

The 'I Can Do' *Book*

Practical activities based on the world of the child, aimed at enhancing self-esteem in 8-10 year olds.

Written by Dr Donna Brandes & Tim Lowson.

© Ready-Ed Publications - 2006 (Original edition - 1991)

Published by Ready-Ed Publications P.O. Box 276 Greenwood WA 6024

Email: info@readyed.com.au Website: www.readyed.com.au

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ISBN 1 86397 672 8

Introduction

This book has several aims:

1. To enhance *self-esteem*.
2. To provide teachers with easy access to a series of *reproducible enrichment activities* for students to use in class or at home.
3. To encourage students to *learn about themselves*, and to recognise their *strengths and abilities*; to allow students to focus on their *uniqueness*.
4. To provide children with *enjoyment* and with opportunities to be *creative*.

In most cases there are no right or wrong answers to the questions in this book – the students are encouraged to think for themselves.

We have concentrated on the world of the child:

- A. The Home**
- B. The School**
- C. Out in the World** – the shopping centre, the library and the movies.
- D. Outdoors** – in the bush or country, at the beach or pool.
- E. Body, Mind and Heart**

Supplementary games are also included.

We hope that teachers will also enjoy learning about how their students see themselves, and will use the books in the context of enhancing self esteem.

About the Authors

Dr Donna Brandes

Donna Brandes has had thirty years of experience as a teacher, lecturer, counselor, therapist, researcher and author. She has worked in California as a classroom educator and drama specialist and in England at various tertiary colleges and Durham University where she lectured in Education, Drama and Counselling.

Throughout Donna's career, whether in management, counseling, therapy or education her dedication has been directed to the area of self esteem. To that end she has accumulated a wide understanding of the needs of developing children and of strategies that are appropriate to enhancing self esteem in those children. She has co-authored and successfully published five books: *The Hope Street Experience*; *Gamesters Handbooks One and Two*; *A Guide to Student-Centered Learning* and *The Student-Centered School*.

Tim Lowson

Tim Lowson has had 25 years experience in education, including classroom teaching, lecturing in a tertiary institution and operating in educational administrative positions.

He has authored or co-authored some 30 various educational books and publications.

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The 'I Can Do' Book

**This is a book about all I can do
There could be another book,
All about you!
But this book is MY book
And that's why it's fun,
It gives me the space to say all that I've done,
And think about everything I'm doing now,
And write about Where, and write about How,
And think of my dreams and my fantasies too,
And play with the thought about what I WILL do.
So this is MY book, no one else's you see
Yes, this is the book that is ALL ABOUT ME!**





Teachers' Page

As children grow the home is probably the major influence in their world. The relationships taking place within the home help to form their outlook on life and their attitudes and feelings about others and themselves.

Possibly the nature of home relationships is more easily recognisable to children than those of school or other environments so they may feel more secure there.

The activities in this section aim at encouraging children to:

See themselves as important family members – people who are an integral part of the entity called “the home”; people who have important roles in the activities and tasks of that home.

Page 6 ‘Home With My Family’

Page 7 ‘Busy Days’

Page 8 ‘Who Does What in My Family?’

Recognise that there are times when being alone at home doesn't mean that they don't have friends or family who care for them.

Page 9 ‘Home Alone’

Recognise that places such as bedrooms can display personal items that reflect the desires and attitudes of an individual.

Page 10 ‘In My Bedroom’

Realize that families have a heritage and that the child's place in the family is part of that family heritage – parents and grandparents all had similar roles to play during their growing up.

Page 11 ‘In My Lounge Room’

Be caring enough of themselves to be conscious of the need for personal safety.

Page 12 ‘The Kitchen Can Be a Dangerous Place’

Feel a sense of achievement in recognizing their own abilities in the kitchen.

Page 13 ‘Kitchen Search’



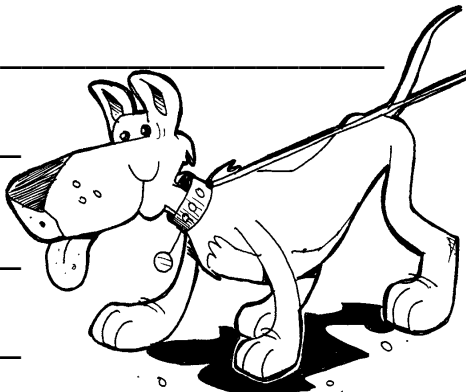
Home With My Family

- 1** At my home I am part of a family.
Here is my picture of my family and me (including all my pets).

