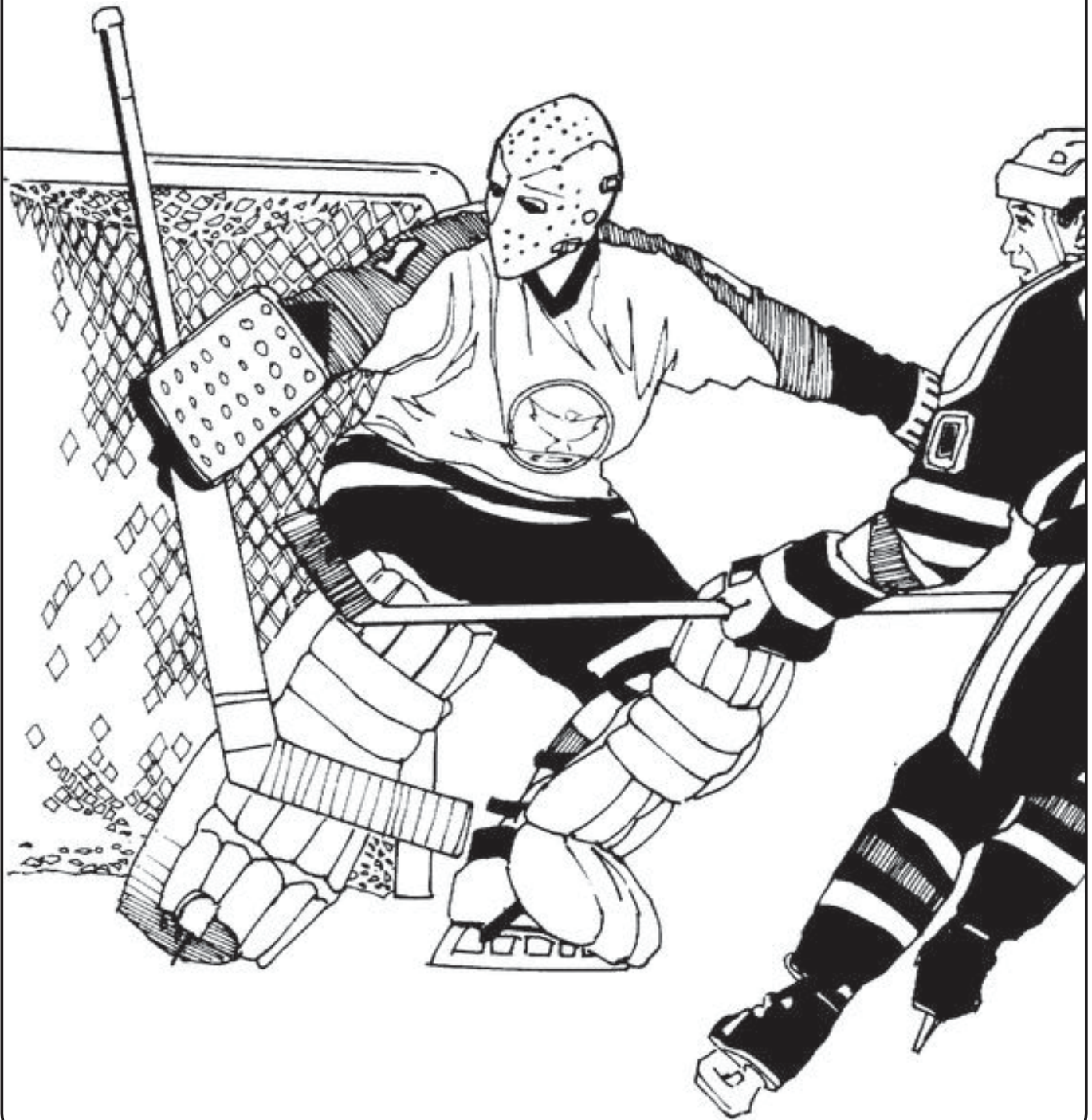
Read the bar graph to learn which winter sports were the most popular. Then answer the questions below. Show your work.



