



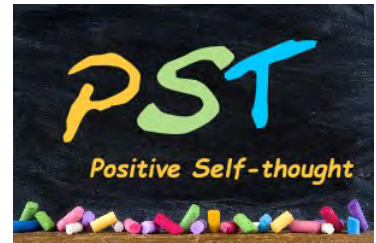
Welcome to KAP
"KIDS AFFIRMATION PROGRAM!"

EDUCATIONAL & INTERACTIVE
Grades 1 to 3 & Grades 4 to 6
Kids and Parents Together
For Home & School



KIDS AFFIRMATIONS PROGRAM
Kids And Parents Together

kids learn the value of



Dr. Anne Marie Evers, D. D.
J.D. Michaels, *the Curriculum*
Guy

K_{ids} A_{nd} P_{arents} Together

Dear Parents, Teachers, Caregivers, and Community Workers:

Welcome to the K_{ids} A_{ffirmation} P_{rogram} fondly known as KAP.

Please visit KAP's Official Website at www.kidsaffirmationprogram.com for an overview of the program, the key principles and practices your child will learn, view the learning modules, sample the music your child will hear, and test drive any of the Affirmations provided on-site.

If you have any questions about the program, visit our FAQ (Frequently Asked Questions.) page on the website. Should you have any questions that are not answered there, submit your inquiry to us via the Email Us page.

Take advantage of many of the free downloadable learning and support materials from our website. These complimentary learning materials provide you and your child with support, and when practiced at home, or at school, will have a positive impact on your family life and community, respectively.

Your KAPtains

Dr Anne Marie Evers
J.D. Michaels, *the Curriculum Guy*

About the **KAP** Program
KAP – A Triple E Program
KAP is Educational, Entertaining, and Experiential.



- 1. The Kids Affirmation Program (Children's Affirmation Program) teaches each child to be** The “**KAP**tain of his/her LIFE!” *Under the watchful and caring eyes and guidance of paren and supportive teachers, coaches, mentors, and other trusted community workers*
- 2. Children learn to use affirmations to create and maintain positive self-worth and healthy and lasting relationships** with family, siblings, friends, peers, neighbours, and other members of the community.
- 3. KAP** provides a **fun-filled and safe learning environment** that **teaches children how to use affirmations and other strategies that result in positive daily living and learning, at school, at home, and at play.** This **interactive and experiential** program **affirms and strengthens each child’s sense of worth, personal value, giftedness, and contribution to others.**
- 4. KAP** (Kids Affirmation Program or Children's Affirmation Program) is **ideal for home, school, and families choosing home-schooling** as an option to educate their children. The **learning modules can be easily integrated into faith-based schools or organizations.** Parents, teachers, and/or community volunteers simply follow the step-by-step processes outlined in the program to reach the desired outcomes.
- 5. The learning modules are meant to serve as a springboard to inspire you and/or the children to create other activities** that are meaningful to your unique and special circumstances. Incorporating home-grown activities fosters greater personal ownership, responsibility, and accountability for the program

PST - Program Password Grades 1-3
PST! What's the WORD, Thunderbird?
Password: *PUT A GOOD WORD IN!*

PST - Program Password Grades 4-6
PST! What's the WORD, Thunderbird?
Password: *RIPPLE EFFECT, RIPPLE EFFECT, PASS IT ON!*



Becoming a CIA Agent

- 1) The Kids Affirmation Program **encourages, promotes, and utilizes** each child's **innate creative** and **imaginative process**.
- 2) Children have an opportunity to become **Creative Imagination Agents (CIA)** through role-playing, storytelling, and artistic activities.
- 3) Your classroom, school and/or home can become a **Creative Imagination Agency Headquarters** where one can **problems solve** and **create a better world for everyone**. Putting an Affirmation in Your **KAP**.
4. Children learn to use affirmations to create and maintain positive self-worth and healthy and lasting friendships with others.



Joining the KIA Team (The Kids Investigate Affirmations)
The NorPA Project (The Negative or Positive Affirmation Project)

Throughout the LA, the children will learn that Words have the power to build-up. Words also have the power to tear down, hurt, and do harm. The words they use have a positive or negative impact. They are seldom neutral, That is why children will learn to develop a series of positive strategies and a storehouse of personal positive power words (vocabulary that **affirms** the positive) to fend off the negativity that they may encounter. Simple affirmations can provide an antidote to negativity that is internally or externally generated.

The development of affirming Personal Positive Power Words is all about celebrating all that is highest and best in each individual student and giving them a vocabulary that they can use to strengthen their self-worth and self-esteem.

Remember, a child's Power Words can be either positive or negative. It is the program's goal to move the children toward more positive words and actions. Each child will always have a mixture of both positive and negative power words. Power Words are expressed as actions/behaviour.



The Goal of the Program
Replace Negative Power Words and Actions
with
Positive Power Words and Actions!

Kids Learn the Value of 'PST'

Building Self-confidence, Positive Attitudes, and Positive Behaviours
Learning to do Affirmations helps a child to develop:



a healthy thought-life,
(my daydreams, what I dream about, think
about, and want to be)



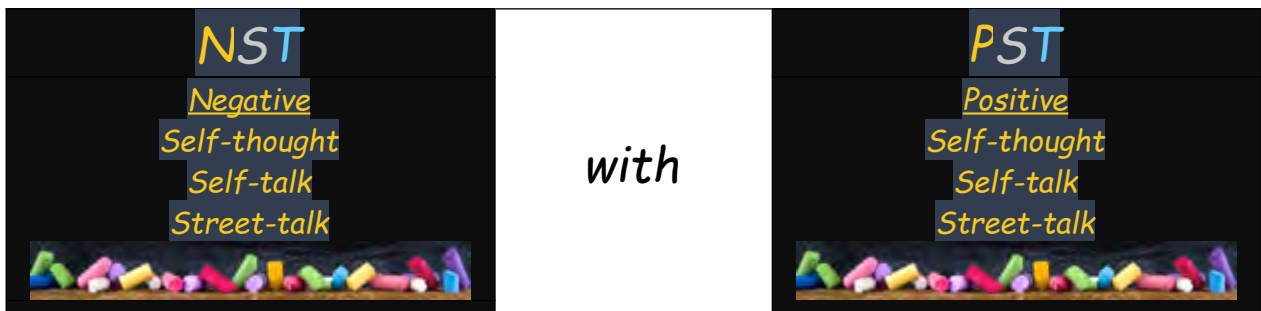
a positive self-talk,
(creating positive messages for that little voice I
hear inside my head)



an effective communication skills
(with family members, friends, classmates, and
others)

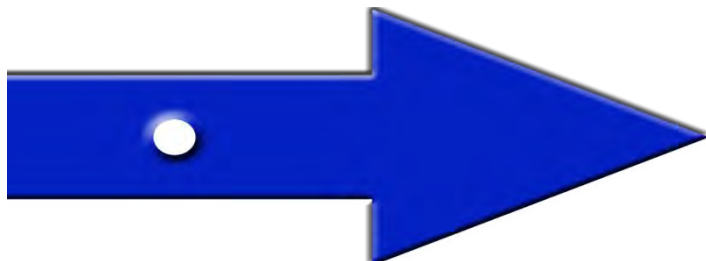
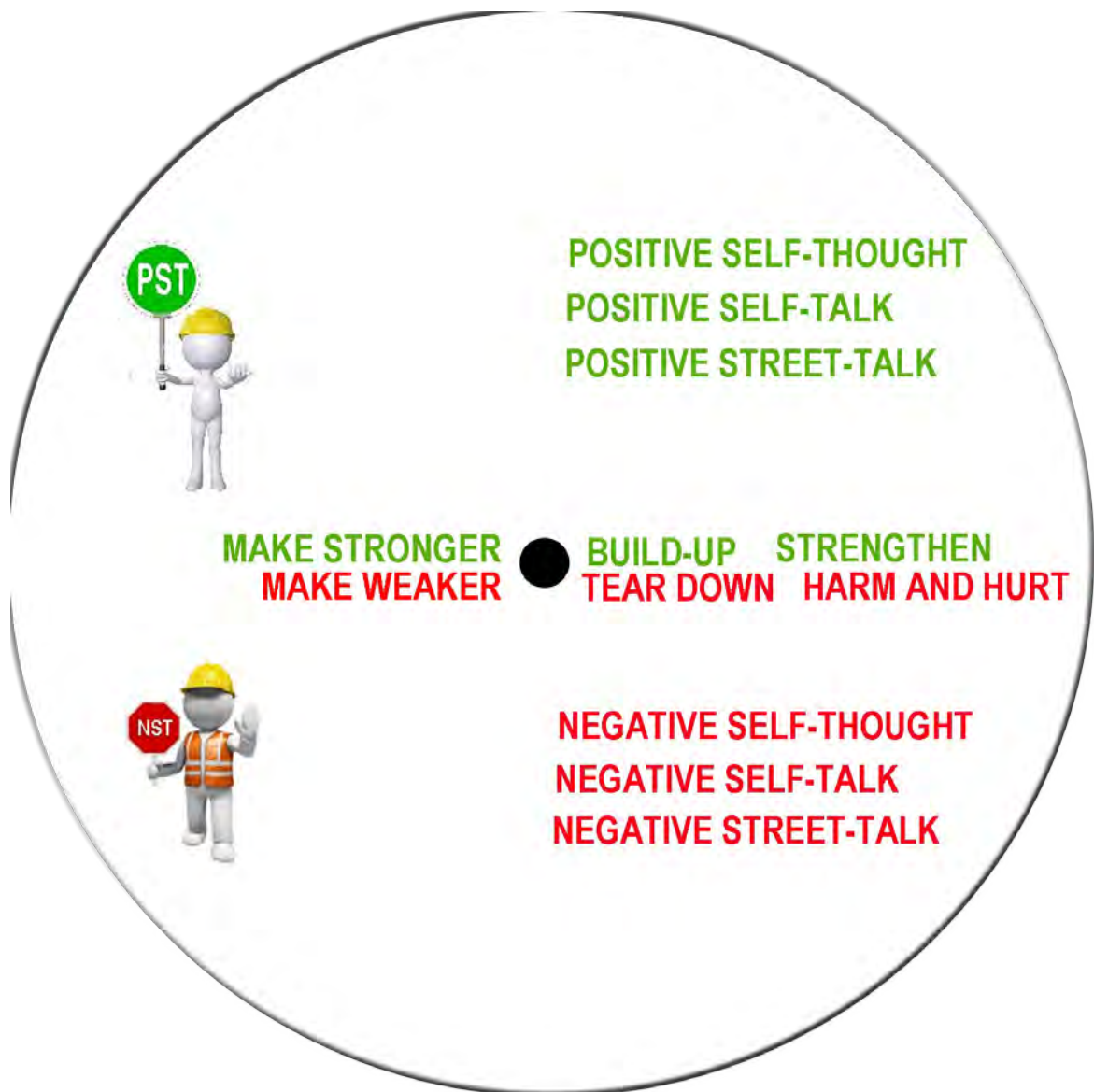
ALL THREE Behaviours are part of **creating healthy, lasting friendships**, and **successful outcomes** at home, at school, and at play.

Replace Negative Thought/Talk with Positive Thought/Talk



Street-talk also includes actions and behaviours, not only words we tell ourselves and others.

PST - NST METER (Individual or Class/Family)



Arrow Spinner



Paper Fasteners

Activity:

Teacher Note:

Use this activity as part of the Introductory Activity and come back to using it when talking about Personal Power Words.

Give each child a copy of this worksheet.

Children cut out the circle and arrow.

They glue the circle to a paper pie plate (back side), or a piece of mania tag or heavy construction paper.

They paper punch the arrow and insert the paper fastener through the whole.

They fasten the arrow to the pie plate and separate the two tips to ensure the arrow head is fastened to the pie plate.

Explain the circle face using words in green and red print.

Generally, the top half describe words that leave you feeling good.

The bottom half describe words leaving you sad and unhappy, even hurt.

Have children share words or phrases they often hear.

They score them on the meter,

Green if the words/phrases make you feel good and better.

Red if the words/phrases make you feel bad or hurt you.

Examples

Words such as

good, great, dummy, stupid, amazing, wow!

Phrases such as

That was really dumb. I can't believe you're that stupid.

That was really amazing for your first try.

Keep on practicing and you will get better and better.

I knew you could do it!

A Further Teacher Note:

PST Green - words and phrases is like addition leaving you with more than.

eg. **1+1=2.**

Positive words and phrases always leave you feeling better about yourself and others.

NST Red - words/phrases is like subtraction leaving you with less than.

eg. **2-1=1.**

Negative words or phrases always leave you feeling less happy about yourself and others.

FAQ – Frequently Asked Questions

Q.1 - Can KAP be integrated with other subjects?

A. Yes, KAP provides activities that are integrated with Language Arts, Mathematics, Science, Social Studies, Music, and Art.

Q. 2 - Can I use KAP with my family?

A. Yes, All the activities are family friendly. The activities can be done by all members of the family to help you grow and support your family.

Q. 3 - What is the best way to use KAP?

A. There are several ways to use KAP -

- As a complete school program in an allotted time frame such as at the beginning of the year for the months of September through to the end of October;
- Do three modules during each of your school semesters of fall, winter, and spring;
- Target a single grade at each of the grade levels (1-3) and junior grade (4-6).
- Do any activity a month interspersing it throughout the year. - Families can choose the order that they may want to do the activities.

Q. 4 - What are the benefits to using the program at school?

A. KAP encourages students to respect others.

- It also teaches the children how to co-operate and work as a team. It will change the school to the positive over time.

Q. 5 - How does it benefit our students?

A. 1) KAP is a cognitive-based program that focuses on changing negative behaviors by changing internal self-thought, self-talk and external street-talk.

2) It promotes the usage of positive words and actions.

3) When children 'feel good' about themselves, they will not be liable to harm others.

People that feel bad about themselves and their lives usually lash out at others or withdraw from their social environment, robbing them and others of their great skills and talents, thus thwarting their growth and development.

4) This program teaches skills that promote confidence, feeling safe, secure, and self-confident. It promotes the feeling of peace and contentment.

5) This program also teaches dignity and respect. Children learn to feel happy with who they are. They are unique as their DNA code!

6) Affirmations program the mind to default to positive programming, just like a computer defaults to its basic and primary program - its root directory.

7) KAP teaches kids to feel great about themselves so they won't be beating up themselves or others. They learn and practice forgiving themselves and others.

Q. 6 - Can this program (KAP) be started at anytime?

A. Yes, however, try to have more than one grade doing the program at the same time. Many activities can be done by grade level, or school-wide.

FAQ (continued)

Q. 7 - Does KAP teach principles that could be against my faith or against the faith of my students?

A. No, we teach respect, honor, co-operation, honesty, community service, and how to be the best one can be in thought, word, and deed.

- See Question 8 as to what principles and practices are encouraged throughout the program.

Q. 8 - Is this a religious program?

A. No, although the major principles taught as part of the KAP can be found in most world religions.

- No world religion would deny their membership the exercise of the practices of mercy, compassion, forgiveness, loving-kindness, gratitude, generosity, service, or the extolling of any of these virtuous acts.

- The Kids Affirmation Program seeks the same outcomes.

Q. 9 - Can I share this information with other family members, friends, teachers, and other people I know?

A. Yes, you can and if you know of any group, organization, school or anyone who cannot afford this program, but who would benefit from it.

- Please submit their name(s) and pertinent information. They could qualify for our *Scholarship Program*.

- The information related to this program, including the curriculum, support materials, guide-books, and complimentary resources and activities, are not available for resale except by Affirmations International Publishing and its designated re-sellers.

Share and tell, but do not re-sell!

The basis of affirmations is positive thinking.

1

What?

a structured plan
a map
to getting what
you want



Like a wish or a goal

2

Who?
anyone &
everyone



Moms, dads,
brothers, sisters,
classmates, friends

3

Where?
anywhere
anyplace



At home, at school,
at play, in the
schoolyard, on the
school bus, on field
trips, or wherever
you go

4

When?
morning
noon or
night



Getting up, before
going to school, on
the way to school,
during school, going
home, at home

5

Why?
something
you'd like
to create



Feel better about
myself and others,
make and keep
friends, being and
doing the best I
can, becoming
kinder, more loving
and forgiving

Teaching Children How Affirmations Work

Doing Affirmations is like planting seeds in a garden, planter, or flowerpot. The only difference is that when you do an affirmation, you are planting the affirmation in the garden of your life. You are planting and growing your affirmation in your body (mind and heart). You will follow the same steps that you would as if you were sowing seeds in a real garden.



The soil is your life, your mind and your heart. You will want to keep your soil healthy.

One way to keep a healthy mind is to practice forgiving yourself and others. Do this by practicing the Forgiveness Toothbrush Activity at least once every day.



The seeds are the positive the self-thoughts and self-talk you want to plant in your mind and heart. Sometimes you want to replace negative and hurtful thoughts and self-talk with positive and helpful thoughts and self talk.

Your affirmations seeds may be expressed as words, pictures, paintings, drawings, collages, songs, dances or movements, or any combination thereof.



To ensure that the seeds will grow, you will have to make sure the seeds receive proper care and nurturing (water, nutrition).

This will also include weeding the garden. Taking out those plants and other things that are stopping your plants from growing.

To ensure your affirmations will grow remember to practice PST Positive Self-thoughts, Positive Self-talk and Positive Street Talk!



Enjoy the Outcome: When you plant a garden, you expect it to grow. Nobody expects the seeds in garden not to grow. Everyone anticipates beautiful flowers, an abundance of vegetables and/or fruit. Included in this abundance are seeds for the next planting. Nature's plan is that one seed will result in many more plants and seeds.



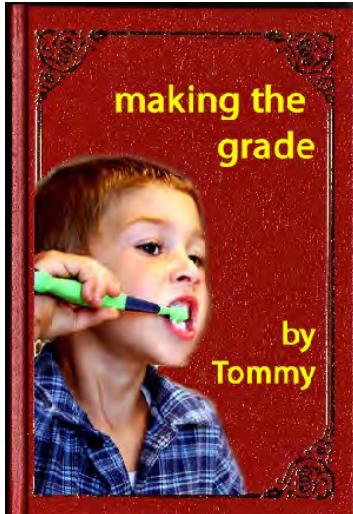
See the Grow Little Plant Grow Learning Activity



Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.

Learn how Tommy, a Grade 3 student, used the Toothbrush Activity



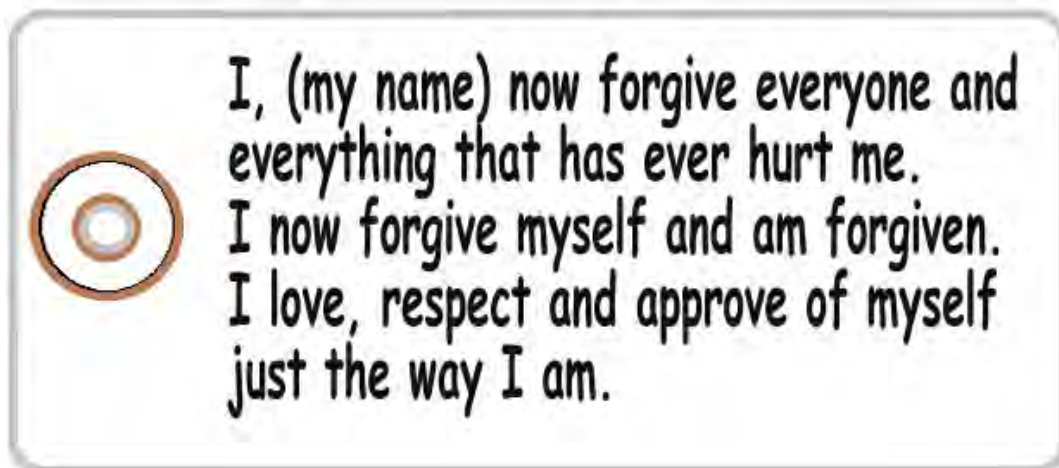
Kids Affirmation Life Tools – "The Toothbrush Activity"
Tommy used it and was delighted with the results.

"Caring for Your Teeth" while "Caring for Your Heart"

Tommy, a third grader, learned about the Toothbrush Activity. After class he said to me, "You know Dr. Evers, I cannot do that Toothbrush Exercise... 'cause I don't love myself." I asked him to do it the best he could. He agreed and we shook hands. Three weeks later I returned to the school and Tommy came running up to me. He said, excitedly, "I did it! I did it! You know what you told me to do... You know that toothbrush thing and now I love myself! And I like and respect others too."

The Toothbrush Forgiveness Affirmation

While brushing your teeth, repeat to yourself,





Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.



Kids Affirmation Life Tools – "Erase! Erase! Erase!"

"Erase!" "Erase!" "Erase!" or "Delete!" "Delete!" "Delete!"



When you have negative thoughts about yourself or someone says something negative or hurtful to you, just say, "Erase! Erase! Erase!... That's not true!"



Then immediately fill that empty space you have just created with something positive, such as, "The truth is, I am happy and glad!"



Always erase/delete a negative thought and replace it with a positive one.

Older students in Grades 4 to 6 may want to use the terms, "Delete, Delete, Delete!"

IMPORTANT NOTE TO TEACHERS:

Assure the children that it is okay to have feelings of sadness, unhappiness, being upset, confused, uncertain, being mad or angry. These are normal emotions that everyone expresses. What is important is that you don't try to bury them, but you want to express them in an appropriate way.

Affirmations are a way of turning something negative into something positive.

Example: You are moving to a new city. You are upset and mad because you are going to lose all you life-long friends. Affirmation: I am able to make new friends easily. I am able to call/text/zoom/skype the friends I am leaving.



1. Say:

Erase, Erase, Erase! or you can use "Delete, Delete, Delete" or "Cancel, Cancel, Cancel"

That's not True!

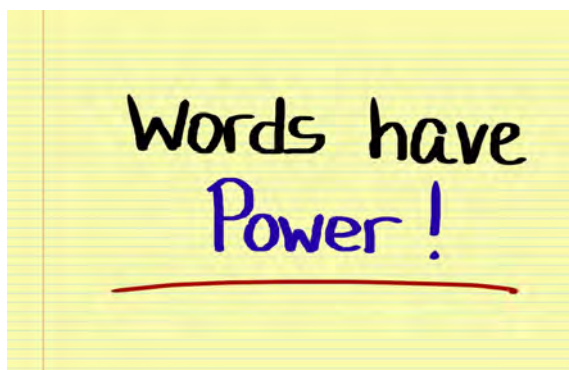
2. Then Say:

"Enter, Enter, Enter!"

The Truth is, I am Strong, Kind, Forgiving, Friendly,
and Helpful! Copy that, (your name)!

You can also conclude your affirmation with a phrase from the movie when a scene is completed, "That's a WRAP (your name)!"

Remind the Children



Personal Positive Power Words is all about affirming and celebrating all that is highest and best in each individual student and giving them a vocabulary that they can use to strengthen their self-worth and self-esteem.

Remember, a child's Power Words can be either positive or negative. It is the program's goal to move the child toward more positive words and actions. Each child will always have a mixture of both positive and negative power words.



Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.



Kids Affirmation Life Tools – "The STOP Sign"

"STOP" and "GO"

Downloaded a coloured stop sign from the internet. Paste it on a piece of cardboard. Glue it to a Popsicle stick to make a handle. You can bring it with you in your backpack, put one in your desk at school, or put it in your pocket. Make more than one and place them where you spend a lot of your time.



Whenever a negative thought pops up, pick up the stop sign, look at it and say "STOP!" You can even picture a flag person at a standing holding a stop sign directing traffic. If you want, you replace the stop sign with the flag person.

If you are more kinesthetic (touch/feel), you may choose to do a physical action like snapping an elastic band on your wrist, clapping your hands, or stomping your foot to anchor the stop command in your subconscious mind to redirect your thinking. Have fun with this Affirmation Life Tool. Do it and see how it works for you.



Options

Attach STOP sign to one side of the popsicle stick and the GO sign to the other side. The kids can flip the sign to redirect their thinking to more positive thinking.

You can add the minus sign to the STOP sign and the plus signs to the GO sign. Flip the sign to redirect your thinking.

Kids can use the traffic lights in place of the STOP and GO signs.

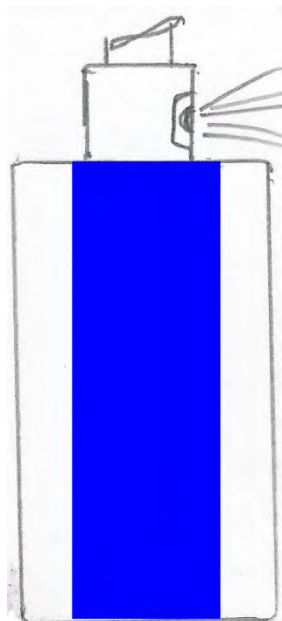


s



Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.



Kids Affirmation Life Tools – "The Spray Bottle"

"Spray Those Fears & Negative Thoughts Away!"
Get a small plastic spray bottle

Decide what words that you wish to tape onto the spray bottle; Fill it with water;

Add some of your favourite essential oil.

When you think negative thoughts, feel sad or disappointed or when someone says something negative to you, take out your spray bottle and spray the area, softly repeating the words, "I am spraying my negative and hurtful thoughts, words, or actions away replacing them with a positive, uplifting thoughts, words, and actions."

Never use your spray bottle to spray another person in the face!

*health kindness fun
laughter goodness
friendship peace
happiness good luck*

The Good-Will Spray Game or I Wish You...!

Teacher Note: Dress appropriately for this activity and choose a suitable environment.

Each child is to have a spray bottle. They each put a word or picture on the bottle that is attached to the bottle using tape. The word or picture represents something they wish for the other children in the class. The words and/or pictures must be positive and uplifting. Each child must spray all her/his classmates. No one is to be left out.

When one child sprays another child, they are to say, "I wish you (whatever the word or picture represents on their bottle).!" And then wait to be sprayed. The activity is completed when all children have sprayed each other. Post a class list on the wall or bulletin board in the class with each child's wish and name of that child. The kids can decorate the bulletin board list as an art activity.

The Feedback

"The Reviews are In"
Comments from Students and Teachers

What the Kids are saying about KAP!

A boy in the 3rd grade said, *"I am so excited I could just pop!"*

The class bully said to Dr. Evers, *"I used to fight a lot."*

With his hands on his hips, in a loud voice, and after clearing his throat, he said,

"Yep, but that was before I learned about

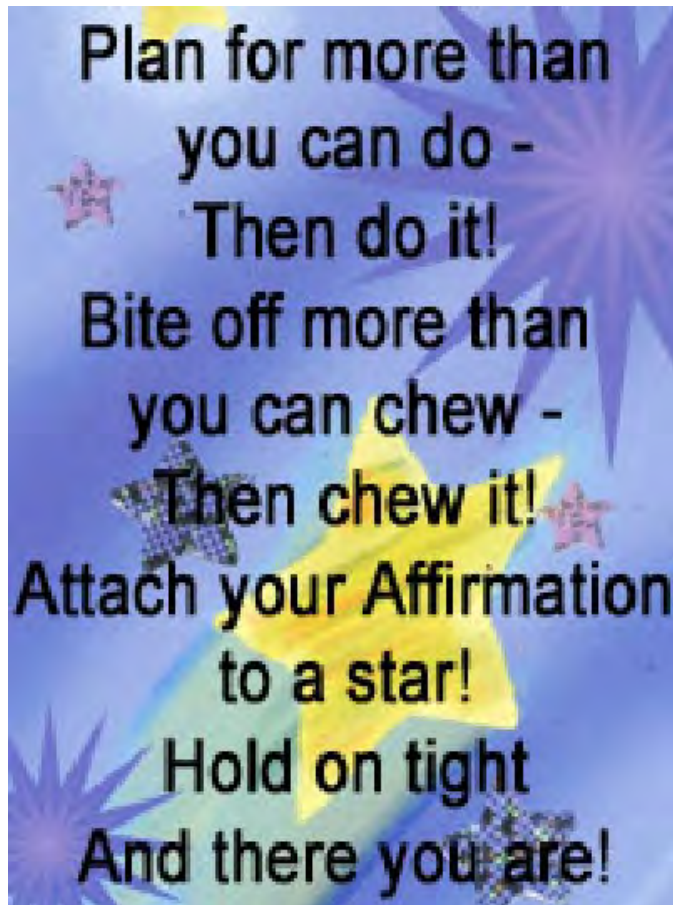
Affirmations and that Ripple Effect!"

