

Stage 1: Identify Desired Results

Established Goals: (Learning outcomes)

Outcome(s):
 US1.5 Explore the association between a healthy sense of "self" and one's positive connection with others and the environment.

Indicator(s):
 a. Use common and respectful language to talk about self and others (e.g., appearance, abilities, gender, behaviours, culture).
 b. Recognize “self” as an individual who has particular physical and inherited attributes (e.g., height, freckles) and particular experiences that may or may not be similar to those of others (e.g., traditions).
 h. Explore and represent one’s many accomplishments in various authentic activities (e.g., “I can ...”).
 i. Illustrate behaviours (e.g., compliments, acknowledgements, asking for more information) that embrace the uniqueness of others.

Cross-curricular connections: English Language Arts 1

Outcome(s):
 CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: • identity (e.g., Feelings) • community (e.g., Neighbourhood) • social responsibility (e.g., Plants and Trees).

Indicator(s):
 a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.

Understandings: (can also be written as 'I Can' statements)
Students will understand that....

I can use kind and respectful words to talk about myself and others.
 I can identify kind words.
 I can describe myself and others using statements such as “Miss. Kirsch am [kind]”, or “I like my [hair]”.
 I can use words or other forms to express understandings of identity.

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Essential Questions:

- How can I describe myself in respectful ways?
- What respectful/kind words can I say about others?
- What are things I like about myself?
- What are things I like about my peers/friends/family?

Students will know....

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It is healthy to use respectful words to talk about ourselves and others.
 How to write (spell/print) a few key kind words.
 How to speak kind words about themselves and others.

Students will be able to....

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Use common and respectful words to talk about self.
 Use common and respectful words to talk about others.
 Recognize themselves and their peers as unique individuals.
 Illustrate behaviours which embrace the uniqueness of others in a safe environment.

Instructional Strategies:

- **Group Discussions:** Students will engage in a large group discussion to discuss kind and respectful words.

- **Brainstorming:** Students will be brainstorming kind words to speak about themselves as well as kind words to say about others.
- **Graphic Organizer:** The center word is kind, students will brainstorm other kind words which will branch off of the main cloud word, kind.
- **Sharing Circle:** As a learning closure, students will demonstrate their understanding by sharing a kind statement about themselves.

Stage 2: Determine Evidence for Assessing Learning

Formative:

Walk around throughout compliment/kind words activities. Observe to see if students are writing kind words about themselves and others to see if the task is clear to them and they understand the concepts.

Summative:

I will use a single point rubric to track where students are at from the sharing circle. I will add comments to either side of the rubric.

In the sharing circle:

- Is the student able to name a kind thing about themselves?
- Does the student have a hard time thinking of the word to describe themselves?
- Does the kind word they choose make sense/fit in their statement?
- Is the student listening respectfully to what their peers are sharing?

Healthy Sense of Self and Others in a Safe Environment

Areas for Improvement	Criteria	Evidence for Meeting/Exceeding Criteria
	Speaking: I can use language to respectfully talk about myself with little to no hesitation.	
	Sense: My statement about myself makes sense when I say it.	

Stage 3: Build Learning Plan

Set (Engagement):

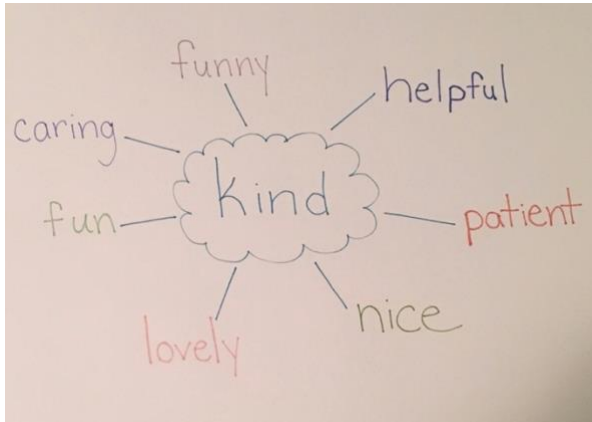
Length of Time: 15 min

Materials/Resources:

- Say: Today we are going to be talking about being respectful and kind to ourselves and to others. We are going to talk about and practice saying nice things to ourselves and to our classmates.
- Write the word respectful for the board. Does anyone know what this word means?
 - It means you act and talk in a way that shows you care.
 - One way we can be respectful is by using kind words.
- As a whole group:
 - Brainstorm a list of kind words we can say about ourselves. Students can copy words from this list for the next activity, or come up with their own.

