

SMART IMAGE LESSON

EXPERIENCE: WHAT'S IMPORTANT IS INSIDE



Age	<input checked="" type="checkbox"/> Children 7-10	<input checked="" type="checkbox"/> Children 11-14	<input checked="" type="checkbox"/> Mixed Ages	Virginia Standards of Learning English 3.1, 3.2, 3.8, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1 Health 3.1, 3.2, 4.2, 4.7, 5.1, 5.2, 5.4, 6.1, 6.3, 6.4, 7.1, 7.5
Setting	<input checked="" type="checkbox"/> Classroom	<input type="checkbox"/> Camp	<input checked="" type="checkbox"/> Either	
Location	<input checked="" type="checkbox"/> Outside	<input type="checkbox"/> Indoors	<input type="checkbox"/> Either	

Project Skill: Discussing individual's strengths and what is inside

Success Indicators: As a result of this activity, children will be able to:

- describe positive traits of other children in their class
- understand that beauty is only skin deep; it's what's inside that is important

Life Skills: Accepting differences, Character, Self esteem

Preparation Time: Write up positive characteristics on different Post-it Notes.™

SUPPLIES:

- Poster paper
- Scissors
- Markers
- Post-it Notes™

OPTIONAL HANDOUTS:

- *Who am I?* (VCE publication 348-246)
- *Looking at Looks* (VCE publication 348-245)

STEPS:

1. Organize students in groups of two.
2. Have each group help you cut out sheets of paper, larger than the children.

3. Request that students trace each other with markers, as they lay on a large sheet of paper.
4. Ask that each person cut out the traced images of students.
5. Help the students tape them on the wall.
6. Provide a list of possible positive attributes, such as the six pillars of character, or ask for the class to generate a list.
7. Emphasize that weight should not be considered an attribute in this exercise.
8. Allow students to place Post-it Notes™ with the different positive characteristics on the different images. You may also do this activity as a class with everyone working together to determine positive characteristics for all of the children in class.
9. Ask the students to tell their parents about this activity.

TIPS:

- Let boys draw boys and girls draw girls.
- Honor the choices of each student participant to participate and/or not participate in the tracing of their bodies.
- Allow students to use only positive characteristics rather than negative.
- Discourage individuals from commenting on any child's size.

OTHER IDEAS:

Hand out *Who Am I?* or *Looking at Looks* to the class and have the students consider what people see and don't see on the surface.

SIX PILLARS OF CHARACTER FROM CHARACTER COUNTSSM:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

Examples of other personal attributes: Kind, funny, respectful, runs fast, responsible, caring, playful, energetic, good at math.

LIST OTHERS HERE:

SHARE:

- What did you discover?
- What did you like best about this activity?

PROCESS:

- What was “easy” and “difficulty” about this activity?
- How did you feel about the positive attributes that were assigned to you?

GENERALIZE:

- What other positive attributes would you want people to see in you?
- What can you do to let other people in your life know about their positive traits?
- How can you focus on your assets?
- What can you do if someone teases you about something they “see” as “negative”?
- How can you make sure you are both happy and healthy inside?

APPLY:

- Explain how you would tell your family about what you learned here.



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