Joey was known as the 'Class Bully' and after learning about Affirmation Program that taught students how to be polite, get along with each other and treat others with respect, he stood up in front of the class and said, "I used to fight a lot and I was called 'the class bully' Well, that was before I learned about those affirmations, the ripple effect and that we should be respectful and kind to each other."

FROM THE LIBRARY

The clerk at the library, where the class visited once a week, called the teacher aside and asked her what she was doing with her particular class because they were so polite and considerate of one another. The teacher shared with her that she was convinced that it was because of the Affirmation Program that was being taught to her class!

Remember: Practice using these Affirmation Life Tools outlined above and experience the positive results as others have.



"Kids Affirmation Program - The Star Activity"
"Attach Your Affirmation to a Star" ... "Hold on Tight and There You Are"

I am a 2nd grade teacher. I love your idea of doing classroom Affirmation Stars. Our class cut out huge cardboard stars. We put a hole in the top to enable us to put a piece of yarn through to make a hanger. On one side we wrote the 'Star Poem' that you teach and on the others side, I had my students write out their own short Affirmation. I gave them several examples on the board and they picked the subject they liked and make it personal. For example: "I am popular"; "I have many friends"; "I am a good speller"; "I get good marks". etc.

I told them they could use whatever color scheme and/or background they wanted to. It was so interesting to see some of their creations.

I asked our adult helper to hang them from the ceiling and to make the yarn long enough to hang down so they were readable.

Now the first thing they do when they come into the room is to run and look to make sure their Star is still hanging from the ceiling.

This proved to be a *very exciting, fun learning*

tool for our class and now other teachers in our school are now doing similar exercises.

Jeannie, Teacher, Phoenix , AZ

Kids Affirmation Program Feedback
Elementary School Teacher



"Kids Affirmation Program - The Walkway of Fame"

"Give Yourself and Others a Hand"

I just loved your Walkway of Fame Exercise. I integrated it into my classroom activities.

At first some of my kids were shy and afraid to participate, but when they saw how much fun it was, one by one they joined in.

I feel that this simple exercise really does help increase self-esteem and help the kids overcome their shyness of public speaking.

When observing their reaction, I was quite amazed. One girl cried and kept her head down the first time. After doing this exercise several times, she became the 'STAR'.

Stephen, one of my more difficult students, did not want to join in. He sat there with his arms crossed and when we ignored him, he slowly but surely edged his way in. I have noticed the difference in Stephen as he really seems happier, more confident and especially more considerate of other students.

There should be more programs such as yours and they should be in every school.

Donna, Teacher, Seattle , WA

How to Do the Walkway of Fame Activity

1. Have the children line up in two rows facing each other.
 2. Have them stand about 1.5 metres (3.5 feet) apart.
 3. One of the children at the head of the two lines will move to the center and face the group.
 4. They will then say, "Hi, my name is....." or some other such greeting.
- Have each child wait for 3 to 5 seconds at the head of the line while the rest of the group applauds and cheers loudly.
5. The child will then walk down the center while the other children continue to applaud and cheer.
 6. The applause only stops when the child rejoins the line on his/her side.
 7. The child, opposite the first child, then takes his/her turn, standing at the head of the line.
 8. The activity repeats itself until all have completed the walkway.

Note: The teacher is encourage 'to demonstrate' and 'to walk' the Walkway of Fame, as well!

Kids Affirmation Program Feedback
Grade Six School Teacher



"Kids Affirmation Program - Ripple Effect"
"Ripple Effect. Pass It On"

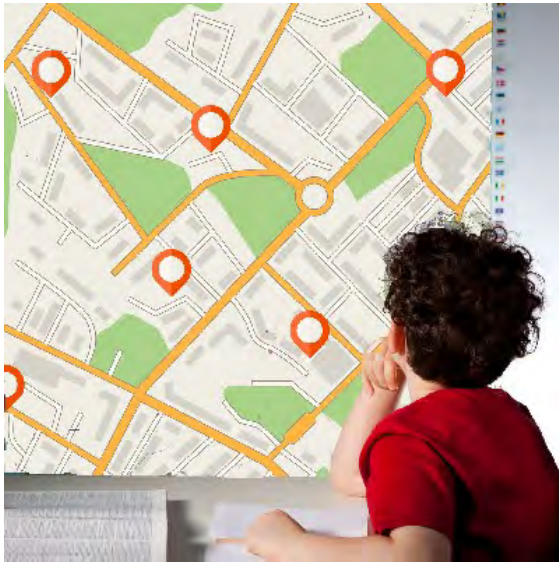
Had fun with your Ripple Exercise.
My 6th grade class just loved dropping tiny rocks into
the large bowl in my room and watching how the
ripples went out in all directions.
Then we had *the discussion about, how can we stop
the negative ripples.*

We also talked about *words and actions,*
whether *negative* or *positive* are like ripples which
ripple out into the world.

It was very interesting and helpful to the class.
Carl, 6th grade Teacher, Vancouver, Canada
Kids Affirmation Program Feedback

Kids Affirmation Program Feedback
Grade Seven School Teacher

"Kids Affirmation Program - Intersection of Your Life"
"Who are You Hanging-out with at the Intersection of
Your Life"



My Grade 7 class had fun with "Who's Hanging Out at
the Intersection of Your Life" Exercise.
During discussion period I encouraged feedback from
the students on the type of people that were being
described as friends. Some very uplifting and positive
and others very negative and detrimental.
I feel many benefited when they saw some of their
friends through others' eyes.

Good idea.
Thomas, Teacher Bellingham, WA

Some Really Helpful Things to Know to Celebrate the Uniqueness of Each Child

Each-and-every child is like a beautiful, crystal prism, that when the light of life experience engages them, a rainbow of talents and abilities is released. It is important to remember that we humans see a narrow bandwidth of the entire color spectrum. It is through the development of scientific instrumentation that the infrared and ultraviolet wavelengths are revealed. So, it is with the children.

Each child is a treasure trove of unrevealed talent, skills, and abilities, yet to be discovered. This is a task that kids, parents, teachers, and others can complete together!



The scientific research that is currently available to us aid us in giving children the best possible start on their life's journey. The research is found in the disciplines of psychology (educational and developmental psychology), cognitive science, sociology, psychoanalytic studies, and neuroscience. Some knowledge of these fields of study assist adults as they engage their children or children under their care "in the way that they should go". THAT IS, in accordance with who they are (their emerging and developing selves), their innate talents, interests, and developing skill sets.

It doesn't mean that children should not be exposed to those experiences that lay outside their areas of interest and comfort zone, but that close attention is paid to the areas of naturally occurring excellence, their innate pool of talent, interests, and skills.

At KAP we are proposing such a holistic approach. A child is no one thing, but rather a multifaceted expression of talents, skills, abilities, and interests. Much like a prism, when viewed from a different point of view, a different color of the spectrum is emitted, dazzling the eye. The same is true of children. Children will amaze you!

Lenses Through Which to See Children

There are a number of helpful lenses through which to address child development, at home and at school. The content presented here provides an overview of some research that KAP thinks is helpful.

1. Extrovert or Introvert

From a very early age of developments, children exhibit a behavioural propensity to either extroversion or introversion. Children primarily fall into one of the two broader categories with particular nuances becoming more apparent as they grow and mature.

When addressing extroversion/introversion, it is describing a function of the brain which allows it to maintain an optimal level of stimulation. It is a description of the outward,

observable behaviours an individual does in order to recharge themselves to maximize that optimal level of neural stimulation.

It all begins in the Ascending Reticular Activating System in the Brain Stem. This function ensures that the brain maintains an optimal level of stimulation at all times. This is accomplished and regulated through the socialization process. To maintain an optimal level of stimulation some children will require more time to socialize throughout the day; others will retreat to the solitude and quiet needing less stimulation.

Introvert	Extrovert
Overstimulation may result in panic, stressing out, and/or burnout.	
Optimal Level of Stimulation	
Do not need as much stimulation to achieve optimal level. Retreats to quiet and solitude either by themselves or with a close friend.	To achieve the Optimal Level of Stimulation, the extrovert goes outward to socializing with many friends, hangs out in groups, goes to where there is plenty of action and activity, "Where it is Happening", to the "Hustle and the Bustle" of the marketplace.
Operates at a higher level of stimulation.	
	Operates at a lower default level of stimulation.
Under stimulation may result in the onset of boredom and even depression.	

Traits & Behaviours	
Introvert	Extrovert
Turns inward to the internal psyche world	Intensive interaction with the outside world
Inward focused, lives in a world of ideas, thoughts, fantasies, likes to spend time alone (reading, drawing, reflecting, analyzing, what if scenarios) or with a few close friends, thinks things through, reserved (appears to be shy), speaks less, more in the background analysing the group, thinks before acting.	Outward focused, very sociable, hangs out in groups, many friends, adventurous, likes to try new things, easy going, raises the group vibration/energy when present, initiates activities, moves easily from one activity to another even before the initial activity is completed. Action oriented, "Let's get it done" Often responds before thinking, almost immediately can read the room.
Access Long-term memory	Access Short-term memory

Observe kids at play to see their preferences and the above traits at work in their lives.

Benefits to Home and School

A. An Advance Organizer

Teach children to think before they answer, by saying, "I want you to think before you answer."

This gives extroverts time to organize their thoughts before speaking. Introverts get time to think and then speak out.

B. Brainstorming Activities

Using a talking stick/feather formalizes the process of gathering one's thoughts before speaking and allowing only one individual to speak at a time.

C. Group Projects

Group introverts with extroverts together for group projects.

Extroverts learn to think more deeply at higher levels of thought, organize and clarify their thoughts before responding.

Introverts learn to appreciate the extrovert's fast association skills and to speak up in the group, taking time to explain their thoughts.

2. Types of Intelligences,

Frame of Mind, 1983, Howard Gartner, PhD, Developmental Psychologist, Harvard University.

The types of intelligences he identified are complimentary to "g" general intelligence measured by IQ Tests. Most IQ Tests score logical-mathematical, spatial, and verbal linguistic intelligence as their focus of measure.

Type of Intelligence	Description
Naturalist Intelligence	identifies patterns in the natural surroundings, classification of natural world (plants, animals, marine life), sensitive to the environment
Musical Intelligence	Writes and arranges own music, can pick up and play a new musical instrument with ease, has a discerning ear to identify tone, rhythm, and pitch of music, recall and repeat a piece of music from what is heard, play instruments by ear
Logical - Mathematical	engages in abstract symbolic thought, understands and uses formulae and algorithms with ease, uses both inductive and deductive thinking, develops problem solving strategies
Existential Intelligence	Engages in philosophical thought, develops thoughts, ideas, and hypotheses as to the meaning of life, existence, and the purpose of being here, if any
Interpersonal Intelligence	They understand "get" people, open to various perspectives seeing both sides of the narrative, empathetic and can read the other person's emotional state, socialize with others at a deeper level

Type of Intelligence	Description
Intrapersonal Intelligence	Quiet, deep emotional thinker, at one with oneself, their world is the internal worlds of the mind, self aware, self motivated, determined goals and achieves them because of this personal self-attunement.
Bodily-Kinesthetic	Excels at gross and fine motor skills, strong mind-body connection, mind-body is experienced as a unitive field, understand timing, great at movement (moving through time and space), excels in dancing, athletics, and things that require general physical skills
Verbal-Linguistic Intelligence	Expansive vocabulary, thinks deeply, holds prolonged internal monologues, discerns the subtle nuances in the use of words and language, loves reading and writing, enjoys the beauty of words, learning languages comes easily to them
Spatial Intelligence	Strong visual learning skills, great with directions, solving puzzles and mazes, excels in the visual arts, keen awareness of their surroundings, can manipulate objects (abstract or real) in their minds, 2D thinking.

No one child is the possessor of any one type of intelligence to the neglect of the others. As stated earlier, each child is a multifaceted composite, with a preponderance to personal preferences whether derived from Nature (evolution and physical environment) or nurture (home/social environment). Children may well exhibit strengths in any number of categories simultaneously.

3. Observing the Language Cues of Children

It is important to listen to the language communication cues children give throughout the day.

Developing Effective Communication is best described in the popular song, "Make Me a Channel of Your Peace", based upon 'The Prayer of St. Francis' of Assisi. The phrase in the prayer that is of interest is "Oh Master grant that I may never seek to be understood as to understand". The phrase points us in the primary direction of "Seeking to Understand" more than "Seeking to be Understood".

Effective Communication is achieved by matching the communication style of the individual with whom one is communicating. By doing so, one's communication will be more clearly understood because, "I am speaking their language (style)!" As a result of this enhanced communication, 'I am understood'!

Neuro-Linguistic Programming – uses the sensory system of human beings as its basis for determining Communication Styles – Visual (Sight – Seeing) Largest group in the population – Auditory (Hearing) 2nd largest group in the population – Kinesthetic –

(Touch/Feel) 3rd largest group in the population → Gustatory (Taste) Least present in the population → Olfactory (Smell) Least present in the population

if I understand the nature of the communication style of the person with whom I am communicating, I do the transitioning to their communication style by using the words of their style.

Style Language Alerts	
Language Style	Characteristics
Visual	Images, Sight, Seeing I see what you're saying; I can see it now; Didn't you see it coming; Didn't a red flag go up; Picture this; visualize; "I can see a bright future for myself" Things seem dark and cloudy; light and clear; it's black and white; Can't you see it; Didn't you see the signs; Imagine that; picture that; point of view; survey; glimpse; notice; observe
Auditory/Hearing	Sounds I hear you, Sounds like; Sounds good to me; Didn't the alarm go off; I hear what you're saying; heed; listen; gage, measure, probe; express; I'd like to report;; state; declare; command; direct; signal; rephrase; utter;
Kinesthetic	Touch or Internal Feelings How does that make you feel when...; Feels good to me; Feel great; I'm a little uneasy about...; Cool; "I can feel that we will be comfortable"; unhappy, happy, powerful, confident, I got a handle on that; That was harsh; sentiment; sensible; tenderness; impression; emotion; heartstrings; atmosphere
Gustatory	Taste Sweet; Now that's a delicious tid-bit; relish; savor; a dash of; a hint of; now that's a mouthful; that whets my appetite;
Olfactory	Smell Ah, the sweet smell of success; a whiff of; That stinks to high heaven; aroma; fragrant; on the scent of the trail of...; detect, odor;

Story 1: Marriage on the Rocks

A story was related to me about some friends whose marriage was coming to an end. The cause was identified as lack of communication and lack of understanding on the part of the partners. They were introduced and encouraged to use some basic NLP strategies to improve their communication skills by using words from the other's communication style while talking to each other. It took work, commitment, and a little effort on their part. A while later, after using this basic strategy, they are happily married, and thankful for learning about this simple yet effective strategy from NLP.

Story 2: Children Have a Definite Communication Style

I recall as a school principal talking to a student in the office. The student spoke to me using some very clear and specific language. I thought I would mirror back to the student what was said to me using synonyms for his words. He was adamant and very clear that what I said back to him did not communicate what he said to me. He said, “No, that’s not what I meant; I said...” he used the very same words of his first communication with me. He was precise and exact in his choice of words to convey the meaning he intended and was determined on being understood!

Use the Activity Worksheet below to observe and identify the communication styles used by individuals in your cohort. A sample entry is provided for you. A Further Note: If you have identified their spoken communication style, use the same cues when sending texts or emails. Visual: see you later; looking forward to seeing you; map out your strategy; show us what you are thinking of doing, etc. Auditory: looking forward to talking to you/speaking with you; be ready to tell us about your ideas; Looking forward to what you have to say, etc

Communication Style Assessment Inventory

The following is a quick activity that one can do regarding any individual’s communication style. Use a thesaurus to expand your vocabulary.

Person & Relationship	Words/Phrases They Use	Communication	Style Words/Phrases I can Use Improve My Vocabulary
Me (sample)	I hear you; Sounds good to me; I understand what you are saying; There you go again, sounding-off about...; blow your own horn; that’s telling, listen to this; Get the message, I do declare	Auditory	Say, saying, sounds good, tell, telling, hear what you’re saying, listen to this..., I enjoy hearing about..., pay attention, attend to...,get the message
Spouse (sample)	I see that; seeing is believing; picture this; I see what you mean, picture perfect, that’s an eyesore, point-of-view	Visual	

4. Brainwave Function and Children: The Conscious, Subconscious, and Unconscious Mind

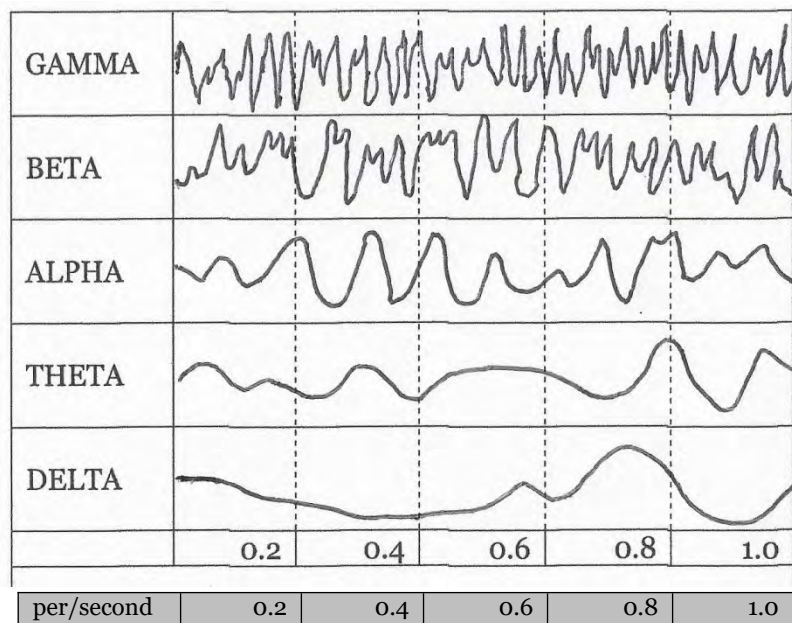
There are "five brainwave" states that are known to us through scientific research. These range from DELTA (*Deep Dreamless Sleep and Restful Slumber*) to BETA (*A State of Arousal, Awake, Conscious, and Reasoning*). Gamma brainwaves which is not germane to the present discussion. These brainwave states are common property of all humanity.


Two additional types of brainwaves have been identified beyond those identified above. The brainwave additions include: (1) The Sensory Motor Rhythm (SMR), and (2) the Sensorimotor Mu rhythm (Mu wave).

Neuroscientists use an EEG (electroencephalograph) to measure the frequencies of brainwaves.

What I'd See: Brainwaves at Various Stages of Excitation

If an individual had an ECG, this would be a sample of what they would see. This hand-drawn illustration is based upon samples of brainwaves in various states of activity posted across the internet. As one transitions from deep (non REM) sleep to conscious awareness, an increase in brainwave activity is easily noted.



THETA (between 2 and 6 years of age)
Brainwave frequencies (4 to 8 cycles per second).
very connected to their internal world living in the realm of imagination, daydreams, and fantasies.
show no signs of critical thought processes, logical, or rational thinking.
a state that can be described as a super learning state with the child open
to suggestion(s), edifying or destructive.
most likely accept what is told them as true.
People in hypnotic trances are also in this frequency.
 STOP, STOP right there! Just one moment!
Are you telling me that my kids (and when I was a kid),
are walking around in an almost hypnotic state?

YES, the evidence seems to point that way, at least until
the ages of six or seven. This does not mean that the children are walking around as zombies, but
are in a very relaxed state of mind and are highly susceptible to suggestion(s), making this a good
time to plant positive and affirmative messages into their subconscious (where they will be easily
recalled) and unconscious (forming the deep structures of their mind-set for the future).

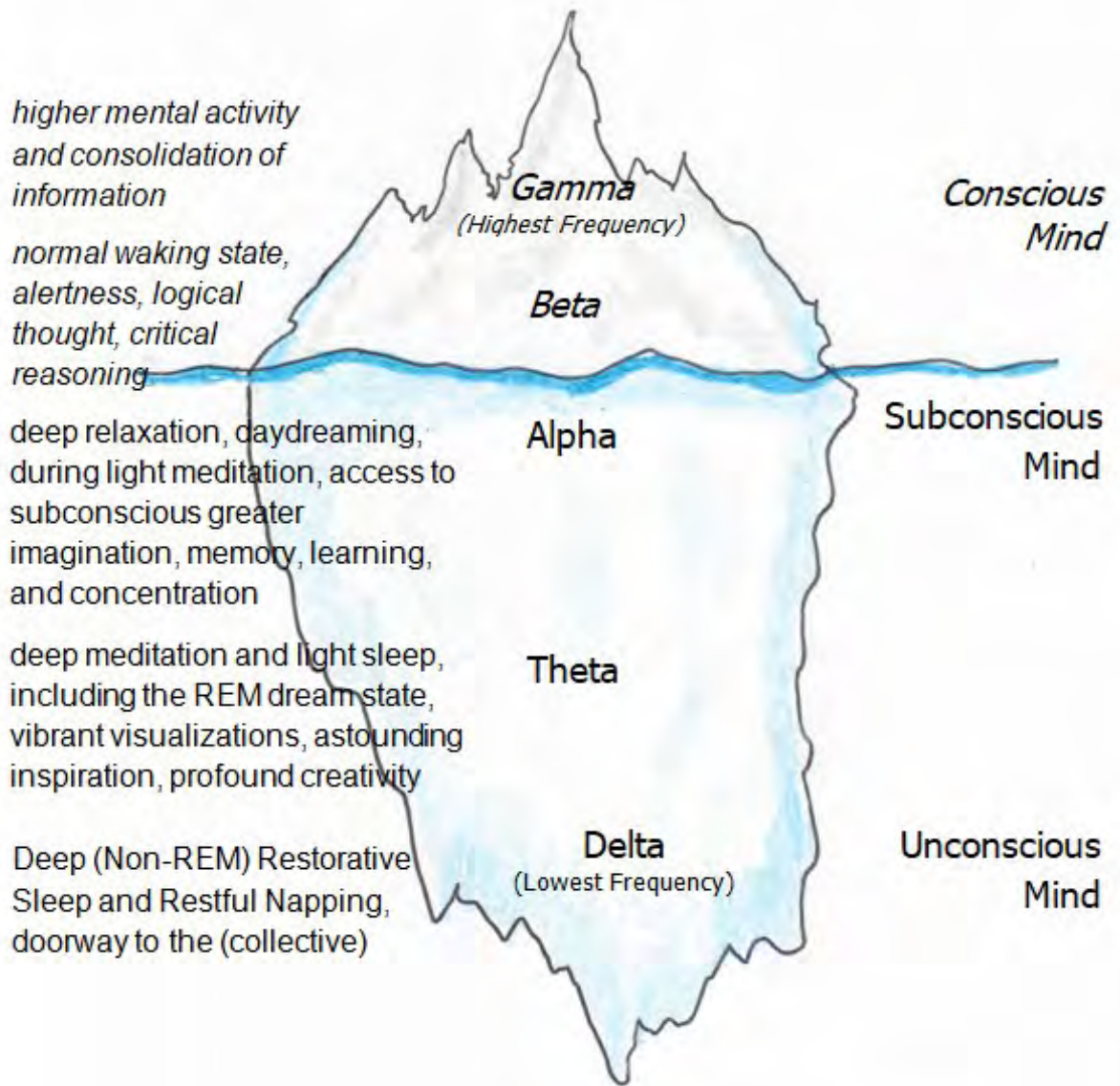
Auditory stimuli like music can help boost *alpha* and *theta* brainwaves.

ALPHA: (5 to 8 years of age),
Brainwave frequency (8 to 13 cycles/sec.).
the analytical mind begins to form.
start to interpret and draw conclusions from their environment.
the inner world of imagination tends to be as real as the outer world of reality.
tend to use both left and right brain hemispheres at the same time.
People who meditate or who are in a light trance (not theta) are in this frequency, which is peaceful
and relaxed, though alert with powerful ideas and inspiration.
This is a great state to be in when brain storming, creating ideas, or learning.
A Note to Home and School - KIDS learn best when they are relaxed, having fun, and not
experiencing any stressors.

BETA: (8 to 12 years of age and onwards)
Brainwave functions (13 cycles/sec.).
The mind is conscious, aware, focused, and alert.
the beginning stages of being capable of logical and analytical thinking.
As adulthood approaches, most of their time is experience in Beta. One could say that they live in
the left brain.

GAMMA: (adulthood) usually not present at early stages of development.

Brainwaves & States of Consciousness - The Big Picture



5. Childhood Development & Brain Wave Patterns

Jean Piaget's Model of Childhood Development give parents and teachers a good foundation of what thought processes children have within certain age ranges. The model is a guide as children develop at different rates. The model is more descriptive than prescriptive. Note the congruence in age between brainwave and developmental stages.

Developmental Stages	Brainwave	Description
Sensorimotor Birth - 2 years of age	Delta (0-2 years) Unconscious Mind	Experience life through movement and the 5 senses; reflex actions and habit formation begins; at about 4 months - awareness of things beyond own body, I am different from my environment; begins to do thing intentionally; working memory functioning, object permanence - exist on their own whether seen or not; curious and wants to explore greater environment as movement increases (sitting, crawling, walking); experiment trial and error; mainly ego-centric (world from the child's point of view); begins to learn that actions have consequences
Preoperational 2 - 7 years of age	Theta (2-6 years) Alpha (5-8 years) Subconscious Mind	Symbolic function and intuitive thoughts, pictures, gestures and actions have meaning; begins to speak and learns words have meaning and are symbolic of something else; as the range of the world the child experiences grows, so do the questions (WHY?); the child intuits the world - acquires all this knowledge, but doesn't know how it was acquired; still lives in a magical world of fantasies where objects are alive; pretend play is prominent; a lot of learning is done by trial and error.
Concrete Operational 8 - 12 years of age	Beta (8-12 years) Conscious Mind	Beginning of the development of logical thought; Inductive reasoning - sees an activity, draws a conclusion, from which a generalization is made; builds patterns and relationships - organizing and sorting in order, and classification of objects; understands the idea of conservation, for instance, when liquid is poured from one container to another, even though it looks visually different, the amount of liquid is the same; understands the principle of reversing actions, I can undo something by doing the opposite of what I just did - applied to mathematics $3+7=10$ then $10-7=3$; thoughts and feelings are unique to the child so I begin learning that I can put myself in another person's shoes (empathy)
Formal Operation 12 years of age plus	Beta & Gamma (12 years+) Conscious Mind	Capable of Deductive reasoning - making comparisons and arriving at logical conclusions; increase development of rational thought; developing ability in abstract thinking, able to hypothesize, problem solve, and use of scientific thought/method; makes assumptions, philosophizes about life, and even thinks about thinking; plans and prioritizes; grows in self-awareness and begins to understand why people behave the way they do; more empathetic and compassionate toward others

Part One



Welcome to KAP
"KIDS AFFIRMATION PROGRAM!"

(An Integrated and Interactive Children's Education Program)
Grades 1 to 3 and Grades 4 to 6
(For Home and School)



Grades One - Three

K_{ids} A_{nd} P_{arents} Together

PST! What's the word, Thunderbird?
Password: Put a good word in!

Theme Song: Put a Good Word In!

