



## SAMPLE LESSON PLANS

### Health Smart Virginia - Sample Lesson Plan

#### Grade 5 - Social Emotional Health

#### Unit 3

#### SOLs:

- 5.1.P Recognize the importance of developing and maintaining a positive self-image.

#### Title: Classified Ad - ISO

#### Objectives/ Goals:

- The student will be able to
  - define what having a positive self-image means
  - advocate for their themselves and identify qualities and characteristics that make them an asset to their community

#### Materials:

- [Classified Ad, ISO Slides/Presentations](#)
- [Classified Ad, ISO Personal Inventory](#)
- [Classified Ad, ISO Worksheet](#)
- Video "[How Do YOU Define Yourself Lizzie Velasquez at TEDxAustinWomen](#)"  
<https://youtu.be/c62Aqdlzvqk>

## Procedure:

Intro.	<ul style="list-style-type: none"><li>● This lesson very well could take two class periods. There is a 13 minute video that is impactful, but could be skipped to reduce the length of this lesson.</li></ul>
Step 1	<ul style="list-style-type: none"><li>● Have the first slide up (Classified Ad, ISO Slides/Presentation) as the students enter the classroom</li><li>● Have them self-reflect on the questions posed.<ul style="list-style-type: none"><li>○ Who are you?</li><li>○ What are you good at?</li><li>○ What positive personality traits do you have?</li><li>○ What is self-esteem?</li><li>○ Do you have a positive self-image?</li></ul></li><li>● They could focus on one or two of the questions and journal their answers or just think about them.</li></ul>
Step 2	<ul style="list-style-type: none"><li>● Slide 2 Ask them “What is self-esteem?” Discuss the answer it’s “how we understand and value ourselves.”</li><li>● Explain that someone can have a high self-esteem or a low self-esteem.</li><li>● Have them brainstorm and list what a high self-esteem looks like and what a low self-esteem looks like.</li></ul>
Step 3	<ul style="list-style-type: none"><li>● Slide 3 Ask students “What is self-image?” Make sure they aren’t answering that it’s the same as self-esteem. Direct them towards the answer that self-image is “How you see yourself and how you believe others see you.”</li><li>● Explain how they are closely connected because if you have a poor opinion of yourself you’ll have a low self-esteem.</li></ul>
Step 4	<ul style="list-style-type: none"><li>● Slide 4 Give each student a Classified Ad, ISO Personal Inventory worksheet.</li><li>● Explain that they’ll be answering questions about themselves and they should be honest with their answers. This won’t be graded, but used later to help complete a classified ad.</li><li>● As they finish, which may be at different times, have them reflect on what they learned about themselves – anything new or interesting? How they can apply this to their life? Does it affect any goals they may have?</li></ul>

Step 5	<ul style="list-style-type: none"> <li>● Slide 5 Show the video “How Do YOU Define Yourself Lizzie Velasquez”</li> <li>● Slide 6 Ask them “How do you define yourself?” “Is it different now that you’ve completed your personal inventory and viewed the video featuring Lizzie Velasquez?”</li> </ul>
Step 6	<ul style="list-style-type: none"> <li>● Slide 7 &amp; 8 Give each student the Classified Ad, ISO Worksheet and explain that they will be using the information from their personal inventory to help complete this assignment.</li> <li>● You may need to discuss and tell them what a classified ad is prior to the completion of this worksheet. <ul style="list-style-type: none"> <li>○ This advertisement is to help others get to know you. Like a personal ad you are ‘selling’ yourself as a friend.</li> <li>○ You want to share your qualities and be honest.</li> <li>○ You’ll also briefly explain what you are ISO or in search of when you are looking for a friend.</li> </ul> </li> <li>● Slide 8 Specifically point out that you are asked to list 2 flaws. Ask students “Why should you share your flaws?” Answers should help them understand that flaws aren’t necessarily a bad thing. They make them unique. Also, if they are able to identify their flaws they are able to work on improving them (know is half the battle).</li> </ul>

**Assessments, References, & Sources:**

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Discovery Education - Self-Esteem <http://www.discoveryeducation.com/teachers/free-lesson-plans/self-esteem.cfm>
- Stacy Adams, Shaler Area Elementary School

# PERSONAL INVENTORY



OF \_\_\_\_\_ (Your Name)

DIRECTIONS: Complete a personal inventory to help you recognize who you are and positive qualities about yourself. Follow each set of directions by filling in the blanks or checking the answers that apply to you.

