



HOPE

A STEP BY STEP LESSON PLAN BOOK DESIGNED TO HELP
IMPROVE SELF CONFIDENCE IN CHILDREN

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WHAT IT MEANS TO TEACH SELF CONFIDENCE

Before I can explain the manner in which I go about teaching self confidence, I would like to first define what I mean by the term “self confidence”. Confidence, when applied by an individual, is the ability to view ones whole self, body and mind, in a positive manor. Further more, the individual should also be capable of expressing themselves in positive ways even when they are around other people. Self confidence in this expression does not mean cocky or boastful. The individual does not brag about their achievements and talents all the time, but they are able to speak positively about their capabilities within normal conversation.

Signs of low confidence include self deprecation, or negative commentary towards one’s self. Even if an individual is talking about themselves harshly in a joking manor, there should still cause for concern as the joking appearance can be a masking method meant to cover more serious issues. Children with low self esteem may not want to interact with others, or they may be excessively seeking attention in obnoxious ways. Sometimes insecure kids will even turn to bullying due to jealousy or discomfort.

Reversing negative self imagery is not always easy. Some individuals can be closed off and refuse help or they will pretend that they are fine. Others simply need a lot of understanding and time. Age must also be factored in. Middle school ages are often harder to teach high self esteem than elementary school kids, because older kids are often experiencing more social influences and pressures. No matter what the situation is, the process of teaching children and young adults to accept a positive mind set requires patience, dedication, and a lot of enthusiastic encouragement.

One of the best ways to teach confidence is to lead by example, so be sure to exude an attitude of positivity and confidence as well. Kids will feed off of this energy, and many will even copy it on their own. All in all, try to have fun with the projects and the kids should have fun as well.

Lesson 1

HANDS

Materials: Pencil, paper, marker, colored pencils or crayons

Suggested Time: 30–45 minutes

The Basic Idea: Start off in a large group for discussion. Explain to the students that there are things in life that can be harmful to us and that these things should be “let go”. Give some examples such as hateful emotions, destructive behaviors, harmful substances, etc. Next inform the students that there are also things that should be held onto such as supportive people, healthy activities, helpful behaviors, etc. Encourage the kids to speak up and give their own examples and reaffirm or correct their statements as necessary. Once the students seem to understand the concept pass out the supplies and have them find a seat.

The first thing they must do is trace both hands on the paper. They may need help tracing their non-dominant hand, so encourage them to get help from a friend or desk partner. If they trace in pencil, have them outline the hands with marker. Then label the left hand with the words “let go” and the right hand with the words “hold on”. In the proper hands, the kids write down things that they should let go of and hold on to. Once they are finished writing, they may illustrate their ideas within the hands or around them. Once they are finished drawing they can add color.

If the students are comfortable sharing and explaining their work to the class they may do so. If no one wants to be caught in the spotlight, the kids can all put their work on their desks or workspaces, and the class can walk around as if going on a “gallery walk”.

Debrief Questions:

Why should we let go of certain things and hold on to others?

What happens when we hold on to things we shouldn't?

Why do we sometimes let go of things we should hold on to?



CORE VALUE APPLES

Materials: Red or green colored paper, white paper, black paper, scissors, glue, and a writing utensil (pen or pencil)

Suggested Time: 60 minutes

The Basic Idea: Start off in a large group for discussion. Explain to the students that there are certain beliefs and ideas that they hold within their “core”. These unique ideas are their fundamental virtues that determine the way they treat themselves and the way they treat each other. These core values can include but are not limited to preferences, fundamentals, responsibilities, religion, habits, etc. One can consider being an environmentalist a core value. Someone else may believe strongly in the benefits of technology. Be sure to inform the kids that not all core values are positive. Sometimes people live by negative core values too. They may feel the need to be selfish or overly possessive. Let the kids know that these values should be “let go” in favor of more beneficial beliefs.

Have the kids brainstorm and decide what their strongest beliefs are. If they find it helpful to make a list, then this should be an available option. Once the kids are ready, pass out supplies and have them find an area to sit. Start off with the red or green paper. Instruct the students to draw an apple shape, using as much of the paper as possible. If needed, they can use the provided template. Cut out the shape. Next draw a smaller apple shape on the white paper, and cut that one out as well. Finally cut out several little black seeds and a stem if desired. Glue the apple shapes together with the white one on top, and glue the seeds and stem on top of the white paper. Once the apple is assembled, let the kids write their core values inside the apple core.