Table of Contents
KAP Modules Grades 1-3

Module One	7
Introductions	
KAP Rules; Kids' Kode of Konduct); Secret KAP Password; PST ³ ; KAPS Caps	
Theme Song (TS); A Pat on the Back; Closing Group Affirmation; Closing with Theme Song	
 Module Two	 11
Part One	
Give Yourself a Hand – The Walkway of Fame; An Affirmation is Like a Birthday Wish!	
The Affirmations Birthday Cake	
Part Two	
An Affirmation is Like Growing a Plant; Stretch Activity	
 Module Three	 16
Hold Your Breath; Cup Activity (2 cups)	
Homework Assignment	
PST ³ & Pretend Shower	
 Module Four	 19
Part One	
Activities to Start and End Your Day; Good Morning World –I am Happy!;	
Good Night	
World I am sleepy!; Toothbrush Exercise	
Part Two	
The Affirmations Garden	
 Module Five	 23
The Fear Zoo	
Spray Fear Away (SFA)	
 Module Six	 25
Pass It On – Put a Good Word In	
The Gratitude Light Bulb Activity	
 Module Seven	 28
Empathy Shoes	
Part One	
What is empathy? Creating and decorating Empathy Shoes	
Part Two	
Empathy Fun Games	
Part Three	
Empathy and Bullying	
 Module Eight	 31
Part One	

Identifying Power Words – Empathy
Part Two
The Affirmation Tree and Power Word Garden

Module Nine	33
Graduation: Star and Poem; Art Project, Graduation Certificates	
Sample Affirmations Dictionary	34
Sample Power Words Lists (Positive and Negative Personal Power Words)	37

Module One
Introductory Activities

Introductions

Give Yourself a Hand – The Walkway of Fame

Instructors introduce themselves and welcome the children to the KAP Program.



How to Do the Walkway of Fame Activity

1. Have the children line up in two rows facing each other.
2. Have them stand about 1.5 metres (3.5 feet) apart.
3. One of the children at the head of the two lines will move to the center and face the group.
4. They will then say, "HI, MY NAME IS....." or some other such greeting as HELLO, I AM, HELLO, I CAN, HELLO, I LIKE, HELLO, I LIKE TO....




Have each child wait for 3 to 5 seconds at the head of the line while the rest of the group applauds and cheers loudly.

5. The child will then walk down the center while the other children continue to applaud and cheer.
6. The applause only stops when the child rejoins the line on his/her side.
7. The child, opposite the first child, then takes his/her turn.
8. The activity repeats itself until all have completed the walkway.

Note: The teacher is to encourage by demonstrating ' the Walkway of Fame.

Use the Hello I Am name tags as a supportive activity for the Walkway of Fame.



To help the children think about words to identify themselves, create a chart similar to the one that follows. Give them a few words to start the process. Post the chart in the classroom and words to the chart as the children grow their vocabulary about themselves,

		
HELLO I AM	HELLO I AM	HELLO I AM

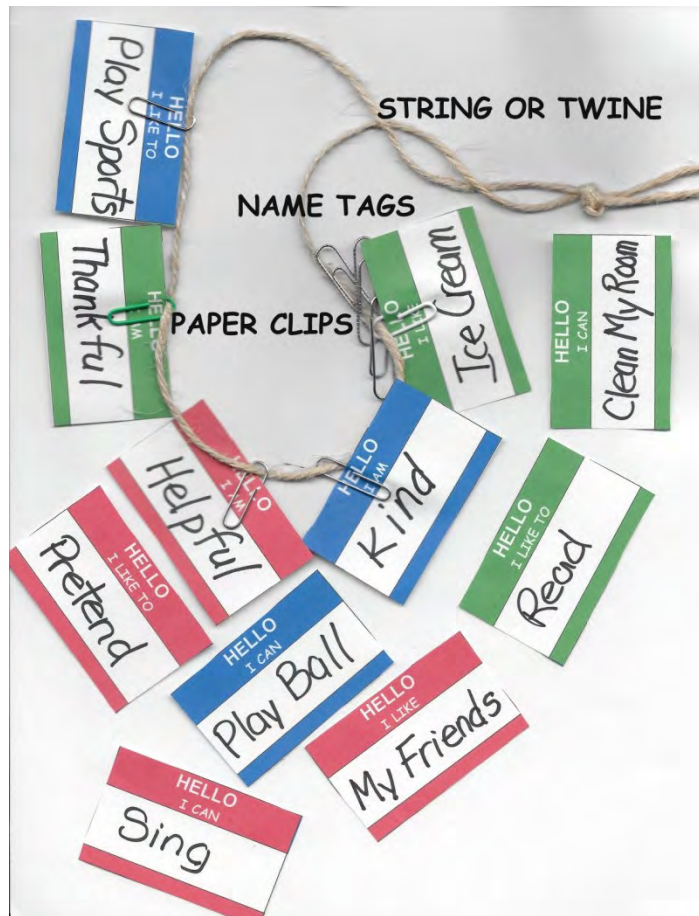
HELLO I AM, HELLO I CAN, HELLO I LIKE, HELLO I LIKE TO Chart

		
		
Good	Thankful	Friendly
Helpful	Funny	Curious
Smart	Neat and Tidy	Happy

Repeat the same process for HELLO I CAN, HELLO I LIKE, HELLO I LIKE TO
 You can create name tags using the table application in Word or Excel applications or change the shape and sizes using a basic draw program.

Children can make a personalized necklace using any combination of the name tags. These can be worn on KLAP Program Days, during the KAP Program lesson, and/or at the child's choice (non-program times or days).



Create a Paper KAP Activity

Children cut out and color a paper or Bristol board cap. Use Templates are at the end of this module. On the front print the letters KAP and on the back print PST. You can also use cut-out letters. Kids can trace cap template on to cloth, cut out the material, glue it to the paper cut out, and then proceed to decorate it. Use found materials and clean laundered cloth that has been recycled.

Recommendation: Grades One to Three use the KAP colors or the primary colors.

KIDS KAP Alternatives:

You can purchase caps from a retailer or wholesaler following the above lettering format. Have them act as a sponsor of the program and give them publicity in your school newsletter and local paper.

Have children bring in an older cap that they haven't been using lately and revitalize it with decorations and KAP/PST lettering.

Purchase t-shirts and place the letters KAP on the front and PST on the back.

Purchase iron-on lettering, permanent non-toxic markers or use felt or other materials to cut out the letters. Use white liquid glue to attach letters to surface.

Sample KAP Rulez or Kids' Kode of Konduct Post KAP Rulez. (Kids can add to and modify the Rulez)

1. Be kind to each other and Help each other.
2. Listen to each other.
3. Raise your hand to speak in the group.
4. Always wear your KAP.
5. Everybody helps clean up.
6. Remember to whisper the secret password.

Kid's Kode of Konduct (Level 1-3)

I raise my hand to speak in the group.
I listen when others are speaking.
I always do my best work and take time to help others.
I clean up after myself and I am a friend to the environment.

I am important! You are important! We are important!

The Secret KAP Password

PST! What's the WORD, Thunderbird? Password: *PUT A GOOD WORD IN!*

The password is used to gather everyone together at the beginning of the each module! Throughout the presentation of the Kids Kode of Konduct, children and teacher give examples of what each of the rules looks and sounds like. You can role play the Kode of Konduct.

PST³ – Post PST³ in the Classroom.



a healthy thought-life,
(my daydreams, what I dream
about, think about, and want to
be)



positive self-talk,
(creating positive messages
for that little voice I hear inside
my head)



positive communication with
others (with family members,
friends, classmates, and
others)

Whenever anyone shouts 'PST', everyone has to say as loud as they can, "*Positive Self-Thought! Positive Self-Talk! Positive Street-Talk!*" Everyone shouts, "Hooray!" and claps.

KAPS

Tell the kids that the KAPs belong to them and they only get one – so don't lose them.

The letters at the front of the KAP means Kids Affirmation Program

Remember the letters at the back of the KAP –
“PST³” means –
Positive Self-Thought Positive Self-Talk Positive Street-Talk
You can wear your KAP any way you want; it is your choice.

So remember:
Whenever you think a negative thought, say, “P – S – T” and then say something positive, such as,
“I am happy” “I feel great.” “I spread happiness to everyone I meet.”

Whenever you say something negative, do the same.
Whenever you feel like being negative or grumpy do the same thing.
Let’s practice! (a few times).

i.e. “PST³” and kids say what it means. Tell the kids, “I can’t hear you.” so they shout even louder.
Do this three to four times until the response is very, very loud, and then say, “I hear you now.”

Theme Song (TS) #5 on the CD – Title Put a Good Word IN.
Tell the children that they are going to learn the Theme Song for the KAP Program.

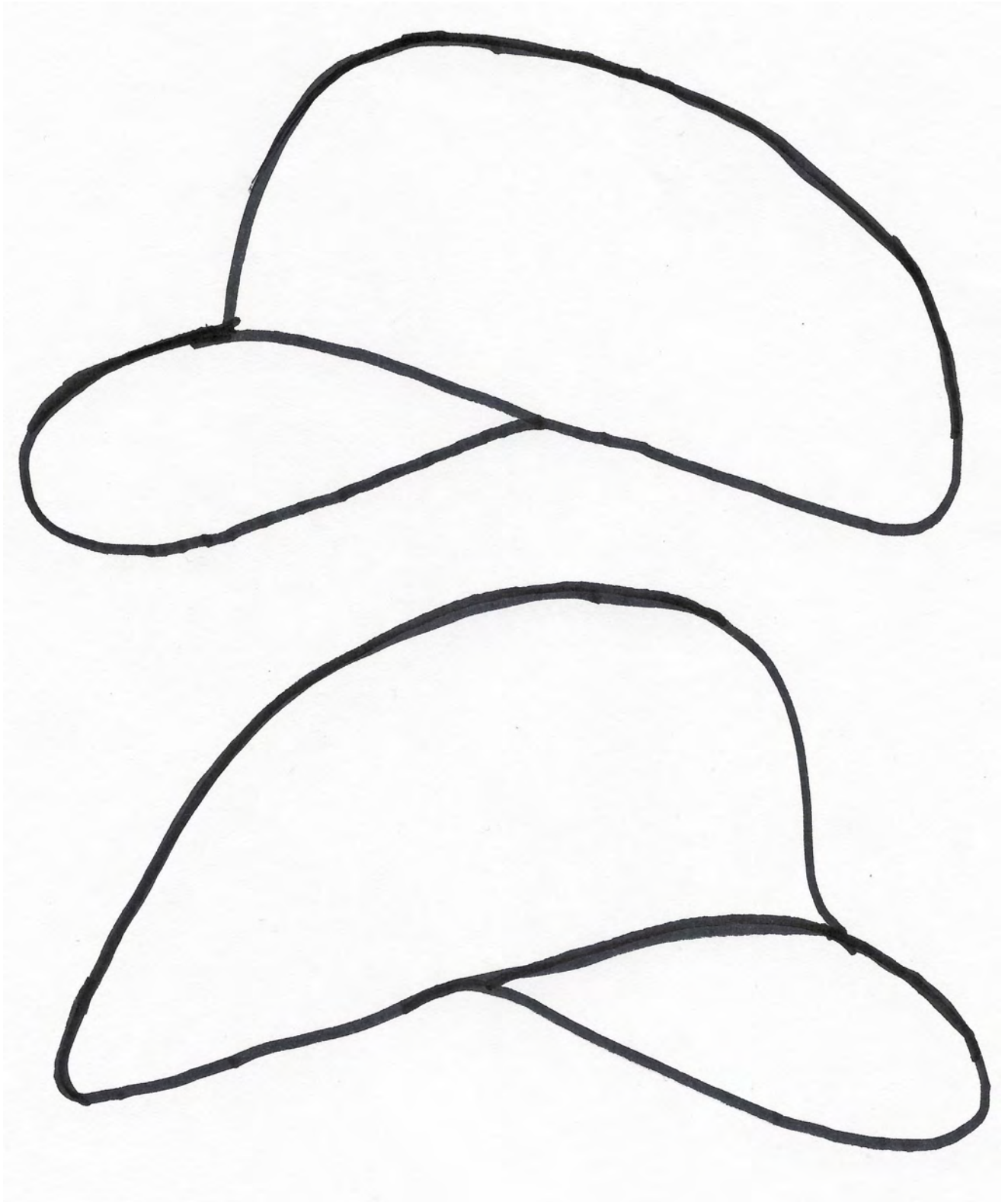
Play the CD and have the children listen to the words.
Teach the children the words and the melody.
After they are familiar with the song, melody, and words they can add actions to the song.
These actions will be repeated every time they sing the song.

Optional: Children may sing this song when school starts and at the end of the day, before going home.
After the children have learned the song, they are presented with their own Affirmation CD to listen to at home. This is their CD to take home.

A Pat on-the-Back
Tell the children that they are going to learn a simple action that will encourage them to do better and better and to congratulate themselves when they do something very well.
Instructor tells children to raise their arms with palms forward above their head.
Turn palm so that it is facing backwards.
Bend elbow.
Pat yourself on your back and say, “Great job! I am the greatest! Terrific!”, or something like this.
Let the children come up with their own pat on their back sayings and have the group repeat their favorite saying with them.

Closing Group Affirmation
I/We am/are happy and safe.
Each and every day I practice Positive Self-thought, Positive Self-talk, and Positive Street-talk!
I/We learn new thing with ease and interest.
Kids can add their own affirmations to the above samples.

Closing Theme Song (TS)
Tell the children that we are going to sing the Theme Song again with the actions they created for the song.
Close with the Program’s Secret Password: “PST” *What’s the Word, Thunderbird!*
PASSWORD Put a Good Word In!



KAP Master Templates

Module Two

Review KAP Rules (Kids Kode of Konduct)

Sing the Theme Song (TS) two or three times with actions.

Review the Secret PST Code
Positive self-thought
Positive self-talk
Positive street-talk
And Practice, Practice, Practice!

Part One
Give Yourself a Hand –The Walkway of Fame

Learning Outcomes:

- (1) to acknowledge and demonstrate appreciation of each individual for who they are.
- (2) to build the confidence of the participants and at the same time create a safe and supportive learning environment.

Procedure:

Have the children line up in two rows facing each other.

Have them stand about 1.5 metres (3.5 feet) apart.

One of the children at the head of the two lines will face the group. They will then say, "Hi, my name is....." or some other such greeting. Have them wait at the head of the line for 3 to 5 seconds while the rest of the group applauds loudly. The child will then walk down the center while the other children continue to applaud. The applause only stops when the child rejoins the line on his/her side. The child, opposite the first child, then takes his/her turn. The activity repeats itself until all have completed the walkway.

Questions for the children after the activity is completed.

Ask: Instructor asks the children what they were thinking and feeling as they walked down the center. The instructor positions him/herself at each of the following locations in the activity--at the beginning, midway, and at the end before rejoining the line.

Ask: Which did you find was easier to do, give the applause or receive the applause? Why might this be?

An Affirmation is Like a Birthday Wish

Learning Outcome:

Children will identify what an affirmation is and how it works through a guided learning experience.

Procedure:

The teacher will write the word Affirmation on chart paper, the blackboard, or have it pre-written on a piece of Bristol-board.

The teacher and children will sound the word out, say the word, and play a guessing game as to what the word might mean.

Teacher records the meaning given by the children. (Remember to have fun with the children as this is a CIA activity.)

The teacher explains to the children that an affirmation is like a Birthday wish that you make when you blow out the candles on your birthday cake.

Teacher may ask the children to share some of the wishes they have made and/or may want to make at future birthday parties.

Teacher records children's responses on chart paper and posts them in the classroom.

The teacher and children will take the word apart and see what smaller words can be found in the bigger word. ie. a, firm, affirm, fir.

Teacher will ask the children what the word "firm" means. They will explore synonyms for the word firm, ie. strong, hard, stiff, etc. (Teacher can introduce the children to using a thesaurus.)

The teacher will explain that when you use a good (positive) affirmation, it makes you feel stronger, happier, healthier, and feeling good.

Teacher will explain to the children that they can also say bad (negative) affirmations, such as, "I am stupid." "I can't do that." "I'm dumb." Bad affirmations make you feel bad, rather than good!

The Affirmations Birthday Cake/Cupcakes

Teacher can either prepare a birthday cake and/or individual cupcakes for the children or the children, with the assistance of the teacher can make the cake from scratch. Making and baking a cake from scratch is a good measuring activity that has immediate results.

While the cake is baking in the oven, the children complete the birthday hand-out.

Children and teacher celebrate a joint class birthday party.

Candles are placed on the cake or cupcake and the children make a wish (affirmation), saying such things as, "I am happy!" "I am strong!" "I am kind." as they blow out the candles.

Children share in the clean-up activity.



Doing Affirmations is Like Growing a Plant – Grow Little Plant Grow
The 4-Step Affirmation Process

Part Two - Planting Procedure 1



Learning Outcome:

Children will learn how to do an Affirmation in 4-Steps.
Children will learn how the 4-Steps is like planting a seed.
Children will prepare the soil, select and plant their seeds, nurture it, and watch it grow.

Materials: Soil, planting pots, seeds, fertilizer, and water

Planting Procedure #1 – Using Potting Soil

The teacher will tell the children that doing affirmations is like growing a plant.

Teacher asks, “What does a plant need to grow.” Teacher records responses on chart paper.

Teacher distributes soil and planting pots to children.

Teacher instructs children to take some soil and place it in the pot.

Teacher tells the children how mixing and preparing the soil in the pot is like preparing the soil of their minds. You may want to use indoor gardening fertilizer spray.

Children select one seed to plant. A thought is like a little seed waiting to grow.

Teacher explains that the seed is also like writing out your affirmation, giving examples. Examples: “I am a good speller,” or, “I have many friends,” etc.

As the child places the tiny seed into the soil and gently covers it, they repeat their written affirmation three times.

Teacher explains how all tiny seeds need to be watered and cared for. Teacher gives examples how this works with the process of doing affirmations, and this process is that the children read and repeat their own affirmation three times.

Children take a cup of water and gently water the seed, saying, “Grow Little Plant Grow!”

Everyone applauds each other for a job well done.

Before Planting

Teacher asks the children, “Do you think a plant can grow without any soil?”

Teacher records responses using the following response sheet on chart paper and posts results in the classroom.

Sample Chart See Below

Class, Group, or individual activity

Name of Child	Prediction (What child Thinks Will Happen)	What Happened	I Was Right!
Bobby Smith	The seed won't grow	My seed did grow!	No
Jane Doe	The seed will grow big.	My seed did grow bigger than the rest of them.	Yes

Option: Couple this activity with that of the following activity. This way the kids eagerly get to see what's happening under the soil to the seed.

Part Two - Planting Procedure 2
 Doing Affirmations is Like Growing a Plant – Grow Little Plant Grow
 The 4-Step Affirmation Process



Planting Procedure #2 – Using Paper Towel

Learning Outcome:

Children will learn how to do an Affirmation in 4-Steps.
 Children will learn how the 4-Steps is like planting a seed.
 Children will prepare the soil, select and plant their seeds, nurture it, and watch it grow.

Materials: clear plastic glass, paper towel, seeds(white beans), fertilizer, and water

Planting Instructions

Teacher then tells children that they are going to plant a seed without soil to see if a plant will grow.
 Teacher distributes paper towels, clear plastic glasses, and seeds to children.
 Teacher tells the children how they are to plant the seed, using the paper towel and plastic glass.

Instructions

Take paper towel and fold it to form a 7 centimeter (3 inch) paper band.
 They are to insert the paper inside the plastic cup so that the paper touches the bottom of the glass.
 Children place the seed between the paper towel and the outside plastic glass so that they can see the seed.
 The children moisten the paper towel (making it really wet) and making sure there is water at the bottom of the glass.
 Children are to put their names on their glasses.
 Put plastic glasses in a warm area where the children can watch what happens.
 Children are to check their seedlings each-and-every day.
 They are to make sure that the paper towel is kept wet.
 Children are to draw what they see on the hand-out to keep a record of what is happening.

After two to three weeks, the children transplant the seedlings from the glass into a potting planter with soil.

Before Planting

Teacher asks the children, "Do you think a plant can grow without any soil?"

Teacher records responses using the following response sheet on chart paper and posts results in the classroom.

Sample Chart See Below

Class, Group, or individual activity

Name of Child	Prediction (What child Thinks Will Happen)	What Happened	I Was Right!
Bobby Smith	The seed won't grow	My seed did grow!	No
Jane Doe	The seed will grow big.	My seed did grow bigger than the rest of them.	Yes

Stretch Activity

Stretch Song: Shake and Share

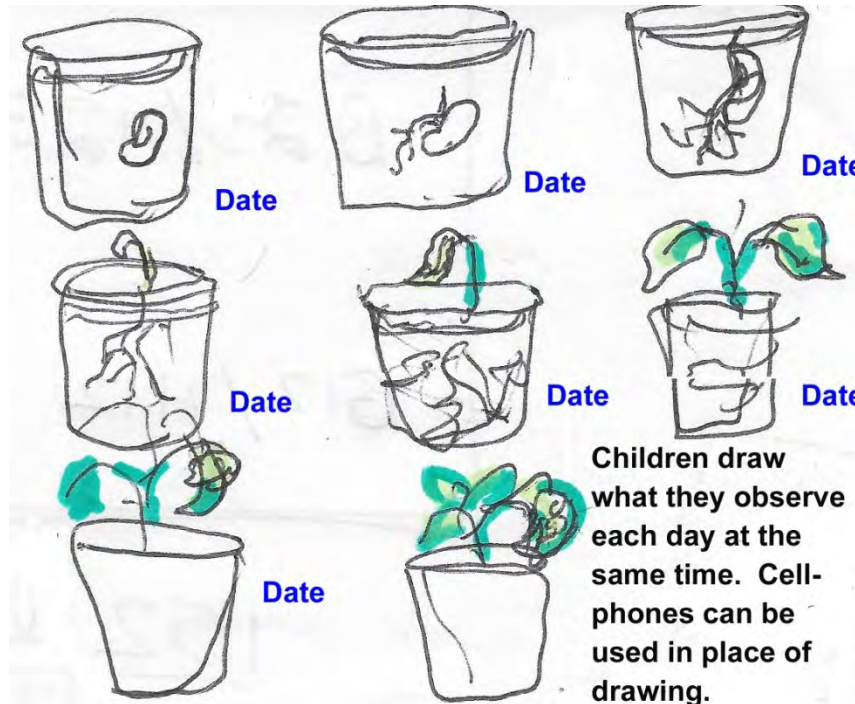
Pretend you are the seed that is growing tall and strong!

As the children stretch and pretend to grow, they shout out, "I am TALL and STRONG!"

Group Affirmation

All the children say the following affirmation. You can post this affirmation above where the plants are growing.

Observation Activity



"Grow Little Plant Grow!"

Evaluation

Children and teacher review the predictions that were recorded earlier.

Remind the children that an affirmation is like planting a seed. A plant takes time to grow; so does an affirmation. Just like the little seed, a lot was happening under the surface of the soil before the plant grows and appears above the soil. This is an excellent Science lesson to teach observational skills.

Close with Theme Song

Module Three

Give Yourself a Hand – The Walkway of Fame

Use the same format in Module Two.

Option: Children may share an affirmation before they walk down the walkway. “Hi, I am Jamie and I am good at baseball.”

Theme Song (Sing and do actions)

Shout out PST³ “Positive Self-Thought! Positive Self-Talk! Positive Street-Talk!”

Hold Your Breath

Outcome:

Demonstrates what happens when you hold on too tightly to something.

Procedure:

Teacher asks the children, “What do you think would happen if you held your breath for a long, long time? Teacher records responses on chart paper.

Have children take a deep breath and hold on to their breath as long as they can.

Tell them to let go of their breath when they feel they have to.

Their body will tell them when they must breathe.

Relate this experience to everyday lives of children. ie. sharing things, giving up things, moving, etc....

Cup Activity (2 cups)

Outcome:

To teach the children a simple way of getting rid of negative thoughts and feelings and replacing them with positive thoughts and feelings.

Materials:

2 styro-foam cups, apple juice, lemon juice, crayons

This activity can also be done with water.

Procedure:

Part One

Give the children two styro-foam cups.

Discuss how the children feel when they have negative or bad thoughts, when they feel that they cannot do something, when they feel that they are not good enough, or when others tell them they are no good or a failure.

Ask the children what color best describes this negative feeling (black or dark, dark color or messy colors). Ask the children what taste best describes that type of feeling. (sour and yucky)

Ask the children how they feel when they have positive thoughts, when they feel they can do anything they want to, when they are told they are good and are encouraged to do what they are trying to achieve.

Ask the children what color best describes these feelings (light, bright, glowing colors, greens, oranges and reds). Ask the children what taste best describes this feeling (sweet and delicious). The children color one of their cups on the outside using the color that best describes their negative feelings and self-thoughts.

The children then color the second cup on the outside that best describes their positive, happy feelings and self-thoughts.

Instructor will put the sour lemon drink in the negative cup and the apple juice in the positive cup.

Instruct the children to drink a little from each of the cups. Which one do they prefer?

Children go to the sink or a bucket and dump out the contents of the negative cup and drink the contents of the positive cup. As they drink from the positive cup, they practice 'Pst' and say, "I am happy."

Part Two

Put negative words or feelings on pieces of paper, crumple them up and put them in the negative cup. The children then dump the negative crumpled pieces of paper into a garbage can.

The children then put positive words and feelings on pieces of paper, crumple them up and put them into the positive cup. Then they pretend to drink the positive words and feelings, saying, "I am happy, positive and cheerful."

Tell the children that they can do this at home with two cups and using water. They can fill up a negative cup with water and dump it down the drain and then take a second cup and fill it up with water or something they like to drink and drink the positive words and feelings, saying, "I feel great, I feel wonderful, I am strong."

Homework Assignment

Pretend Shower

Outcome:

Teach children how to wash away those yucky, negative feelings and replace them with positive, uplifting, happy feelings.

Materials: Sponges

Procedure:

Children pretend that they are going to take a shower.

They take their sponge and positive soap into their pretend shower.

They turn on the water and get just the right temperature.

They take their soap and sponge and start to wash themselves.

As they shower they sing an I Am and I Can Shower Song!

They sing it to a melody of a song they like.

After they feel they are refreshed and clean, they turn off the water, step out of the shower, and dry themselves off.

Tell the children that they can do this same activity when they are taking a real shower at home. It's a fun way to get rid of those yucky and unhappy feelings.

Closing Group Affirmation:

Let the Children create one and say it together.

Closing Theme Song with actions.

Module Four

Give Yourself a Hand – The Walkway of Fame

Use the same format in Module Two.

Option: Children may share an affirmation before they walk down the walkway. “Hi, I am Jamie and I am good at baseball.”

Theme Song (Sing and do actions)

Shout out PST³ “Positive Self-Thought! Positive Self-Talk! Positive Street-Talk!”



Part One
Activities to Start and End Your Day

Outcome:

To teach the children to begin each and every day with a positive thought.

To teach the children to develop an attitude of thankfulness.

To develop regular practice of using the “Good Morning/Good Night and I am Thankful for...Formula”.

Materials: Thankfulness Bulletin Board, construction paper, scissors, glue, stapler, and markers (water-base preferred)

Procedures:

Children are instructed to begin and end each day by using the, “Good Morning/Good Night, I am thankful for...” formula.

Teachers write the following examples on chart paper and share them with the children. The children role-play waking up and getting ready to go to bed using the examples given.

Good Morning Activity

- Good Morning World, I am happy! I am for thankful for this new day where I learn and play! (or some other such phrases)
- Good Morning World, I am (children’s choice of words)!

Good Night Activity

- Good Night world, I am sleepy!
- Good Night world, I had lots of fun today!
- Good Night World, I am/had (children’s choice of words)!
- I am for thankful for my family, friends, and a good sleep!

Children suggest some phrases that they would use to complete the formula.

Teacher records the ideas on chart paper.

After practicing the formula as a group, the children write their own Good Morning/Good Night and I am thankful for...formula on paper.

Children share their personal formula with the group.

Teacher instructs the children that they are going to create a “Thankfulness Garden/Forest which the children can change and add to during the program. Children are given construction paper, markers, glue, and other materials they may wish to use to decorate their creation.

Children make two copies of their formula. One is posted to the Thankfulness Garden/Forest bulletin board.

Children take the second copy home to be placed in their bedroom and used every morning and night.