## SCHOOL SUBJECTS

I like \_\_\_\_\_.

I do not like \_\_\_\_\_.

I am good at \_\_\_\_\_.

I am not good at \_\_\_\_\_.

I am good at this subject, but I do not like it: \_\_\_\_\_.

I am not good at this subject, but I like it: \_\_\_\_\_.

## ACTIVITIES/SPORTS

I like \_\_\_\_\_.

I do not like \_\_\_\_\_.

I am good at \_\_\_\_\_.

I am not good at \_\_\_\_\_.

I am good at this activity, but I do not like it: \_\_\_\_\_.

I am not good at this activity, but I like it: \_\_\_\_\_.

I prefer being involved in individual activities \_\_\_\_\_ or group activities \_\_\_\_\_. (Check one.)

## RELATIONSHIPS WITH FRIENDS AND ADULTS (Check the statements that apply to you.)

I am generally well liked: \_\_\_\_\_. OR I am generally not well liked: \_\_\_\_\_.

I like having a large group of friends: \_\_\_\_\_. OR I prefer having one or two friends: \_\_\_\_\_.

I am a leader: \_\_\_\_\_. OR I am a follower: \_\_\_\_\_.

I prefer people who like the same things I like: \_\_\_\_\_. OR I prefer people who like different things: \_\_\_\_\_.

I have the support of significant adults in my life: \_\_\_\_\_.

I have the support of a group of peers: \_\_\_\_\_.

I hang out with friends outside of school: \_\_\_\_\_.

## FOOD PREFERENCES

I like to eat \_\_\_\_\_.

I do not like to eat \_\_\_\_\_.

I do \_\_\_\_\_, do not \_\_\_\_\_, eat a balanced diet. (Check one.)



## RELAXING

I relax by \_\_\_\_\_.

I like relaxing alone \_\_\_\_\_, or with other people \_\_\_\_\_. (Check one.)

After this (above listed) activity, I always feel calm and peaceful. YES or NO (Circle one.)

## QUALITIES/TRAITS

I like this physical attribute about myself \_\_\_\_\_.

I don't like this physical attribute about myself \_\_\_\_\_.

Others tell me that I am good at \_\_\_\_\_.

Others tell me that I need to work on \_\_\_\_\_.

Non-physical trait you like about yourself (core emotion/personality) \_\_\_\_\_.

What non-physical trait do you really appreciate about a friend \_\_\_\_\_.



**CLASSIFIED**

**ISO**



DIRECTIONS: USING YOUR SELF-INVENTORY COMPLETE THE CLASSIFIED AD BELOW. THIS CLASSIFIED AD IS YOUR WAY OF TELLING OTHERS WHO DON'T KNOW YOU ABOUT YOURSELF. LIST POSITIVE QUALITIES, CHARACTERISTICS, TRAITS, AND ACTIVITIES YOU ENJOY. ALSO, BRIEFLY EXPLAIN WHAT YOU ARE "ISO" (IN SEARCH OF) IN A GOOD FRIEND.

NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

FAVORITE FOOD: \_\_\_\_\_

FAVORITE SCHOOL SUBJECT: \_\_\_\_\_

FAVORITE AFTER SCHOOL SPORT/ACTIVITY: \_\_\_\_\_

BEST PERSONALITY TRAIT: \_\_\_\_\_

3 STRENGTHS (THINGS YOU'RE GREAT AT):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 FLAWS (THINGS YOU COULD IMPROVE ON):

\_\_\_\_\_  
\_\_\_\_\_

ISO: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME SOMETHING A FRIEND MAY DO THAT YOU REALLY DON'T LIKE \_\_\_\_\_

\_\_\_\_\_