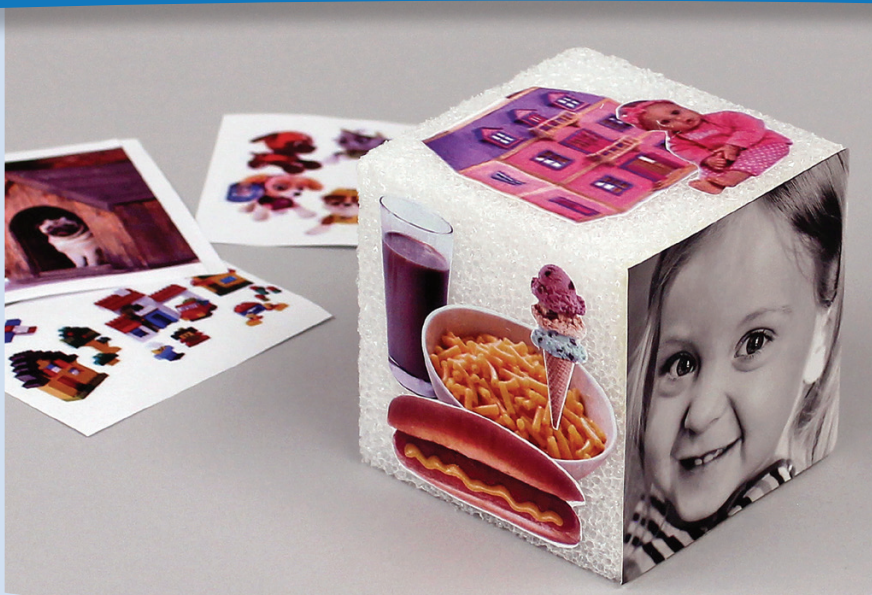


All About Me Block



MATERIALS

FOR STUDENT:
(one per student
unless otherwise
noted)

- FloraCraft® Make It: Fun® Foam Block, 2 7/8" x 2 7/8" x 2 7/8"
- Photo of child that can be cropped to 2 7/8" square (or use cell phone to take photo)
- Scissors
- Glue stick
- Paper plate
- Paper towel

FOR TEACHER:

- Magazine clippings and internet printouts of toys, foods, houses, pets, games, clothes, etc.
- Copy paper (for printouts)
- Paper cutter
- Scissors
- Glue gun (for teacher only)
- Computer and printer to print cell phone photo (only if printed photos are not available)
- Paper towels

TEACHER PREPARATION

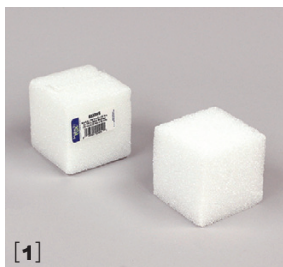
Note: Read through all instructions first and check out the TIPS! In advance of the class session, send home a note asking parents for a photo of their child (that can be cropped to approx. 3" square). Also ask them to help their children look in magazines or on line for photos of things they like, listing the examples of favorite toys, foods, houses, pets, animals, games, clothes, etc. It is recommended that you make one block first, before preparing the materials for the others, since knowing how the parts fit, might affect how you prepare.

[1] Unwrap a foam block for each student.

[2] Find images in magazines to cut out and on the internet to print out in order to supplement what the students will provide. Place them in bins or on paper plates according to their themes to make it easier for students to search.

[3] Collect student photos and use the paper cutter to trim them to 2 7/8" square. (Optional: Take cell phone photos of the students and print them to the correct size.)

[4] Prepare a plate for each student with the following: Foam block, glue stick, scissors, paper towel and their photo.