Debrief Questions:

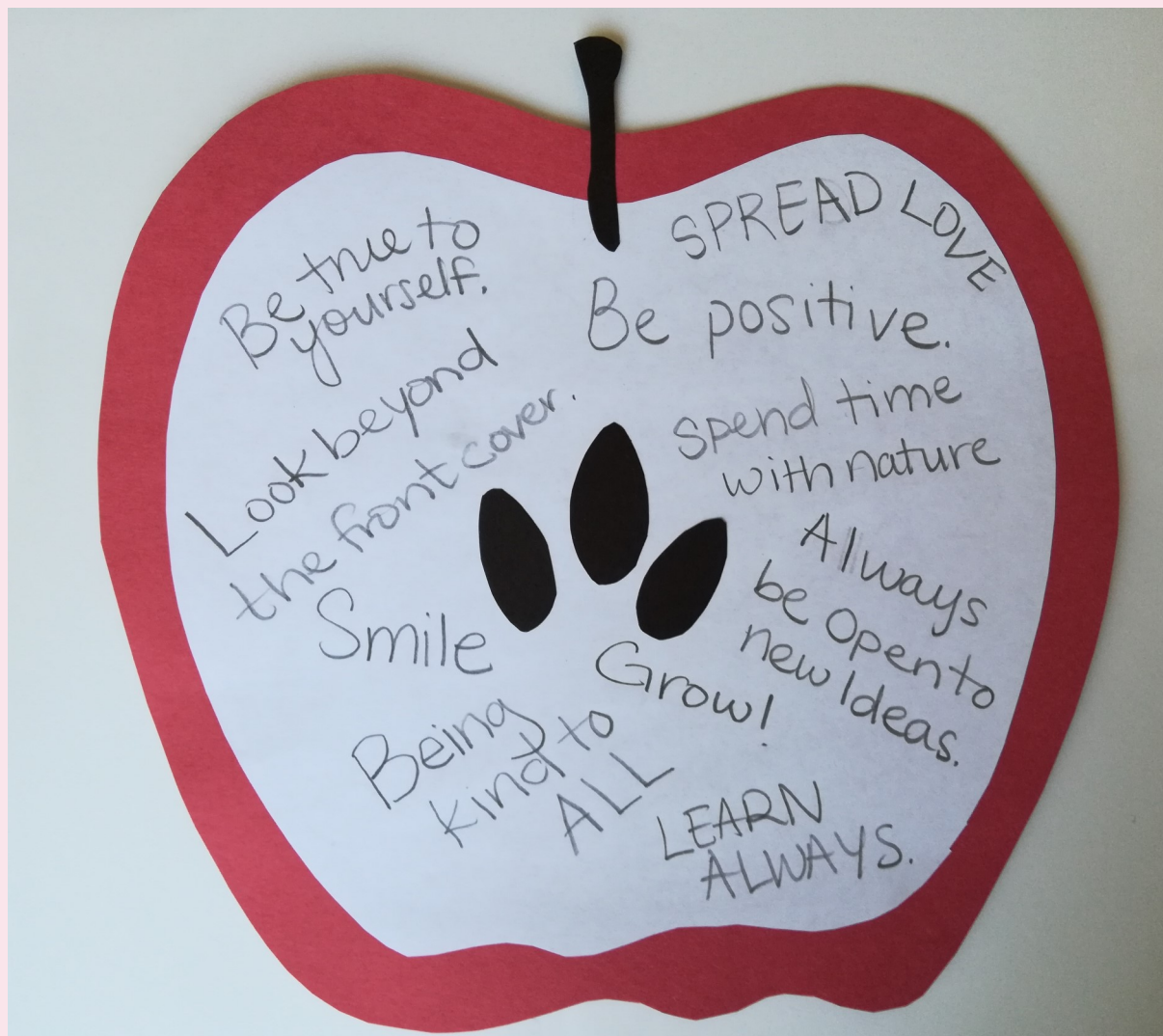
Why are core values important?

How do we use our core values in everyday life?

Why does the term core values use the word “core”?

What does it mean to have strong core values?

Can core values change?



PERMANENT INK DRAWINGS

Materials: Paper and Ink pens or markers

Time: 30–45 minutes

Basic Idea. Start off in a large group for discussion. Explain to the students that in life people have to work through their mistakes. There is no way to completely erase one's past, and often we must find ways to use our history to shape our future. Because no one is perfect, no one will have a perfect past. Everyone has made mistakes at one point or another and the manner in which we move past our mistakes is what shows our true capabilities. The goal is not to be perfect, but to be flexible and capable of solving problems in creative ways. Inform the students that they will be drawing in ink, and just like in life, they are bound to make a few mistakes. Encourage them to keep the mistakes visible and instead of trying to scratch them out, build off of them. Tell them that art doesn't always have to be visually perfect in order to be valuable or meaningful.

Pass out materials and have the kids find a place to sit and draw. Have the students start by drawing a circle quickly on the center of the paper. Hopefully, their circles will not come out perfectly even. Once they have drawn their shape, tell them to assess the imperfections and build off of them. Be sure to let them know that their drawings do not have to be realistic, and that they can be composed of simple lines and shapes. Past this point they are on their own. The kids should start drawing what they see, and if they make another mistake be sure that they pause and reevaluate. Once they have successfully worked through several different mistakes they may stop. If there is extra time, they can add little details or color their image in. Finally, have them share or perform a gallery walk.

Debrief Questions:

How did it feel to draw freely without fear of making mistakes?

What did you do when you realized something was "imperfect"?

Did you learn something new about yourself while performing this exercise?