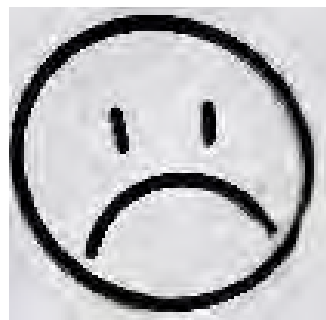
Enrichment Activity (Math)

You may choose to create a simple heart graph with the children’s names to track their use of the formula. See suggested format below. This is a fun and meaningful way to teach children how to construct simple graphs.

Name of Children		The Date															
	Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total per Child
Barry	am	♥	♥		♥	♥	♥	♥	♥		♥	♥	♥	♥	♥	♥	13
	pm	♥	♥	♥		♥	♥	♥	♥		♥	♥	♥	♥	♥	♥	13
Chris	am	♥	♥		♥	♥	♥	♥		♥	♥	♥	♥	♥	♥	♥	13
	pm	♥	♥	♥	♥		♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	14
Donna	am	♥		♥	♥	♥		♥	♥	♥	♥	♥	♥	♥	♥	♥	13
	pm	♥	♥	♥		♥	♥	♥	♥	♥		♥	♥	♥	♥	♥	13
	am																
	pm																
Total Each Day		6	5	4	4	5	5	6	5	4	5	6	6	6	6	6	79

** You can use this chart to do simple math activities ranging from simple counting and addition exercises to calculating percentages and averages at the older grade levels.

Use emojis when creating the graph. Each child can choose their own emoji or graphic/symbol.





Life Affirmation Tool - Tooth Brush Activity (Daily Activity)
(See Life Affirmation Tools in Introductory Section of Manual)

Outcome:

Children will learn to forgive and release on a daily basis (as routine)
Children will get into the habit of forgiving, releasing, and letting go of bad/negative feelings from home, school and everywhere.
Teaches that children can and do have control over releasing bad/negative thoughts, ideas and beliefs.


Materials: Toothbrushes, paper cups and water


Procedures:


Teacher distributes toothbrushes and paper cups to children.
Teacher instructs children to brush their teeth, using an imaginary mirror.
Teacher instructs children to memorize and say, (while brushing their teeth), "I forgive (my name) everyone and everything that has ever hurt me. I now forgive myself. I love, respect and approve of myself just the way I am." Copy and use the label/tags below as a memory aid.
Discussion on how child felt when brushing and releasing at the same time.
After children have completed the Toothbrush Exercise, they applaud one another.


Evaluation:


Children complete the activity successfully when they really feel the connection with brushing and cleaning their teeth and their thoughts and feelings.


 I, (my name) now forgive everyone and everything that has ever hurt me.
I now forgive myself and am forgiven.
I love, respect and approve of myself just the way I am.

 I, (my name) now forgive everyone and everything that has ever hurt me.
I now forgive myself and am forgiven.
I love, respect and approve of myself just the way I am.

 I, (my name) now forgive everyone and everything that has ever hurt me.
I now forgive myself and am forgiven.
I love, respect and approve of myself just the way I am.

 I, (my name) now forgive everyone and everything that has ever hurt me.
I now forgive myself and am forgiven.
I love, respect and approve of myself just the way I am.

 I, (my name) now forgive everyone and everything that has ever hurt me.
I now forgive myself and am forgiven.
I love, respect and approve of myself just the way I am.

 I, (my name) now forgive everyone and everything that has ever hurt me.
I now forgive myself and am forgiven.
I love, respect and approve of myself just the way I am.

Part Two

The Affirmations Garden (see Affirmations Garden diagram)

Learning Outcome

The children use affirmative words to identify personal strengths and create an Affirmations Garden in which to plant them.

Materials

Small paper plates

Construction paper

Scissors, crayons, found materials, magazine cutouts, and glue

Procedure

The teacher will tell the children that they are going to create a special garden. The garden's name is the Affirmations Garden. In this garden all the plants that grow are going to tell the story about each of the children's personal strengths.

Teacher directs class attention to the bulletin board where the Affirmations Garden will be planted. The garden has two or more fruit trees on which different fruit grow. The children will create flowers using construction paper and a paper plate to complete the Affirmations Garden. (Teacher note: See Affirmations Garden diagram for details.)

Module Five

Give Yourself a Hand – The Walkway of Fame

Use the same format in Module Two.

Option: Children may share an affirmation before they walk down the walkway. “Hi, I am Jamie and I am good at baseball.”

Theme Song (Sing and do actions)

Shout out PST³ “Positive Self-Thought! Positive Self-Talk! Positive Street-Talk!”

The Fear Zoo

Outcome:

Children learn how to deal with and overcome their fears through the use of this powerful and interesting tool that they can use throughout their lives.

Children learn and improve their conversation skills by conversing with their fear animal.



Materials: Colored construction paper, scissors, glue and straws

Procedure:

Teacher provides colored construction paper and child chooses one or two colors.

Teacher provides straws to each child

Child draws a picture of a wild animal on the construction paper that represents his or her biggest fear.

Teacher gives examples of types of fears that could represent a wild animal.

Example: Tiger could represent the fear of failure and a giraffe could represent the fear of heights, etc.

Child takes straws and glues them on picture of wild animals to represent the bars of a cage in a zoo.

Teacher explains – we would fear running into, or meeting a wild animal, but we would not fear a wild animal in a cage in the zoo.

Children discuss their fears and the wild animals they have chosen.

Teacher encourages children to go and talk to their fear animal. The child asks the animal what it has to say to him/her.

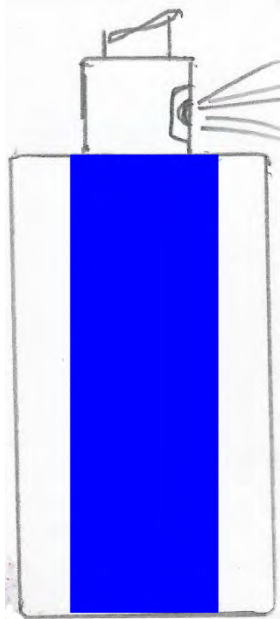
Teacher suggests that child answers the animal in a calm manner.

Children say good-bye to their fear animal telling it they will come back and talk to it any time they need to.

The teacher explains that when children face the fear and give it a name, it loses its power over them.

Evaluation:

Children complete the activity successfully by identifying their fear, facing, and talking to it directly, and reporting how they felt at the beginning and end of the activity.



Outcome:

To provide the children with a physical activity that they can use when they feel overwhelmed by fear. This is a fun activity that they can do at home. (Not recommended to be used at school, except in the Affirmations Class.)

Materials: Water and spray bottles, raincoat or large plastic bags, paper, tape and markers.

Procedure:

Ask children what happens at home when there is a terrible smell.

Ask them what they do to get rid of the smell.

Record the responses on the chart paper.

Children's responses may be, "We use a spray container that makes the air smell clean again; we use a certain product such as Fabreeze, we open a window or a door; we turn on the fan, etc."

Teacher Note: Point out to children that in order to get rid of the bad smell some sort of action has to be taken to change the smell.

The teacher instructs the children that each of them is going to get a very special bottle called the "Spray Fear Away" or the "SFA" bottle.

This bottle has only one purpose and that is to spray all negative fear away.

The teacher instructs the children that they are going to play The Fear Monster Game.

One of the children will put on a big plastic bag to keep them from getting their clothing wet (as much as possible).

This child becomes The Fear Monster, who will chase the other children.

The only defense that the children have is their Spray Fear Away (SFA) bottle to use against The Fear Monster.

Tell the children that they can group together to spray The Fear Monster away if they want.

Each of the children will have an opportunity to be The Fear Monster and spray The Fear Monster.

The Fear Monster is given a name by the children, i.e. not having friends, not winning, or failing a test, etc.

The name that the children give the Fear Monster will be taped onto the plastic garbage bag that The Fear Monster is wearing.

Evaluation:

After everyone has played the game, have a class discussion about how they feel and what they can do when they become fearful.

Close with theme Song

Module Six

Give Yourself a Hand – The Walkway of Fame

Use the same format in Module Two.

Option: Children may share an affirmation before they walk down the walkway. “Hi, I am Jamie and I am good at baseball.”

Theme Song (Sing and do actions)

Shout out PST³ “Positive Self-Thought! Positive Self-Talk! Positive Street-Talk!”

Pass It On – Put a Kind Word In

Outcome:

The children identify the impact that positive and negative words can have on themselves and others by throwing a stone into a water container and observing the results.

The children will list their observations from the stone and water activity.

The children will discuss and create two lists of words that have (a) a positive impact and (b) a negative impact when spoken to them.

Positive Words		Negative Words	
Word/Phrases	Feeling	Word/Phrases	Feeling
You 're great!	Good, happy, strong	You're stupid!	Small, unhappy, not good
You're smart!	Confident, important	You can't do that!	Helpless, not good enough, a failure

Materials: Candle or taper for each child, a circular paper disk in which to put the candle to catch any wax. Teachers can elect to use flashlights to do this activity. Have each child bring a flashlight from home. Have extra flashlight for children that can't bring one from home. Extra batteries are a good idea as well.

Procedures:

Children form a circle sitting on the floor.

The teacher asks the children what they can see in the classroom and outside with classroom lights on and window blinds open.

Close the window blinds and turn off the lights. (The kids can do this)

Ask the children what they can see now. Ask: “How does it feel to be in the dark? (Children responses, unsafe, insecure, a little scared, etc.—encourage children use own words)

Ask what must we do to change how we are feeling?

Lets add a little light and see what happens.

Teacher lights his/her candle or turns on their flashlight. Ask children what they can see now.

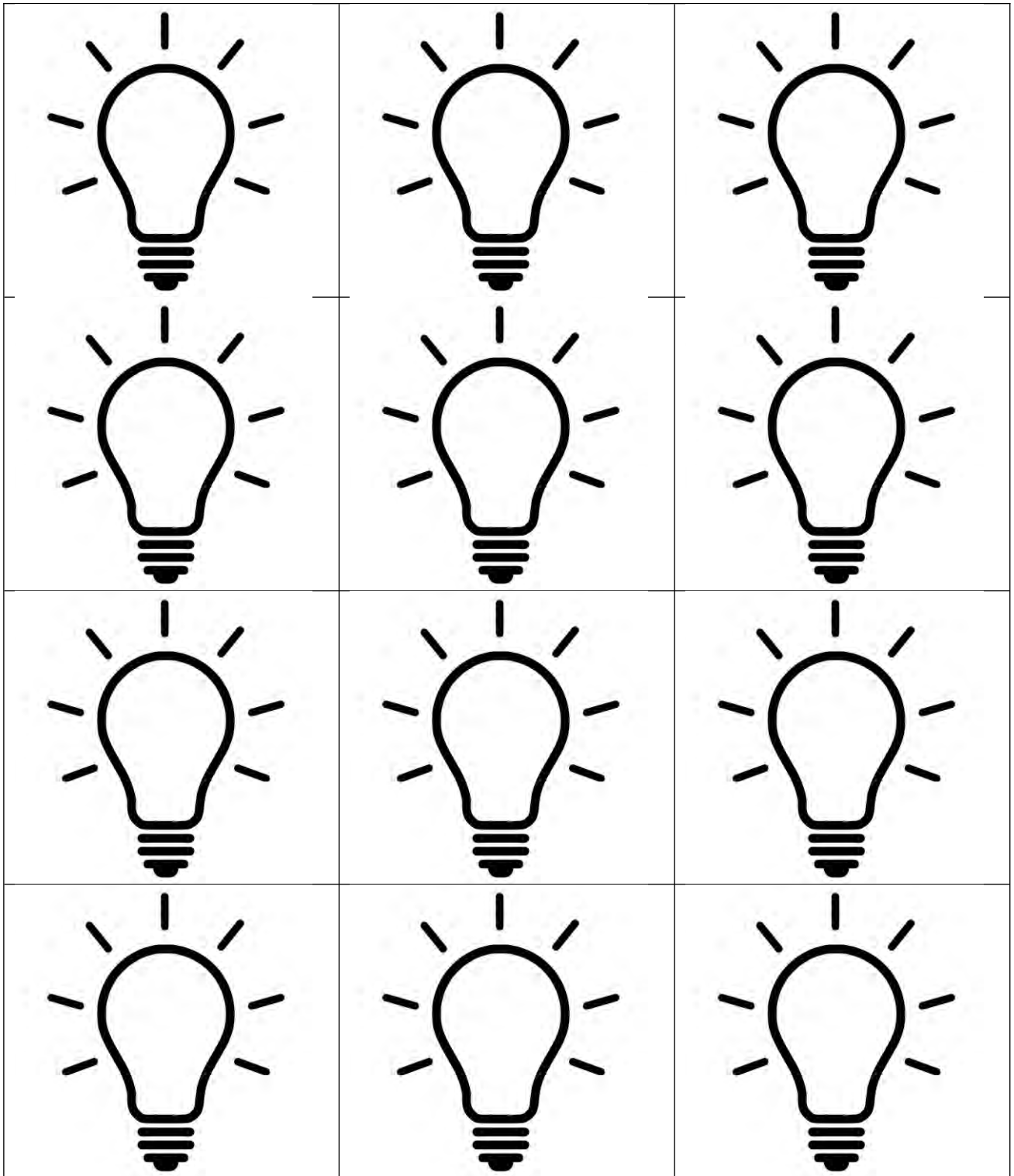
What can we do to see even more? Light more candles or turn on flashlights one by one.

Light more candles or turn on flashlights instructing the children to pass the flame of light to one another –lighting each others candle. If using flashlights, have children tap each other flashlight as they turn them on.

When all are lit or turned on, ask the children what they can see now and how are they feeling.

Discuss the following principle with the children: Saying positive, kind, and nice things to one another is like adding one more candles, turning on one or more flashlights and making our world a better and happier place.

Options: Children can use the large light bulb template and draw smaller light bulbs within it and then label the bulbs. Children can simply print in the larger light bulb template the things for which they are thankful. Teacher can posts these sheets in the form of a light bulb in the classroom for display.





Dress Up in Your Affirmations and/or Favorite Colors Day



Choose a day and call it “Dress Up in Your Favorite Colors and Feel Great”
When we do things we like to do and dress as we like to dress, we usually feel great about ourselves.

Language Development Activities:

Outcome: Children develop an understanding about color and language.

Part One:

Outcome: Children become familiar with how we use color and relate them to our feelings.

Procedure:

Give the following examples: “green with envy” “I see red (anger)” “White as snow” “Sunny and bright” “True Blue!” “Feeling blue” “Black as night” “You’re Yellow”-“Green with Envy”
Children develop their own personal color-emotion comparisons, metaphors, and meaning.

Procedure:

Have precut squares of various colors and color families ready for the children.
Spread them out on the floor and ask each child to select two or three of their favorite colors.
The children write the reasons why they like the colors they have chosen on the square.
They will also write how each color makes them feel ie. Blue-is always there like the sky.
ie. green-growth, grass, trees etc.

Part Two

Outcome: Children become familiar with how we use color and relate them to our feelings.

Procedure:

Give the following examples: “green with envy” “I see red (anger)” “White as snow” “Sunny and bright” “True Blue!” “Feeling blue” “Black as night” “You’re Yellow”
Children develop their own personal color-emotion comparisons, metaphors, and meaning.

Children Dress Up Day

Module Seven

Empathy Shoes



Outcome: Children learn the meaning of empathy (walking in someone else's shoes). Empathy means understanding how someone else feels when something happens, is done, or said to someone else.

Procedure:

Write the power word Empathy on the board/chart paper.

Discuss the meaning of this word.

Empathy means when you know how someone else feels because, in your mind, you put yourself in his or her shoes, that is, you identify with that person.

It is to experience how that other person feels.

This is not to be confused with "Sympathy" at the loss of someone or something. Feeling sorry for or about.... Empathy is more active as it means really identifying with and understanding how the other person feels.

Share ideas and situations where and when children and adults have shown empathy to one another. Identify a new word, "empathize" meaning when one has empathy with someone else.

Class Activity

Note: You may want to ask some parents to volunteer to help you in this activity, especially with the spray painting, Have children bring a pair of extra-large shoes from home (with parent's permission) that the parent is no longer using.

Write a brief note home explaining what the activity and how it will be helpful.

Have a ready supply of all sorts of decorations, stickers, spray paints, etc.

Each child decorates a pair of extra-large shoes.

Children then take turns in wearing each other's shoes.

Discuss difficulties, problems, how much fun it is too, and feelings about walking in the other person's shoes.

Evaluation:

Each kid makes pair of shoes from construction paper, writing the word empathy on them and decorating the shoes on both sides.

Display the pairs of decorated shoes throughout the classroom/school as a constant reminder for children to think empathically. You can paper punch holes where the eyelets are on real shoes and tie the shoes together with shoelaces.

Activity Two: Empathy Fun Games:

Game One: Children throw all the empathy shoes into a pile in the center of the classroom (gym/outdoors). Children form a big circle around the shoes. When the teacher blows the whistle all the children rush towards the shoe pile and try to find a matching pair of shoes. The children are to help each other find a matching set of shoes. Children are then to partner up with one or two other children and go for a brief run, wearing their pair of empathy shoes.

Game One

Alternative Activity – Beat the Clock

Teacher repeats the above activity, but this time the purpose is to beat the clock. Tell children that they are going to be timed from the time of the whistle blows until when the last person has put on a matched pair of empathy shoes. Children will then take off the shoes, throw them in the pile and then repeat the activity, cooperating with one another to beat their last time. Keep a chart of the time it takes for each and every time the game is played. This teaches children the importance of cooperation, team-work, paying attention to other people's feelings, and gives each child an opportunity to help one another.

Game Two

The Empathy Two-legged Race Plus

Have children select a pair of empathy shoes and a partner. Children are to stand side-by-side and tie their inner legs together with a piece of cloth. Everyone starts at the start line. Each team runs to the line at the opposite end of the field/gym and returns to the start line. Each group that finishes must pick up two more pieces of cloth and run out into the field and join a group that hasn't finished crossing the start line. They are to tie their legs together with this other team and return to the start line. Repeat this process until the whole class has their legs tied together and have completed one complete run, as a group, from the start line to the end line to the start line.

Debrief the activity with the children. What was fun about the game? What was difficult? What did they learn?

Game Three:

Empathy Shoes Board Walk

Materials: 25 pairs of large old shoes (preferably flat soled) and ten planks of lumber measuring: six inches wide x one-inch-high x length will vary depending upon the size of the children doing this activity. (It's great for all ages). Be sure to leave about 12 inches space between pairs of shoes.

Procedure:

Nail five pairs of shoes through the soles on the inside of the shoes to each set of planks. Be sure that the nails are flattened on the underside of each plank to avoid injury when the planks used.

Children are placed in random groupings (as per the number of students in your class) on each plank. The task is to get from one end of the field and back again without falling. Children can do cross-legged walks or runs with another team by sharing their inner planks with one another by crossing their legs. Let the kids suggest their own activities.

Activity Three: Empathy and Bullying



Class Project
Class Discussion

Explain that the opposite of empathy is to bully another person. The bully needs to be in control others to help boost his or her own low self-esteem (not feeling good about themselves).

Students (kids) brainstorm a list of empathy situations.

Teacher encourages students (kids) to share solutions to problems while wearing the empathy shoes.

Talk about how students (kids) can have empathy for the person being bullied.

Talk about ways to stop the bullying process.

Also discuss ideas among students (kids) on how to help the bully see what he or she is doing and help them change their negative actions to positive ones.

Find ways to find something good to say about everyone.

Share with students (kids) that they have empathy when they know and understand how the other person feels.

Look for ways that students (kids) are showing empathy for others and reward him or her with incentive (some prize).

Module Eight

Outcomes: To increase a child's expressive vocabulary by creating an Affirmations Tree and Power Word Garden. See Sample Affirmations Dictionary at the end of this Manual for suggestions.

Teacher's Note:

If children can find the words to express their emotions, they are less likely to use physical force when they are mad or frustrated. They can identify what they are feeling and talk about their emotions using the vocabulary they are developing.

Teacher's Note:

Use words about which the children are curious.

Remember: Verbal language always exceeds written language skills.

Use as many of the words as the children like.

Always have children come up with interesting sentences when suggesting affirmations and/or power words.

Record these sentences and use them for sight-word recognition and language skill development – meaningful words that increase vocabulary skills and the ability to express themselves.

Activity One

The Affirmation Tree and Power Word Garden Bulletin Board

Use the Power Word "*Empathy*" as an example of the process to follow when discussing new words. Continue adding to the Affirmation Tree for the rest of the program and/or throughout the rest of the school year. This bulletin board can be redesigned for each of the seasons and/or holidays of the year.

Activity Two

Personal and/or Class Pictionary of Affirmation and/or Power Words

Smaller Children Make Affirmation Pictionaries by using cut-out pictures to identify new words about which they are curious. Print the word under the picture and have the child make a statement under them such as

I can do that. This is what I want to do. I am happy. See Sample entry on the next page.

Pictionary Activity – Continue Pictionary activity for the rest of the program and school year as directed in Activity One.

Option: Children can create an Affirmations and /or Power Word Collage on a large sheet of white paper, Bristol board, core board, cardboard, or construction paper. Children cut out pictures and words that they like and are curious about. Glue the words and pictures on the backdrop and post the completed project in the classroom. Children may present their collages to the class.

Sample Pictionary Entry

Keep explanations and sentences simple for younger children. One picture may have more than one meaning.



Adventure – to have an unusual, exciting, or risky experience.
I like to go on adventures and explore many new places.

Explorer – a person who goes to new places to learn new things
I am going to be an explorer and travel around the world when I grow up.

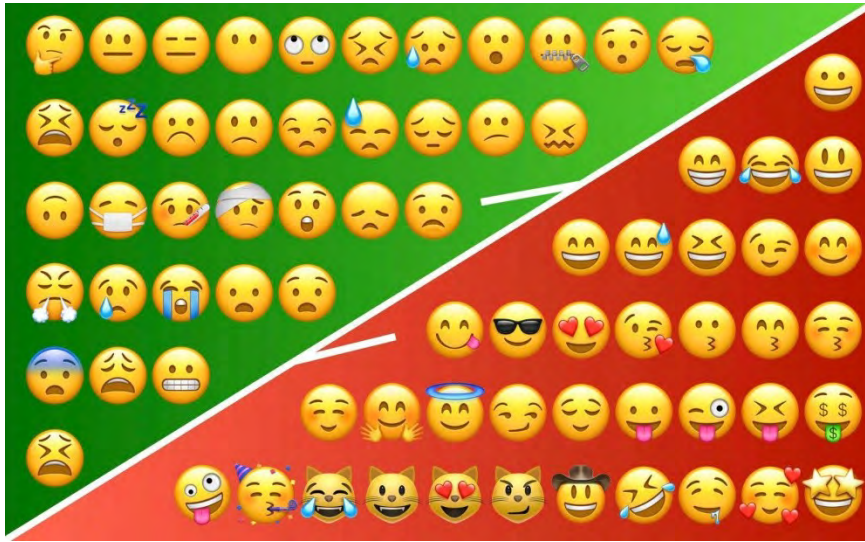
Teacher Note: Grades 2 and 3 children are introduced to root words ie. the root word of explorer is explore. If you know the source language for the word, or the changes that have occurred in our language (from Old English, to Middle English, to Modern English), share these findings with the children. This demonstrates the principle that language changes over time, not only in structure, but also in meaning.

Sample Bulletin Board



(Use simple shapes. Flowers can be added. Cut out leaves, flower petals, stems and print words on them.)

Use Emojies To Help Children Develop An Emotional Word Vocabulary





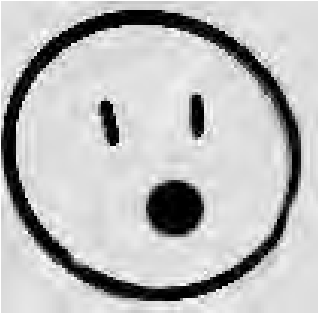
Check out emojipedia.org

Or

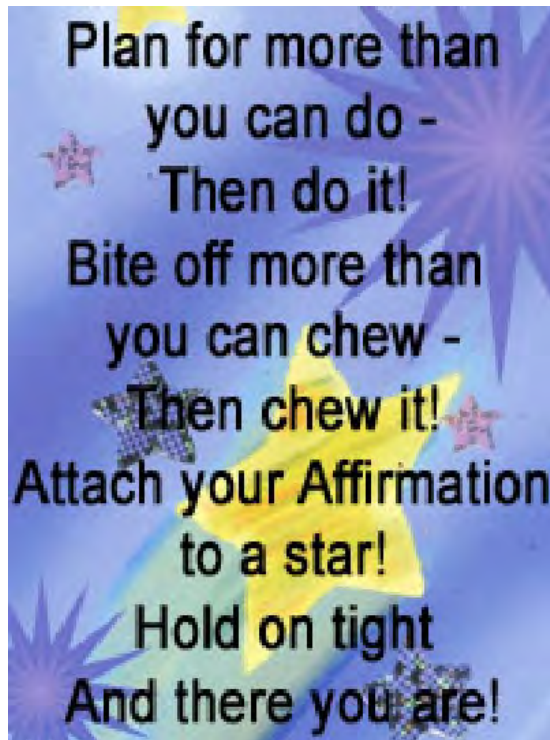
Google search emoji in Images search

Sample Chart

Post chart in classroom and add words and emojis as a vocabulary growth activity.

		
happy	sad	surprised
glad	unhappy	amazed
delighted	gloomy	astonished
joyful	discouraged	stunned
content	disappointed	shocked

Module Nine



Star Poem

Outcome:

Children learn exactly how to do their affirmations
Children learn that they are important and that they can do more than they think they can.
They learn to do things even when it seems impossible or difficult.

Materials: Colored construction paper, scissors, glue, star pattern and string

Procedures:

Teacher gives each child a piece of colored construction paper

Teacher gives each child a star pattern

Children cut out a star from the pattern

On one side of the star they write the following poem:

“Plan for more than you can do, Then do it!
Bite off more than you can chew, Then chew it!
Attach your Affirmation to a Star Hold on Tight
And THERE YOU ARE!”

On the opposite side the child writes his or her own affirmation.

Teacher gives examples: “I, (your name), deserve and now am kind and helpful to others, or I, (your name), now help my mother do dishes, I, (your name) now get good grades, I, (your name), now have many friends,” etc.

Teacher and/or volunteer help child hang their stars from the ceiling or as you desire.



Evaluation:

Children complete this activity successfully when they realize that they have great potential and can accomplish hard or difficult tasks.

Pat on-the-Back

As per previous activities

Sharing Circle and KAPping it Off – The Feather Speaks/Talking Stick as per previous sharing circles.

Children create their own Certificate of Completion with the letters KAP and PST on the certificate.

They can use cut-out from magazines or draw pictures representing things they wish to affirm. Post these in the classroom with the stars.

Teacher and students sign and date the certificate. for more ideas about certificates.
Celebrate and clean-up after the celebration.

Sample Affirmations Dictionary for Grades 1 – 6

A – Affirmations --An affirmation is like a birthday wish
Action-- Do it now!

Affirm—This is to make firm and solid.

Acceptance—This means to accept self and others

Attract—This means to draw to you.

Apple—Eat an apple a day to be healthy.

Ask – When you don't understand, ask.

Agreement – Saying I will do something.

B - Big--Make your affirmations big. Think of something you really want to see changed
in yourself.

Bright--Use colors to make your Affirmations bright and pretty

Baseball—Be a team baseball player.

Be – Be all you can be.

C - Caring--Be kind and caring to others.

Courteous – Be courteous in all things and to everyone you meet.

Clean—Wash your hands often

Consideration—Be considerate of others.

Compare—Stop comparing yourself to others and what they do and have.

Communicate—Listen and talk with others.

Cooperation—Cooperate with others and be a team player.

Choice—You have choices—make right, happy ones

Change—Everything changes—You can change yourself to feel better.

Curious

D - Different (Make your Affirmations different from others

Do --Do your Good Morning and Good Night Affirmations every day.

Difficult – when something is difficult, ask for help.

Deserve – I deserve and now have...

Discover-Learn something new that you didn't know about before

E - Exciting--Make your Affirmations exciting for you, something that you really
want to be or do.

