

## Sample Lesson Plan (Phase 1- Community Building)

<p>Time: 1 Hour (+/- extra work time for activity)</p> <p><b>Big Idea:</b> Confidence develops through the process of self-discovery.</p> <p><b>Learning Standards:</b> Identify and appreciate their personal attributes, skills, interests and accomplishments.</p> <p><b>Core Competencies:</b> <i>Personal Responsibility</i> Students who are personally aware have a sense of self-worth and confidence. They value themselves, their ideas, and their accomplishments.</p> <p><b><u>Students who need:</u></b> <b>Support:</b> <i>(list students who may need extra support)</i></p> <p><b>Potential Challenges and Adaptations:</b>  <i>-Disrespectful behaviour:</i> Review guidelines for the health and wellness unit, and ensure students know that respect is very important in this lesson.</p>	<p><b>Objectives:</b> <u>Lesson Goal:</u></p> <ul style="list-style-type: none"> <li>• I can identify personal attributes that show I value myself.</li> <li>• I can use positive self-talk to improve my self-esteem and confidence.</li> <li>• I can recognize positive attributes in others.</li> </ul> <p><b>Connect:</b></p> <ol style="list-style-type: none"> <li>1. Share “I can” statements with students. Ask students: What do you think “positive self-talk” or “positive attributes” means?” Explain the idea of positive self-talk and positive attributes as needed.</li> <li>2. Think-Pair-Share. Have students turn to someone next to them and brainstorm some positive attributes some of their favourite book or movie characters have.</li> <li>3. Do a brainstorm about different attributes that a person or character might have on the whiteboard.</li> </ol> <p><i>Scaffold Suggestion:</i></p> <ul style="list-style-type: none"> <li>• Do a read aloud and describe attributes the main character has. <i>Suggestion: SPOON by Amy Rosenthal</i></li> </ul> <p><b>Process:</b>  <i>Activity 1: Snowball Attributes</i></p> <ol style="list-style-type: none"> <li>1. <i>Hand out a sticky note or piece of paper to each student. Have the students write their name in the middle.</i></li> <li>2. <i>Explain to students that they will be tasked with coming up with positive attributes of their classmates. Positive Self Talk feels good when we do it, but also feels good when other people share positives about us. Sharing kind things about others also makes us feel good inside.</i></li> <li>3. <i>Students will crumple up their paper and toss it across the room. Students then go grab a new paper.</i></li> <li>4. <i>Students unfold paper, and write down one positive attribute about that person. It can be one word such as “kind”, or a phrase or comment about something they are good at, such as “really good at passing in soccer.” Encourage students to be specific where possible.</i></li> </ol>
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<p>-<i>Snowball throwing:</i> have students roll snowballs across the room, use underhand throw only, or pass around a circle until music stops.</p> <p>-<i>Written output:</i> Students may draw pictures, or “try their best” at spelling- emphasize that spelling is not important for this activity. Scribing is also an option.</p> <p>Materials:</p> <p>Sticky Notes or Paper Scissors Pencils Glue Sticks Coloring Materials Health and Wellness Journals Mentor Text (optional)</p> <p>Assessment: Anecdotal Notes (Participation in activities and Discussion)</p> <p>Attributes Wheel Completion</p> <p>Health and Wellness Journal Entry</p>	<ol style="list-style-type: none"> <li>5. <i>Repeat steps 3 &amp; 4 a few more times, depending on your group.</i></li> <li>6. <i>Have students return the snowball they have to the owner. Share out some positive attributes for those students who feel comfortable.</i></li> <li>7. <i>Reflect and discuss in small group or whole class: How did this activity make you feel?</i></li> </ol> <p><i>Activity 2: Personal Attributes Wheel</i></p> <ol style="list-style-type: none"> <li>1. Hand out Personal Attribute Wheel to each student. Students will cut out their wheel.</li> <li>2. Students can draw a self-portrait of themselves in the middle circle.</li> <li>3. Students will choose 4 words to describe themselves and one word in each quadrant surrounding their self-portrait. (They could use words from the brainstorm, classmates or come up with another word that describes them)</li> </ol> <p><i>Extensions:</i></p> <ul style="list-style-type: none"> <li>• Students can do a gallery walk to look at others work.</li> <li>• Don’t put names on the wheels, and post them on the whiteboard. Have students guess who’s they are based on the portrait and attributes.</li> </ul> <p><b>Transform:</b> Have a class discussion about positive self-talk. Students can take out their health journals at this time to jot down notes or sketch their feelings.</p> <ul style="list-style-type: none"> <li>• <i>How do you feel when you share something positive about someone else?</i></li> <li>• <i>How do you feel when someone shares something positive about you?</i></li> <li>• <i>What affects do you think positive self-talk and self-esteem can have on our mental health?</i></li> <li>• <i>What strategies can we use when we face challenges that get us into negative self-talk moments?</i></li> </ul> <p>Have students share out what attribute they are proud of and why.</p> <ul style="list-style-type: none"> <li>• <i>“I am proud of being... because...”</i></li> </ul> <p><b>Reflect:</b></p>
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	Students will do their daily reflection in their health and wellness journal. They will glue their attributes wheel in their books, as well as reflect on the discussion topics from the activities. Students can write about how their attribute makes others around them feel.
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**Resource:**

***Personal Attribute Wheel***

1. Cut the wheel out.
2. Put your name on the back
3. Draw self-portrait in the middle circle
4. Pick 4 words that describe you put around the edge.

