

Appreciate Someone You Admire



grades 6-8



45 minutes

“I have always been an admirer. I regard the gift of admiration as indispensable if one is to amount to something; I don't know where I would be without it.” – François de La Rochefoucauld

Lesson Summary

This prompt focuses on Circle of Care #3: Close Communities. Students reflect on people they admire in these communities. They distinguish between character traits and skills, identify admired traits in others, and consider the traits they want to develop in themselves to become someone who others admire.

Students will Examine

- Who they admire in their third Circle of Care, and what character traits and/or skills make them admirable.
- What character traits do people typically admire in others?
- How can they develop traits in themselves that others will admire?

Pre-Activity Prep

- Display the Anchor Chart: Circles of Care ([PDF](#) | slide #3) (SHARE section).
- (Offline programs) Hang the four Circles of Care Charts from previous lessons (SHARE section).
- (Offline programs) Print and cut the Reflection Questions: Share With Someone Who Takes Care of You ([PDF](#)) (1/student) (SHARE section).
- Print the Signs: Trait + Skill ([PDF](#)) and hang them in different areas of the room (THINK.GIVE section).
- Gather notecards for the Who Do You Admire? activity (6/student) (THINK.GIVE section).



MATERIALS

ThinkGive Journals | Guide ([PDF](#))
 Warm-up Activities ([PDF](#))
 Anchor Chart: Circles of Care ([PDF](#))
 Circles of Care Charts
 Post-it notes
 Reflection Questions: Share With Someone Who Takes Care of You ([PDF](#))
 Quote Image ([PDF](#))
 Signs: Trait + Skill ([PDF](#))
 Notecards



MEDIA TO PREP

Slides: [Appreciate Someone You Admire](#) | Slide Notes ([PDF](#))

WARM-UP ACTIVITY

Mind Meld

This game boosts quick thinking and creativity. Students form a circle. Two players face each other and have 10 seconds to think of and say a noun simultaneously. If the words don't match, the game moves to the next pair (B and C), who must come up with nouns related to the first words. The game continues until two players say the same word simultaneously. Celebrate by shouting, "Mind Meld!"

Refer to the ThinkGive Warm-up Activities ([PDF](#)) for other ideas.

★ TEACHER TIP

Start each lesson with a Warm-Up Activity to help your students connect, especially if new participants are joining the program.

SHARE

Suggested time: 5 minutes

Take a few minutes for students to reflect on and share the action they've taken since the last lesson.

If Using the Online Portal:

Students log in to post their action and respond to the reflection questions. When finished, invite a few students to share their actions with the group.

If Working Offline:

Display the Anchor Chart: Circles of Care ([PDF](#) | slide #3) and hang the Circles of Care Charts in a visible space.

NOTE: You will use these charts throughout the ThinkGive program, so keep them posted.

Choose one of the following reflection formats:

- **Worksheet option:** Hand out the Reflection Questions: Share With Someone Who Takes Care of You ([PDF](#)) (1/student). After completing the worksheet, students post their response to question #1 on Circle #2: People Who Take Care of You on the Circles of Care Charts. Wrap up by inviting a few students to share their responses with the group.
- **Post-it note option:** Hand out Post-it notes (1/student). Students write one way they shared with someone who takes care of them since the last ThinkGive lesson, then post their note on Circle #2: People Who Take Care of You on the Circles of Care Charts.

★ TEACHER TIP

Some students may feel unsure or haven't taken action yet. Remind them that ThinkGive is about growing kindness and empathy through small, consistent steps. Encourage them to draw inspiration from peers and let them know you're there to help them brainstorm.

OPEN

Suggested time: 5 minutes

Quote/Image

Display the Quote Image ([PDF](#)) and/or read the quote, or invite a volunteer to read it: "I have always been an admirer. I regard the gift of admiration as indispensable if one is to amount to something; I don't know where I would be without it." – François de La Rochefoucauld

Ask: What does this image/quote mean to you?

THINK • GIVE

Suggested time: 30 minutes

Activity: Who Do You Admire?

Hand out notecards (6/student).

Discuss:

- What does it mean to admire someone?
- What's the difference between admiring someone for a character trait or a skill?

Display the list of admirable traits and skills that students can use for brainstorming (slide #6) or write them on the whiteboard.

List:

- Character Traits: honest, cooperative, courageous, optimistic, supportive, genuine, kind, flexible, hardworking
- Skills: writing, painting, teaching, coaching, listening, public speaking, singing, problem solving, swimming

Explain: Think about the people in your third circle—your close communities. They might include classmates, teammates, or friends—anyone who inspires you to be your best self. What traits do you admire about them? What actions do they take that show those traits? For example, "My neighbor shows persistence by gardening every day," or "The goalie on my soccer team shows he's hardworking by arriving early to practice most days." On three of your notecards, write one admirable trait per card.



VOCAB

Admire: to regard (an object, quality, or person) with respect or approval.

Skill: a developed aptitude or ability.

Character trait: the individual qualities or attributes that make up a person's character.

Close Communities: groups you're directly part of and feel connected to, such as a sports team, religious community, class, or extracurricular group.

Students list three admirable character traits of people in their close communities—one trait per notecard.

