



**Importance of SPECTacular Brain Health in Adolescence (🧠 A Brain Health Story)
(5th Grade – 10-11 yrs.)
Craft: I am Spectacular!**



STORY CONNECTION – SLIDE 9 (Approx time: 45-60 min)

As the social parts of your brain are changed by the hormones, your sense of who you are (sense of self) and how you feel about yourself (self-esteem) are constantly changing. This is a time when you really need people around you whom you trust and can talk to (your support system). One of the big things that happens during this time is that your friends become more important to you. This is a time when you need to understand that your self-esteem is not tied to how many friends that you have or if other people like you or not...it is tied to how well you like yourself. Social Health is all about liking yourself and feeling good about yourself (or having good self-esteem). When you like yourself and feel good about yourself, then you will make good decisions about what kind of friends you want around you.

Materials needed:

- Chart paper or whiteboard
- Markers, crayons, colored pencils, etc.
- Paper
- Pencils
- Construction paper, scrapbook paper, old wallpaper books, etc.
- Old magazines
- Scissors
- Glue
- Positive adjectives list: <https://7esl.com/positive-adjectives/>
- Equipment to display online webpages

Preparation needed:

- Gather all materials and have them organized for easy access by the student(s).
- Write "Self-Esteem" on chart paper or the whiteboard.
- Have the image and the template below open in a tab prior to starting the lesson.
- Have the positive adjectives list open in a tab before starting the lesson.
- Be prepared to model/create an example with student(s) as they create theirs.
- OPTIONAL: Create a personal example prior to activity to share with student(s).

Instructions:

1. This activity will focus on the social aspect of Brain Health. In this activity, student(s) will review what self-esteem is and create a visual to help them remember how SPECTacular they really are.

Part I: Brainstorming Think-Pair-Share

2. Ensure each student has paper and a pencil.
3. Direct the student(s)' attention to "Self-Esteem" that is written on the chart paper or board.
4. Tell them to take a minute to independently brainstorm on their paper all ideas that come to mind when they think about "self-esteem" and what it is.
5. After a minute, have them turn and talk to someone near them about what they wrote on their paper. Give them a minute to share with each other.
6. Next, bring the whole group back together and ask some of the pairs to share what they talked about with their partner.
7. Write these down on the chart paper or board. The student(s) might say things like:
 - How someone sees or perceives themselves.
 - Opinions about themselves
 - Beliefs about themselves
 - Self confidence
 - Being able to see their own strengths
 - Being kind to themselves
 - Believing in themselves

Part II: Self-Esteem Craft

8. Next, explain that there are going to be times, especially at this time in their lives with so many changes happening in their bodies and brains, that it is going to be extra important that they are kind to themselves and remember all the good and positive things about themselves. They are going to create a visual to help them remember these strengths.
9. Using the image and/or template below, show the student(s) what they are going to be creating.
Note: The student(s) will start the craft together and then work at their own pace.
10. Pass out construction paper to each student.
11. First, each student will draw a circle in the middle of the paper.
12. Next, everyone will write the words "***I am***" in their circle.
13. Have them draw lines from the circle out to the edges of the paper. (See the image and the template below.)
14. Explain that in each section, they are going to put words or phrases that describe them in a positive way that complete the sentence "I am _____."
***Suggestion: The facilitator can brainstorm a list of positive adjectives for the student(s), depending on time constraints and the group. Click [here](#) for a list of positive adjectives. ***
15. Tell the student(s)...
 - to use the craft supplies to make the visual representative of them.
 - that you encourage them to use their favorite colors, designs, and embellishments to make it something they like and are proud of.
16. Give student(s) ample time to complete their spectacular creations. These can be displayed or shared if desired.
17. In closing, remind the student(s) that as the social parts of their brain are changed by hormones, their sense of who they are (sense of self) and how they feel about themselves (self-esteem) is constantly changing. This is a time when they need to understand that their self-esteem is not tied to how many friends that they have or if other people like them or not...it is tied to how well they like themselves. Social Health is all about liking themselves and feeling good about themselves (or having good self-esteem). When they like themselves and feel good about themselves, then they will make good decisions about what kind of friends they want around them.

STUDENT EXAMPLE



Image Credit: <https://wafarmworkers.org/2018/07/using-art-therapy-to-reinforce-positive-self-image/#jp-carousel-605>



I am