

the glitter bombs

ALL ABOUT ME LADDER



***With a SEL booklist**

ALL ABOUT ME LADDER

intro

Who are you? How do you feel?

When asked these question, we know that our answer is a part of our identity, but we also know that it can change from day to day - especially when it comes to our feelings.

Learning how to check in with ourselves is important - for us, and for kids. The all about me ladder allows kids to create in a fun and artistic way, but also leaves space for important words.

The design is easy to adapt to other lessons as well - and in the differentiation section, we've included other ideas for filling in these spaces.



i can...

- ✓ I CAN think about my identity and my emotions.
- ✓ I CAN fill the entire space with colors and things meaningful to me.

supplies

• students can also use all markers or crayons

- 9x12 white sulphite paper
- Black Sharpie
- Watercolors
- Oil pastels, crayons, gel pens, or paint pens

differentiation

Switch it out with one of the following:

- Names of friends, family, or loved ones
- Favorite things and use as an "About Me" piece
- How kids are feeling at that moment
- How they want their year to go
- Emotions such as anger and sadness - with corresponding color

ALL ABOUT ME LADDER

step one: drawing the zigzag

Using a black Sharpie or other marker, start at the bottom middle, draw a short line to the right side of the paper. Starting where that line left off, draw a slightly curved line towards the left side of the paper. Begin a zigzag line going up the paper. When finished with the line, thicken all of the lines. **Note: For younger students, it's easier for them to draw a parallel line to the zigzag line and color it in so they don't get a shaggy appearance (see picture two of the line going upward).**



step two: drawing the wavy line

Start at the bottom middle and draw a wavy line going upward, weaving in and out of the zigzag line until reaching the top of the page. Thicken the line.

ALL ABOUT ME LADDER

step three: adding the words

Fill up the shapes with words that students would use to describe themselves or how they feel (or choose an idea from the differentiation list).

When writing the word, encourage students to use all capital letters and to fill up the space by starting and ending letters at the top and bottom of the given space.

Younger students may just write the word inside the area.



step four: decorating the space

Use vibrant watercolors to fill up the space around the words. Students can choose one color per space, or a mix. Let it represent how they are feeling and their own identify.

When dry, use crayons, oil pastels, gel pens, or paint markers to add decorations. These can also be added prior to save time.



SOCIAL-EMOTIONAL LEARNING BOOKLIST

emotions

- [The Color Monster by Anna Llenas](#)
- [Happy by Mies Van Hout](#)
- [Me and My Fear by Francesca Sanna](#)
- [The Bad Seed by Jory John](#)
- [Sam's Pet Temper by Sangeeta Bhadra](#)
- [Grumpy Monkey by Suzanne Lang](#)
- [Even Superheroes Have Bad Days by Shelly Becker](#)

social relationships / friendship

- [Say Something by Peter Reynolds](#)
- [Be Kind by Pat Zietlow Miller](#)
- [I Walk With Vanessa by Kerascoët](#)
- [The Invisible Boy by Trudy Ludwig](#)
- [Strictly No Elephants by Lisa Mantchev](#)

growth mindset

- [After the Fall by Dan Santat](#)
- [The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein](#)
- [The Dot by Peter Reynolds](#)
- [Jabari Jumps by Gaia Cornwall](#)
- [The Magical Yet by Angela DiTerlizzi](#)
- [Most Marshmallows by Rowboat Watkins](#)

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