Grade 6 Sample Lesson Plan: Unit 2 – Compliment a Character

SOLs

- 6.1.P Identify personal characteristics that can contribute to happiness for self and others (e.g. self-discipline, positive self-image, independence, acceptance of others, concern for needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).

Objectives/Goals

- The student will be able to
  - identify characteristics that promote positive self-esteem and worth
  - analyze qualities that individuals have and how those qualities can help or hinder success

Materials

- Compliment a Character Slides/Presentation
- Compliment a Character Worksheet
- Compliment a Character Cards
- Glue Sticks

Procedure

- As the students enter the room have Slide 1 up of he Compliment a Character Slides/Presentation
- Have them journal or turn and talk about the two questions:
- What are compliments?
- How can you tell it's a compliment?
- Slide 2 Have the students share aloud what they think a compliment is and how they can tell it is one.
- Tell them there are 3 specific things compliments are:
  - True
  - Specific
  - Positive
- Ask them if they agree or disagree with these three attributes.
- Slide 3 Explain in greater detail what it means that compliments are true, specific, and positive.

- Slide 4 Ask them "What does it feel like when you get a compliment?"
- Reveal some of the possible answers they may provide.
- Slide 5 Have the students turn and talk about what it means to "Graciously accept it [compliment]."
- Ask why it's important to accept a compliment.
- Give each student a copy of the Compliment a Character Cards and the Compliment a Character Worksheet.
- Explain that they will choose 5 characters from the cards. Emphasize they should know the character well. They need to know about who they are and how they act in situations to complete this activity.
- On the worksheet go over the example of Elsa already completed.
- Note that the compliment written about Elsa is true, specific, and positive.
- There are several correct answers for each character but encourage them to focus on a very specific quality that character has over others.
- They should not list the same vague quality for each character they choose.

References

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- https://www.learningtogive.org/units/we-can-all-do-our-share/compliments
- Stacy Adams, Shaler Area Elementary School

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

COMPLIMENT A CHARACTER

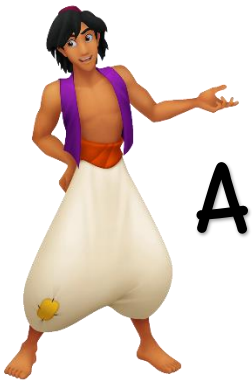
NAME: _____

Directions: Choose 5 character cards and paste them in the squares in the left column. In the right column, write a compliment you would tell each character about who they are. Remember be TRUE, SPECIFIC, and POSITIVE.

Here's an example:

ELSA

IT'S NICE THAT ELSA REALLY CARES ABOUT HER FAMILY AND PUTS THEM FIRST BEFORE HER OWN NEEDS.



ALADDIN

OLAF

RAPUNZEL

MOANA

WOODY

WINNIE THE POOH

MICKEY MOUSE

STITCH

GOOFEY

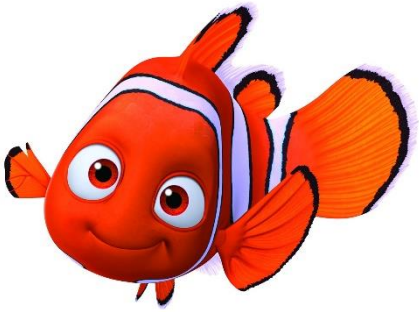
ARIEL

CINDERELLA

TIANA

SULLY

LIGHTNING MCQUEEN



NEMO

HELEN

INCREDIBLES

KEVIN

THE MINION

SIMBA

DUMBO

CAPTAIN HOOK

CRUELLA DE VIL

SHREK

CARL
UP

BASHFUL
DWARF