Exercise—Have fun doing your exercises made just for you.

Encourage—Encourage others to do a good job.

Explore- Find out about new things each and everyday

F - Fun (Make doing Affirmations Fun!

Friends. Be nice to your friends

Fear—Use your Spray Fear Away (SFA) bottle

Forgiveness—Forgive and forget about hurts from the past

Firm—Make strong and firm.

Failure—There is no such thing as failure, you always learn from every experience.

G - Gratitude--Be thankful for what you have, family, friends, clothes, food
place to live and everything.
- Give—Practice the art of giving and receiving.

H - Happy— Be happy and spread it to everyone you meet.
Harmony – Be harmonious and create those conditions in your life.
Hope—Always hope for the best outcome.
Help—Help others when you can and when necessary.

I - Imagination--Use your imagination to decide what to do an affirmation for
Inside – Happiness is an inside job.
Inspire—Inspire yourself to get your homework done.

J - Joyous—Be joyous in everything you do.
- Join—Join in games and be a team player.

K - Kindness--Be kind to yourself and others.
Keep your promises.
Kind - You are one of a kind

L - Loving—Love, respect and approve of yourself
Learn—Take advantage of your years in school to learn all you can.
Laugh—Laugh at yourself and your mistakes. Laugh with others.
Listen—Listen to your teacher and learn.

M - Make—Make good decisions.
Manage—Manage your time wisely
Motivation—Be motivated to do your Affirmations regularly.

N - No—Say no to things that are not good for you.
Never drink alcohol or do harmful drugs.
No Bullying—Stop bullying by not participating in it.

O - Oops, did I just say/do that! Choose to do something different.
Opportunity – Take every opportunity to build-up yourself and others
Occasion – Make each occasion a happy one for you and others.

P - Pictures—(Find interesting pictures and cut them out and put them on your Affirmations
Patient—Be patient with yourself and others.
Personal – It's all about you!
Play—Play and have fun.
PST – Positive self-thought, positive self-talk and positive street-talk
Polite—Be polite and consider others.
Potential—You have the potential to be whatever you wish to be.
Positive – Like in addition adding to...
Present Tense – Happening NOW!

Q - Quietness—Practice being quiet and relaxed
Question—Ask questions when you do not understand.
Quick – Do things quickly and carefully!

R - Respect yourself and all others
Relax—Be relaxed and happy.
Real – Be real; Be yourself!

S - Stop—Stop any thoughts of being unkind to others
Stay—Stay away from negative people
Self-Worth—Increase your self-worth by loving, respect and approving of yourself.
Sharing—Share with others.
Scientific—Look at things like a scientist and be curious
Search—look every where to find what is true

T - Truth – Always tell the truth. It is the only way.
Time—Make a habit of being on time for school and other appointments.
Team—Be a team player.

U - Understand—Understand your work and others.
Unite—Unite with others in the team to have a victory.
Use – Use your time wisely to be the best you can be.

V - Victory - Be happy when others attain a victory—win that game, etc.
Value - Value yourself and others.
Virtue – practice your virtues daily.

W - Wisdom—Learn everything you can from your studies and life experiences.
Win—Be happy when others win too.
Why—Ask why when you want to learn more.

X Xpress yourself. Say what you mean and mean what you say.
Xtreme – Do everything good and uplifting to the extreme
Xtend – Extend your boundaries ie. what you do well! Do new things!

Y – You--You are the greatest
Yes—Say yes to things that are good for you.
Year – Every year is your year to be the best you can be.

Z - Zoo –Whose who in your zoo? Or Who is in your fear zoo?
Zeal – Get excited about your life.
Zoom – Get ready for take-off.

Sample Positive Personal Power Word List (Children may add to this List)
Children may color code the words they like from this list)

Capable	Strong	Positive	Talented	Athletic
Musical	Artistic		Confident	Energetic
Focused		Creative		Thoughtful
Disciplined		Helpful	Dynamic	Motivated
Adventurous	Knowledgeable	Kind	Gentle	
	Caring		Respectful	Patient
Curious		Thankful	Flexible	
Dedicated	Good	Persistent		
	Friendly	I	Cautious	Determined
Honest	Happy	Giving	Forgiving	Considerate
	Independent		Smart	
Analytical		Content		Secure
	Excited	Enthusiastic	Harmonious	
Inventive			Empathetic	
Dramatic	Exciting			Competent
Direct		Self-sufficient		Technical
Mechanical	Observant		Organized	
Innovative		Polite	Truthful	

Sample Negative Personal Power Words (Children may add to this List)

Stupid	Dummy		Twit	Naughty
Jerk	Fool/foolish	Dull	Incapable	Loser
Inferior	Little	Greedy	Pitiful	Selfish
Lazy	Flawed	Poor	Needy	Careless
Sloppy	Slothful	Rebellious	Disobedient	Queer
Strange	Any Racial Slurs		Defective	Degenerate
Fake	Geek	Ignorant	Weird	Fat
You're just like.... (Comparing you to someone or something else.)		Liar	Thief	Weak
Absent-minded		Forgetful	Grow Up	Act your age
Pig	I	Frustrating	Brat	Troublemaker
Feeble				

Part Two



Welcome to KAP
"KIDS AFFIRMATION PROGRAM!"

(An Integrated and Interactive Children's Education Program)
Grades 1 to 3 and Grades 4 to 6
(For Home and School)



Grades Four - Six

K_{ids} A_{nd} P_{arents} Together

PST! What's the word, Thunderbird?
Password: Ripple Effect, Pass it on!

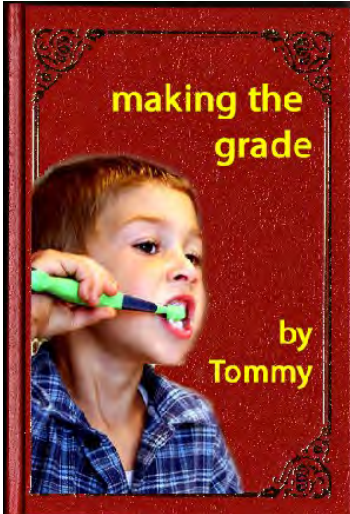
Theme Song: Ripple Effect, Pass It On!



Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.

Learn how Tommy, a Grade 3 student, used the Toothbrush Activity



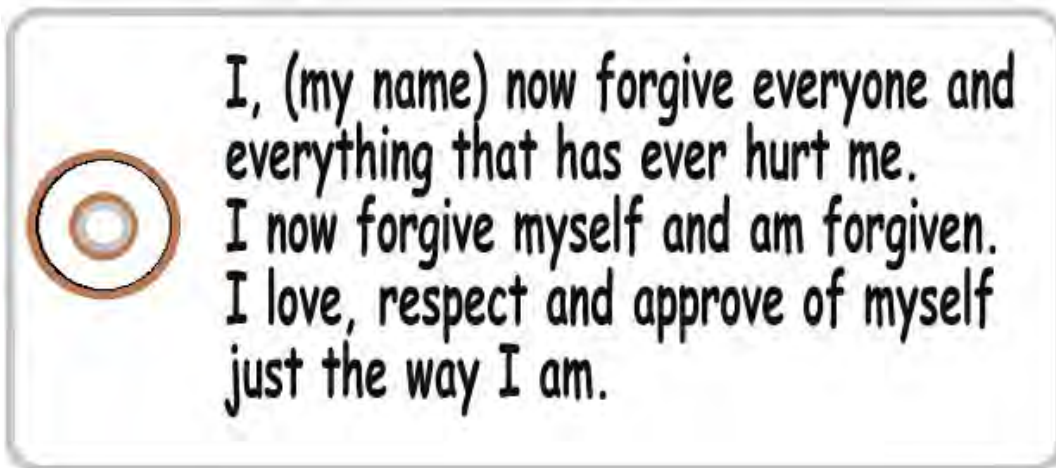
Kids Affirmation Life Tools – "The Toothbrush Activity"
Tommy used it and was delighted with the results.

"Caring for Your Teeth" while "Caring for Your Heart"

Tommy, a third grader, learned about the Toothbrush Activity. After class he said to me, "You know Dr. Evers, I cannot do that Toothbrush Exercise... 'cause I don't love myself." I asked him to do it the best he could. He agreed and we shook hands.

Three weeks later I returned to the school and Tommy came running up to me. He said, excitedly, "I did it! I did it! You know what you told me to do... You know that toothbrush thing and now I love myself! And I like and respect others too."

The Toothbrush Forgiveness Affirmation





Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.



Kids Affirmation Life Tools – "How do you eat an apple?"
One bite at a time! Chew it Well!

"Do One Thing at a Time and Do It Well!"

This activity is similar to 'The 1% Solution'. The importance of this Life Affirmations Tool is to teach the children to do one thing at a time, in bite-sizes that they can handle, and when doing it, DO it WELL!

When Carolyn learned about this simple principle, she exclaimed, "You mean I don't have to do everything all at once!" Until this point in time she always tried to do everything at the same time. and it completely overwhelmed and exhausted her.

To demonstrate this principle, do the following activity. Step 1. Give each child an apple. Step 2. Ask the children, "How do you eat an apple?" and record their answers on chart paper or on the board. Step 3. Ask the children to try to eat the whole apple, all at once. Ask, "Can you do it?" Step 4. Ask the first question again, reminding the children that each person eats an apple 'one bite at a time'.
Application for home, school, and play – When participating in an activity, focus on it and do it in bite-sizes so you will be successful in what you do. Give kids examples such as sports figures, Olympic athletes, famous leaders, doctors, etc. They got to be where they are by doing the same thing as biting into an apple.



Kids Affirmation Life Tools – "Clear, Search, Retrieve"

"Caring for Your Teeth" while "Caring for Your Heart"

Use this Affirmation Life Tool when wanting to remember information that just seems to be on the tip of your tongue, but you just can't remember. Use this strategy for everything that you wish to recall or remember, to remember dates, names, things, and information quickly and completely

CLEAR - Clear your mind of worry and endless thoughts.

Then say, SEARCH - Search for the answer in the filing cabinet of your mind.

Then say, RETRIEVE - And when you locate the correct file say, "Retrieve," and then DOWNLOAD that file!



Kids Affirmation Life Tools

The Kids Affirmations Life Tools are fun-to-use and easy-to-remember activities that kids can internalize and do on the spot.



Kids Affirmation Life Tools – "The Empty Cup Activity"

"I'm gonna wash those negatives right out from under my skin!"

"Wash those fears and hurts down the drain!"

Take an empty cup.

On masking tape write those negative, *hurtful, and disappointing things, experiences, events, thoughts, and/or self-talk (that little voice inside your head)*; Place the masking tape on the cup; Fill the cup with water; Hold the cup in your hands and picture all that negativity in the cup.

Feel all negativity leaving your body. Take the cup to the sink and dump the water down the drain, knowing that you can never get that water back and with it has gone your all that negativity, hurtful and disappointing experiences/events, thoughts, and self-talk. Then, do the 'Fill the Cup Activity' described below.

It is important to replace those negative feeling/emotions, thoughts, and self-talk with positive ones. Repeat this activity as often as you need.



Kids Affirmation Life Tools – "Fill the Cup Activity"

"Caring for Your thoughts and Your Heart"

Take an empty cup.

On masking tape write *as many positive and affirming words as you like*; Place the masking tape on the cup.

Fill the cup with water. Hold the cup in your hands and think about what it is like to have what you have just written down or spoken into

your cup. Feel those good things flow into your body as you sip on and drink the water (or your favorite drink). Practice this often filling yourself with positive, happy, healthy, trusting thoughts replacing those negative and hurtful thoughts and self-talk (that little voice in my head.)"

Options:

Younger children can speak into the cup what they wish to remove or affirm.

Rather than using water, children can use scrap pieces of recycled paper and write on the paper what they want to affirm and then roll them into little balls of paper and place them in the cup. Place them in the cup and follow the directions given above.

Children can pretend to do this by play acting the process described above.

Children can use a cup template cut-out with slits in the paper to insert their positive affirmations. Children pull out the negative and hurtful words and slip in their positive affirmation into the cut-out slots.

Table of Contents
KAP Modules Levels 4 – 6

Module One – Introduction, KAP Rulez, & Kid's Kode of Konduct KAP Activity	6
Module Two – Balloons Have Secrets – Change One Thing at a Time (The One Percent Solution)	9
Module Three – Identifying Your Personal Power Words	12
Module Four – Creating an Affirmations and Personal Power Words Dictionary	20
Module Five - Ripple Effect Pass It On; Password; Positive and Negative Use of Power Words	21
Module Six – Theme Song; Writing an Affirmation	24
Module Seven – Musical Chairs – What it means to be a winner. Competition and Cooperation	00
Module Eight – Community Projects for Kids;	00
Module Nine – Making and Using Affirmations Beads or an Affirmations Rope; Bead Art Graduation Celebration	00
Affirmations Dictionary Grades 1 to 6	41
Personal Power Words List	44

Module One – Introductory Activities



Introductory Activities

Introductions

The Walkway of Fame

How to Do the Walkway of Fame Activity

1. Have the children line up in two rows facing each other.
 2. Have them stand about 1.5 metres (3.5 feet) apart.
 3. One of the children at the head of the two lines will move to the center and face the group.
 4. They will then say, **HI, MY NAME IS.....**" or some other such greeting as **HELLO, I AM, HELLO, I CAN, HELLO, I LIKE, HELLO, I LIKE TO....**
Have each child wait for 3 to 5 seconds at the head of the line while the rest of the group applauds and cheers loudly.
 5. The child will then walk down the center while the other children continue to applaud and cheer.
 6. The applause only stops when the child rejoins the line on his/her side.
 7. The child, opposite the first child, then takes his/her turn, standing at the top of the line,
 8. The activity repeats itself until all have completed the walkway.
- Note: The teacher is encourage 'to demonstrate' and 'to walk' the Walkway of Fame, as well!

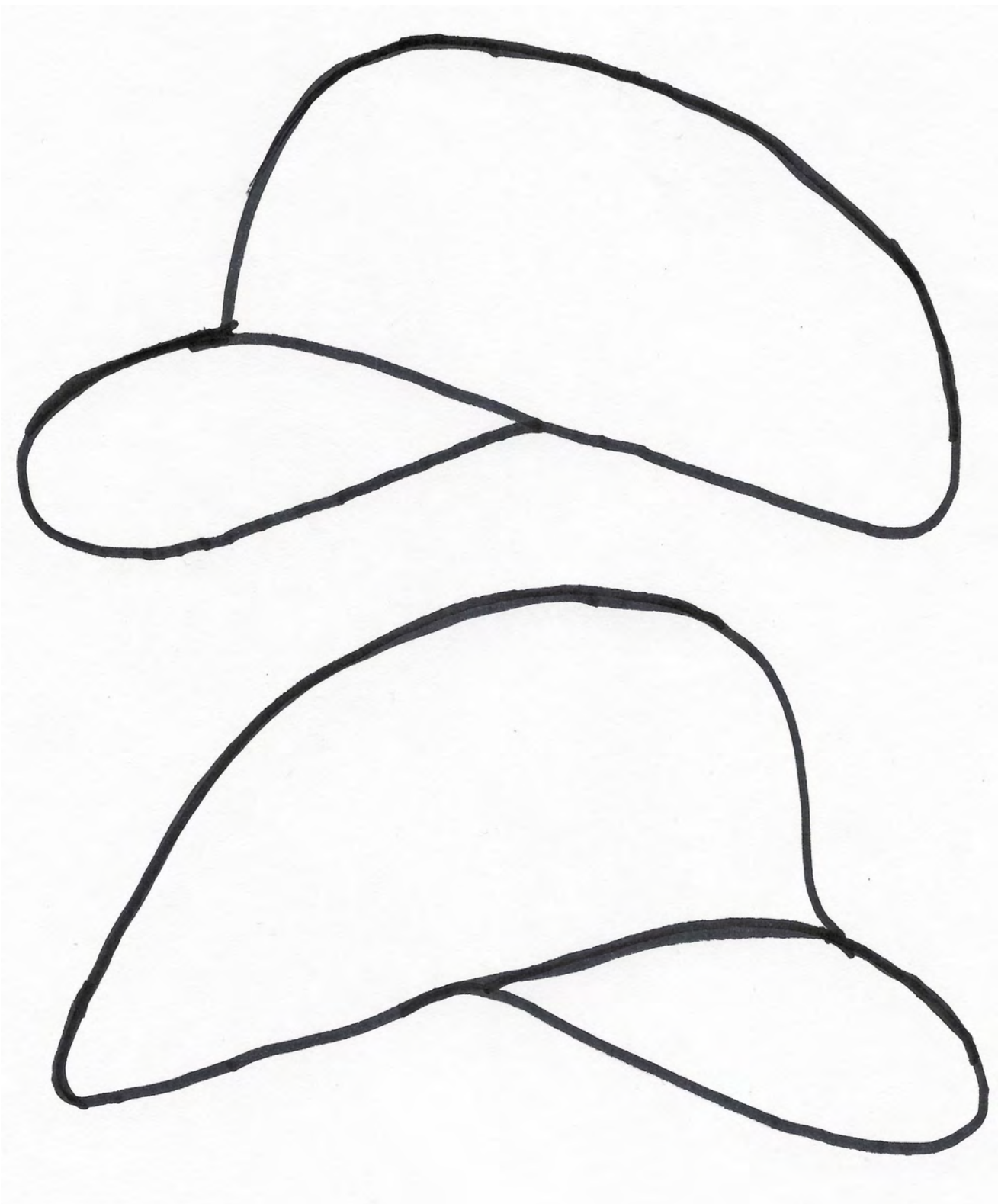
Create a Paper KAP Activity

Children cut out and color a paper or Bristol board cap. Use the Templates that are at the end of this module. On the front print the letters KAP and on the back print PST. You can also use cut-out letters. Kids can trace cap template on to cloth and the cut out the material and glue it to the paper cut out and then proceed to decorate it. Use found materials and clean laundered cloth that has been recycled. Cut out long strips of bristol board or sturdy construction paper to make a headband which to affix the KAP template. Remember to place the letters **PST** on the outside of the headbands.

Advice from a cool fourth grader! Grades Four to Six use black caps with white letters or white caps with black letters.

KIDS KAP Alternatives:

1. You can purchase caps from a retailer or wholesaler following the above lettering format. Have them act as a sponsor of the program and give them publicity in your school newsletter and local paper.
2. Have children bring in an older cap that they haven't been using lately and revitalize it with decorations and KAP/PST lettering.
3. Purchase t-shirts and place the letters KAP on the front and PST on the back.
4. Purchase iron-on lettering, permanent non-toxic markers or use felt or other materials to cut out the letters. Use white liquid glue to attach letters to surface.



KAP Master Template

KAP Rulez – Post KAP Rulez in the classroom.

1. Be kind to each other.
2. Help each other.
3. Listen to each other.
4. Raise your hand to speak in the students.
5. Always wear your KAP.
6. Everybody helps clean up.
7. Create secret password that everyone in the classroom will use for the duration of the school year. The secret password should be positive and helpful using KAP principles.

Children and teachers give examples that demonstrate the rules. Whisper the secret password at the beginning of each KAP session. It can be used anywhere and at anytime at school, but remember to whisper it!

PST³ – Post PST³ in the Classroom.

Whenever anyone shouts ‘**PST**’, everyone has to put their KAP on backwards and say as they shout, “**Positive Self-Thought! Positive Self-Talk! Positive Street-Talk!**” Everyone shouts, “Hooray!” and claps.

KAPS

The letters at the front KAPs stand for Kids Affirmation Program.

“**PST**” stands for –

Positive Self-Thought

Positive Self-Talk

Positive Street-Talk

Remember

Whenever you think a negative thought, say, “**P – S – T**” and then say something positive, such as, “***I am happy.***” “***I feel great.***” “***I spread happiness to everyone I meet.***”

Whenever you say something negative, remember, “PST”.

Whenever you feel like being negative or hurtful, remember, “PST”.

Let’s practice! (a few times).

i.e. “**PST**” and kids say what it means. Tell the kids, “I can’t hear you.” so they shout even louder. Do this three to four times until the response is very, very loud, and then say, “I hear you now.”

Give Yourself a Hand – A Pat on-the-Back

Tell the children that they are going to learn a simple action that will encourage them to do better and better and to congratulate themselves when they do something very well.

Instructor tells children to raise their arms with palms forward above their head.

Turn palm so that it is facing backwards.

Bend elbow.

Pat yourself on your back and say, "Great job! I am the greatest! Terrific!", or something similar.

Let the children create their own "pat on their back" sayings and have the students repeat with them their favorite saying.

Closing Students Affirmation

I/We am/are happy and safe.

Each and every day I practice Positive Self-thought, Positive Self-talk, and Positive Street-talk!

I/We learn new thing with ease and interest.

Kids can add their own affirmations to the above samples.

Closing Theme Song (TS)

Tell the children that we are going to sing the Theme Song again with the actions they created for the song.

Close with the Program's Secret Password: ***"PST" What's the Word, Thunderbird!***

Module Two – Balloons Have Secrets (Two)

Review KAP Rules

Whisper the Secret Password

Review the Secret PST Code

Positive self-thought

Positive self-talk

Positive street-talk

And Practice, Practice, Practice!

Part One

Give Yourself a Hand –The Walkway of Fame

Learning Outcomes:

- (1) to acknowledge and demonstrate appreciation of each individual for who they are.
- (2) to build the confidence of the students and at the same time create a safe and supportive learning environment.

Procedure:

Have the children line up in two rows facing each other.

Have them stand about 1.5 metres (3.5 feet) apart.

One of the children at the head of the two lines will face the students. They will then say, "Hi, my name is....." or some other such greeting. Have them wait at the head of the line for 3 to 5 seconds while the rest of the students applauds loudly. The child will then walk down the center while the other children continue to applaud. The applause only stops when the child rejoins the line on his/her side. The child, opposite the first child, then takes his/her turn. The activity repeats itself until all have completed the walkway.

Questions for the children after the activity is completed.

Ask: Instructor asks the children what they were thinking and feeling as they walked down the center. The instructor positions him/herself at each of the following locations in the activity--at the beginning, midway, and at the end before rejoining the line.

Ask: Which did you find was easier to do, give the applause or receive the applause? Why might this be?

Balloons Have Secrets – Change One Thing at a Time (Mat - pins and balloons)

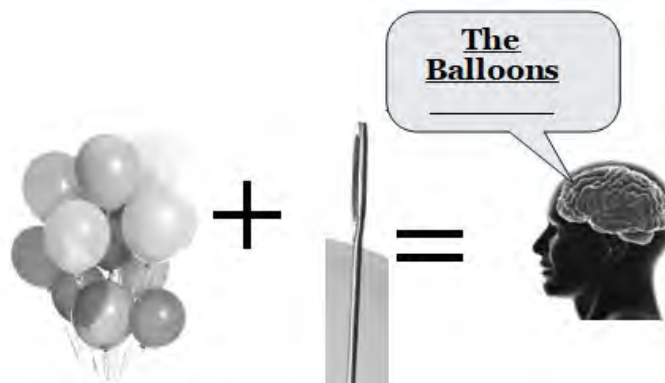
Learning Outcome:

The purpose of this activity is to introduce the students to the concept of the 1% Solution --change occurs in their lives by changing **one** component of either **what they think** or **how they behave and act**. Kids need to know **they have the power to make a choice to do things differently**—have a different thought or do a different action.

Procedure:

Have five inflated balloons ready for this activity. Have two balloons set aside for the Teacher. Have a pin for each balloon. Be sure to put a piece of tape on the Teacher's two balloons. ***Keep the tape out of the sight of the students.***

Have the following diagram drawn on the chart paper without the labels or arrows. The Teacher will add the labels as the balloon activity is completed.



Ask for three students. Have them come to the front of the classroom. Distribute a balloon and a pin to each of the students. Be sure the students do not see the balloons with the tape.

Scenario 1, 2, and 4

Balloon 1 (Student 1)

Ask the students to predict what will happen when a person sticks a pin into a balloon

Ask On what do you base this prediction? Why do you think that this is true.

Have the first student pop a balloon. Compliment the students on the correctness of their prediction.

Write the terms i.e. What Happens and What I Think based on what Always Happens.

Recite: "I believe the balloon will pop because whenever I stick a pin in the balloon, since I can remember, it pops!"

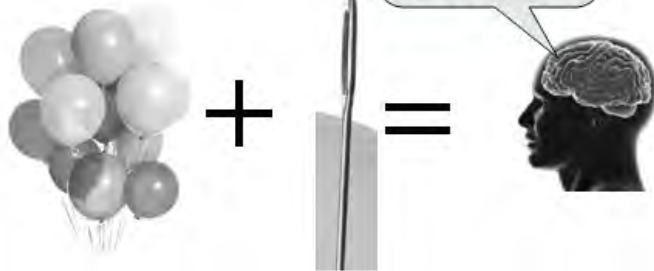
Balloon 2 (Student 2)

Ask the students to predict the outcome of the experience with the second balloon.

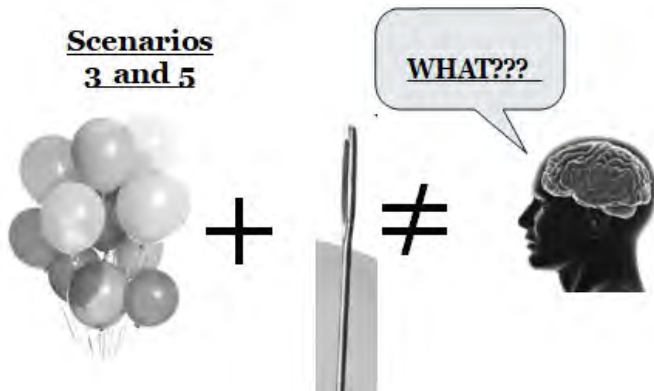
Have the second person pop the balloon.

Congratulations for making the right prediction.

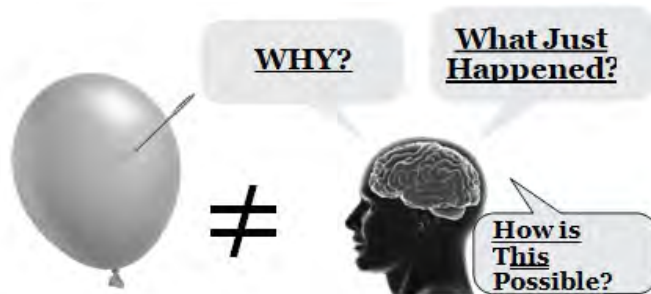
Scenarios 1,2, 4,



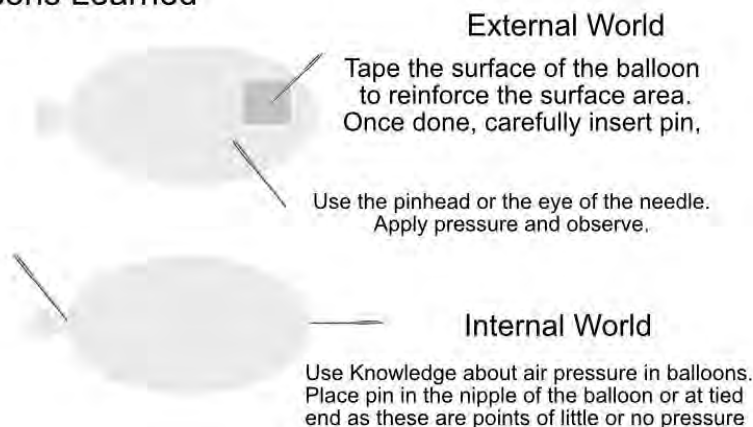
Scenarios 3 and 5



what happens. **Ask:** What do you think will happen, now?



Lessons Learned



Balloon 3 (Teacher)

The Teacher now takes the third balloon. **Ask** the same question as to what they think will happen to the balloon. Insert the pin into the tape. The balloon doesn't pop because the tape is reinforcing.

Ask students What they think happened and why the balloon did not pop. Record responses on chart or board.

Balloon 4 (Student 3)

Ask: What do you think will happen this time?

Ask: "Are you really sure that the balloon will pop?" Does anyone think that the balloon won't pop?