Are you happy with your finished product? (It is okay if they are not).

FRAGMENTS OF ME

Materials: Pencils, Colored Pencils, and Sketchbook

Time: 45-60 mins

Basic Idea: Start off in a large group for discussion. Explain to the students that memories are an essential component of one's identity. Without them we would not remember who we are or what we have done in the past. If there is enough time, invite the kids to share some of the most important memories they can recall. Be sure to inform them that important memories can be both good and bad. A sad or painful memory is not necessarily unimportant. Some painful memories, such as the loss of a close friend or family member, can be essential to an individual's identity. Once the students have shared, Explain to them the abilities we have because we have memories. We are able to retain important information such as languages, muscle memory, and even feelings and emotions. Furthermore, we can learn from our mistakes because we are able to remember what we did wrong.

Next, talk about how memories can be stored through pictures and artwork. Photography is an art form that allows us to capture the exact images that were occurring at various points in our lives. However, photography is a fairly new practice compared to painting. Humans have utilized paintings for thousands of years. We started off using natural dirt and herbs, painting on cave walls and stones. Then we discovered paper, and eventually the synthetic paints we have today. The use of art has allowed us as a race to capture moments that occurred in history even before photographs existed. We still use paintings to capture memories today, and it is my hope that we always will. This is because painters have the ability to capture memories not as they are, but as they feel. An artist can capture the emotions and can edit objects into or out of the frame as they please. This allows them to capture the emotions and context of their image in a special way, that can not be accomplished in the exact same manor through photography alone. If possible find some examples of art that appear to capture valuable memories.

Next, have the kids find a comfortable seat and instruct them to divide up their paper through the use of shapes or lines. Encourage them to get creative and make both large and small shapes. For each section or shape on their page, they must come up with a memory that is significant or important to them. They should illustrate this memory with symbols or a photo-like image. If they finish sketching early, encourage them to add captions or words for each memory, or even to write a story. When they finish writing, they may color in their images however they please.

Debrief Questions:

Were you able to recall a lot of memories or just a few?

Do you think it would be easier to recall a memory if you received some sort of stimulus such as an object or idea that reminded you of your memory?

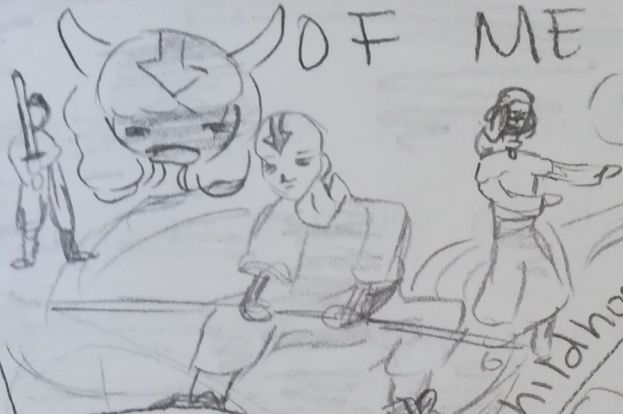
Does this project make you feel like it would be best to capture important memories as soon as possible?

How did these memories make you feel? Were they good or bad memories?

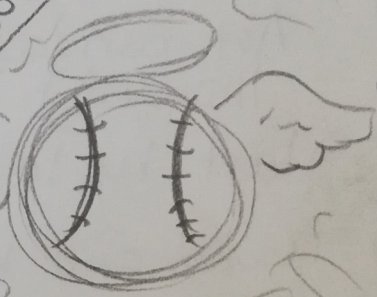
How does it feel to capture these memories and put them onto paper?

FRAGMENTS OF ME

Western World ...



Childhood Shows...



... and so on

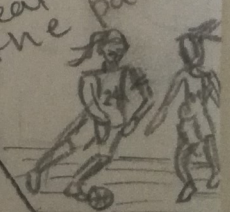


And a Family that's home...

New Friends...

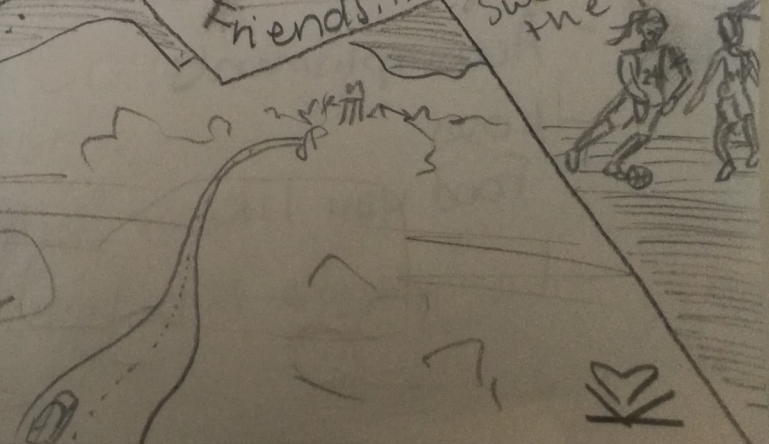


Sweat through the pain...