Explain: Now, think about the skills you admire in these same people. What are they especially good at? What have they worked hard to improve? On your remaining three notecards, write one admirable skill per card.

Students list three skills they admire in people in their close communities—one per notecard. When everyone is finished, collect the notecards.

Activity: Skill or Trait Charades

Hang the Signs: Trait + Skill ([PDF](#))—one on each side of the room. Place the notecards from the previous activity in a facedown pile.

Show the word bank (slide #7 or write on the board), but don't label which words are traits or skills.

Word Bank: photography, dancing, empathetic, determined, gentle, memorization, creativity, composing, patience, adventurous, making friends, cooking

Explain: We're going to play Charades—with a twist! One volunteer draws a notecard from the pile or chooses a word from the Word Bank. Without speaking, they act it out. Everyone else tries to guess the word. Once guessed, we each decide on our own whether the word describes a trait or a skill, then we walk to the corresponding side of the room.

NOTE: Instead of moving around the room, record guessed words on the board using a T-chart labeled Traits and Skills.

Ask for a volunteer (or a pair) to go first. Keep rotating through volunteers as time allows.

NOTE: Use notecards without the Word Bank for an extra challenge.

Discuss:

- What admirable character traits do you have?
- What skills are you proud of?
- What traits do you want to develop?
- What actions could help you grow these traits?

DIGGING DEEPER

Discuss:

- How does your environment or culture influence your character traits?
- How much choice do you think you have in shaping who you are?



CONNECTION

Video: [The Science of Character](#) (8:05). Two psychologists identified 24 core character strengths and found that focusing on our strengths—and recognizing them in others—can boost happiness. **Discuss:** At 2:00, students respond to: "Who do you admire and why?" using a character strength hashtag (e.g., #love, #courage). At 6:30–7:36, students complete: "I want to be _____" and share their aspiration with a partner.

Optional Activity: Gratitude Journal

Explain: Turn to the MY GRATITUDES section in your Journal. Think about someone in your third circle (your close communities) whom you admire for a character trait or skill. Write one gratitude you have for them. For example: "I'm grateful that my art teacher is creative and helps me improve my paintings," or "I'm grateful that my camp counselor is welcoming; she makes me feel more comfortable and less homesick."

Students write one gratitude for someone they admire in their Close Communities.

CONNECT + CLOSE

Suggested time: 5 minutes

Take Action

Explain: Before our next ThinkGive session on [give date], take action to impact someone you admire in your Close Communities. Recognize the character traits and/or skills you admire in them, then make your admiration known so that the person feels appreciated.

Things to Consider

- The ThinkGive Three focus is on being Brave; how can you show courage in your actions?
- How can you express admiration in a way that makes someone feel appreciated?
- How can recognizing admirable character traits in others help you grow those same traits in yourself?

Brainstorm Actions

Students brainstorm actions they could take to recognize the character traits or skills they admire in someone in their close communities. Here are some action ideas for inspiration.

- I thanked my piano teacher for being so patient over the years—he's had a big impact on me.
- I told my neighbor how much I admire her gardening and that I've learned a lot from watching her.
- I wrote a note to a classmate telling her how much I admire her poetry.

★ THINKGIVE THREE

1. True: Be authentic
2. Small: small is all
3. Brave: step into your courage zone

★ CONNECTION

Use journaling to deepen reflection and strengthen writing skills—students respond online or use the Journal Questions: Appreciate Someone You Admire ([PDF](#)) if working offline.

★ CONNECTION

François de La Rochefoucauld (1613–1680). A French classical author who was one of the most active rebels of the French civil wars, the Fronde.

Closing Quote/Image




Use this Quote and/or Image ([PDF](#)) to close the lesson.

"I have always been an admirer. I regard the gift of admiration as indispensable if one is to amount to something; I don't know where I would be without it." – François de La Rochefoucauld

Discuss:

- What does this quote/image mean to you now?
- How does this quote/image connect to the lesson?

Student Journal Questions

-  Is it more common to admire someone close to you or someone in an outer circle of your life? How does your admiration differ across these circles?
-  Think of a time when you admired someone but didn't tell them. What held you back?
-  How can developing the character traits we admire in others help us impact our Circles of Care?

Extensions

DO

Empathy Extension

As a class or in small groups, brainstorm a list of people you admire in your community. Then, each student chooses one person from the list and creates a message of appreciation—a card, a short video, a drawing, a poem, or another creative expression.

WATCH

Video: [Wonder](#) (4:45). Watch the scene where Auggie is recognized at graduation.

Discuss:

- What does this quote mean? "Greatness lies not in being strong but in the right using of strength. He or she is the greatest whose strength carries up the most hearts by the attraction of his own."
- In what ways do others admire Auggie?
- What actions or qualities led to him receiving admiration?
- Did Auggie make an impact on his school community? How?

READ/LISTEN

Article: "Black History Month: The community member I admired most as a kid" ([PDF | website](#)). Three high-achieving Champaign-Urbana natives reflect on the community members they admired growing up.

Discuss:

- What common traits do the admired community members share?
- Why is it valuable to spotlight others in your community?
- How might it feel to be recognized as someone others admire?