The third student places the in the balloon and pops the balloon.

Balloon 5 (Teacher)

Teacher.: Well, you were right. Let's do it one more time and see end of the balloon.

Thank the students for participating by giving them a round of applause. Direct the participant's attention to the chart paper. Review the experience they have just had.

As the teacher, you demonstrate that by changing one thing, you change the out come. Share with the children that you can change an outside or physical behaviour such as the way you behave toward others, or you can change by changing something on the inside, something you know, such as a belief about yourself and others.

Teacher's Notes:

They predicted that the balloons would pop because that is what experience has taught subsequently, the "balloon + pin = pop" equation has reinforced the (What I think) expectation of the outcome. Belief and experience entered a dance which is mutually reinforcing. I believe, therefore I have the experience. I experience, therefore I have the belief. However, when it did not happen a few moments ago, doubt about the veracity of the statement as always being true was questioned. Maybe, just maybe, there are conditions under which this is not always true.

Ask: Why did two of the balloons not pop?

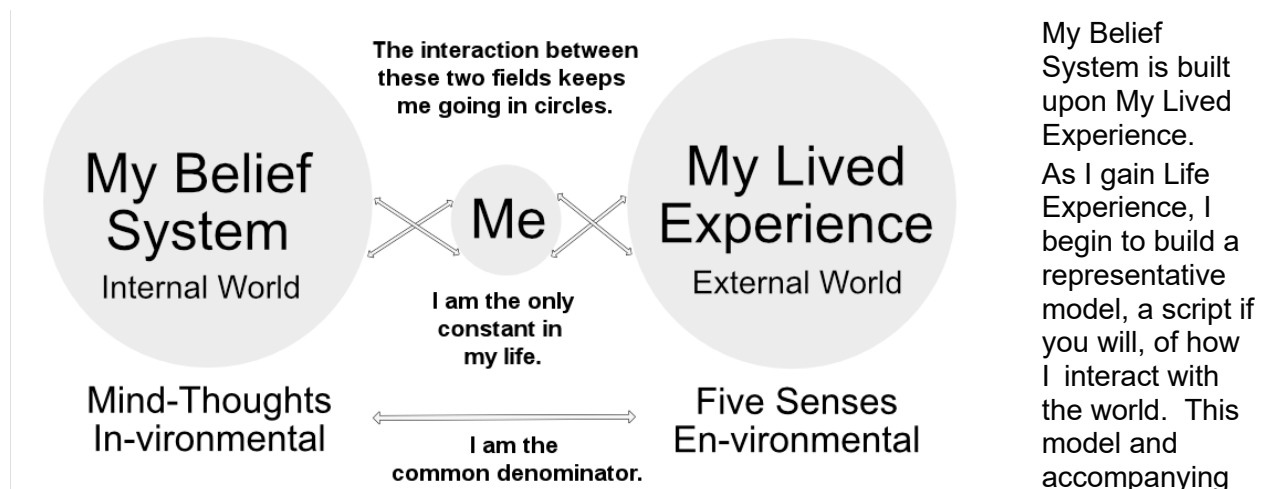
Response: It is because **one simple change was made**. A piece of tape was placed on the balloon.

We call this the **One Percent Solution (1% Solution) –Change ONE thing at a time!**

Remember: When we want to change something, you only have to change one thing. Its impact can be as telling as the difference between carbon dioxide(C₂) and carbon monoxide (CO) A difference of one molecule. In spelling, the difference between a *friend* and a *fiend* is one letter, the missing letter 'r'). I am a friend! or I am a fiend!

It is also important to note that change can occur because of a change in lived experience or the belief system. The world was once thought to be flat. Some people believed otherwise. The latter were vindicated. Change and doubt can occur in either the belief system or as a result of lived experience. Change may be initiated in either the subjective (how I think about something) or objective (How I behave/act in the world) sphere.

My lived experience, since I was a child, has taught me that when I stick a pin or needle in a balloon it always popped. This time I experienced something different. I may have to change my Belief System.



script of how the world operates based upon the increased the reoccurrence of single identifiable outcomes. Once outcomes are established as a result of my growing belief in them, I begin to impose my model of reality upon the world I experience. In that moment, Belief becomes ruler and Lived Experience its co-regent.

Activity

Have a children stand up and point to a wall in the classroom.

Give that wall a name such the balloon popped (My Lived Experience).

Turn 180 degrees and point to this wall and call it I believe the balloon will pop (My Belief System).

Have the children, then turn from that wall back to the first wall and repeat, the balloon popped, Then to, I believe the balloon will pop.

Have the children repeat this again and again, going a little faster and faster.

Ask the kids what happens when the statement is not true (when the balloon does not pop). Do we stop spinning or do we stop?

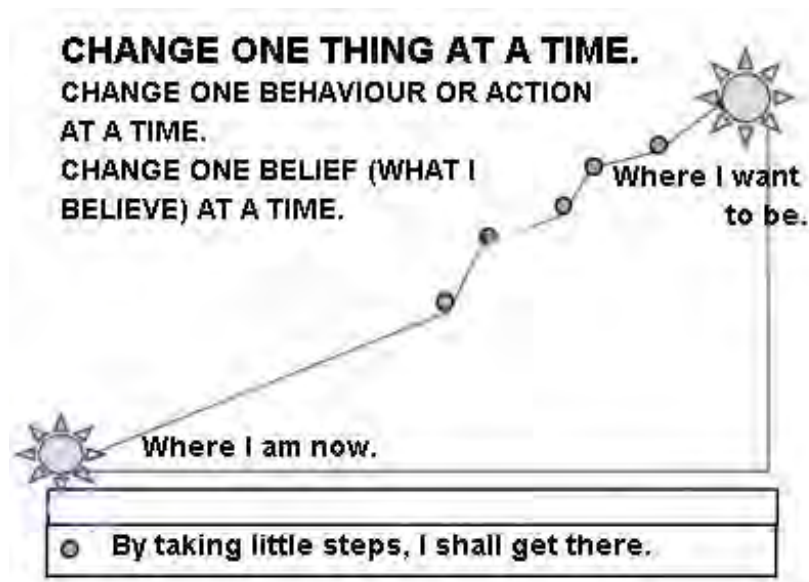
KID'S POWER Question and Statement

1. The Question the Kids can ask themselves each day is,

- "What **ONE** thing (thought or behavior/action) can I **change** today to have a better day?"

2. The Change Statement the kids can make is,

- "The **ONE** thing (thought or action) I can change today is _____ to have a better day."



Module Three – Personal Power Words



Outcome:

1. Children begin the process of identifying, recording, and using their Personal Power Words.
2. Knowledge of one's Personal Power Words allows one to feel strong, secure, and confident.
3. Knowing and using a friend's Personal Power Words while you are playing, working, or studying with them can make them feel powerful and strong like you!

Teacher Notes and Key Concepts: Why Personal Power Words are Important

1. Personal Power Words are imbued with emotional strength, both positive and negative. They illicit strength or defeat in the individual. This is why it is important to stress positive Personal Power Words.
2. It is on this basis (Personal Power Word Base) an individual ventures forth into the world to create and construct their life (positive or negative).
3. Personal Power Words are words with which I identify and express the impact a word, an event, a meeting, a person, and/or an object has had in my life.
4. Some encounters have a positive outcome; others have negative results.
5. Personal Power Words may change over time as one experiences more of life and being in the world.
6. Sometimes the "ROOT" Personal Power Word will remain the same but a synonym of that word will more accurately express and amplify its emotional impact.
7. I learn my Personal Power Words from many sources, such as family members (father, mother, brothers, sisters, cousins, aunts, uncles, and grand parents), friends, religious leaders, mentors, coaches, teachers, doctors, lawyers, and other community helpers.
8. Some Power Words are expressed overtly by someone who is significant; others are expressed in a more covert and clandestine manner – ie. through the action or lack of action of another person without a word being spoken. Remember the saying, "Actions speak louder than words". It is more often than not, within this manner of communication, that I learn about my value as an individual and **infer meaning to myself** based upon the action or lack of action of others toward me.
9. Personal Power Words act as an anchor in life's encounters. These words help their owner face life from a position of strength and confidence.

Material: Thesaurus, Power Word List, Blank sheet of paper, crayons for coloring.

Procedure:

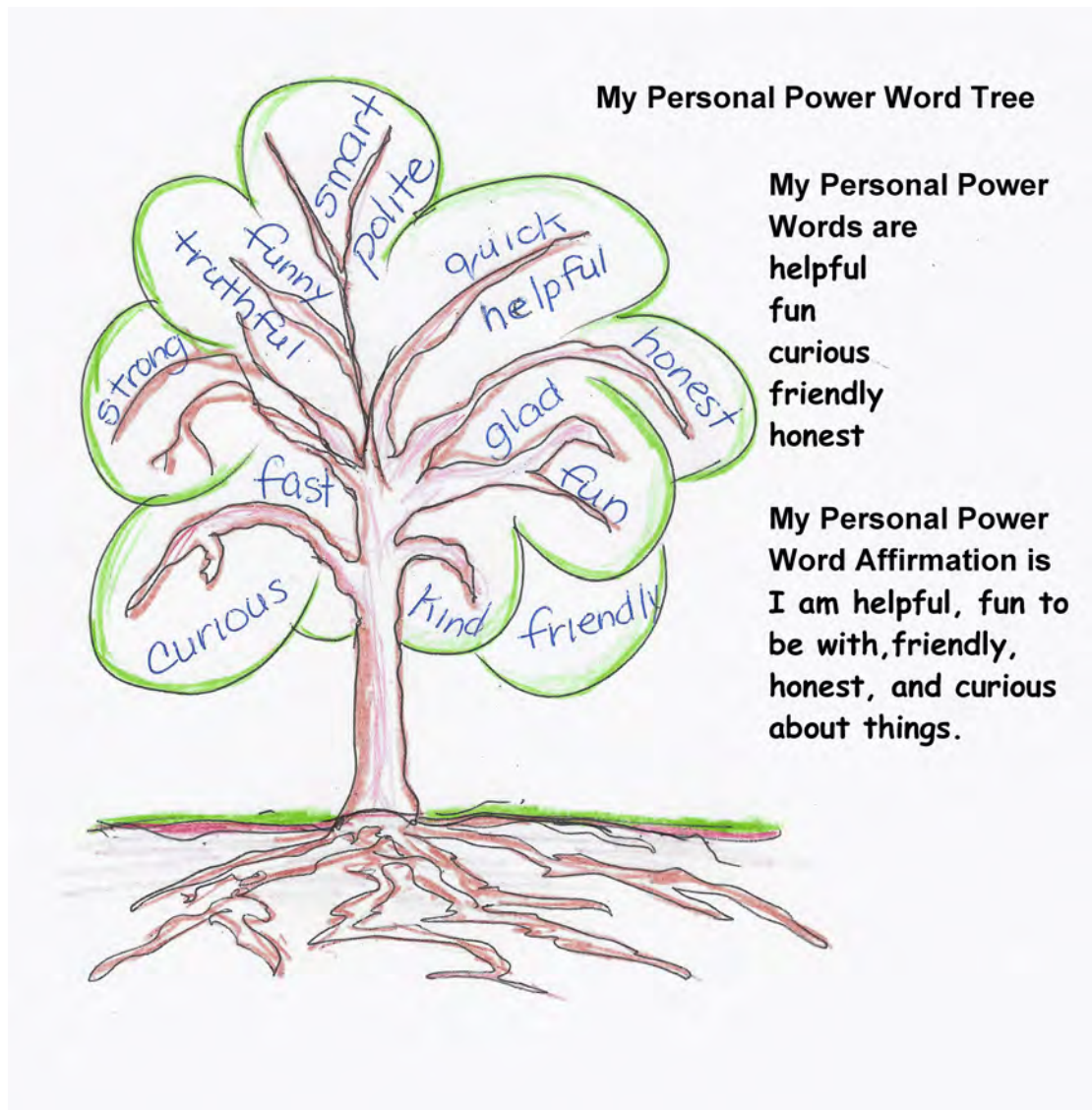
1. **Select a power word** from one of the many given below. This power word will become the root word of your Personal Power Word Family. The list is only a springboard to start the process of thinking about Personal Power Words. Children can add their own words to the list. **This is an exploratory activity.** There is no right or wrong answer.
2. There are Positive Power Words and Negative Power Words that the children may believe to be true about themselves, what they have been told to be true about

themselves by others. We **stress the positive**, but a negative list should also be made to alert the children to the more hurtful side of Power Words when misused. Usually Negative words are used when “**we feel hurt**” so “**we lash out and hurt the other person by using negative power words to make us feel stronger and better**”. Children will learn to write and say **Affirmations that will be used to counteract and replace the negative power words with positive Personal Power Words and images.**

3. Power Words are selected on the basis of the appeal of the word, **how its sound** and **how the word make the person feel** (emotional response). Initially limit children to two or three words. Tell them that they will revisit the list often. Children color their selections.

Proud	Curious	Positive	Talented	Kind
Musical	Artistic	Smart	Quick	Friendly
Helpful	Grateful	Fun	Respectful	Thoughtful

4. Children choose one of the words they have colored and create a worksheet.



Use the Master or kids can create their own trees,

5. This word is the root word to the Personal Power Word Family Tree. The word meaning is written in the trunk of the tree. The children write a sentence using the power word at the bottom of the page.
6. Children, after being instructed by the teacher on how to use a thesaurus, write the synonyms on the limbs of the tree.
7. The children then use the thesaurus to find synonyms for these initial synonyms. They place these words on the smaller branches that grow from the tree limbs.
8. Children then select the words they most like. Remember, these are their choices.
9. Inquire as to why they have chosen the word they have. How and where do they seem them in their life? Can they tell others of a time when they were energetic, active, and forceful. Why they exercised personal forcefulness.
10. Create a Positive Personal Power Word Dictionary in a binder or duo-tang.
11. Visit and update often

Personal Power Word Art Activity

Collage:

Create a collage with pictures (drawn and cut from magazines) that illustrate Personal Power Words. If pictures are used, be sure to print or write the Personal Power Word near or over the picture.

Coat of Arms

Create a Coat of Arms Consisting of the Personal Power Words of each child.

Show the children some coat of arms of countries, cities, provinces, states, and families.

Note the location of the symbols/animals/flowers and the use of words and/or phrases.

Canada - Ad mare usque ad Mare (Latin) – ‘From Sea to Sea’

USA – E Pluribus Unam – ‘Though Many One’ or ‘Out of the Many One’

A Personal Coat of Arms may include one word such as:

Deliberatus – Deliberate

What it Means: When people see this word about this person, they know, “Everything that this person does is done with focus and purpose—nothing is left to chance, nothing that happens is an accident; everything that happens is carefully planned and executed to completion”

Children may chose the most important Personal Power Word and design their coat of arms based on this one word.

Power Word Tree (Personal and/or Classroom)

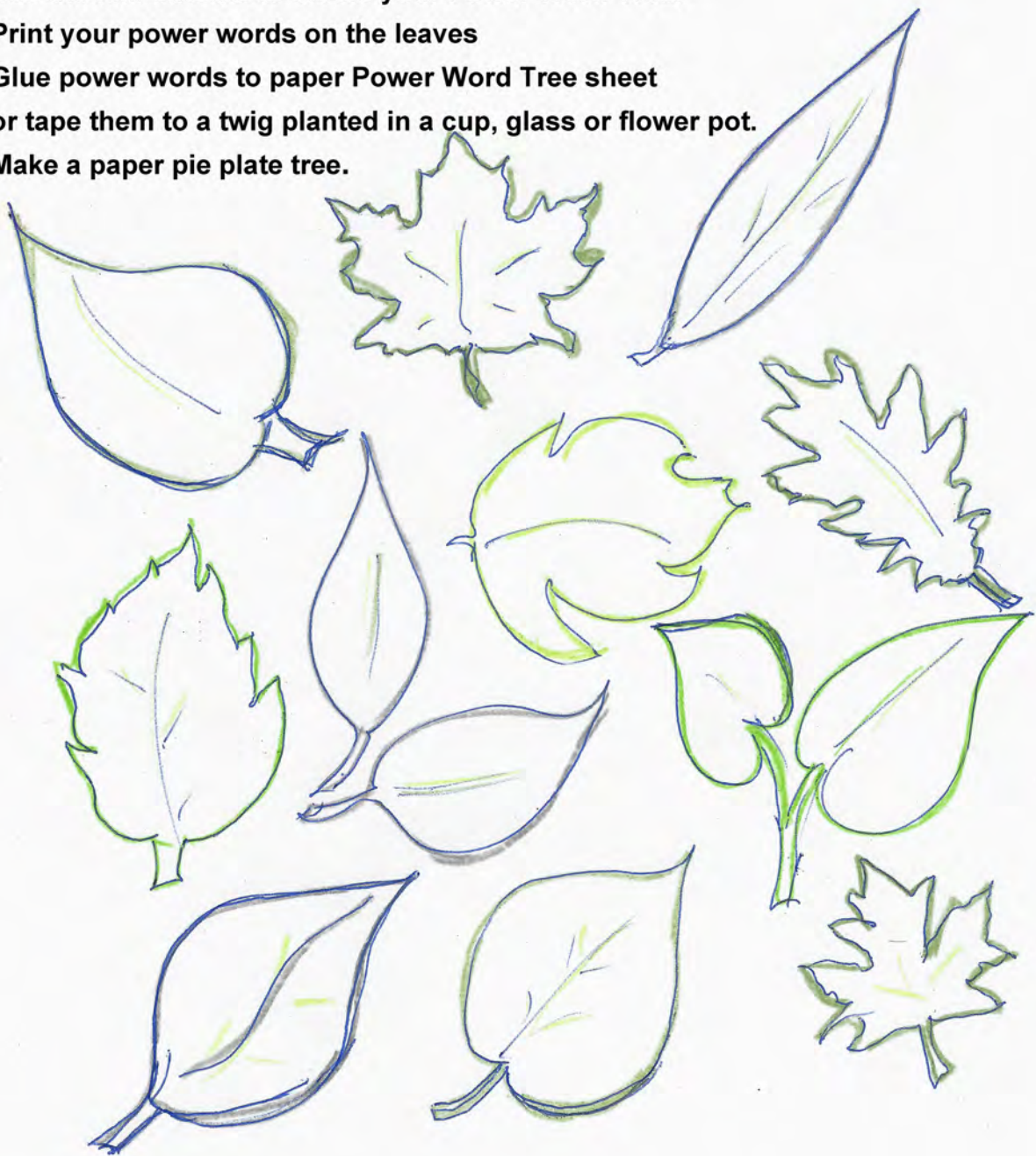
Use the leaf cutouts to create your Power Word Tree.

Print your power words on the leaves

Glue power words to paper Power Word Tree sheet

or tape them to a twig planted in a cup, glass or flower pot.

Make a paper pie plate tree.



Power Word Tree Master





Sample Positive Personal Power Word List (Children may add to this List)

Children may color code the words they like from this list)

Capable	Strong	Positive	Talented	Athletic
Musical	Artistic	Sure	Confident	Energetic
Focused	Helpful	Creative	Active	Thoughtful
Disciplined	Careful	Helpful	Dynamic	Motivated
Adventurous	Knowledgeable	Kind	Gentle	Alert
Busy	Caring	Creative	Respectful	Patient
Curious	Joyful	Thankful	Flexible	Strong
Dedicated	Good	Persistent	Fun	Amazing
Glad	Friendly	Loving	Cautious	Determined
Honest	Happy	Giving	Forgiving	Considerate
Funny	Independent	Able	Smart	Lively
Analytical	Smart	Content	Energetic	Secure
Quiet	Excited	Enthusiastic	Harmonious	Intelligent
Inventive	Proud	Playful	Empathetic	Genuine
Dramatic	Exciting	Scientific	Cautious	Competent
Direct	Analytical	Self-sufficient		Technical
Mechanical	Observant	Delightful	Organized	Outgoing
Innovative	Trusting	Polite	Truthful	Reflective
Joyful	Peaceful	Easy to get along with		



Sample Negative Personal Power Words (Hurtful and Harmful to me and others)

Children may create their own list or add to this list

Stupid	Dummy	Feeble	Twit	Naughty
Jerk	Fool/foolish	Dull	Incapable	Loser
Inferior	Little	Greedy	Pitiful	Selfish
Lazy	Flawed	Poor	Needy	Careless
Sloppy	Slothful	Rebellious	Disobedient	You're a Fool
Strange	Any Racial Slurs		Defective	Degenerate
Fake	Geek	Ignorant	Weird	Fat
You're just like.... (Comparing you to someone or something else.)		Liar	Thief	Weak
Absent-minded		Forgetful	Grow Up	Act your age
Pig	No Good	Frustrating	Brat	Troublemaker
You're unwanted	Who needs you			You're trouble

Creating a Positive and Negative Power Word Tree - You Choose



Activity

Children print the positive Power Words they like to describe themselves on the + side. Then they print the negative Power Words others or they themselves think about on the - side. They choose which words they prefer. Then, they write an affirmation, simply writing, I am ... using as many words as they wish. Each child commits their affirmation to memory.

Module Three - Personal Power Words Method #2

Sample Personal Power Word: Potential

Teacher Note and Key Concept: One can use their potential to create a positive or negative outcome. A positive result is beneficial to most of the students. A negative outcome can be determined by the number of people the action will hurt.

Procedure:

Write power word “Potential” on the board/chart paper.

Class Discussion: Teacher leads discussion as to what the word means, its root in other languages if known, and how it is used by people today.

Potential means to have ability, be capable, competent, talented, promising or hopeful. The root word is “potent”! When something is “potent” it is alive and active.

Potential means it can happen, but it hasn’t happened yet.

Demonstrate **Dictionary skill** in finding the word and its meaning

Use a **Thesaurus** - to find synonyms and antonyms for the word “potential”.

We all have the potential to succeed at _____ (being a good student, winning that game, being kind and respectful etc.)

Give several examples using different names and talents of various children in the class.

Encourage students to believe in themselves. Say, “When we believe that we have potential about ourselves, we SEE ourselves growing and doing wonderful things.”

“Knowing one’s potential is the first step to achieving, doing, and becoming the very best one can be and do.”

Teacher asks students to share what potential they think they have and what potential they see that their friends have. Record the responses next to each child’s name. Post the List in the classroom. Remind children of the 1% Solution – Change one thing at a time. What is the one thing that they can change to realize their potential in the statement they just made? Record the response next to the name of each child as well.

✓ Check it off when it is achieved. Some potential can be realized in the short term. Other statement may take a longer period of time. Share the preceding concept with the children.

Activity

1. Cut out pattern of eye glasses from heavy construction paper
2. Cut out circles that fit into the glasses from plastic transparencies

3. Color plastic circles green with permanent felt pen
4. Decorate rims of glasses with glitter, sparkles, stickers or color
5. Glue circles onto glass rims
6. Put on glasses and SEE the potential in yourself and others. Looking through colored glasses helps identify potential in everything we see.

Closing Class Discussion.

Teacher says that it is important for each child to recognize their potential and the potential in others.

Teacher asks for ideas from children on how to help each one of them identify and focus on the potential within him or her.

1. What are you really good at doing?
2. What are you getting better at doing (sports, helping out at home doing chores like keeping my room clean, helping with clean up after dinner, helping keep the yard clean, etc..., doing my homework, reading, being a friend to others.)?
3. What's the one thing I can do today to achieve my potential?
4. Conclude with the statement: "The one thing I can change today, to achieve my potential, is _____." (Remember you can change a thought or an action).

Module Four – Creating An Affirmations and Personal Power Words Dictionary

Outcome:

Children create an **Affirmations and Personal Power Words Dictionary** using the Personal Power Word Process outlined in Module Three.



1. Each child has a binder or home-made dictionary that can be made with construction paper covers and blank sheets of paper. The dictionary is to be structured such that the children can easily add pages to their dictionary. Avoid the use of staples and glue.

2. The dictionary is to be divided into two sections. The first part will be the actual dictionary that is to be arranged alphabetically. Each entry is to have a definition, synonyms from a thesaurus, and a sentence to demonstrate that the child understands the word. See below for sample entry.

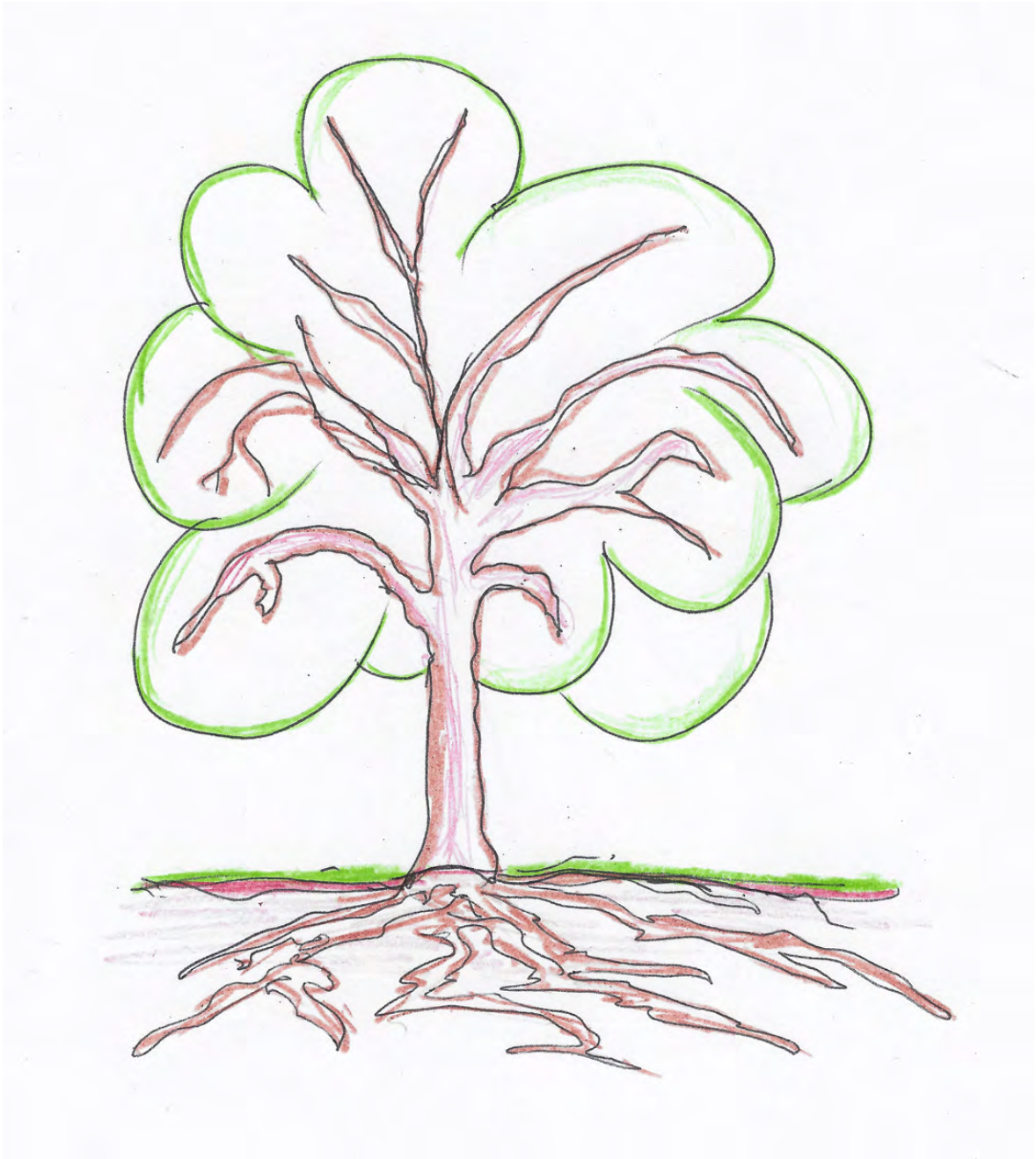
3. The second half consists of the Personal Power Word Family Tree pages (see left).

4. The words that make up the dictionary are chosen from the Personal Power Word Family Tree—My Personal Power Words.

Sample Entry: (Remember entries are to be arranged in **alphabetical order**)
alert: awake, aware of what is going on, vigilant, on guard
Word Family Members (Other words from the tree)

You have to be alert when you are playing hockey.
The army was on alert.