1. How many people love snowboarding?
2. How many more people chose ice skating than sledding?
3. What's the difference between the number of people who love ice skating and sledding compared to those who love skiing?
4. How many more people would it take to make ice skating the most loved winter sport?
5. List the sports in order from most favorite to least favorite.

Coloring Winter Sports

Ice Hockey

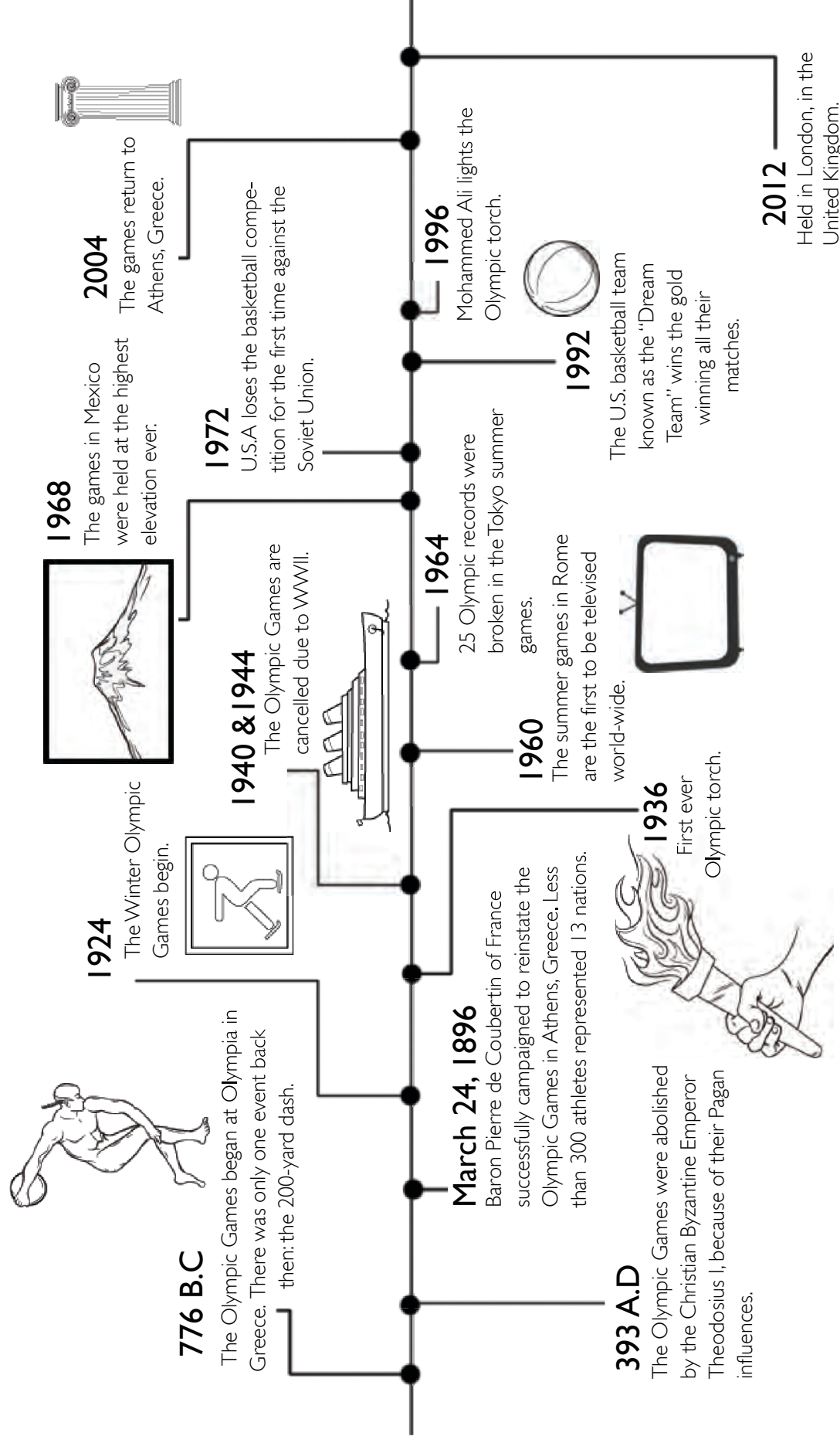


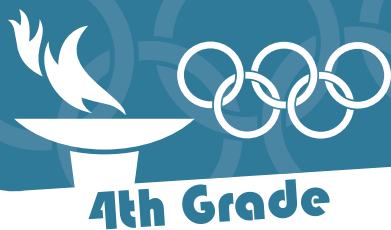
Coloring Winter Sports

Ice Skating



..... History of the Olympics Timeline





Olympic Arithmetic

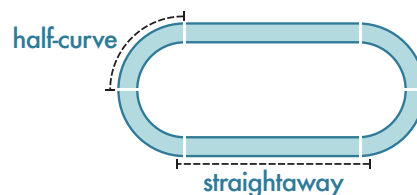
WORD PROBLEMS: SPEED SKATING

Speed skating is an intensely competitive olympic sport. It is also intensely mathematical! Solve the following word problems that occur on the race track.

1. A speed skating short track is 111 meters long. If a race lasts 13 laps, how long is the race?

_____ meters

2. It takes a skater 2 seconds to go around one half-curve and 6 seconds to go around down the straightaways. How long does it take him to complete 5 laps? Look at the diagram to the right figure out how many half-curves and straightaways are in one loop, then use multiplication to solve the problem



_____ seconds

3. A speed skater skates at an average speed of 12 meters per second for 2 minutes and 23 seconds. How far did the skater go? Remember, distance = speed x time, and 1 minute = 60 seconds.