Sample

- 2** Here are two things about some living creatures in my home:

- _____
- _____
- _____



In My Bedroom



This is Dr Wonderful and his magic wand

He's wonderful because he has a magic wand that can allow you to have a wish come true. This time he's said that you can have a special dream bedroom that you can design as you like.

In the spaces below draw rough plans for your dream room. Then on a large piece of paper draw your 'good' plan. (You should think about things like furniture, what you'll have on the walls, where you'll display things, where you'll keep secret things and so on.)

1 My 'Dream Bedroom' Floorplan

Sample

2 Here is my favourite wall in my 'Dream Bedroom'.

In My Lounge Room

1

In my living room in the evenings I can ...

2

I asked my parents what their families used to do in the living room in the evenings ...

3

If I find out what my grandparents used to do in their living rooms in the evenings and they said...

4

What I think MY children will be able to do in the living room in the evenings is...

Sample

My Teachers

1 Have you found out that other people are very important to you at school? Who are these other people and how are they important to you?

My main teacher's name is: _____

2 What my teacher does for me:

- Reads me a story
- Listens to me
- _____
- _____

3 My teacher is almost like a parent to me when I'm at school (and sometimes I even call him or her 'mum' or 'dad' by mistake!)

What does my teacher do to help or protect me?

- _____

What does my teacher do to help me learn?

- _____

4 There are times when my teacher has to tell me what to do or not to do. **Things my teacher has told me to do:**

- _____
- _____

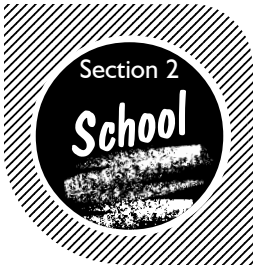
Things my teacher has told me not to do:

- _____
- _____

5 The teacher's job in the classroom is to _____
My job in the classroom is to _____



Sample



In the Classroom I Can Work and Play

1 How do I know when I'm **working** and when I'm **playing** in the classroom?

I can tell I'm **working** when _____

I can tell I'm **playing** when _____

2 What are these – **work** or **play**? (write either 'work' or 'play')

- _____ Drawing a map
- _____ Listening to a story
- _____ Joining in a maths game
- _____ Writing a poem
- _____ Drawing a picture
- _____ Learning some spelling words



3 Some things I do in the classroom can be both **work** and **play**. Some of these are:

- e.g. *Playing a maths game*
- _____
- _____
- _____

4 I think that the real difference between work and play is:

At the Movies

1 At the movies I can do these things:

Pay _____

Find _____

See _____

Hear _____



2 In my mind I can:

Feel _____ when _____

Imagine _____ when _____

Believe _____ when _____

Be afraid _____ when _____

Cry about _____ when _____

Scream when _____

Laugh when _____

3 What do the movies do for me?

In my mind I can roam the universe, the world and time.

I can be _____

I can travel in my mind to _____

Here I am at _____

Here I am being _____

What's So Special About Me?

1 How am I like my friends?

I know that I am different from others in many ways - and that's O.K.!



- We all come to school
- We all have _____
- _____
- _____
- _____

Here we are doing something together.
We are _____ together.

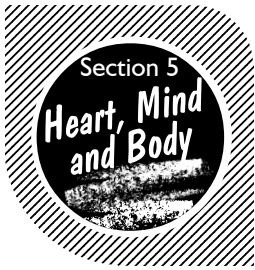
Sample

2 How am I special or different?

- I think my own special thoughts
- My family has _____
- No one knows that I _____
- I wear _____
- _____

Here I am doing something that I think is special.

I am



Memories



I can remember ...

These poems:

These songs:

This present I got:

Meeting this relative for the first time:

This great trip:

The day we got

This special meal:

This sad moment:

This scary time:

This fun time:

This nice thing that someone said to me:

To take responsibility for my job of:

It's good to think about things that have happened - both sad and happy.

