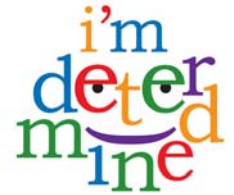


**Organizing Topic:** Self-Regulation (*Skills include self-observation, self-evaluation, self-reinforcement – the process of monitoring one’s own actions.*)



**Title:** I’ve Got Good Traits

**Target Level:** Middle School

**Sample Related Standards of Learning:**

Health

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

- a) the relationships among personal actions, self-image, and personal success;
- b) the importance of accepting responsibility for personal actions

**Objectives:**

- Students recognize the character traits they admire in others can also be found and nurtured within themselves.

**Prerequisite Understandings/Knowledge/Skills:**

- Prior knowledge of vocabulary: traits, desirable, evaluate, characteristics, anonymous, constructive criticism.
- An understanding of the difference between positive and negative criticism.
- Prior experience in accepting constructive criticism/feedback.
- An ability to recognize personal strengths and weaknesses.
- If teachers would like, this lesson plan can follow the lesson plan “Good Things to Say” also included in this packet of lesson plans for middle schools.

**Materials Needed:**

- Chart paper for noting character traits
- Un-ruled paper
- Markers
- Colored pencils
- Teacher or student created four-square or Frame Routine

**Time Frame:** Two to three class periods.

**Lesson Procedure:**

1. Review of vocabulary words (traits, desirable, evaluate, characteristics, anonymous, constructive criticism).

2. Teacher leads a discussion about character traits.
3. Students brainstorm character traits they like in their friends, family members and people they admire. Teacher notes traits on chart paper (may have to create a duplicate chart so all students can refer to one while completing the exercise).
4. Teacher asks students to divide a blank sheet of paper in half and label one side "Me" (or, with the student's name). Students may opt to use a colored marker or pencil.
5. Teacher asks students to select five to ten traits from the list to describe a friend or person they admire. Using another color, students label the other side of their blank sheet "My Friend" or "The Person I Admire." Specific names SHOULD NOT be used. Students list the traits that describe their friend/admired person on the half of the sheet.
6. Students then look at the list of character traits to select five to ten traits they feel best describe them and enter those traits under the column labeled "Me."
7. Students compare the results of their evaluations and make note of the traits that appear in both columns.
8. Teacher leads discussion to point out that the traits they admire in a friend or someone else can also be found within themselves, consequently making them a good friend. Discussion should also center on traits attributed to friend or admired person and NOT attributed to themselves--are these desired traits they wish to build within themselves? How might this be accomplished?
9. Teacher directs attention to the list of character traits and asks students to select four traits they DID NOT attribute to themselves that would like to have. Students should be directed to spend some time thinking about what they already know about themselves when picking the traits they would like to develop.
10. Using the attached worksheet, students put one desired trait in each of four areas.
11. Students then brainstorm actions they can begin to take to build each of these traits and record their responses in the second column. Students

should be able to generate at least three or four specific actions they can complete.

12. These worksheets should be kept in a folder readily available for students to access. Students should monitor their actions, putting a check mark and date next to a completed goal or action.

### **Specific Options for Differentiating this Lesson:**

- Teacher might want to consider limiting this exercise to good classroom behavior traits.
- Consider using a think-pair-share (the student thinks about the issue, pairs with a partner and shares his/her thoughts with the partner) or other small group activity to generate character traits.
- Teacher could write character traits on sticky notes tacked to a white board or bulletin board and have students pull traits to attach to their Me/My Friend charts.
- Exercise could be conducted within small groups. Teacher could assign roles (discussion leader, recorder, time keeper). Groups would generate list of traits and create a list of traits they would most like to see in themselves and others.

### **Evaluation:**

- Students self-evaluate progress on short-term goals.
- Vocabulary quiz.
- Completed four square.

### **Extending Understanding:**

- Ask students these questions:
  - Are you part of the problem in your peer relationships?*
  - Are you exhibiting character traits that might prevent you from making or keeping friends?*
  - What have you learned from this lesson that you might use in relationships with parents, family members, or teachers?*

## Characteristic Traits I Would Like to Develop



<b>Trait to Develop</b>	<b>Actions that Can Build That Trait</b>	<b>Date Action Completed</b>