



Grade 6 Sample Lesson Plan: Compliment a Character

SOLs

- 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 the 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.

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- 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.

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ALADDIN



OLAF

RAPUNZEL



MOANA



WOODY

WINNIE THE



POOH

MICKEY MOUSE



STITCH

GOOFEY



ARIEL



CINDERELLA



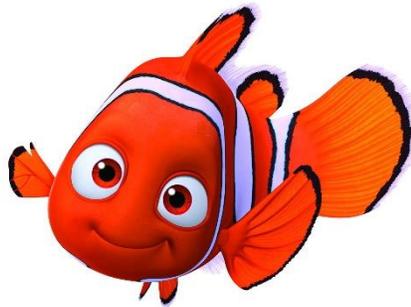
TIANA



SULLY



**LIGHTNING
MCQUEEN**



NEMO



**HELEN
INCREDIBLES**

**KEVIN
THE MINION**



SIMBA



DUMBO



**CAPTAIN
HOOK**



**CRUELLA
DE VIL**



SHREK



**CARL
UP**

**BASHFUL
DWARF**

