

# My Name Word Puzzle

In this lesson, students will identify a variety of personal qualities that they like about themselves. They will organize their ideas in the form of a name acrostic or word puzzle which they will create themselves. The lesson incorporates a small element of class presentation, which will also give students an opportunity to practice whole-body listening.

## Caring Sub-Concept(s)

Compassion, Kindness

## Lesson Timeframe

35-40 minutes

## Required Materials

- Pieces of tagboard or construction paper, one per student.
- Color pencils/markers

Be prepared to share the history or meaning of your name or of a family member's name to get students thinking.

It might be meaningful to prepare an acrostic for your name as an example.

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

## Lesson Objective

Students will:

- Identify things about themselves that they appreciate.
- Apply self-care thinking to their lives.
- Present their acrostic to the class and practice short presentation skills.

## Teacher Connection/Self-Care

In the first unit we talked about the importance of self-respect as a building block for respect within our world. This unit our focus is on Caring, which incorporates compassion, helpfulness, gratitude, and empathy. Caring is defined as feeling and showing concern for yourself and others. With this definition in mind, try to evaluate how you care for yourself.

Self-Care is a vital tool to ensure we have time to reboot. It is not selfish to provide time each day to just focus on YOU. What do you do just for you each day? If the answer is difficult to identify, brainstorm some ideas on how you can care for yourself daily. If you've already started this process, attempt to expand or deepen your self-care to include long term goals (such as working out or taking a fun class). If you don't care for you, how can you expect to provide solid care for others?

### Tips for Diverse Learners

- Having a visual example of the word puzzle will probably be useful for all learners
- Can use the formal term “acrostic” for the word puzzle for interested students
- Advanced students may want to do a more challenging acrostic by putting their name in the center and using the middle letters of their name instead of the first letters, like this:  
<https://www.pinterest.com/pin/470626229786264958/>



## Share

5-7 minutes

*Welcome to our new unit, Caring! We will be talking about caring for others and what it means to care for not only others, but also ourselves and our space.*

*What does caring for others look like to you?*

Invite student responses.

*Part of offering care to others, though, is the ability to offer care to ourselves. We call this self-care. Think about it. If you do not take care of yourself, how will you have the energy to take care of someone else? You won't!*

*So, today, we are going to think about all of the ways we take care of ourselves and think about the things about ourselves that make us special.*

*Let's start with how we take care of ourselves. What are the things you do to take care of your mind?*

Invite student responses; some sample responses are provided below:

**Mind:** Be kind to others, be thankful, help others, get enough sleep, do puzzles, attend school, read, take deep breaths, learn something new, learn another language, play learning games, watch educational TV, play an instrument.

*What are some things you do to take care of your body?*

Invite student responses; some sample responses are provided below:

**Body:** Get enough sleep, exercise, eat healthy foods like fruits and vegetables, dance, help with chores at home, be active at recess time, participate in gym class, ride a bike, play a sport.



## Inspire

5-7 minutes

*Now let's talk about things that make us special and unique. There is only one you in this whole world! Even if you have a twin, you are still unique and different in special ways.*

*One way that many of us are unique in our names. Even if we share the same or similar first names with someone, we still have unique middle and last names that make us different.*

*Does anyone know if your name has a special story? Were you named after someone special? Does it have a special meaning?*

Invite student respond. Lead with the meaning or significance of your name, perhaps.

*What are some other things that make us special and unique?*

Invite student response; encourage responses about personality, interests, talents, hobbies, etc.



## Empower

10-15 minutes

Ok, now you are going to put all of your ideas about what makes you you into a fun word puzzle using your name. You can do this in a couple of ways. You can either write your name down the side of your paper vertically or you can use bubble letters and spell out your name across the page.

For each letter, you need to write down a word or phrase that describes something special about you and that starts with the same letter. When you are done, feel free to decorate your word puzzle in a way that represents all of the unique, special things that you wrote down about yourself.

After the acrostic is done, students should decorate their poster in a way that represents them and the words they picked to describe themselves.

Project example on the smartboard or write an example on the whiteboard. The example can be any name, but might be more meaningful if it is the teacher's name.

Example: <https://www.pinterest.com/pin/517069600952146227/>



## Reflect

5-7 minutes

Invite students to share their acrostic word puzzle. You may want to gather students at their morning meeting space or somewhere as a group (instead of desks) and set up a special chair where people presenting their puzzles can sit while the rest of the class sits on the carpet/floor in front of them. This helps emphasize the idea that the person presenting is special and important. Remind students to use whole body listening.

Remember that everyone in our class is special and has important things to add to our class. Remember to care for your mind, care for your body, and believe how much you matter to me and to everyone in our class! If we don't take care of ourselves, we can't take care of each other, so take some time every day to do something healthy and special for yourself. Remember, too, that showing gratitude, helping others, and being kind make our brains and our bodies feel good. We are happier when we are thankful. Work hard at being thankful, helping, and being kind to those around you!



## Extension Ideas

- Consider hanging the acrostics around the room or on a bulletin board, or laminate and using them as desk name cards (taped down or hanging on the front of the desk or taped to the back of the chair).
- You could let students clip words from magazines that describe them and tape or paste them to their acrostic. You could also let them cut out images that represent them and tape or paste as part of the final decoration.



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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>