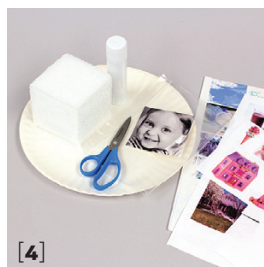
[1]



[2]



[3]



[4]

SOCIAL STUDIES

GRADE LEVEL

EARLY CHILDHOOD – PRE K

COMPLETION TIME

• 30 minutes



OBJECTIVES

Students learn:

- That people can be both similar and different – that everyone has similar and different preferences
- To listen and follow step-by-step instructions
- The use of fine motor skills and afterwards, play

STANDARDS

- Focus on student's development as an individual with a unique identity
- Foster social learning and self-concept development
- Encourage the development of an appreciation for diversity

LESSON INTRODUCTION

- Discuss that everyone is special and different from everyone else. Explain that we all have different things we like to do, play, eat, etc. Ask the students about various things they like in each category.
- Explain that the students will be making blocks that have photos of their favorite things on them. Reinforce the concept of everyone being "unique", in order to minimize copying.



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INSTRUCTIONS

[1] Show the students that there are four sides, a top and a bottom to a block, making a total of six surfaces to decorate. Explain that one surface will have their photo on it, so they have five more to fill with pictures of their favorite things. Discuss the category possibilities from what you have collected and explain that whatever pictures they choose will need to fit onto the block. Also show them that more than one picture can be on a surface, if the pictures are small enough. Have the students cut large circles around the pictures they want to use, explaining that they can cut them out more closely, later.



[2] Ask the students to plan each surface before cutting anything, returning the pictures they cannot use to the common area.

[3] Demonstrate how to cut away excess paper before cutting closely to the pictures. Then demonstrate how to hold the picture in one hand and cut with the other hand, along the outside edge of the image. Show them how bracing their forearms on the table will keep them steady and that turning the picture being cut will make it easier.



[4] Have the students arrange their pictures to be sure that they will fit on each surface. Then demonstrate how to glue full size pictures (2 7/8" square) by working on their plate and applying glue all over only one foam surface, going right out to the edges with plenty of glue. Have them wipe their hands on the paper towel and set their pictures into the glue, pressing it with clean fingers. Ask them to try not to touch the picture again, in order to protect it from the glue.



[5] For the remaining sides, have the students place the pictures on, one side at a time, noticing where the glue will need to go. Then have them apply the glue to those foam areas and set the pictures in place. Have them set their blocks on their plates and put them somewhere to dry before playing with them.



MODIFICATIONS

To simplify project:

- Have one helper per two students.
- Precut all photos into square and rectangular shapes, doing less overlapping than you can with cutout shapes.

To expand project:

- Have students make an accordion fold-out from construction paper that can be attached to each surface, to create more surfaces for photos – literally, expanding the project! ☺

For multiple ages:

- Younger and older students can work side-by-side, with the older students writing what the younger ones say about their block and themselves.
- Have older students think of ways to share their personalities on the Foam Blocks.

ADDITIONAL IDEAS

- Have students do drawings of themselves, instead of using photos.
- Use the blocks as a way for the students to introduce themselves.
- The blocks encourage the students to talk in complete sentences and explain why, such as, "I like ____ because ____."
- Have them take turns sharing about their blocks.
- Let the students take turns rolling their blocks and explaining whichever side comes up.
- Use the blocks as story starters / writing prompts.

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TIPS

- It's fine to cut apart the photos to get parts and pieces – such as a meal being cut apart to "get to" the hot dog.
- Pre-cut some standard photos that most students will like: Mac 'n' cheese, puppies, dolls, cars, etc. Then use those when areas need filling in or if some students have difficulty cutting.
- Encourage students to press the glue stick fairly hard so that the glue goes into the porous foam and builds up on the surface. With the photo, remind them to be sure that the glue goes all the way out to the outside of the block but doesn't get on the block sides.
- If you're concerned about students getting their photos smudged with glue, don't pass out their photos until after they've glued their other pictures. Let those dry first and later, go back to glue the photos.

REFERENCES

I Like Myself by Karen Beaumont and David Catrow
What I Like About Me by Allia Zobel Nolan, Miki Sakamoto
The Skin You Live In by Michael Tyler, David Lee Csicsko
I'm Gonna Like Me by Jamie Lee Curtis, Laura Cornell