Creating a Group Power Word Tree (Family, Classroom, Club, or Other Groups)



Activity

Group members brainstorm the power words they think best describes the group, Ensure that each member has made a contribution to the list. After the group agrees that the list has been completed, the members decide upon which words they consider best identify them as a group. Limit the number to a maximum of 7 to 10 words or phrases.

Write a simple Group Affirmation such as, "***We are a caring loving family who listens to each other and enjoys our work and play time together. We help each other when we can and enjoy our alone time.***" Post the affirmation and commit it to memory. Update as required.

This is part of an evolving, growing, and maturing process,

A Pocket Full of Personal Power Words



Classroom Activity

Collect a number of old used jeans.

Be sure they have been laundered.

Cut out the pockets.

Give each child a pocket or let them choose the pocket they want.

Children decorate their pockets as desired.

Instruct the children that these are going to be their Positive Power Word Pockets.

They are to store their Positive Power Words in their pocket.

Pockets can be kept at their desks, either attached to the desktop or placed inside the desk.

Set aside a day or two at which time the children can give each other power words or identify behaviours or character traits they see in their classmates.

Children should be free to consult their Power Words Pocket as they wish.

Ask Parents to get involved in giving power words to their children as they view their strengths.

You can also create paper pockets using construction paper, bristol board, or some other durable paper.

Use a real pocket as the design template.

Children choose colour of pocket paper and decorate their pocket as desired.

Use pocket as described above or come up with your own uses with children.

Family Activity

This is a great family activity in which family members create their own power pockets and/or create a family power pocket of positive power words.

Sticks and Stones

A saying that kids sometimes parrot to one another when engaged in name calling and other hurtful activities is,

*"Sticks and stones may break my bones, but **'names'** will never hurt me."*

Replace the word, "**names**" with the word, "**words**" so it now reads,

*"Sticks and stones may break my bones, but **'words'** will never hurt me."*

The truth is that this is a defense mechanism of the child being attacked, when in fact the child is hurt by the words spoken to her/him. Rather than lashing back with an equally hurtful saying, they retort with, "Sticks and stones..... Nevertheless, the child is hurt by it.

WORDS HAVE POWER whether one believes it or not and if heard often enough, they drill themselves into one's very being. Rather than being a force for positive reinforcement (good), they become a force for negative reinforcement (lasting harm and hurt). These negative reinforcers sometimes have lifelong debilitating and reactionary consequences in the life choices a child makes, the things he/she will say, and the people with whom they will associate as they mature.

Words have the power to build-up. Words also have the power to tear down, hurt, and do harm. The words we use have an impact, positive or negative. They are seldom neutral,

That is why children need to learn to develop a series of positive strategies and a storehouse of personal power words (vocabulary that **affirms** the positive) to fend off the negativity that they may encounter. Simple affirmations can provide a antidote to negativity that is internally or externally generated.



"We all do affirmations each and every day of our lives, whether we are aware of it or not.

They may be positive and life-giving or negative and destructive to self and others.

Their powerful influence and results can be found written into the fabric of our daily lived experiences.

They are expressed in our thoughts, words, and deeds.

Again, their impact is found in what we think (about ourselves and others)

and what we say and do (to ourselves and others).

They are embossed in what we commit to and what we omit from our lives, that is, think, say, and do, or not!

Each of us is a living, breathing, walking, talking, mobile affirmation!

The two best activities to ensure a positive outcome when encountering *negative self-thoughts*, *negative self-talk*, or *negative street talk* is using the "Erase, Erase, Erase") Life Affirmation Tool coupled with the replacement of positive words and ideas from the storehouse of Positive Personal Power Words.



1. Say:

Erase, Erase, Erase! or you can use "Delete, Delete, Delete" or "Cancel, Cancel, Cancel"
That's not True!

2. Then Say:

"Enter, Enter, Enter!"

The Truth is, I am Strong, Kind, Forgiving, Friendly, and Helpful! Copy that, (your name).



Choose any number of words from your Personal Power Word Tree





1. Say:

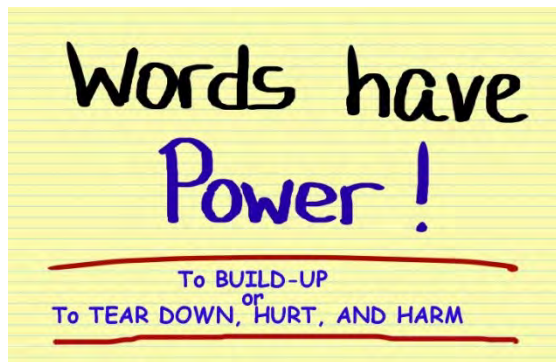
Erase, Erase, Erase! or you can use "Delete, Delete, Delete" or "Cancel, Cancel, Cancel"
That's not True!

2. Then Say:

"Enter, Enter, Enter!"
The Truth is, I am Strong, Kind, Forgiving, Friendly, and Helpful! Copy that, (your name)!"

You can also conclude your affirmation with a phrase from the movie set when a scene is completed, "That's a WRAP (your name)!"

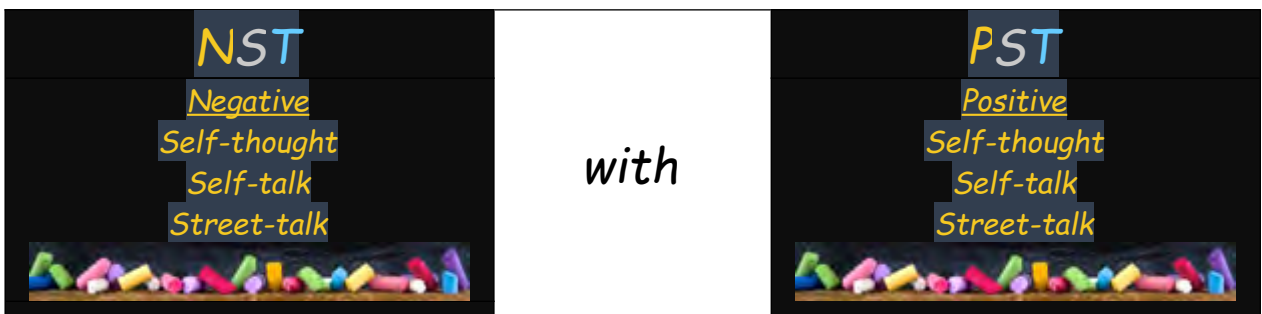
Remind the Children



Personal Positive Power Words is all about affirming and celebrating all that is highest and best in each individual student and giving them a vocabulary that they can use to strengthen their self-worth and self-esteem.

Remember, a child's Power Words can be either positive or negative. It is the program's goal to move the child toward more positive words and actions. Each child will always have a mixture of both positive and negative power words.

Replace Negative *Thought/Talk* with Positive *Thought/Talk*



Street-talk also includes actions and behaviours, not only words we tell ourselves and others

Module Five – Ripple Effect - Pass it On

Activity One

Outcome:

1. The children identify the impact that positive and negative words can have on themselves and others by throwing a stone into a water container and observing the results.
2. The children will list their observations from the stone and water activity.
3. The children will discuss and create two lists of words that have (a) a positive impact and (b) a negative impact when stated.

Materials: larger container with water, a stone that has **+** Ripple written on one side and **-** Ripple written on the other side of the stone; chart paper, markers; tape to post children's lists on the wall

Procedures:

1. Have stone and water container ready for class activity.
2. Ask the children what they think will happen when one of them or you, the teacher drops this stone in the water.
3. Responses may vary i.e. the water will splash, the water will move, etc.
4. Make a list of these responses on the chart paper.
5. Tell the children that they are to watch very carefully what happens when the stone is dropped into the water.
6. The instructor or one of the children drops the stone into the water container.
7. Ask what happened.
8. Were you right? (check the chart paper list of their responses).
9. What happened on the surface of the water?
10. Tell children that we are going to play a game that is much like what happened to the water. **(Pass the Word)**
11. The children are to form a big circle.
12. Ask one of the children to meet with you for a minute and write down a secret message, which they will tell one of the children, who will tell one of the other children until everyone in the circle has heard what was said to them.
13. The last person to hear the message will tell the class what they heard.
14. The first person will then read the original message.
15. Ask the children what happened.
16. Why did it happen?
17. What could have gone wrong?
18. How do they feel knowing that the message that they gave is so different from the one that was given?
19. Ask the children if there have been times in their lives when the same thing has happened when they said something good or bad only to have it come back to

them completely different than what they said in the first place? How does that make you feel?

20. Discuss and relate to the water activity and identify how the stone positive or negative is like the original message, which as it travels out changes and becomes something else. i.e. the ripples get bigger and bigger just as the story may get bigger and bigger.

Optional Art Activity: A Ripple Effect Only a Stone's Throw Away

Materials: one small rock per child that is large enough to place a positive sign (+) on one side and a negative sign (-) on the other, various colors of paint (lighter and brighter colors are preferred to allow the positive and negative signs to be seen on either side of the rock.

Procedure:

Children choose to paint colors they want to use, painting one side of the rock one color and the other side a different color. After the paint dries, the children are to use permanent black marker to draw the positive and negative sign on opposite sides of the rock.

Keep rock close by as a reminder.

Remind students that they can stop the Negative Ripple Effect at any time by not participating in it. By simply saying no or walking away from something negative, the whole thing can come to a complete stop; **and hopefully before too much hurt or harm is done.**

Summary Activity One

Activity Two

Choose Power Words for Positive Ripple Effect

Tell the children that they are going to create two word lists that will have two very different results when these words are said.

The first list is called The Positive Ripple Effect List, (You can also use PST); the second list is called The Negative Ripple Effect List (You can also use NST).

The PRE list makes you feel strong and powerful. It makes you feel good inside.

The NRE list makes your feel bad, sad, frustrated, and sometimes mad.

After brain storming the list, post the list in the classroom for the children to see and tell them that you want them to use the words from the PRE list as much as possible. Children are instructed that the class will not record the number of times the words from the NRE list are used because we want the children to develop the PST³.

At the end of each day, for one week, the class will keep a record of the number of times the words from the PRE list were used and how it made the children in the class feel.

The class will use the following table to record the results.

Sample of a Negative & Positive Ripple



Josie yells at Bill. Bill pushes Sarah and Sarah sticks her tongue out at Bobby. The negative ripple that goes on and on

Calvin says something nice and encouraging to Josie. Josie turns to Bill and tells him she likes what he spoke about. Bill looks at Sarah and tells her that he likes her hair and Sarah smiles at Bobby. This is a positive ripple that goes and on.

Concentrate on the following statement.

“When I think good thoughts and do good actions, I send out happy, positive thoughts and messages to others.”

Tracking the Use of Positive Personal Power Words

Week-Long Table

PRE List Words	Used	How It Made Me Feel
Kind		Good, great, important, good, really good, happy, special, etc.
Good/Great Job		Important, really good, happy
Magnificent,		
Fabulous		
Terrific		
Outstanding		
Excellent		

Evaluation:

The class will create a number of graphs for each of the words from the PRE list using the week-long table to show the number of times the words from the PRE list were used.

Sample Graph

A graph may be completed for some of the words listed and responses given by the children. The children will learn how to take the information from their table and create a graph as part of their math class.

The Kindness Graph

Number of Times Used

3						
2						
1						
	Good	Important	Great	Really good	Happy	Special

How It Made Me Feel

Close with The Ripple Effect Song

Module Six

Class Theme Song – Using Personal Power Words

Outcome:

The children are to create a class theme song. Use a melody from a song with which the children are familiar.

The song is to include the name and at least one personal power word of each of the children in the class.

Verses can be added to throughout the year.

The song is to be sung at each of the modules following and the graduation celebration.

Theme Song (TS)

Tell the children that they are going to create their KAP Theme Song for the KAP Program.

Play the CD and have the children listen to the words for ideas about creating their classroom KAP Theme Song.

Suggestion: Children may choose a melody from an already existing song.

After they are familiar with the song, melody, and words they can add actions to the song.

These actions will be repeated every time they sing the song.

Tell the children that they will sing this song when school starts and at the end of the day, before going home.

Suggestion: If you have the necessary technology and software to record the children's song on a CD, it would be a great opportunity for them to have their own copy! If more than one grade is doing the program, you could burn one CD with all the Theme songs from each of the grades on the single CD!

Activity Two – Writing an Affirmation

Now Let's Do an Affirmation!

You may be wondering just what is an Affirmation?

An Affirmation is similar to a wish or goal; only it is more specific, saying exactly what you want.

Simply put, the basis of all Affirmations is positive thinking.

If you ever had a birthday cake with candles, blew out the candles and made a wish, you have done an affirmation! It is as simple as that.

Also Affirmations are positive and negative statements we say to ourselves. It is important to watch what we say to ourselves.

Do some 'thought and word watching' and you will discover where your thinking lives.

Make it a habit to say happy, nice things to yourself and others.

Now the Affirmation –

Really think about something that you would like to see in your life --

Do you want to be a better speller?

Do you want to get better grades?

Do you want more friends?

When you have decided what you really, really want then write it down as follows:

Okay say you want to get better grades in school – Do the following Affirmation.

MY AFFIRMATION

"I, (your name) deserve and now pass all my subjects with high marks. My teachers are pleased with me. My parent (s) is proud of me. I am very happy, healthy, and excited to the good of all. Thank you, thank you, thank you."

I fully accept:

Sign your name here _____

Date _____

Now think about it, what have you done?

Why you have made an agreement with yourself to pass all your subjects with high marks.

When your mom or dad writes a check notice how they have to sign and date it before it can be cashed? That is the same with your Affirmation.

Now to make Affirmations work you need to be in the know about some things:

1. You must never hurt or take from anyone.
2. Every Affirmation you write must be to the good of everyone.
3. You need to have about 51% belief that it can happen.

Let's check our Affirmation

Does it have the 3 P's?

1. Is it positive? (Did you say now)?
2. Is it personal?
3. Is it written in the present tense (that means is it written in the now?)
(Did you say "I"?)
4. Did you have fun?
5. Did you believe it could happen?
6. Did you feel that you really **deserve** to pass all your subjects with high marks?

Now, it is important to 'blow breath' into your Affirmation by taking action steps. In this case, you will really apply yourself to your lessons, do your homework, attend school regularly and keep a happy. positive attitude.

It is also very important to be polite and say, "Thank you, thank you, thank you."
Congratulations, you have just completed your first Affirmation!

Now you have a wonderful Affirmations Tool that you can use all during your life whenever you want.

AFFIRMATION

Think of words that begin with each of the letters of the word
Affirmation

A is for

F is for

F is or

I is for

R is for

M is for

A is for

T is for

I is for

O is for

N is for

Share your findings with the students.

Module Seven



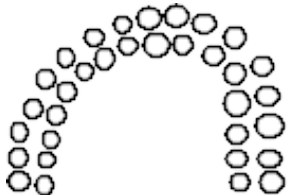
Musical Chairs - What Does Winning Mean to You?

Learning Outcome:

The purpose of this activity is to (a) assist the children to identifying the feeling, thoughts, and strategies they use to win when playing Musical Chairs.

Procedure:

The Teacher will instruct the children to play the game Musical Chairs which will then be followed by a class discussion. For large students, arrange the chairs in a "U" shape.



Remove the chairs from various section of the "U" shape.

Musical Chairs - Game One

Each child will bring a chair to the game.

The purpose is to stay in the game as the number of chairs decrease.

When the music stops the students are to be seated.

If a participant does not get a seat, they are to leave the game.

The Teacher will remove the chairs. The number of chairs to be removed will be determined by the Teacher. At the end of the game there is only one chair and two participants, When the music stops, only one student can sit down. The other must leave the game.

Musical Chairs .Game Two

Chairs are to be reassembled and the new game of Musical Chairs will be played.

The purpose is to remain in the game.

This time, however, **no one will leave** the game but the number of chairs will decrease. Everyone must be seated on a chair or someone else's lap or is connected to a sitting person.

Again, the Teacher will determine the number of chairs to be removed at any one given time.

At the end of the game there is only one chair, but all the student are seated on that chair or connected to it somehow.

Class Discussion

Use double-sided chart paper to debrief this portion of the activity.

Use the following question to debrief each of the games.

Step One - General Responses

Which Game did you like the most? Why?

What words would best describe your experience of the two games of Musical Chairs?

Game One: Sample Responses: manipulation, domination, one-upmanship, control, push-shove mentality, one seating arrangement only possible, structured behavioral responses, rules of engagement established, competitive, me and them mentality

Game Two: Sample Responses: cooperation, sharing the resources, togetherness-in it together, fun, more strategy to keep everyone sitting and in the game, more choice and possibilities as to seating arrangement, many possible behavioral responses, more thoughtful and considerate of others...

Step Two Address the Four Questions and record participant's responses for Games One and Two

Step Three - Identify the strategies used in Game One and Game Two
Record participant responses on chart paper.

Childrens' Worksheet - Musical Chairs

Game One	Game Two
How did I feel about playing the game this way?	How did I feel about playing the game this way?
What was my body doing?	What was my body doing?
What thoughts were going on in my head?	What thoughts were going on in my head?
What did I need to do to win?	What did I need to do to win?
Which style of play did I like? Game One or Game Two? Why?	

Teacher Note:

1. Remind the children that **there is a time for being competitive** and **a time for being cooperative**. Individual sports like gymnastics requires you to be competitive to make the team and win a medal.
2. Tiger Woods is a good example of a competitive athlete; he is always kind and polite to his competition. He practices good sportsmanship.

3. Sports like hockey, football, soccer, and baseball, require you to be competitive to make the team and then play cooperatively with the other players to win as a team.
4. Different situations require a different response. It is up to you to decide what works best for you and others in the situation you are in.
5. Learning to work on a school project requires that you cooperate with one another. Your competition may be to get the best mark for the projects. Study together and write the test individually.
6. Ask children for ideas about things that they best think are completed competitively or cooperatively. Can the children suggest sometimes when it would be beneficial to use both.

Musical Chairs

Game One	Game Two
How did I feel about playing the game this way?	How did I feel about playing the game this way?
What was my body doing?	What was my body doing?
What thoughts were going on in my head?	What thoughts were going on in my head?
What did I need to do to win?	What did I need to do to win?
Which style of play did I like? Game One or Game Two? Why?	

Teamwork or Individual Work: The Best Way to Complete a Project

Activity One: Toothpick/Drinking Straw Pick-up Activity



Hold up a handful of toothpicks or drinking straws. Tell kids that they are going to learn a lot of KAP tools that will help them in their everyday lives.

When we do big projects, tasks, and jobs that would take us a long time to complete alone, and we ask others to work together on a project with us, what happens?

Procedure:

Dump toothpicks or drinking straws (two or three boxes) onto the floor.

Teacher Note: If you are using drinking straws, cut the straws into 8 to 9 (2 mm) equal segments depending upon the size of the straw. Straws can be reused in the Affirmations Beads activity.

State: "This is a lot of toothpicks."

"I could sit here and pick these all up one by one, or what else could I do?"

The answers will vary.

Ask: "Is this a task/job is best completed by me or with the help of others?"

Children learn teamwork and when they do ONE task at a time, the task and the time to complete the task is not so overwhelming. **Discuss:** appropriate times to engage in teamwork (sports, community projects, class projects, etc). **Ask:** What are the benefits to teamwork and what are the drawbacks? What are some solutions to the drawbacks?

Activity Two: It's a Shoe-In

Outcome: Improve your time to beat the clock by trying different strategies.

Procedure:

1. Children take off their shoes and throw them in a pile on the floor.
2. Be sure each pair of shoes has the kid's names on the inside (use masking tape).
3. Be sure they are well mixed.
4. Direct children they are to find their shoes; put them back on their feet; and fasten the shoelaces or the Velcro.
5. When the last person has fastened their shoelaces or Velcro, the game is over and that is the time the students have to beat.
6. Post the time and discuss what strategies will allow the children to beat the clock, that is, better their time.
7. Play the game using the suggested strategies.
8. Use strategy chart below to record students learning.

Game	Strategy Used	Result	Time	Learning
1	Everyone for themselves	Lots of confusion	5 minutes	It doesn't work this way.
2	When a person found another person's shoe it was given to that person	More cooperation, less trying to fight to find one's shoes	3 mins. 25 secs.	We finished the game faster; we want to do it faster; play again!

Module Eight

Activity One: Ripple Effect - Pass It On! Community Projects for School-Aged Children (Random and Planned Acts of Kindness and Goodness)



Explanation of Random Act of Kindness

Random Acts of Kindness can be anything from **smiling** at someone, **being polite**, **picking up** papers off the floor, **holding the door** for a person. It can also be **making a gift for a person**, **writing a card** or **giving a positive compliment**. The process of doing Random Acts of Kindness is simply finding ways to show kindness and respect to family, friends, classmates, teachers, and community helpers.

Random Acts of Kindness Requires TEAMWORK



Teamwork means working together as a team, considering each student. It also means joint effort, cooperation, students effort, support and association.



Class Project Using Manners

Open and hold the door for someone.

Give up your seat to someone.

Hand something to someone and say "Thank you."

Pass by someone and say, "Excuse me."

Respect Planet Earth Program – Caring for Our Environment



Find an area to pick up litter.

Wear both rubbers and work gloves.

Take before and after pictures of the area.

Make up a snappy little song to sing while working.

It always makes the time go faster and is a good mood elevator. Use a familiar musical tune from song you have learned in your school music program and change the words.



RECYLING

Recycle means to reuse, regift, reclaim, reprocess, salvage or restore.

Re-use means to use again something that would be otherwise thrown away.

Find objects of no value that are thrown away and turn them into something useful or beautiful. Large plastic bottles can be cut and used as terrariums, flower pots. Jars and cans can be used for storage of items. Cars can be cooled and used for drinking glasses. Shoe boxes can be used to create 3D diaramas. They can also be decorated and used for storage of personal items (diaries, letters, emails, etc.), Recycle used paper as note pads and personal notes and problem solving. Cut paper into smaller units, staple and reuse,

Process

Teacher writes power word Recycle on Poster

Teacher draws what he or she thinks the word recycle means

Class Discussion

Each member writes a sentence in their notebook using the power word Recycle and themselves.

Class Activity

Tin Can Lanterns

Here is a clever way to make lanterns out of tin cans. You can use any size tin can, from dog food to fruit juice size.

Fill each can with water to $\frac{1}{4}$ inch below the rim.

Place it in the freezer for about two days, until the ice is very hard.

Cut a piece of heavy paper big enough to fit around the can.

Draw your design.

Fasten the paper around the can.

Place the can on an old, folded towel.

Use a hammer and a nail and punch holes through the paper into the can following your design. If the ice starts to melt before you have finished, put it in the freezer, paper and all, and start on another lantern



Community Project

Help at a Recycle Center and encourage others to recycle as well. It is fun to re-use things and create happy, positive ripples. Do this by creating a KIDS Recycle Marketing Program in your community starting at home, in your neighborhood and at school.

Collect found objects that you could **use in a community mural about recycling or some other theme**, clean them and create a community art mural using these found objects. Invite the community to view your art project. Ask for companies to student the extras that you may need to finish the art

project. Be sure to thank them publicly for their assistance, **The Thankfulness and Gratitude Project – Class/Grade or School-wide**

Gratitude means appreciation and thankfulness. It means being grateful for the good things one has and saying thank you for what you have and receive.

Process

Use Power Word Process outlined in Module Three Method #2 when discussing the power words “Gratitude” and “Thankfulness”.

Class/Grade/School-wide Activity



Activity

Make a large Gratitude Affirmation Light Bulb upon which to list all the things for which I am thankful.

Use the template below.

Post in classroom on bulletin board,

Post outside your classroom as fire laws permit.

Create a Hallway of Gratitude and Thankfulness.

Post one or more large light bulbs at the main entry way of the school.

Invite parents and visitors to add to the light bulb.

Children cut out smaller versions of the larger light bulb and write what they are thankful for on the smaller light bulb and fasten smaller bulbs to the larger bulb. Smaller light bulbs can be layered over one another as long as the words are showing. Children can make their own personal thankfulness sheet and post them in the classroom so all the children can see all the things for which they are thankful. Children can draw their own light bulbs, color, and label them.



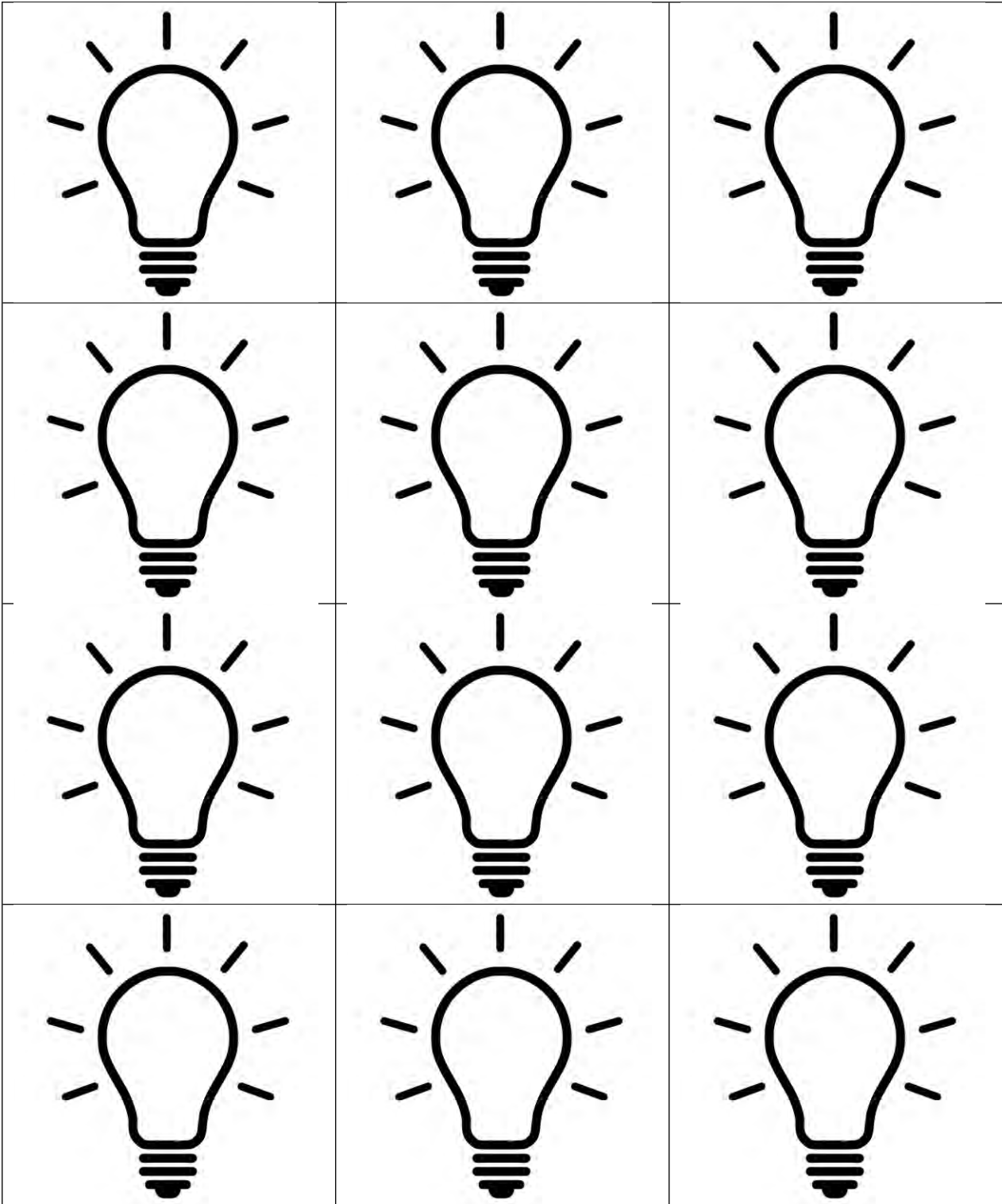
Additional Activities:

Do Walkway of Fame and have children share things for which they are thankful.