New Experiences...

ROAD TRIPS...



RELATIONSHIP TREES

Materials: Brown and green colored paper, scissors, glue, and a writing utensil

Time: 60 minutes

Basic Idea: Start off in a large group for discussion. Explain to the students that all of us share connections with other people, and that these connections are what we call relationships. Tell them about some of the dynamics of relationships, like the difference between a familial relationship and a relationship between friends. Emphasize the fact that relationships will always change and they must be continually managed. Relationships are affected by many different circumstances and so they are extremely complex. However, they are also extremely important. Help them understand that without healthy relationships, we would be very lonely and perhaps very sad.

Once the kids understand the basic idea, have them list some people who are important to them, and whom they have a strong relationship with. Once the kids have this list let them know that they will be making a relationship tree. Pass out the supplies. Start by drawing the roots, trunk, and branches, as if it were a bare tree, on the brown paper. Cut the shape out and then move on to the leaves. Have the students draw at least 4 leaves and have them cut them out as well. Paste the leaves onto the tree branches. Next, have the students assess their list of individuals and decide which relationships form their roots. These relationships could be their parents, caretakers, or other important role models. These names should be written on the roots of the tree. Next, have them choose several names that form the trunk. These people should be other individuals who support them in everyday life, and could include friends or other family members. Lastly, place the remaining names on the branches. These names should include individuals that the kids are either just getting to know or those who they would like to get to know better. Like leaves on a tree, these relationships are the most likely to change and the newest growth.

Debrief Questions:

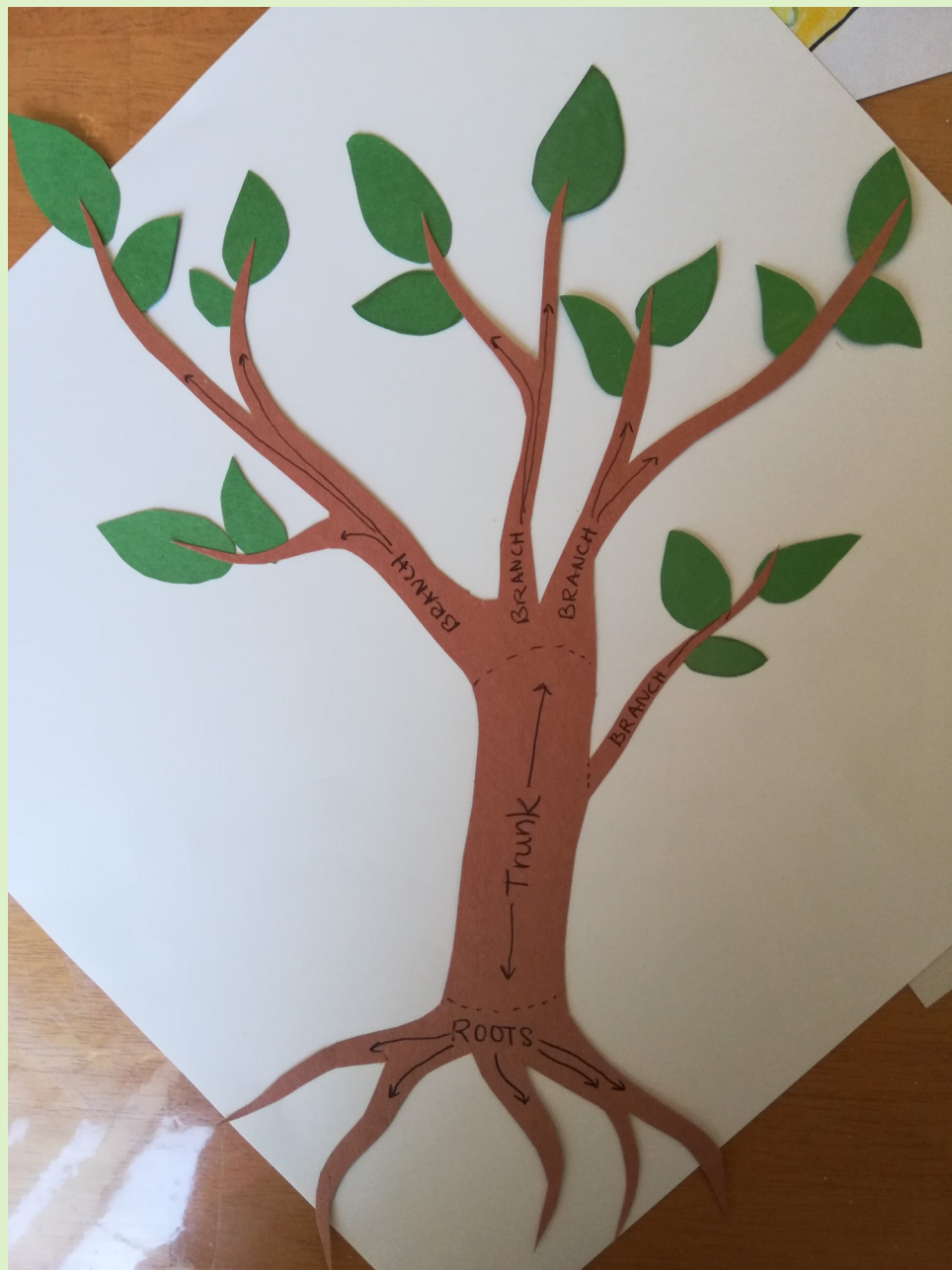
What is the importance of having the strong relationships that form the roots of the tree?

