



## Lesson Activity

<b>Title</b>	<b>Identifying Positive Traits in your Peers</b>
<b>Duration</b>	2- 20 minutes
<b>Age Level</b>	High School
<b>Essential Question</b>	Do you have confidence in your natural talents? Can you explain how your determination or good decisions helped you overcome a challenge?
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to identify their own and their peers' positive traits</li> </ul>
<b>Other Objectives</b>	<ul style="list-style-type: none"> <li>Students will recognize positive characteristics pertaining to their academic and their personal identity</li> <li>Students will be able to recognize that all positive characteristics can be useful in college</li> </ul>
<b>Key Terms</b>	
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Cards (index, flash, small pieces of paper) with positive traits written on them. Ex: Responsible, Funny, Organized, Loyal, Honest, Fun, Cool, Friendly, Leader, Athletic, Beautiful, Astute, Intelligent, etc. Phrases could also be used. Ex: Someone you trust, someone who makes you laugh, someone who you admire, someone who is a role model, someone who treats others well, etc.</li> </ul>
<b>Lead In</b>	<ul style="list-style-type: none"> <li>Open a discussion about confidence and the value in being able to identify positive traits in the self and in others. Discuss the fact that in communities, it is important to see strengths in others to value them and to help the community succeed. Relate this to the school as an academic setting, where each of our responsibilities is to maximize our strengths and everyone else's as well, in order to build a strong, successful community who values education and each other.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>Review the activity before beginning. This is a silent activity. Ask all the students to sit in a circle. All the students sitting in the circle will close their eyes throughout the activity. Two-Three students will be selected each round. After students are selected, they shall open their eyes and stand. The facilitator will then read 3-4 cards of positive traits (one, by one, giving enough time between each for students to touch others). After each statement/word, the students who are standing will then touch every student who they believe has that positive trait. After that round, the students who are standing will be asked to sit, and new students will be selected to be in the middle of the circle. Continue each round until all students have had the opportunity to stand in the middle and all cards have been read.</li> </ul>
<b>Closure</b>	<ul style="list-style-type: none"> <li>Debrief the activity by discussing how it felt to be touched. Ask if anyone was surprised when they were touched after a statement they had not considered as one of their strengths before. Ask how it felt to be the person to identify positive traits in others. Ask how many students actually commend others on a daily basis for their strengths. Challenge them to do this more often.</li> </ul>
<b>Informal Assessment</b>	<ul style="list-style-type: none"> <li>Ensure students feel comfortable being touched. Know if students can identify each</li> </ul>

	others' strengths by assessing if the students who are standing have trouble identifying students who exemplify the qualities on the cards.
<b>Formal Assessment</b>	<ul style="list-style-type: none"> <li>Utilize the Non-Cognitive Variable Assessment Tool</li> </ul>
<b>Trouble Shooting</b>	<ul style="list-style-type: none"> <li>If you see that a student is not being touched by a peer, touch this student once in a while.</li> </ul>
<b>Other notes or suggestions</b>	<ul style="list-style-type: none"> <li>Before beginning the activity, you may give each student 2-3 cards and ask them to write down positive traits. Collect all cards, and then use these during the activity. It is helpful that all the students who participate in this activity know each other.</li> </ul>

Some possible statements:

“Touch...”

- Someone you wish you knew more about
- Someone who inspires
- Someone you admire
- Someone who represents our community well
- Someone who is talented
- Someone who you would like as your teacher
- Someone you would want to hang out with on the weekend
- Someone who you think will be President some day
- A good friend
- Someone who is a role model
- Someone willing to always go above and beyond
- Someone who will go and succeed in college
- Someone who has helped you
- Someone who is intelligent
- Someone who is “cool,” and has “swagger (swag)” \*\*\*Students will think it’s cool you use their lingo!
- Someone who makes you laugh
- Someone you see as a leader
- Someone you trust
- Someone who will change the world