

# 3rd - 5th: The Strength Spotter

## Social-Emotional Character Development

### Lesson Description:

Sometimes students will feel left out, almost invisible because they are different. At Greenbush, we think being different is cool! Being different is what makes us unique. In this SECD lesson, we will read the story *The Invisible Boy* by Trudy Ludwig and discuss how the things we say or do can hurt others and make them feel all alone. That's not very fun. Instead, let's become Strength Spotters. Your students will be on the lookout for the unique qualities they see in others!

### Standards:

- **SECD.IM.1.3** - Demonstrate and practice characteristics of caring and empathic relationships with family, school and community and recognize hurtful relationships and the impact they have on others.
- **SECD.IM.3.3** - Describe, identify and practice the benefits of various personal qualities (for example, personal strengths, weaknesses, interests and abilities).
- **SECD.IM.5.3** - Develop strategies for building relationships, including recognizing and developing a respect for individual similarities and differences.

### Materials Needed:

- Chain Link page
  - You can either print off enough strips for each student to have one OR you can use construction paper and cut out your own strips.
  - *On each strip, please write the name of a student in your classroom. Leave room on the strip for students to write on.*
- Writing Utensil
- Glue sticks
- Crayons or markers (optional)

### Extension activities: (optional)

- Superhero Acrostic Poem
  - Each student can write an acrostic poem using the letters in their name to describe the strengths they have. For example:
    - E - Energetic
    - M - Mindful
    - I - Intelligent
    - L - Loyal
    - Y - Youthful
- Strengths Venn Diagram
  - Partner up your students. Have them compare/contrast strengths and interests they have with the other student. They can then write 2 - 3 paragraphs about their similarities and differences.

# Program Connection Information

***Please use an external microphone (conference style) rather than the integrated one in the computer for the audio for your class and locate it centrally in the room. It can be difficult for the Greenbush teacher to hear the students using the computer microphone and therefore it reduces the interactive nature of the lesson. It is fine to use the computer webcam for your video source though.***

All classes will take place using Zoom desktop video. You may need to download Zoom launcher software ([free download](#)) if you don't already have it. This needs to be done in advance of the lesson.

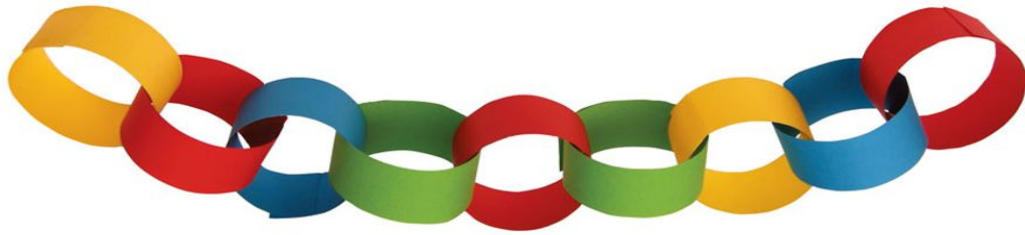
It's always a good idea to touch base with your district technology facilitator prior to your program to make sure all systems/equipment are in place and operational and no firewalls that might prevent you from connecting to Zoom.

Once you have received confirmation of your scheduled lesson, a Zoom link invitation will be sent to you via email. This invitation will be specific to your scheduled time and date; therefore it will not work for any other lessons hosted by the Greenbush Student Enrichment Department. If you have students connecting remotely, please remember to forward this invitation to them.

Once you connect, you will enter a Zoom waiting room. Your Greenbush teacher will admit you into the final meeting room.

If you have questions, please email Amie Beggs at [amie.beggs@greenbush.org](mailto:amie.beggs@greenbush.org) or Emily Joy Roth at [emily.roth@greenbush.org](mailto:emily.roth@greenbush.org).

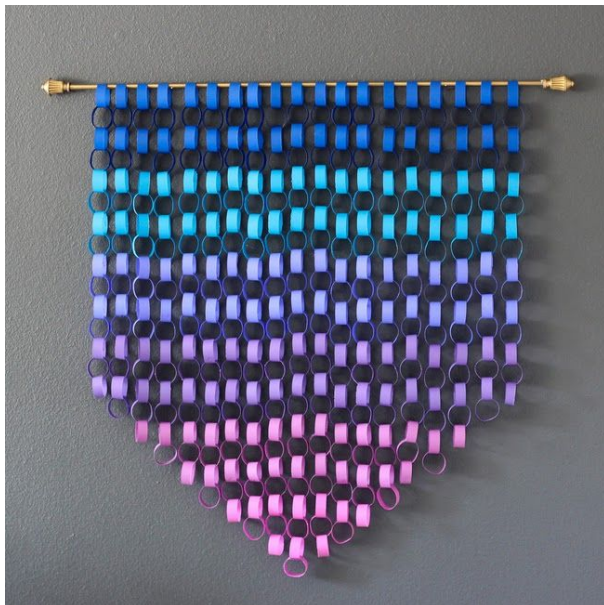
# Chain Link Activity:



In one of our activities, students will begin to create a chain link of strengths for each student in your class. If you would like to and/or are able to, you can hang up the paper chains to create a piece of wall art. It would not have to be color coordinated like the ones below, however, as students continually add to it, they may be more encouraged to find the strengths of their classmates.

You may consider having your students “add a strength” to someone's chain once a week. On Monday, you could tell each student secretly who they should be watching throughout the week and on Friday they can write/add a link to their classmate’s chain.

Another option is to make one long chain with all students connected together. Create a class goal of making the chain go all the way around the room within the month. At the end of the month, students can take their links home.



Either print onto coloured paper or have students decorate each one.

Glue Here	Glue Here	Glue Here	Glue Here	Glue Here	Glue Here	Glue Here

# MY SUPERHERO STRENGTHS

## ACROSTIC POEM



# MY SUPERHERO STRENGTHS

## ACROSTIC POEM



# STRENGTHS COMPARISON

What strengths or interests do you and your classmate share? What strengths or interests do you have that are unique?

Name: \_\_\_\_\_

Name: \_\_\_\_\_