- Chain of Compliments [Activity Sheet](#)
- Pencil
- Pencil crayons/markers
- Document camera

- “I am [kind]”
- “I like my [hair]”
- Brainstorm a list of kind words - compliments - we can say to others. Students can copy words from this list for the next activity.
 - “[Miss. Janke] is kind”
 - “[Miss. Kirsch] is helpful”



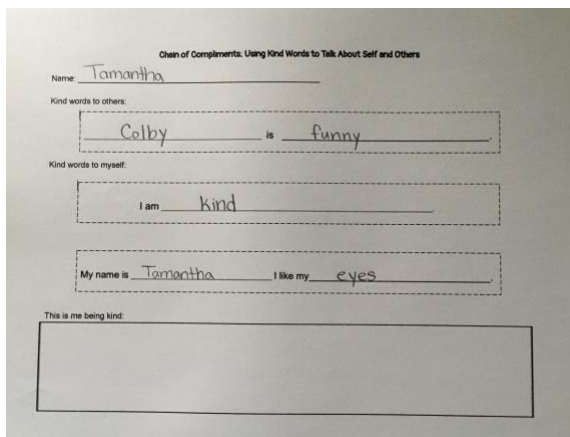
Development:

Time: 35 min

Positive Connection to Others

Step 1:

- Chain of Compliments [Activity Sheet](#)
- Students will work on this worksheet using the words we previously brainstormed together and wrote on the board.
- Before beginning, we will go through the worksheet together using the document camera so all students can visually see the example.
- We will also break down the activity:
 1. Everyone writes name at top of paper. (“When you are done hold up your pencil”).
 2. Work on top half of paper
 3. Work on bottom half
 4. When you finish, complete the art box section.



Possible Adaptations/ Differentiation:

- Make sure to explain the outline of activities for the day’s lesson to give students structure if they need that.
- For the sharing circle students can feel free to pass the talking stone onto the next person if they would rather not share. I will remind students that this is a safe place and we would appreciate hearing from each and every one of them, however, I recognize that some may not be comfortable sharing in front of the larger group. In this case, to check for understanding I can casually ask the student what they thought of at different points throughout the day so I am able to check for their understanding of their ability to say kind words about themselves. With this, I will again allow the student to say they would rather not say. If they state they “do not know” we can work together to come up with kind words to use to describe themselves together.
- For some students, it may be more beneficial for them to just complete one of the statements on the worksheet rather than rushing/struggling to complete all and not grasping the full concept.

Management Strategies:

Attention grabbers:

- “Mac and Cheese” hands on knees
- Tune in to my station
- Turtle mode

Safety Considerations:

- Set up the classroom to allow for free movement if students need to check how to spell something or

- Walk around the room and help students as needed. Remind students it is okay to make mistakes if they are worried about spelling a name or kind word correctly. Encourage them to work on sounding out the words.

Step 2:

- Once students have some kind word chain of compliments completed, they will cut out the boxes on the dashed lines.
- Next, students will use their glue sticks to turn each compliment strip into a ring/circle.
- We will be attaching each ring/circle together to create a chain of compliments.

Closure:

Time: 10 min

Sharing circle:

In a way of demonstrating Indigenous viewpoints which hold that we are all connected and rely upon community and respect, we will close our lesson with a sharing circle.

- Get students to sit in a circle in the reading corner
- Using the talking stone, we will each take turns saying one thing we like about ourselves.
- “My name is I like my...”
- Ideas: hair, eyes, hockey skills, family, etc.
- Remind students of the guidelines for our circle.
 - Only the person holding the talking stone is speaking, everyone else is respectfully listening to what they are sharing.
 - If you would not like to share, you may say “pass” and give the talking stone to the next person in the circle. However, keep in mind that this is a safe place and we would appreciate hearing from each and every one of you.

check their letter sounds (displayed in room).

- Make sure that students are indeed being respectful of their peers throughout the activities and discussions.
- Recognize that it is not always easy to name things we like about our own selves.

Stage 4: Reflection

Professional Development Goal is...

Direction Giving:

Securing Attention: It is vital to keep things short and sweet with grade one students to help hold their attention. In order to do this, I need to have strategies to bring students attention back to the activity, and also movement breaks to divide up the time when they are sitting.

Giving Clear Direction: I have come to realize that in grade one it is extremely important to break tasks/activities into smaller chunks. This is an area I need to work on, but also one that will come with practice as I spend more time with the students and learn more about where they are at.

Timing: With this lesson it was also important to be aware of the time and how long it was taking students to each build their compliment chain. Some students worked fairly quickly and thus I need prepared activities for those who finish quicker (silent reading, quiet tabletop exploration activity – puzzle).

Checking-up: Next time I teach this lesson I would take a moment to re-explain things to the class instead of going around to multiple students individually to answer similar questions. This was something my cooperating teacher reassured us was okay – that it is totally fine to have to gather everyone’s attention for a quick minute to re-go over something with all students.

Anticipating/Attending: Reminding students to raise their hand throughout group discussion. As I get to know students more it will be easier to know which students may need more encouragements throughout the activities to stay on task.