

**TOPIC**

Acknowledging & Recognizing

LEVEL

First Grade

THEME

Self-Acknowledgment

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Understand the concept of self-acknowledgement as a way to promote mental health.
- Identify and articulate positive qualities about themselves.
- Participate in a hands-on activity to reinforce self-recognition.

MATERIALS

- Mirrors (handheld or large wall mirror)
- Construction paper
- Markers or crayons
- Stickers or decorative items
- "I Am Special" handout (one per student)
- Whiteboard and markers

ESSENTIAL QUESTIONS

- What does it mean to acknowledge something good about ourselves?
- How can recognizing our own strengths help us feel better?
- Why is it important to notice and celebrate our positive qualities?

CHECK-IN / WELCOME (5 MINUTES)

Say "Today in our Aavidum lesson, we are going to talk about acknowledging. We are going to focus on acknowledging ourselves, which means noticing the good things about YOU. In Aavidum, we say 'I've got your back!' and that includes having our OWN back too!"

Ask

- "What does it mean to notice something good about yourself?"
- "How does it feel when someone says something kind about you?"
- "Why is it important to remember the good things about ourselves?"

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "Sometimes, we forget how many wonderful things make us special. One way to remember is to look in the mirror and say something kind about ourselves. Watch me."

Look in the mirror and say: "I am proud of myself because I am kind and I help my friends."

Say: "Now it's your turn. When we say kind things about ourselves, it helps our brains feel happy and healthy, just like eating good food helps our bodies."

Pass the mirror around quickly so students can each say one thing aloud: "I am proud of myself because..." or "I like that I..."

ACTIVITY: I AM SPECIAL (20 MINUTES)

Give each student an “I Am Special” template.

Say: “Look in your mirror or just think in your head: What is something you like about yourself? What is something you are good at? It could be being a good friend, drawing, running fast, helping at home, or making people laugh.”

- Give examples and allow time to think time. Encourage students to share ideas aloud if needed.

Say: “Now, on your paper, finish these sentences:

- I am good at...
- I like that I am...
- I am special because...

“You can write words if you know them, or you can draw pictures. You can even use stickers and colors to decorate. This is all about what makes YOU special.”

Walk around helping students. Scribe words for those who need help writing.

Say: “Now it’s time to share! We are going to sit in a circle, and everyone who wants to can share one thing from their paper.”

After each student shares, the class gives a round of applause or an Aavidum High-Five from nearby classmates. Prompt cheering language: “Let’s all say: ‘We’ve got your back, [name]!’”

WRAP-UP (5 MINUTES)

Say: “Let’s think about what we just did.”

Ask

- “How did it feel to say something good about yourself?”
- “How did it feel to hear your friends share what makes them special?”
- “Why do you think it’s important to remember these good things about ourselves?”
 - Guide answers: it helps us feel proud, it makes us happy, it reminds us we are important.

Wall of Acknowledgement

- Say: “Now we are going to hang your papers on our ‘Wall of Acknowledgement.’ This will be a reminder every day that our classroom is full of amazing kids!”
- Help hang papers on a bulletin board or wall.

Say: “Let’s say this together!”

Have the students repeat each statement as a group:

- “We are all special.”
- “We all have wonderful qualities.”
- “In Aavidum, we’ve got each other’s backs!”