What is the importance of the relationships that form the trunk?

What is the importance of the relationships that form the leaves?

Why do we need many different relationships?

How do our relationships shape us as individuals?



SELF CARE PLANTS

Materials: Construction paper, scissors and glue, and a writing utensil

Time: 60-120 minutes

The Basic Idea: Start off in a large group for discussion. Explain to the students that a plant is a living thing that needs various elements to help it grow. Ask the kids what it takes to take care of a plant and have some of them say their answers out loud. Be sure that things like food, water, nutrients, sunlight, air, and space are mentioned. Make the connection that people, like plants, need certain components to grow too. Then give the kids some time to say the things that people need to grow. If their answers are mainly physical like “food” and “water”, be sure to mention the fact that people can grow mentally as well. Help them understand that mental growth requires some of the same factors as physical growth, but it also requires several unique aspects. Discuss with them the need for healthy relationships, a consistent flow of new knowledge, new experiences, etc.

Next, explain to the kids that some of the things we need to grow come from ourselves. These items include a positive mindset, confidence, trusting one’s abilities, acknowledging faults, etc. Often we are also in charge of our own physical needs. We need to be sure that we are drinking when we are thirsty or eating when we are hungry. We shouldn't ignore our bodies needs. Otherwise, we will struggle to grow. Help the kids to see that there are also situations that keep us from taking care of ourselves. Sometimes we find ourselves in environments where our bodies are being neglected or hurt in a physical or mental sense, and we are not capable of stopping the issue on our own. Make sure that the students know that they should seek help from a trusted adult if they are in a situation where their body or mind is not receiving the proper care.

Once this is communicated, have the kids gather their supplies and find a seat. Start by having them create a “pocket pot”. They can either use the template provided, or they can draw their own pot shape. Next have the kids draw a plant. It can have flowers, leaves, fruit, or anything

that they think represents them. Once their plant is finished, Have them glue it down to the pages inside their pot. The students will then need to cut up a paper into several strips. On each strip have them write something that they need to give themselves in order to grow either physically or mentally. Have them fold up each of these paper slips and tuck them into their pot.

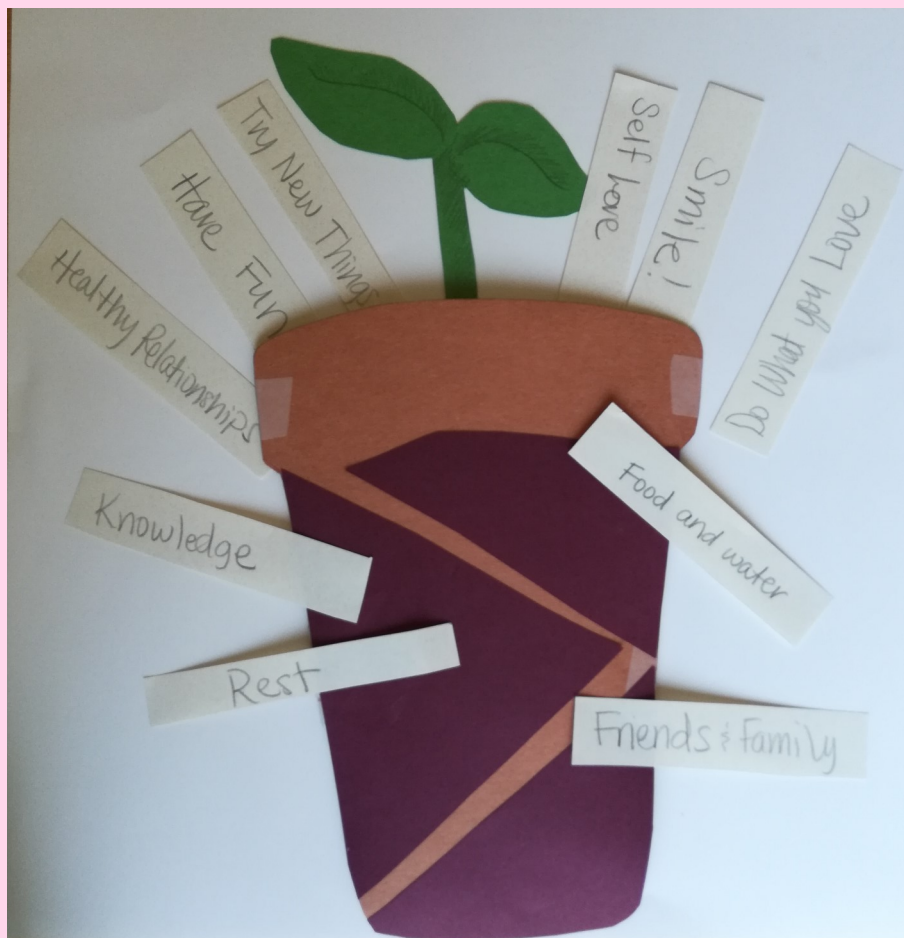
Debrief Questions:

How are we similar to plants?