_____ meters



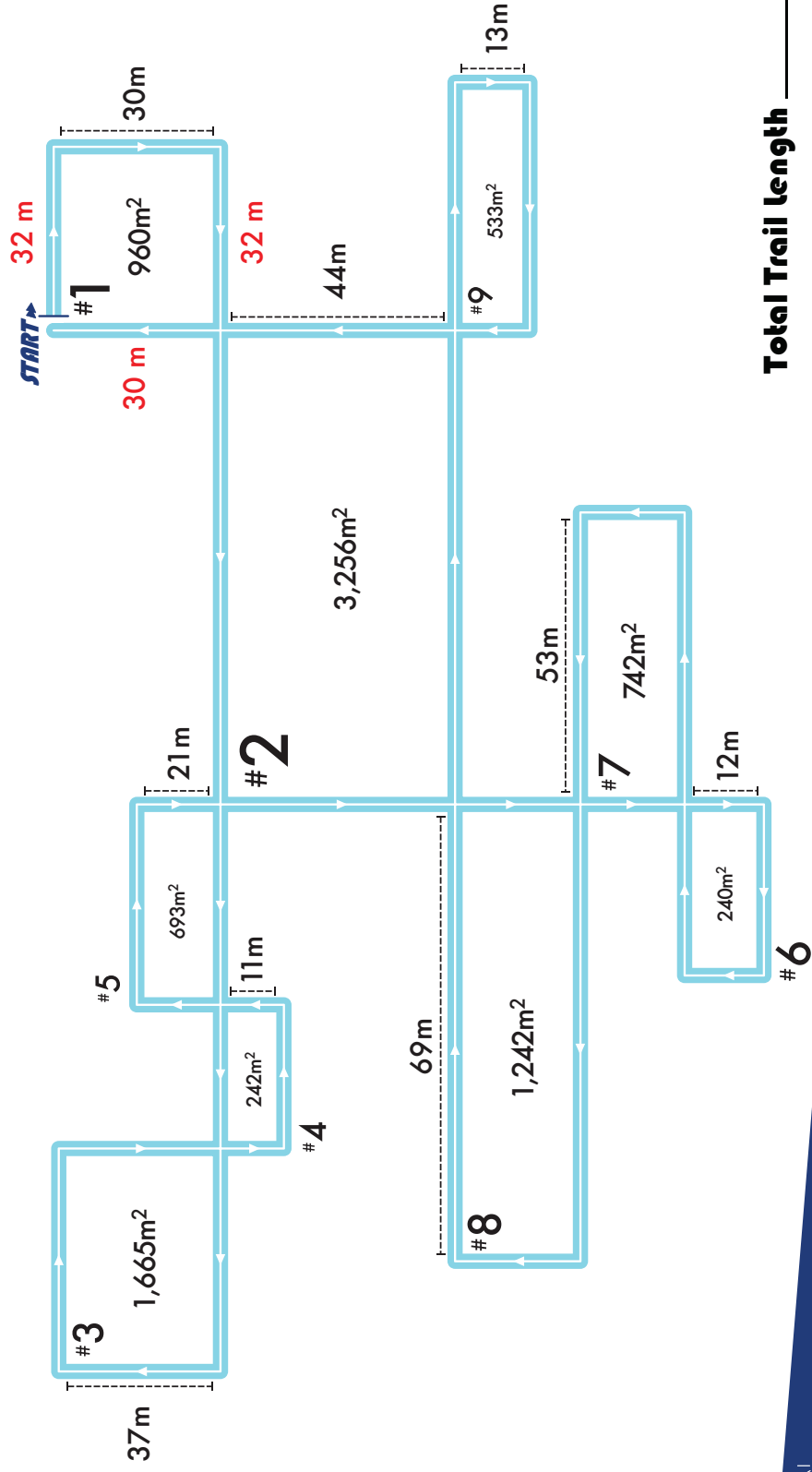


5th Grade

Olympic Arithmetic

ski trail tracker #1

Find the total length of the cross-country ski trail below by finding the length of the individual segments. In each rectangular loop, the area and one side length are given. Use division to find the length of each segment. In each segment (**rectangle area = length x width**, so **length = area \div width** or **width = area \div length**). After you've solved for each segment length, add them together and write the total in the bottom right corner. Remember, m = meters and m^2 = square meters. Use page 2 for help organizing and showing your work.



About Me

Sentence Completion



I was really happy when... _____



Something that my friends like about me is... _____



I'm proud of... _____



My family was happy when I... _____



In school, I'm good at... _____



Something that makes me unique is... _____

Self-Esteem Journal

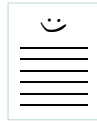
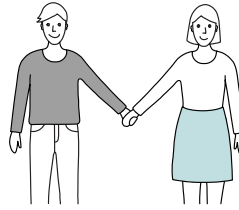
| | | |
|--------------|---|--|
| MON. | Something I did well today... | |
| | Today I had fun when... | |
| | I felt proud when... | |
| TUE. | Today I accomplished... | |
| | I had a positive experience with... | |
| | Something I did for someone... | |
| WED. | I felt good about myself when... | |
| | I was proud of someone else... | |
| | Today was interesting because... | |
| THUR. | I felt proud when... | |
| | A positive thing I witnessed... | |
| | Today I accomplished... | |
| FRI. | Something I did well today... | |
| | I had a positive experience with (a person, place, or thing)... | |
| | I was proud of someone when... | |
| SAT. | Today I had fun when... | |
| | Something I did for someone... | |
| | I felt good about myself when... | |
| SUN. | A positive thing I witnessed... | |
| | Today was interesting because... | |
| | I felt proud when... | |



Exercises for Building Self-Esteem

Sentence Completion

1. My best friend is...
2. Sometimes I wish I could...
3. I gain strength from...
4. I love when...
5. I believe that...



Self-Esteem Journal Prompts

- I feel empowered when...
- My loved ones are proud of me because...
- My best quality is...
- I'm looking forward to...
- My greatest accomplishment today was...