The Thankfulness Penny Project

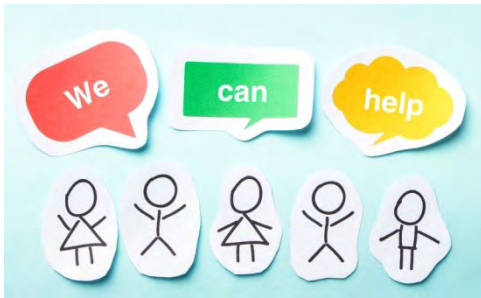
Kids deposit pennies into jars as they say the thing for which they are thankful. After the penny jar is full, the money is counted and the children decide what charity or community project they wish to donate the money. You can choose money to be raised by penny project. This teaches the children that when each person gives a little, the little given by each amounts to a lot. This is a good example of team work.

Have **Penny/Coin Races** in the school hallway/gym. The team that lines up the most pennies/coins wins and chooses the community project to which the money will be donated.





More Community Projects



1. Collect food for Food Bank. Ask for boxes or bags where you can write your power words, sharing and gratitude on them.

2. Think of ways that the class could raise money to give to the food bank to help those people who do not have enough to eat.

Remember When the children are donating to the Food Bank, some of your students may need help and/or are receiving help from the food bank. All donations no matter how small are welcomed.

A Simple Rule to Follow: Those that can give, give; those that can't can give in another way, ie. packing and sorting the donations.

3. Community Projects can occur within the school community.

- I. Older children can be reading buddies for younger children.
- II. Older children can organize fun days and fun teams with younger children. They participate with the younger children in the games, practicing winning as a team.
- III. Older children can teach younger children new sporting skills or mathematical skills, they have mastered.

Have children generate ideas for community and in-school projects.

- I. Visiting older people in community care facilities;
- II. Adopting a classroom grandma and grandpa,
- III. Adopting a family in the developing world;
- IV. Do a class exchange with a class or a school in another part of the country or in another part of the world, etc.

Module Nine

Outcome:

Children learn how people have used beads in the past and how they are still being used today by reading and discussing “**A Brief History of Beads**”.

Procedure:

Class discussion

Ask children, if they know of anyone who uses beads? How are they used? When are they used? Why are they used?

Show the children some pictures or actual samples of beads that are found in today’s cultures from around the world. Let the children handle them and pass them among themselves.

Remind the children that some of the beads are considered holy by certain religious traditions and are to be **handled with respect**. This shows **reverence and caring** about other people’s traditions and beliefs.

At the conclusion of the discussion, hand out a copy of “**A Brief History of Beads**” to each of the children and read it together. Pause for discussion.

Affirmation Beads

Tell the children that they will have an opportunity later to create their own set of Affirmation Beads.

Enrichment Activity

Learning About the Art and Science of Exchange Using Trader Beads

Children design, color, and decorate a series of trader beads. Instruct the children, the more ornate (decorated) the beads, the greater the value. The children can then practice trading (practicing the art of bartering and exchange) using these beads for found objects.

Have a trade show of old unwanted thing from home.

Beads can be made using found objects, or with papier mache. Sparkles, stickers, seeds, cloth, and other found materials can decorate the beads.

Discuss bartering as an economic system of exchange for goods and services. Our money system is a replacement for “Trader Beads”!

Ask Do you ever barter? If they say, “No” or they are not sure, give the following examples, “I’ll do the dishes or take out the garbage if you do _____.” This is bartering.

Ask: How do they arrive at what is equitable (of equal value) in an exchange?

A Brief History of Beads

Human beings have used beads for centuries. Approximately 4 billion of the world's population use beads in some fashion.

Beads have been used:

1. As talisman for protection (by animal spirits)
2. As currency (trader beads among cultures and by explorers)
3. For ornamentation and decoration
4. As an indication of status and social standing
5. For luck (Egyptian sha-sha beads)
6. For counting the number of prayers said
7. To maintain and facilitate focus on the prayer or mantra being said
8. To lessen anxiety and console (Greek – Worry Beads)
9. To strengthen the body-mind connection

Beads in Various Traditions

Hinduism – mala (rose garland to be worn around the neck to count one's mantra and/or one's breath)

Buddhism - 108 beads with markers indicating 27 and/or 54 beads counted. The 108 beads represent the number of worldly desires or negative emotions that are to be overcome to obtain the state of nirvana.

Islam – (Sufi) use 33 or 99 beads with one leader bead. Each bead represents one of the names or attributes of God found in the Koran ie. God the merciful and compassionate, etc... There are markers after the 33rd and 66th beads. The beads are made from date pits and are only produced in the holy city of Mecca.

Christianity – The Desert Fathers and Mothers of the early Church used pebbles to mark prayers.

At one point the 150 Psalms of the Hebrew Scriptures were repeated, but this was too long and cumbersome. The psalms were replaced by reciting 150 Our Fathers (the Lord's Prayer)

The Rosary, which is most familiar to the Western Christian Tradition, was called such because it was originally made of crushed roses.

The Rosary consist of 5 decades of ten beads equaling a count of 50 prayers counted. When this number is multiplied by the three sets of the Mysteries (Accounts of important events in the Life of Jesus and Mary) you arrive at the count of 150 prayers being said.

Russian Orthodox have 33, 100, or 500 knots per rope.

Sometimes ropes were knotted to form a ladder-like structure, remembering the Bible story of Jacob's Ladder.

Orthodox (Eastern Rite Christians) – use various prayer ropes of varying numbers and sizes. Smaller prayer ropes are worn on the wrist.

Greek Prayer Ropes have 33, 50 or 100 knots to a rope.

The phrase: “Jesus, Christ, God’s Son, Saviour” is often recited using the Prayer Rope

Judaism – beads are considered to be outside their tradition, but they have a prayer shawl called a “tallit” which includes a specified number of knots.

Native American – wore neck medallions. They were talisman (protection) against threat and integral to healing. When Europeans introduced glass beads to the Americas, these beads became known as, “little spirit beads” and were incorporated into Aboriginal Art.

Decorations for Clothing

Bead work is often used to decorate clothing, especially leather jackets.

The First Nations and Metis used beads to decorate their clothing.

African

Matabele – used ambassador beads indicating good will from the divinity

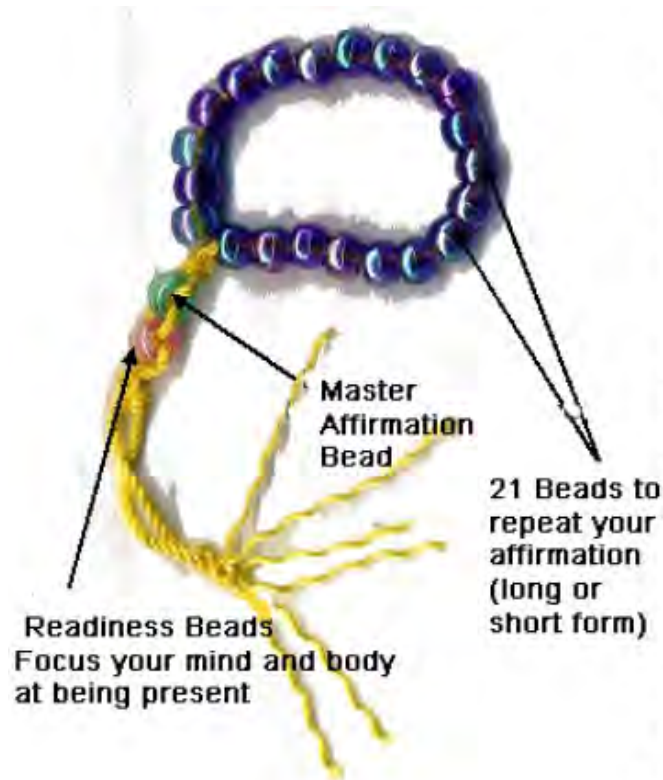
Yorba – beads indicated the qualities of spiritual wisdom and the power of the gods, and even the gods themselves. Diviners used different beads to enhance their spiritual power and to perform different rites or ceremonies.

Masi – have 40 words to describe different types of beads.

Beads were used for trade. The picture to the left is a set of African Trader Beads

Affirmation Beads – An effective tool to enhance your life and affirm what you wish to create in your life. Affirmation beads consist of 21 beads (one bead represents the repetition of one affirmation). Two leader beads serve as entry and exit to your affirmation. The beads keep you grounded, centered, and anchored to your affirmation. It is a simple yet powerful tool that you can carry with you as you go about your daily business.

The Affirmation Beads were introduced at Strategies for Affirmative Living and Learning Community Shorts Program in 2003.



How to Use Your Affirmation Beads

1. Calming Your Mind and Body Bead

Start by grounding yourself in your body. Choose a quiet place, get comfortable, and sit still. Follow your breath until you are calm.

2. Leader Bead

Say your entire affirmation. Read it and gradually commit it to memory.
Sample: I, your name, deserve, now have, and enjoy optimum health to the good of all parties concerned. Thank You! Thank You! Thank You!

3. The 21 Beads (Remember it takes 21 days of consistent practice to create a new habit!)

Repeat your master affirmation or key words of your master affirmation 21 times (one time for each bead).

Sample of Key Words:

deserve, now have, and enjoy optimum health

4. Leader Bead

After completing the 21 Beads, repeat your Master Affirmation.

5. Calming Your Mind and Body Bead

Take a moment to breath, relax, and visualize the fulfillment of your desire. Use your five senses.

Class Project - Making Affirmation Beads or Affirmation Ropes

Outcome:

Create a set of affirmation beads upon which the children can practice saying their affirmations.

Materials:

Use found materials – nuts, washers, seeds, plastic straws, beads, string, old shoe laces, yarn/wool, rope, pipe cleaners, needle and thread, a dried fruit or seed affirmation chain that you can eat, (you may need a hammer and fine finishing nail to pierce seeds), etc.

Procedure:

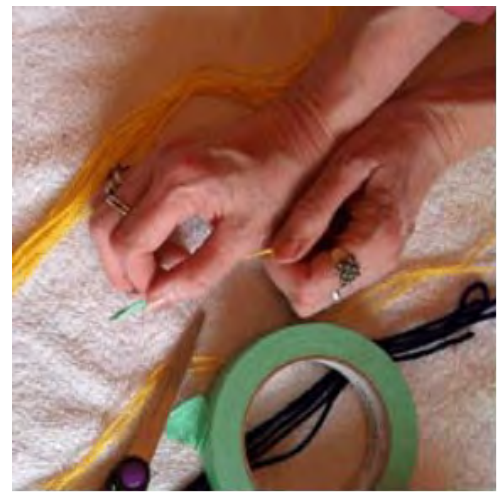
View Pictures below to see process and different styles of beads.



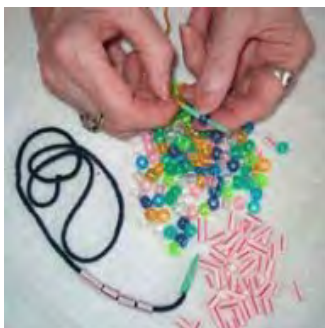
1. Supplies



2. Cut yarn or string 21 cm



3. Tape ends for easy threading



4. Thread Beads



5. String 21 beads



6. Tie a knot to hold beads together



7. Double thread 1st bead



8. Double thread 2nd bead



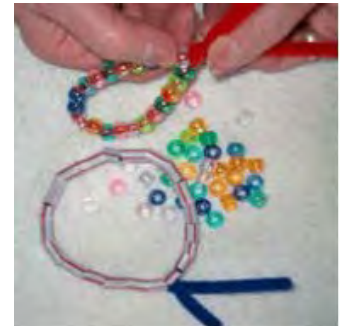
9. Tighten thread and double knot. Cut off tape endings.



10. Fray the ends for appearance



Using Pipe Cleaners
1. String 21 beads along pipe cleaner



2. Twist end of pipe cleaner to hold beads in place.



3. Double thread 1st bead



4. Thread 2nd bead and twist end to tighten and hold beads in place



KAPping it Off - Celebration and Certificates



Class plans a graduation celebration using skills and principles learned in **KAP 4 to 6**.

Children create their own Certificate of Completion with the letters KAP and PST on the certificate.

They can use cut-out from magazines or draw pictures representing things they wish to affirm.

Post these in the classroom with the stars. Teacher and students sign and date the certificate. .
Celebrate and clean-up after the celebration.

Walkway of Fame: Children share something they learned in the program that is most meaningful to them. They may wish to share their artwork and an affirmation.

Sample Affirmations Dictionary for Grades 1 – 6

- A – Affirmations --An affirmation is like a birthday wish
Action-- Do it now!
Affirm—This is to make firm and solid. Make stronger,
Acceptance—This means to accept self and others
Attract—This means to draw to you.
Apple—Eat an apple a day to be healthy.
Ask – When you don't understand, ask.
Agreement – Saying I will do something.
- B - Big--Make your affirmations big. Think of something you really want to see changed in yourself.
Bright--Use colors to make your Affirmations bright and pretty
Baseball—Be a team baseball player.
Be – Be all you can be.
- C - Caring--Be kind and caring to others.
Courteous – Be courteous in all things and to everyone you meet.
Clean—Wash your hands often
Consideration—Be considerate of others.
Compare—Stop comparing yourself to others and what they do and have.
Communicate—Listen and talk with others.
Cooperation—Cooperate with others and be a team player.
Choice—You have choices—make right, happy ones
Change—Everything changes—You can change yourself to feel better.
Curious
- D - Different (Make your Affirmations different from others
Do --Do your Good Morning and Good Night Affirmations every day.
Difficult – when something is difficult, ask for help.
Deserve – I deserve and now have...
Discover-Learn something new that you didn't know about before
- E - Exciting--Make your Affirmations exciting for you, something that you really want to be or do.
Exercise—Have fun doing your exercises made just for you.
Encourage—Encourage others to do a good job.
Explore- Find out about new things each and everyday

- F - Fun (Make doing Affirmations Fun!
 Friends. Be nice to your friends
 Fear—Use your Spray Fear Away (SFA) bottle
 Forgiveness—Forgive and forget about hurts from the past
 Firm—Make strong and firm.
 Failure—There is no such thing as failure, you always learn from every experience.
- G - Gratitude--Be thankful for what you have, family, friends, clothes, food
 place to live and everything.
 - Give—Practice the art of giving and receiving.
- H - Happy– Be happy and spread it to everyone you meet.
 Harmony – Be harmonious and create those conditions in your life.
 Hope—Always hope for the best outcome.
 Help—Help others when you can and when necessary.
- I - Imagination--Use your imagination to decide what to do an affirmation for
 Inside – Happiness is an inside job.
 Inspire—Inspire yourself to get your homework done.
- J - Joyous—Be joyous in everything you do.
 - Join—Join in games and be a team player.
- K - Kindness--Be kind to yourself and others.
 Keep your promises.
 Kind - You are one of a kind
- L - Loving—Love, respect and approve of yourself
 Learn—Take advantage of your years in school to learn all you can.
 Laugh—Laugh at yourself and your mistakes. Laugh with others.
 Listen—Listen to your teacher and learn.
- M - Make—Make good decisions.
 Manage—Manage your time wisely
 Motivation—Be motivated to do your Affirmations regularly.
- N - No—Say no to things that are not good for you.
 Never drink alcohol or do harmful drugs.
 No Bullying—Stop bullying by not participating in it.
- O - Oops, did I just say/do that! Choose to do something different.
 Opportunity – Take every opportunity to build-up yourself and others
 Occasion – Make each occasion a happy one for you and others.

P - Pictures—(Find interesting pictures and cut them out and put them on your

Affirmations

Patient—Be patient with yourself and others.

Personal – It's all about you!

Play—Play and have fun.

PST – Positive self-thought, positive self-talk and positive street-talk

Polite—Be polite and consider others.

Potential—You have the potential to be whatever you wish to be.

Positive – Like in addition adding to...

Present Tense – Happening NOW!

Q - Quietness—Practice being quiet and relaxed

Question—Ask questions when you do not understand.

Quick – Do things quickly and carefully!

R - Respect yourself and all others

Relax—Be relaxed and happy.

Real – Be real; Be yourself!

S - Stop—Stop any thoughts of being unkind to others

Stay—Stay away from negative people

Self-Worth—Increase your self-worth by loving, respect and approving of yourself.

Sharing—Share with others.

Scientific—Look at things like a scientist and be curious

Search—look every where to find what is true

T - Truth – Always tell the truth. It is the only way.

Time—Make a habit of being on time for school and other appointments.

Team—Be a team player.

U - Understand—Understand your work and others.

Unite—Unite with others in the team to have a victory.

Use – Use your time wisely to be the best you can be.

V - Victory - Be happy when others attain a victory—win that game, etc.

Value - Value yourself and others.

Virtue – practice your virtues daily.

W - Wisdom—Learn everything you can from your studies and life experiences.

Win—Be happy when others win too.

Why—Ask why when you want to learn more.

X Xpress yourself. Say what you mean and mean what you say.
Xtreme – Do everything good and uplifting to the extreme
Xtend – Extend your boundaries ie. what you do well! Do new things!

Y – You--You are the greatest
Yes—Say yes to things that are good for you.
Year – Every year is your year to be the best you can be.

Z - Zoo –Whose who in your zoo? Or Who is in your fear zoo?
Zeal – Get excited about your life.
Zoom – Get ready for take-off.

Sample Positive Personal Power Word List

Proud	Strong	Positive	Talented	Athletic
Musical	Artistic	Graceful	Confident	Energetic
Focused	Grateful	Creative	Respectful	Thoughtful
Disciplined	Deliberate	Helpful	Dynamic	Motivated
Adventurous	Knowledgeable	Kind	Gentle	Focused
Incredible	Mysterious	Fantastic	Magnificent	Patient
Curious	Scientific	Thankful	Flexible	Agile
Dedicated	Good	Persistent	Invincible	In control
Aware	Friendly	Insightful	Cautious	Determined
Honest	Happy	Giving	Forgiving	Considerate
Mindful	Careful	Intelligent	Smart	Able
Capable	Moderate	Forbearing	Direct	Secure
Passionate	Excited	Inventive	Harmonious	Constructive
Enthusiastic	Flamboyant	Prosperous	Empathetic	Genuine
Dramatic	Exciting	Calming	Tranquil	Competent
Direct	Independent	Self-sufficient		Polite
Joyful	Observant	Insightful	Organized	Supportive
Innovative	Established	Wise	Truthful	Peaceful

Sample Positive Personal Power Word List

Humble	Gentle	Compassionate	Open
Reasonable	Exemplar	Just	Do what is right
Conscientious	Involved	Moody	Moral
Qualified	Imaginative	Original	Organized
Gracious	Popular	Famous	Exceptional
Educated	Distinguished	Cheerful	Sincere
Generous	Glad	Reliable	Fit
Well-behaved	Worthy	Admirable	Healthy
Humane	Ready	Skillful	Thorough
Elegant	Classy	Refined	Steadfast
Appropriate	Proper	Expectant	Delicate
Fastidious	Intimate	Outspoken	Precise
Particular	Apt	Prompt	Diligent
Upright	Devoted	Loyal	Constant
Successful	Fervent	Animated	Warm
Festive	Accommodating	Resolute	Brave
Precise	Gallant	Accomplished	Sensible
Considerate	Forbearing	Pleasant	Delightful
Clever	Perceptive	Moderate	Tough

Stone Soup, A European Folktale

The story of Stone Soup is adapted and rewritten for KAP by JD Michaels

(Check your local libraries and/or purchase a copy of the story online.)

One cool autumn day, some travelers came to our very small village of Lubovich. The strangers came carrying nothing more than an empty cooking pot and a few personal belongings in their satchels. We were all very suspicious of these visitors to our village. So much so, that we were very uncomfortable with them being among us. Furthermore, many of us were unwilling to share any of our food stores with these very hungry travelers. That, I didn't understand.

Then the travelers did something quite unexpected, they departed the village just briefly and went to the stream that isn't far from the village to get some water. They proceeded to fill the pot with water and upon their return to the village, they dropped a large stone into the pot, and placed it over a fire which they had built.

This very odd behaviour caught the attention of one of the village elders who became curious about this rather unusual conduct. He asked them, "What are you doing?"

The travelers answered that they were making their world-famous "Stone Soup", which tastes wonderful. They told the elder and other members of the village that they would be delighted to share it with them all, although it still needed a few more ingredients to improve the flavor.

The villagers, who anticipated enjoying their share of the soup, did not mind parting with a few vegetables from their gardens. So, one-by-one vegetables were added to the soup, starting with the carrots. As more of the villagers walked by, they inquired about what the strangers were doing. The travelers told the curious onlookers that they were making their world-famous "Stone Soup" which still needed a few more ingredients. The villagers handed them some spices for seasoning and additional vegetables and meat which included potatoes, onions, cabbages, broccoli, cauliflower, beans peas, celery, tomatoes, corn, chicken, beef, salt, and pepper.

As the word continued to spread as to what was happening in the village square, more and more villagers added even more ingredients and spices to the soup. When the soup was ready, the visitors removed the stone from the pot because it was inedible. What was left however, was a delicious and nourishing pot of soup which was enjoyed by the travelers and the villagers alike.

Although the travelers fooled our village into sharing its food with them, they successfully transformed their need for food and nourishment into a tasty meal which was willingly prepared and shared by all. They reminded the village of the importance of welcoming and sharing their plenty with the less fortunate, the visitor, the stranger, the traveller.

The pot of "Stone Soup" opened the hearts of the villagers to be willing to share with strangers. This lesson has never been forgotten. The story continues to be told at village Fall Festivals where the "Stone Soup" is prepared and shared. To this day, Lubovich continues to be known for its hospitality to strangers.

Stone Soup, A European Folktale - Activities

Read the story to the children, or better still, familiarize yourself with the story and tell it without reading it.

Discussion: Identify the characteristics that constitute a folktale as a literary genre.

Identify the meaning of the words, folk and tale, which is not to be confused with the homonym, as in a dog or cat's tail.

Etymology: Folk (German volk/common people; Old English-folc). Remember, the letter 'c' makes two sounds when used: the 'k' sound as in cat, catch, come; or 's' as in city, civilian, shopping centre.

Characteristics of a tale: Folktales are usually told orally. They are stories passed down by word of mouth from generations to generation, family to family. They **more often than no have a moral lesson** that needs to be remembered. They are not normally true and would not happen in our present day and time. Simple actions have profound and meaningful results. Plot line repeats itself. The plot is very simple and easy to follow.

Storytellers: Tell the story two or three times, more if need be. Have the children volunteer to retell the tale in their own words. They become storytellers. Tell them it is now their story, and they can embellish or contract the story as they wish. They are now the storyteller.

Story to Paper: Have children retell the story on paper using their own words and illustrate their retelling of the tale. Post the different versions of the tale to demonstrate how oral tradition can change from retelling to retelling of the same story.

Power Words: Identify the power words that best describe the characters in the tale. Also identify how the characters change from the beginning to the end of the tale.

Cooking: Make your own pot of "Stone Soup". Each child brings a spice (salt/pepper, etc.), or one vegetable. Each vegetable represents a positive characteristic (power word). Record the contributions on chart paper. Include the name of the vegetable and the power word that accompanies it. Cook the soup and share it with the classmates. Option: invite parents to help. Bring some extra vegetables if some families cannot afford to contribute to it.

Class Bulletin Board: Have the children draw pictures of the vegetables that they brought to make their version of "Stone Soup". Place a cut out of a big pot on the bulletin board. Place the vegetables with what they represent (label the vegetable with the power word) and attach it to the pot.

Sample Christmas and New Year's Affirmations Stew

Take words from your Affirmations Dictionary and put them in your Christmas and New Year's Affirmation Stew.

A –

- Action-- Do it now!
- Acceptance—This means to accept self and others
- Ask – When you don't understand, ask.

B

- Bright--Use colors to make your Affirmations bright and pretty
- Be – Be the best you can be.

C

- Caring--Be kind and caring to others.
- Courteous – Be courteous in all things and to everyone you meet.
- Clean—Wash your hands often
- Consideration—Be considerate of others.
- Compare—Stop comparing yourself to others and what they do and have.
- Communicate—Listen and talk with others.
- Cooperation—Cooperate with others and be a team player.
- Choice—You have choices—make right, happy ones
- Change—Everything changes—You can change yourself to feel better.
- Curious-Be curious about everything

D

- Do --Do your Good Morning and Good Night Affirmations every day.
- Do it until you get it becomes a good habit
- Difficult – when something is difficult, ask for help.
- Deserve – I deserve and now have...
- Discover-Learn something new that you didn't know about before

• E

- Exciting—Everyday is a new and exciting day..
- Exercise—Have fun doing your exercises made just for you.
- Encourage—Encourage others to do a good job.
- Explore- Find out about new things each and everyday

F

- Fun—Have Fun with your family and friends!
- Friends. Be nice to your friends
- Forgiveness—Forgive and forget about hurts from the past

G

- Gratitude--Be thankful for what you have, family, friends, clothes, food place to live and everything.
- Give—Practice the art of giving and receiving.

H

- Happy– Be happy and spread it to everyone you meet.
- Harmony – Be harmonious and create those conditions in your life.
- Hope—Always hope for the best outcome.
- Help—Help others when you can and when necessary.

I

- Imagination--Use your imagination to decide what to do an affirmation for
- Inside – Happiness is an inside job.
- Inspire—Inspire yourself to get your homework done.

J

- Joyful—Be joyful in everything you do.
- Join—Join in games and be a team player.

K

- Kindness--Be kind to yourself and others.
- Keep your promises.
- Kind - You are one of a kind

L

- Loving—Love, respect and approve of yourself
- Learn—Take advantage of your years in school to learn all you can.
- Laugh—Laugh at yourself and your mistakes. Laugh with others.
- Listen—Listen to your teacher and learn.

M

- Make—Make good decisions.
- Manage—Manage your time wisely
- Motivation—Be motivated to do your Affirmations regularly.

N

- No—Say no to things that are not good for you.
- Nice—Be nice to everyone

O

- Oops, did I just say/do that! Choose to do something different.
- Opportunity – Take every opportunity to build-up yourself and others

- Occasion – Make each occasion a happy one for you and others.

P

- Pictures—(Find interesting pictures and cut them out and put them on your Affirmations
- Patient—Be patient with yourself and others.
- Play—Play and have fun.
- PST – Positive self-thought, positive self-talk and positive street-talk
- Polite—Be polite and consider others.
- Potential—You have the potential to be whatever you wish to be.
- Positive – Like in addition adding to...

Q

- Quietness—Practice being quiet and relaxed
- Question—Ask questions when you do not understand.
- Quick – Do things quickly and carefully!

R

- Respect yourself and all others
- Relax—Be relaxed and happy.
- Real – Be real; Be yourself!

S

- Stop—Stop any thoughts of being unkind to others
- Stay—Stay away from negative people
- Self-Worth—Increase your self-worth by loving, respect and approving of yourself.
- Sharing—Share with others.
- Scientific—Look at things like a scientist and be curious
- Search—look every where to find what is true

T

- Truth – Always tell the truth. It is the only way.
- Time—Make a habit of being on time for school and other appointments.
- Team—Be a team player.
-

U -

- Understand—Understand your work and others.
- Unite—Unite with others in the team to have a victory.
- Use – Use your time wisely to be the best you can be.

V -

- Victory - Be happy when others attain a victory—win that game, etc.
- Value - Value yourself and others.
- Virtue – practice your virtues daily.

W

- Wisdom—Learn everything you can from your studies and life experiences.
- Win—Be happy when others win too.
- Why—Ask why when you want to learn more.

X

- eXpress yourself. Say what you mean and mean what you say.
- eXtreme – Do everything good and uplifting to the extreme
- eXtend – Extend your boundaries ie. what you do well! Do new things!

Y

- You--You are great, just the way you are!
- Yes—Say yes to things that are good for you.
- Year – Every year is your year to be the best you can be.

Z

- Zoo –Whose who in your zoo? Or Who is in your fear zoo?
- Zeal – Get excited about your life.
- Zoom – Get ready for take-off.