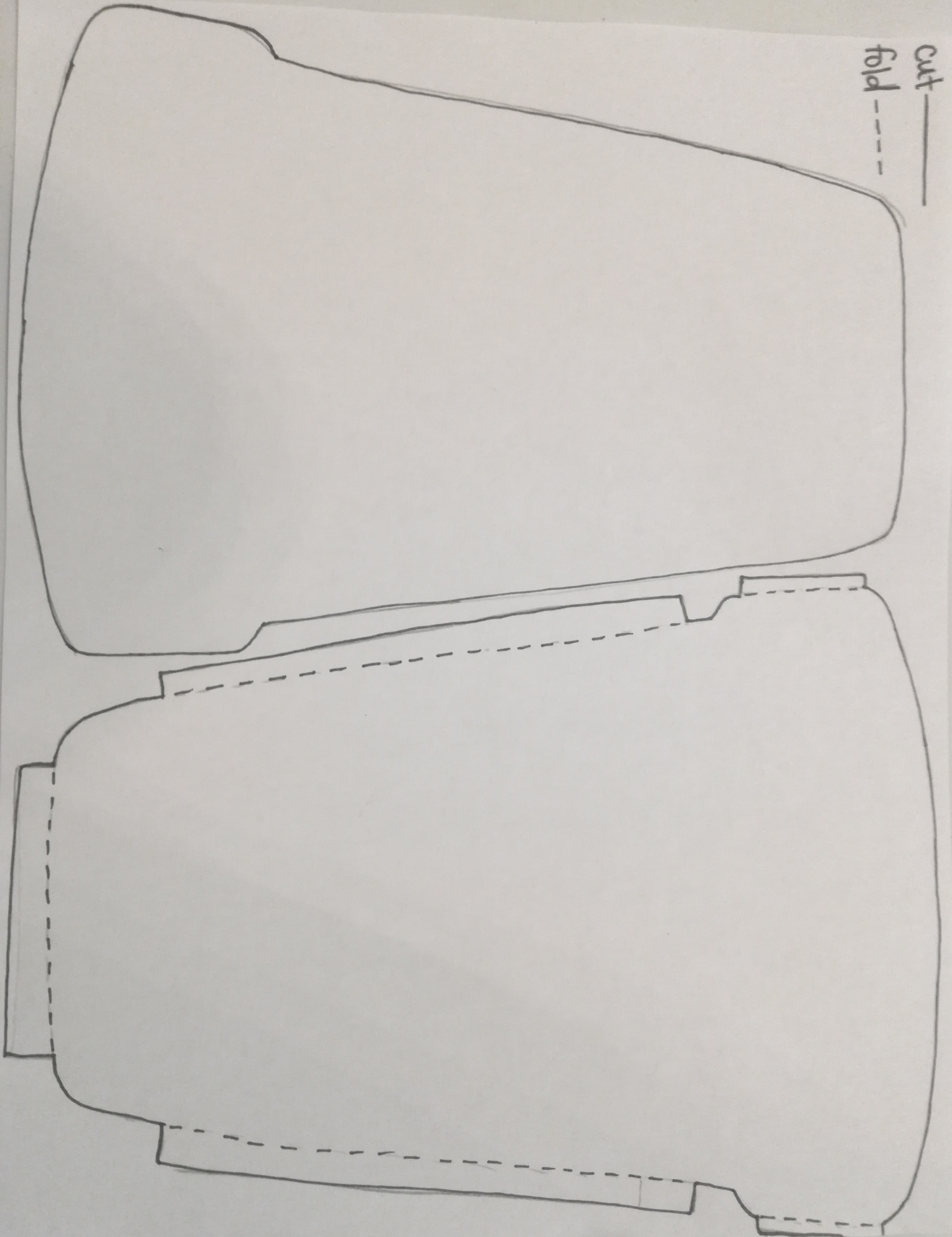
Why is it important for us to grow?

How can we help ourselves grow?

What kind of situations would keep us from growing?



cut ———
fold - - - -



TIMED TRIALS

Materials: Paper, pencils, timer or clock, and Printouts

Time:45 minutes

The Basic Idea: Start off in a large group for discussion. Explain to the students that in art perfection is not always ideal. Sometimes it is important to work quickly and loosely. This style of work requires decisiveness. In order to create something that is loose and flowing, one must be assertive with their actions while avoiding both indecision and perfectionism. There are also times in life where we should live loosely and not seek perfection. If we are always trying to be perfect, then we will end up stressing over minute details that are not necessarily important in the “bigger picture”

For this project the students can either work alone, paired up, or in groups. Each group will need a copy of the images provided. Starting with image 1, give the students 5 minutes to draw the image. Be sure that they are drawing quickly. They should be working to make the image recognizable but not perfect. Once they re finished have them move on to image 2. For this image they only have 3 minutes to draw so emphasize the fact that they must draw quickly in order to get the whole image transferred. Next, they can move on to image 3. For this image they will be down to 1 minute. Make sure that they understand that this is a very small amount of time and they will need to work extra fast. For images 4 and 5 they will have 1 minute each, just like image 3. Lastly they move on to image 6. This time, the kids will have 3 minutes again. Tell them to continue working quickly and see how detailed they can get now that they are used to drawing fast.