Gratitude Exercise

1. Today, I am grateful for...
2. Some things I need to express gratitude for...



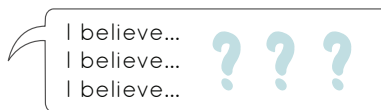
Negative Self-Talk Exercise

Consider an unwanted thought, identify the triggers, note the associated emotion(s), gather evidence that doesn't support the thought, come up with an alternative thought and list its associated emotions(s).



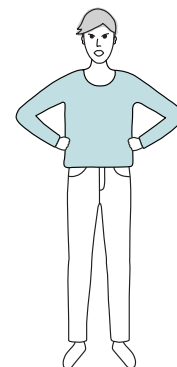
Identifying and Challenging Core Beliefs

Recognize the profound impact our core beliefs have in our experiences, our feelings, our behaviors, and the associated outcomes; identify three negative core beliefs and three reasons each belief is not true.



Assertive Communication Exercise

- Passive Communication: being too nice, overly compliant, putting one's self down.
- Assertive Communication: being firm but polite, compromising, standing up for one's self.
- Aggressive Communication: being mean or harsh, bullying or trampling others.
- Think of three instances in which you used assertive communication.
- List the emotions you felt after each instance.





6 Self-Esteem Activities for Teens

Affirmations

1. Start with the words "I am..."
2. Keep them positive
3. Keep them short and specific
4. Keep them in the present time
5. Include a "feeling" word about yourself

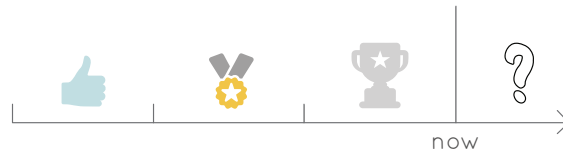


Self Confidence

1. Think of a situation in which you felt confident
2. Think of a situation in which you lacked confidence
3. Brainstorm ways to feel more like you did in situation one than in situation two

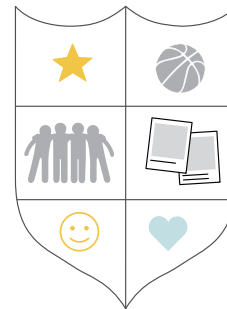
List your wins in:

- The first phase of your life
- The second phase of your life
- Recent successes
- Successes you want to achieve in the next five years



Coat of Arms / Family Crest

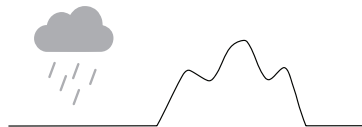
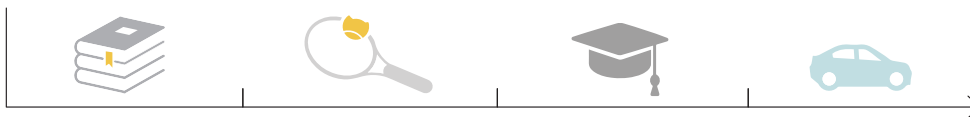
Fill the crest with things you value, things you love, or anything that you feel represents you. Be creative and decorate it to reflect who you are.



My Goals

Setting Goals:

- Something I want to accomplish in the next week
- Something I want to accomplish in the next month
- Something I want to accomplish in the next year
- Something I want to accomplish in the next five years

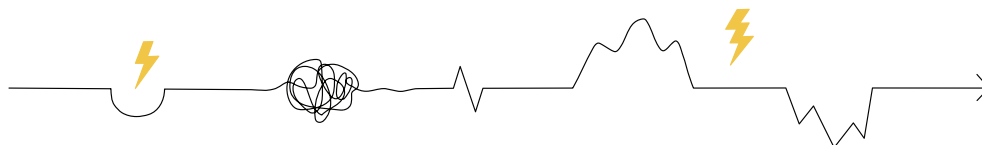


Obstacles and Strategies:

- Obstacles to reaching my goals
- Things I will need to do to achieve my goals
- What I can begin doing tomorrow to work towards my goals

Flipping Your Mistakes, Failures and Obstacles

Think about the mistakes, obstacles and failures you have faced, brainstorm how to flip each one, and commit to the flip.

