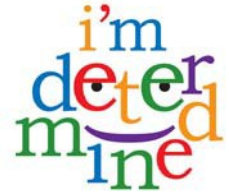


Organizing Topic: Self-Awareness and Self-Knowledge
(The skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.)



Title: Good Things to Say

Target Level: Middle School

Related Standards of Learning:

English

Communication: Speaking, Listening, Media Literacy

- ENG 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
- e) Determine appropriate content for audience.
 - f) Organize content sequentially around major ideas.
 - g) Summarize main points as they relate to main idea or supporting details.
 - h) Incorporate visual media to support the presentation.
 - i) Use language and style appropriate to the audience, topic, and purpose.
- ENG 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
- a) Identify intended audience.
 - b) Use a variety of prewriting strategies.
 - c) Organize information to convey a central idea.
 - f) Use precise and descriptive vocabulary to create tone and voice.
 - g) Vary sentence structure by using transition words.
 - h) Revise for clarity of content using specific vocabulary and information.

Objective:

- Students learn to recognize positive character traits about themselves and others.

Prerequisite Understandings/Knowledge/Skills:

- Knowledge of associated vocabulary (traits, personality, characteristics, positive, negative).
- Knowledge of and experience with paragraph writing.

Materials Needed:

- Handout with names of each student in the class
- Colored markers
- Note cards or small sheets of paper
- Butcher or bulletin board paper
- Scissors
- Tape

Time Frame: One 90-minute class period.

Lesson Procedure:

- 1) Teach vocabulary (traits, personality, characteristics, positive, negative) as needed.
- 2) Have students work together to outline their bodies on butcher paper.
- 3) Students should write their name at the top of their outline. Students tack their outlines to walls in the classroom.
- 4) Teacher provides each student with a copy of the handout of students' names and several note cards or small sheets of paper.
- 5) Students use note cards or small sheets of paper to write at least one positive character trait about each student in class, including themselves.
- 6) Students then tape their positive statement to the outline of each classmate.
- 7) Each student stands in front of s/he outline and reads and shares comments from others.
- 8) Students use the comments to write a paragraph describing their positive characteristics.

Specific Options for Differentiating this Lesson:

- Teacher and students work together to generate a list of positive character traits that students can then draw upon for the remainder of the lesson.
- Students can generate a smaller outline of themselves on poster or notebook paper or create a colorful, large name tag that classmates can write on directly.
- Students can work with classmate or peer mentor to decide the characteristics they want to put on a student's outline.
- Teacher can create a number of note cards or sheets with characteristics and ask students to select one to tape to an outline.
- Students work with a classmate or peer mentor to create a paragraph that can be written, tape recorded and played back, or read aloud by another.

Evaluation:

- Student independently generates or helps generate positive characteristics to attribute to others.
- Student gives thought to the traits s/he attributes to others (s/he does not apply the same characteristic to all).

Extending Understanding:

- If appropriate, ask students to share their outlines with family members. What characteristics might a parent, sibling or other family member add?
- Use the paragraph as a part of a lesson plan on creating an autobiographical essay.