

Lesson Plan: Celebrating Self

Grade band: 3-5
Subject: Social-Emotional Learning
Duration: 50 minutes

Montana Whole Child Competencies:

- **MTSEL.K-12.1.b** Recognize and model awareness of personal strengths and limitations
- **MTSEL.K-12.1.c** Integrate personal and social identities
- **MTSEL.K-12.1.f** Experience self-efficacy
- **MTSEL.3-5.4.c** Build healthy relationships by recognizing the strengths and points of view of others

Learning Objectives:

By the end of the lesson, students will be able to:

- Identify their different strengths and weaknesses
- Discover how they are alike and different from their peers
- Build community with their peers

Materials:

- Printed signs posted in 3 different areas of the classroom
- Chart paper hung up near other supplies
- 1 sheet of paper per student that reads "I am"
- Whiteboard & dry erase marker

Lesson Outline:

1. Initial Engagement: (10 minutes)

Have students gather in one area of the classroom for discussion, near the whiteboard and chart paper. Write "What does internal strength mean?" in large letters on chart paper. Then, ask student volunteers how they would define this. Break apart if necessary and ask: "What does 'internal' mean?" and "What does 'strength' mean?" Write student ideas on the chart paper.

2. Explicit Instruction: (10 minutes)

In large letters on chart paper write "Internal strength is knowing that I am capable of doing hard things." Explain that this means being strong enough to make changes, to step outside of our

comfort zones, to set goals and achieve them. Further elaborate that when we create different positive habits for ourselves, we are able to successfully accomplish our goals. This requires a growth mindset and effort each day that brings us closer to our goals. If necessary, review growth mindset versus fixed mindset.

3. Guided Practice: (10 minutes)

- Read the following statements out loud. Give students about 10-15 secs to get to the sign that best represents themselves: “Yes, that’s me”, “Sometimes”, and “No, not me”. Be sure to include a few additional statements based on the group of students you are working with.
 - I am a fast runner
 - I love to read
 - I am good at drawing
 - I love arts
 - I enjoy trying new things
 - I like to work by myself
 - I love working in a group
 - I can make my own dinner
 - I like to swim
 - I adapt easily to change/ new situations

4. Independent Application: (15 minutes)

Distribute the “I am” handout to each student. Invite students to complete the statement “I am” by drawing pictures, using words, phrases, etc. Encourage colorful creativity! Students will spend 10 minutes on this activity and those who don’t finish can complete handouts at another time.

5. Closing: (5 minutes)

Bring students back together. Have them turn and talk with a partner using these questions. Give about 10 seconds per question; circulate while they talk.

- Did you find yourself in the same place each time?
- Did you find yourself with the same people each time?
- Were you in the same spot with someone more than one time?
- Did you notice people who had a lot of similarities?
- Did you notice that you were not in the exact same place, with the exact same people each time?
- How did the activity make you feel?
- Was it easy or difficult to complete? Why?

Invite students to share verbally as time allows. Close by reminding students that our unique qualities and growth mindset help us build positive habits and reach our goals.

6. Plan for Continued Integration:

Conduct Two Natural Talent Interviews

Identify two people whom you respect and trust. Let them know that you have an assignment to get more in touch with your personal strengths and talents. Then, ask them the following question: What do you think are my three greatest strengths or talents?