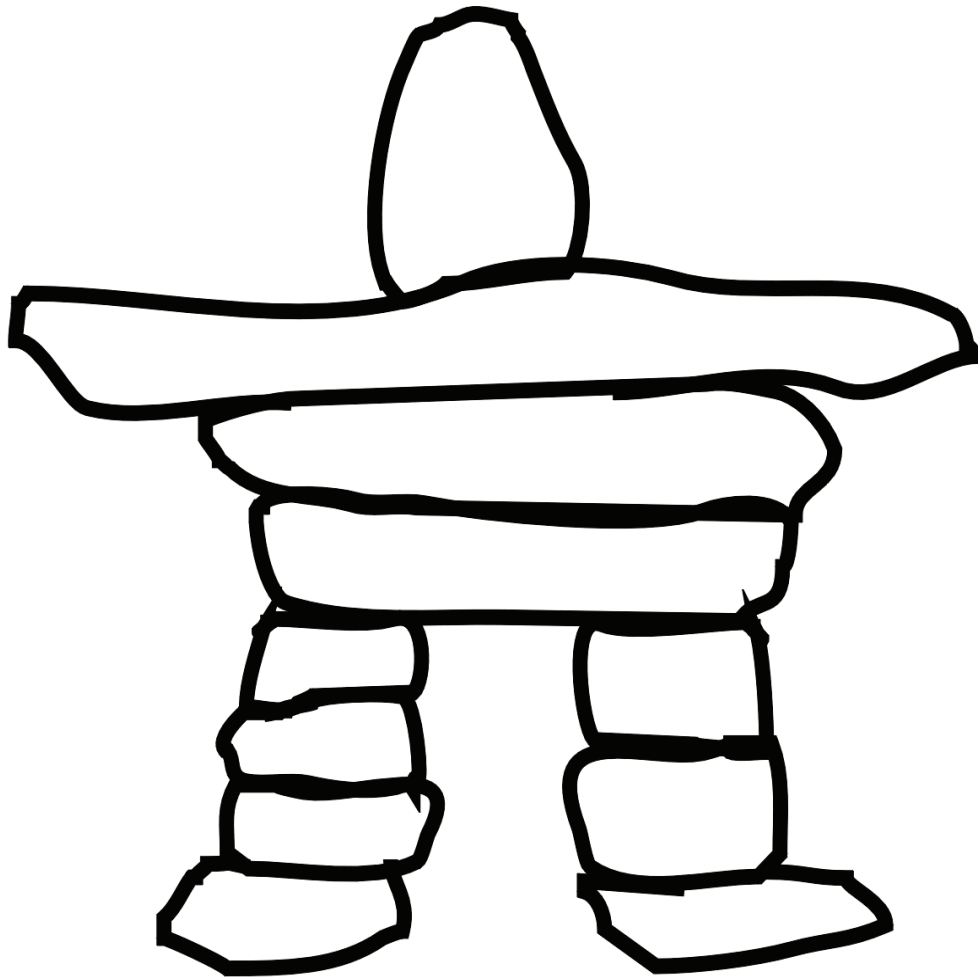


Inukshuk Exercise

Instructions:

1. Think of the person you most admire. Reflect on this person and why you chose him or her.
2. Write one quality of this admired person in each of the stones of the inukshuk on the handout (11 qualities in total).
3. Often, we are drawn to people who have some of the same qualities we have. Write the words “I am” at the top of your inukshuk, and think of yourself as possessing all of the qualities you have written down.
4. Reflect in writing below about how accurately the qualities describe you. Which qualities need to be developed more for you to become the kind of person that you admire? How might you develop these qualities?

INUKSHUK



The Inukshuk is a stone monument guiding travellers in northern Canada. It acts as a symbol of greeting and direction.