

**Family Circles Lesson Plan for Project Harmony: Self Esteem
Livingston Park Elementary School
2008 New Jersey School of Character**

“Painted Faces”

Objectives:

1. Identify and define what Self Esteem is
2. Discuss and accept individual differences
3. Accept each race/ethnicity/culture as part of what makes us each unique on the outside and is why our skin tones are different colors
4. Identify which variations of the skin tone colors it takes to make a your skin tone
5. Make a painted face to represent you
6. Show pride in how you look on the outside by showcasing your painted face

Materials:

Project Harmony Committee will provide:

- Paint, already poured into egg cartons- you will get this the day of the project
- Yarn already cut
- Cotton squares for painting-14 for paint and one for each student

(The yarn and cotton will be in your mailbox a few days before the project)

At the faculty meeting you will leave with:

- Index card color chart
- Patterns for students to trace their face shapes
- Copies of color indicator strips
- Copies of eyes
- Your own painted face to use as a model

You will need to provide:

- Scissors
- Glue
- Small Mirrors
- Crayons
- Wet paper towels

(If you do not normally have these items in your classroom, please order them prior to the project, or speak to a colleague who can lend you the items you need)

During the Project:

If at any time you run out of paint or yarn, send a runner (an older, dependable student) or your volunteer to the closest "refill station". These four stations will be:

1. Upstairs hallway
2. Miss Fleming's office
3. Outside Miss Gallin's Room (1st and 2nd Grade Hallway)
4. Miss Luna's Desk

Before the Lesson, write this on chart paper or the board:

While you wait to paint:

1. Color the pair of eyes you've chosen and cut them out
2. Put your first and last name on the strip at the bottom of the paper

Once your paint is dry, your face should have...

1. A drawn mouth, nose, eyebrows and ears
2. Glued or drawn eyes
3. Cut yarn glued on for hair
4. Glued on color strip with your name

Motivation/Anticipatory Set:

1. Show your painted face. Tell the Students that Project Harmony is our character education program and that the first of the six themes is Self Esteem.
2. Ask the students what Self Esteem is. (*Self Esteem is how you feel about yourself*)
3. Then ask them why they think that it's important to have HIGH Self Esteem rather than LOW Self Esteem.
4. Ask the students if they think that what they look like on the outside can have an effect on their self esteem? How?

Procedure:

1. Hold a short discussion of what the project entails while showing what you did to your face
2. Send a 5th grader to pick up the paint in the cafeteria
3. While the runner is out, have students trace the oval onto the paper

4. Begin taking students one at a time to create paint color combinations. Once the combination has been determined, the teacher will place paint onto paper in correct proportions for the student. The students will then blend colors with a cotton square. Assist student in filling out color indicator strip.
5. While waiting, either for their turn with the teacher or for the paint to dry, students color and cut out the eyes. They can also write their first and last name on the color indicator strip.
6. Once the paint dries, students can draw a mouth and nose, and glue the eyes and name/color indicator strip on their project. If any student does not finish, send what they have finished and materials needed to complete the project in their homeroom.

Closure:

Once your family has completed their project, if there is time, share the projects and discuss similarities found among your group members.

Your family's projects will be displayed outside of your classroom. Teachers whose rooms are in the old building and trailers will display their pictures in the front hallway. (Helping Hands Highway)

Follow Up: In your own classroom, discuss what was learned doing the Painted Faces Activity. Have the students share what they can do individually to help one another achieve higher self esteem each day. (See Packet included after lesson plan)

Extension: Listen to the song along with showing the illustrations from the book Don't Laugh At Me by Peter, Paul and Mary. (Miss Fleming has two copies in her office)

- Discuss the types of hurtful things that the people in the story did to one another all based on outside appearance.
- How does this type of behavior and hurtful words impact someone's self esteem?
- Does it leave a lasting hurt?
- How can we change for the better at Livingston Park?
- What can we do if we hear someone being teased, laughed at or ignored by others?