



Say Word! Curriculum: Kat Magill
Confidence: Self-Discovery "Stepping Stones"
Lesson 6

Stepping Stones: A path to our best selves

Objective:

The purpose of this exercise is for students to identify their positive and negative beliefs about themselves. By identifying their positive attributes, they will see a preview of themselves at full potential—their best selves. By identifying negative attributes, they can see the areas that hinder them from reaching their full potential. With a partner, students will share their positive and negative beliefs about themselves to build confidence and trust in themselves and their peers.

Common Core State Standards:

ELA Speaking and Listening: Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions
 - b. Work with peers to set rules for collegial discussions...and individual roles
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, when warranted, qualify or justify their one view and understanding, and make new connections in light of the evidence and reasoning presented.

ELD Part 1. Interacting in Meaningful Ways

- A. Collaborative
 1. Exchanging information and ideas via oral communications and conversations
 2. Interacting via written English
 3. Offering opinions and negotiating with or persuading others
 4. Adapting language choices to various contexts

Materials:

- Six note cards per student
- It is helpful to have green and red markers or pens for each student, but this is absolutely not necessary, just an additional support
- It is also helpful to have a big open space; push desks to edges of room, have space in middle



Directions:

- 1. Place students into pairs**
- 2. Give each student a stack of six note cards.** Have them separate the note cards into two stacks of three
- 3. Instruct students to write:**
 - a.** First stack - The Lovelies: Things that you like or love about yourself, or positive traits people have identified about you. What do you do well?
Write one Lovely per note card (use green marker). (Note: students may be able to write more than three Lovelies; there is no limit to how many note cards or Lovelies for any student)
 - b.** Second stack- The Ugliers: Things you don't like about yourself, or negative traits people have identified about you, or that which limits you, or even what the media says that makes you feel incapable of succeeding, etc.
Write one Ugly per note card (use red marker). (Note: students may be able to write more than three Ugliers; there is no limit to how many note cards or Ugliers for any student, though the number of Lovelies and Ugliers should be the same.)

****NOTE:** Instruct students to stray away from physical attributes about themselves for both the Lovelies and the Ugliers. Push them to dig into deeper character or personality traits about themselves, i.e., *“I like that I smile when I’m nervous”* or *“I don’t like that I’m afraid to speak out in class.”*
- 4. Have student partners decide who will play each role first: a Participant and a Facilitator.**
 - a. Participants** will place their first stack (The Lovelies) on the floor one in front of them to make one line or path of positives that begins in front of their feet and extends outward, from the *least* important Lovely to the *most* important Lovely (so the least important Lovely is near their feet, and the most important Lovely is farthest away from them).
 - b. Facilitators** will stand directly behind their Participant, facing the Participant’s back.
- 5. Have Participants hand their second stack (The Ugliers) to their Facilitator partner behind them.**
- 6. Facilitator partners will now read aloud their Participant partner’s Ugliers, one note card at a time.** This is usually begun all at once for all partners, with everyone speaking at the same time so no one feels singled out or overheard. Good chaos.



- a. After each Ugly card is read aloud by the Facilitator to the Participant, the Participant gets to respond Yes/True or No/False:**
 - i. YES/TRUE - means this trait is absolutely true, that there is no possibility of change for the better with this Ugly, that it will remain true no matter what choice or actions are taken now or in the future
 - ii. NO/FALSE - means this trait is not an absolute, that there is a possibility of change for the better, or that the statement made does not affect the Participant's view of what they are capable of
 - b. If the Participant responds "YES/TRUE"**
 - i. The Participant stays exactly where they are; *they do not move*, they do not do anything else
 - ii. The Facilitator goes on to the next Ugly
 - c. If the student responds "NO/FALSE"**
 - i. The Participant *takes one step forward* to the next positive Lovely
 1. That is, the Participant now moves to their first Lovely closest to them, is now "standing" on or in the spot of their first Lovely (in fact, they can pick up the note card and hold onto it)
- 7. Facilitator continues to read their Participant's Ugliers until all Ugliers have been read**
- 8. Have students switch roles**, so the Participant becomes Facilitator and vice versa. Repeat steps 5 & 6

Assess:

See how far Participants get along their paths; some may make it all the way, some may not. There is no right or wrong to this exercise. If Participants used physical attributes in their Lovelies, you may want to ask the Participant, after completing the exercise, to remove all physical attributes. See if their path to their full potential self is still as long; if not, what can replace those items? Have them get suggestions from their partners.

Discuss:

Point out how the negative things we choose to believe can prevent us from reaching our full potential. Have them discuss amongst each other. Respond to and propel class discussion using Socratic questioning method as appropriate.



Take home writing prompt:

Each student will write a letter to their partner about what they learned about their partner's true self, being sure to reaffirm positive attributes about their partner. In the letter, have them brainstorm or identify ways they think their partner can break through the "chain" of negativity that hinders their growth. They may want to tell their partner how they can help their partners reach their goals. Letters are due next class; partners will give their letters directly to their partner. This is not a graded assignment. It is private, between partners only.

Got questions?

Contact Kat at www.katmagill.com or www.saywordla.org