Have them compare their first and last drawings and look for improvement. The drawing style may not have changed but they should compare content and see if the final image is more complete compared to the first.

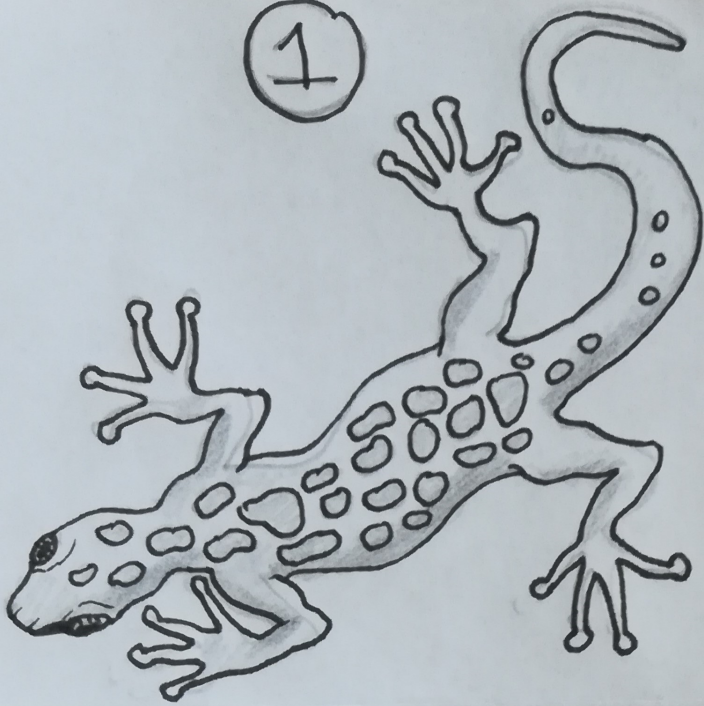
Debrief Questions:

How did it feel to be timed?

Did you like drawing quickly? Was it harder or easier than usual?

How can the desire to be perfect sometimes prove to be harmful?

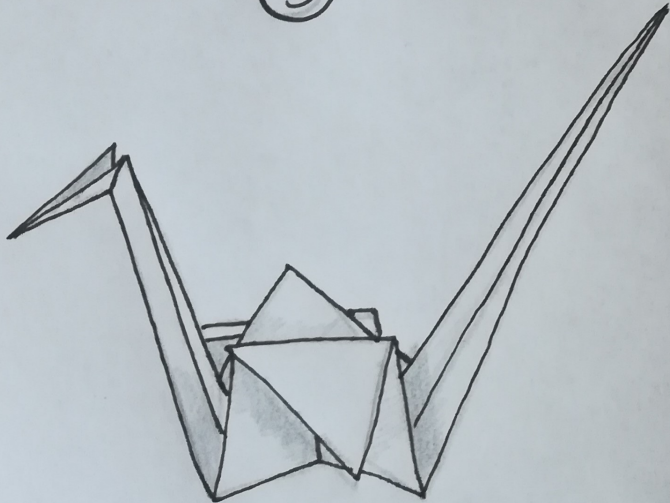
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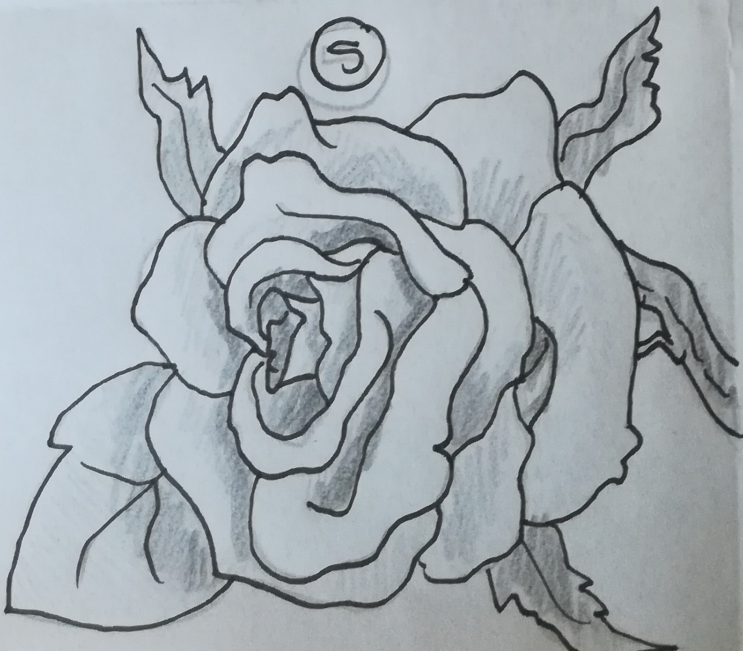
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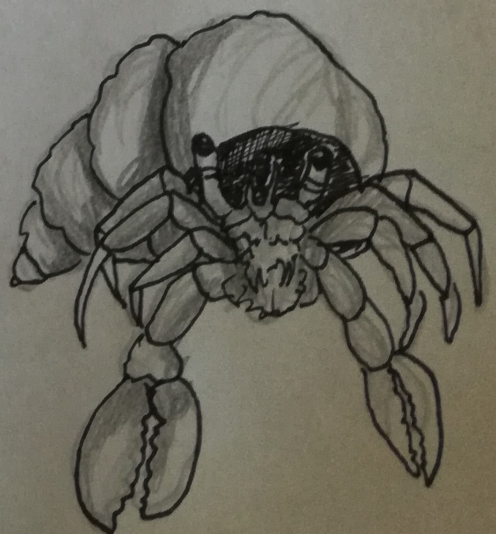
4



