

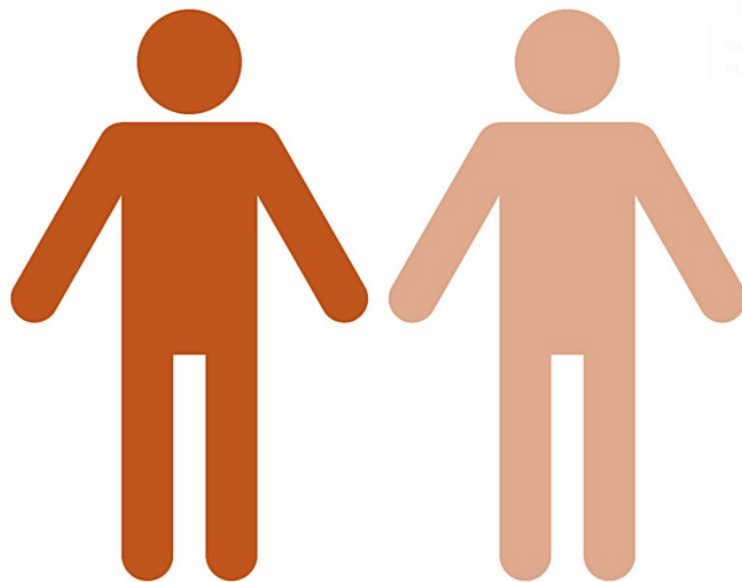
# Social Essentials



## Lesson One: Positive Symbols

## Did you know?

About **half** of U.S. teens (53%) say **online harassment** and **online bullying** are a major problem for people their age, according [to a spring 2022 Center survey of teens ages 13-17.](#)



According to the Cyberbullying Research Centre, nearly **60% of children with disabilities experience cyberbullying, compared to 30% of their neurotypical peers.**

This lesson will help neurodiverse students form positive associations with aspects of their identity so they can thrive among their peers.

# Lesson Summary:

Students will decorate a memory stone to create a positive symbol of their identity.

Students will analyze the connection between memories and objects.

## For Educators:

### Subjects

- English
- Social Studies
- Art
- Health

### Key Terms

- Symbol
- Represent

### Blooms

- Create
- Evaluate
- Analyze
- Apply

### Behaviors

- Art activity
- Worksheet
- Discussion

## For Counselors:

### Key Terms

- Self-concept
- Cooperative learning
- Personal safety

### Academic

- Relating school to life experiences

### Career

- Achieving a project goal in a team setting

### Social/Personal

- Developing self-knowledge
- Developing technology personal safety





**Goal:** Students will create a memory stone which symbolizes a memory (or memories) they wish to remember.



**Materials:** Paper | Stones | Pencil/Pens | Worksheet  
**Optional:** Paint | Markers | Magazines | Modge podge



**Tricks & Tips:** If using paint, only use primary colors and have students mix colors as necessary. This will avoid mixing all colors and the paints becoming unusable.

## Hook and Connect:

Assign the top section of worksheet **1A** for students to do individually. Then break students into small groups to compare their answers. Their answers will be different and represent how our memories impact how we perceive the meanings of symbols.



**Read out loud:** *Symbols represent messages based on our memories, both positive and negative. Today we will explore symbols: how they can differ from person to person, and how we use these symbols.*

## Guided Practice:

Now assign the second half of the worksheet **1A**. Explain **symbols**, what they are, and how they are used. Use examples from history, English, or art.



Students will fill out the next section of worksheet **1A**. You will do a class example and make a **symbol** which **represents** positive thoughts and memories. This is the brainstorm section of the activity.

## Activity:

Students will decorate a “memory stone.” The stone will represent a positive memory or “memory theme” (e.g. family, friends, etc.).

1. On the back of the **1A** worksheet, students will plan their memory stone design.
2. After teacher approval, students will gather supplies.
3. Rocks will be decorated. Options are paint, magazine cutouts, photos, etc.
4. Rocks will then be put aside to dry.





## Discussion:

Lead a discussion with the students. Here are some essential questions to facilitate the discussion:

- What does your stone **symbolize**? Is it positive or negative?
- What are some objects in your life that help you relive positive memories?
- Could an object have negative emotions and memories tied to it?
- What would you recommend to a friend if they had a negative object they saw and used daily?
- Can a digital item, such as a text message, be a symbol? Can you save a message as a positive one? How?
- How does this lesson relate to stress management?



### Today's Culture:

A common occurrence in all relationships is to exchange gifts. But what happens to those gifts if the relationship ends? In pop culture, it's common to see movie characters sighing over past gifts, which is a poor example for viewers to follow.



## Explore:

Students will find an old t-shirt with negative memories and bring it to school with a new, plain t-shirt.

The class will then donate the “negative memories” to a charity and decorate their new t-shirts together.



## Author's Notes:

The ability to throw away negative items is a skill gained through experience or mentorship, but not every student is lucky enough to have a mentor or loved one explain the negative impact of holding onto negative-associated items.

For example, a child refusing to stop wearing an ex-BFF bracelet or keeping a negative text message can lead to self-harming behaviors, negative emotions, teasing, or other incidents at school. This lesson is very relatable to students and can be applied in many ways through their daily lives.

For some people, they will not naturally learn the skill of putting distressing items, messages, or even apps away and replacing them with positive alternatives. This lesson is just an opening to exploring self monitoring behaviors and encouraging emotional regulation skills.

**Life's an adventure.**



**Let's make it a great one!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Directions:

Write down what each picture represents to you, then turn your paper over.  
There are no wrong answers! Your teacher will then give further instructions.

1)



2)



3)



4)

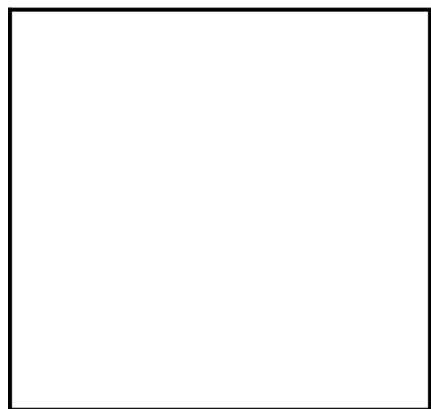


5)



## Directions:

Brainstorm and draw symbols which represent positive thoughts and memories. After drawing, explain the reasons behind the symbols you chose.



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## Directions:

Brainstorm and design your memory stone in the space below.