5



6



SUCCESS STORIES

Materials: Pencil and paper

Time: 45 minutes

The Basic Idea: Start off in a large group for discussion. Explain to the students that it is important to visualize the goals that they plan to work towards. By doing so they can see what they need to do to achieve these goals. Inform them that they will need to start visualizing their success story. Each of them will likely see something unique, because each of them probably view success differently. For some it might be a long term goal, while others may visualize something more short term. If they are struggling to come up with ideas, tell them to think about their future job, if they want to have a family, what kind of house they want to live in, what pets they want to have. They could even try thinking about what organizations they want to create or be a part of. Tell them that nothing is out of reach. If they want to invent the cure for cancer or be the cause of world peace then they can.

Once they have their ideas flowing have them grab a paper and pencil and find a seat. First they should start by writing their success story down. If they don't want to write in story format, they could write a poem or a list instead. Once they are finished writing encourage them to illustrate their story. Tell them that by drawing it, they can begin to flush out more of the details. Encourage them to color their drawing as well.

Debrief Questions:

How did it feel to visualize yourself as a successful individual?

What can you do in everyday life to ensure that these stories come true?

Is it possible that over time your ideas of success will change? Is it possible for them to become even greater?

I AM POEMS

Materials: Pencil, paper, marker, and colored pencils or crayons.

Time: 45 minutes

The Basic Idea: Start off in a large group for discussion. Explain to the students that they will be writing “I am Poems”. The purpose of these poems is to reaffirm their own positive self image. I am poems are started with the statement “I am” and followed by a list of good qualities that the student believes they possess. Then the poem ends with the statement “because I am” followed by the student's name. This poem is saved till the later part of the lessons because it is meant to reflect on the qualities that students discovered about themselves in previous lessons.

Have the students reflect on past lessons and discuss what they discovered about themselves. If they have forgotten some of the lessons, list the ones that were used. Once the kids begin to recall the different ideas and knowledge that were acquired, have them get their supplies and find a seat. Start off by drawing squiggly lines across the page in a horizontal direction. Then use these lines to write the lines of the poem. Be sure to walk the kids through each section of the poem so that they follow a similar format. Once they finish writing, have them color each section in.

Debrief Questions:

How did it feel to write these poems?

Was it hard or easy to think of qualities to write down?

Why is it good to physically write down words like these about yourself?

I am... Creative,
friendly, loving, happy,
OUTGOING, hard working,
COMPASSIONATE, kind,
FUNNY, helpful, smart,
responsible, OPTIMISTIC,
insightful, Observant,
determined, brave,
MOTIVATED, energetic,
& SINCERE, because
I am KariSSa.

COMPLEMENT CARDS

Materials: Pencil, paper, marker, and colored pencils or crayons.

Time: 30 Minutes

The Basic Idea: Start off in a large group for discussion Explain to the students that they will be making complement cards. Discuss how giving complements often makes us feel good about ourselves. When we show others appreciation we are able to better understand how we can show ourselves appreciation. For this project, students should think about someone that they rely on, or someone in their lives who is a positive influence. This could be someone that they wrote down on their relationship tree or just someone that they admire. The students will gather their supplies and find a seat. Instruct them to create a card for that individual that complements them in some manner. They should get creative and make the card decorative and colorful.

If possible they will give the card to that individual in person in order to see their reaction. But if they do not see the individual often they can have their guardian help them mail it to their person or send a picture. Encourage the students to make these cards in the future as well, and tell them that they can make them to thank people as well. Giving out complements is a nice way to brighten someone else's day. In doing so, it is quite possible that the kids could end up feeling happier too.

Debrief Questions:

How did you feel while making these cards?

Why is it important to complement others?

When can you give someone a complement? Does it always have to come in the form of a card?