

Give to someone you admire

grades 6-8

30 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

The focus for this prompt is on Circle of Care #3: Close Communities.

Students will analyze what they admire about people. They will differentiate between a skill and a character trait, and identify people in their third Circle who have admirable traits. Finally, they will think about their identity, the traits they possess, and which ones they want to cultivate in order to become someone who is admired by others.

Students will Examine

- Who they admire in their third Circle of Care, and for what character trait(s).
- What character traits people tend to admire in others.
- How they can become someone whose traits are admired by others.

MATERIALS

Student Journals
 Student Journal Guide ([PDF](#))
 Worksheet: Circles of Care ([PDF](#) | [Google](#))
 Chart paper
 Worksheet: Skill or Character Trait? ([PDF](#) | [Google](#))
 (Digging Deeper) Worksheet: Who Are You? ([PDF](#) | [Google](#))
 Exit Ticket ([PDF](#) | [Google](#))

MEDIA TO PREP

Slides: [Give to someone you admire](#)
 Jamboard: [Group Share](#)
 (Digging Deeper) Video: [The Science of Character](#) (8:05)

SHARE

Suggested time: 5 minutes

GRATITUDES

Students record one thing they're grateful for about someone they admire on their Worksheet: My Gratuudes ([PDF](#) | [Google](#)). Encourage them to write a specific gratitude (e.g., "I am grateful for the way my tutor patiently explained the math assignment to me without making me feel bad" vs. "I am grateful for my tutor.")

GROUP SHARE

When they're ready, they reflect on their last action. Write the word (True, Small, or Brave) that applies on the whiteboard/Jamboard: [Group Share](#).

TEACHER TIP

Students will use the Worksheet: My Gratuudes ([PDF](#) | [Google](#)) throughout the program; this exercise will be part of the final "Give Your Gratitude" prompt. Read more here: [Practicing Gratitude](#) ([PDF](#)).

THINK • GIVE

Suggested time: 15 minutes

Ask: What does it mean to admire someone? Brainstorm a definition.

Discuss:

- What's the difference between admiring someone for a character trait vs. a skill?
- What is the difference between admiration and respect?
- Why is it important to acknowledge the people we admire within our community?

Explain: We all admire someone. Chances are we admire them not for something they have or something they can do, but because of their character—who they are and how they treat others every day. Maybe they're honest, kind, courageous, firm, generous, or gentle. A person's character most often earns admiration.

Who Do You Admire: Brainstorm

As a class, create a list of admirable character traits (e.g., intelligence, kindness, leadership) on the board/whiteboard/chart paper. Encourage students to focus on other people's actions, character, and choices rather than on their physical appearance or skills (e.g., one might admire a singer's voice, but that is likely the result of much practice, determination, and resilience).

Skill or Character Trait?

Hand out the [Worksheet: Skill or Character Trait? \(PDF | Google\)](#). Students use their list of character traits to help them think about people in their third Circle of Care who possess certain traits.

Note: Students do not need to use names (e.g., if the quality is leadership, a student might write about someone who started a community garden).

Offer ideas for people they might place in their third Circle:

- Who serves you at a restaurant?
- Who is passionate about a cause (e.g., human/civil rights, climate)?
- Who cleans your school? Your neighborhood streets?
- Who helps and supports you?

Digging Deeper

Video: [The Science of Character](#) (8:05) (segments). Two psychologists mapped the character strengths that exist into 24 virtues/strengths. Everyone is a unique combination of these strengths. They found that if we focus on the strengths we already have, we'll be happy. And if we admire strengths in others, that strengthens our relationships.

★ TEACHER TIP

Third Circle of Care: People in our close communities just beyond our friends and family (e.g., classmates, acquaintances, extended family).

📖 VOCAB

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

Respect: verb; to regard the feelings, wishes, rights, or traditions of others.

Skill: noun; a particular ability to do something well; expertise.

Character trait: individual parts of your personality and behavior that express who you are as a person.

★ TEACHER TIP

Encourage students to consider people who inspire them to be their best selves. Consider community heroes, family, friends, historical figures, fictional characters, etc.

*Update this video by sharing with students that the world human population is now 8+ billion.

- Minute 2:00-2:45: The question asked: "Who do you admire and why?" Students do the exercise and use the hashtag (#love, #courage, etc).
 - Minute 6:30-7:36: The question asked: "If you can be a better version of yourself, who do you want to be?" Write "I want to be _____." Students fill in the blank with the character strength that they most treasure in themselves or that they aspire to develop.
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REFLECT

Suggested time: 5 minutes

Using the Skill or Character Trait worksheet, discuss the following as a whole class.

Discuss:

- What character traits do you want to cultivate?
- What actions could you take to cultivate the character traits you listed?

Digging Deeper

Who Are You?

Using their same list of character traits, students complete the Worksheet: Who Are You? ([PDF](#) | [Google](#)), writing admirable characteristics that they personally possess. To brainstorm, they should think about compliments they've received (for skills or character traits) from others. The goal is for students to understand that by intentionally cultivating admirable qualities in themselves, they can be or become someone who others admire.

Journal

Required questions:

- What character traits do you want to cultivate?
- What actions could you take to cultivate the character traits you listed?

Optional questions:

- If you knew people admired something you were doing, would you act differently?
 - What traits do you have that could help people who aren't often supported in your community?
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TEACHER TIP

If time allows, have students reflect on these questions in their ThinkGive Journals ahead of the whole class discussion.

CONNECT + CLOSE

Suggested time: 5 minutes

Take Action

Explain: For this prompt, give to someone you admire (outside of your family and friends). Start by recognizing someone you admire within your third Circle of Care—your close communities. Then act to make your admiration known so that the person feels appreciated.

Brainstorm

Students brainstorm a way to give to someone they admire. Remind them that they don't have to give the gifts they have brainstormed.

Things to Consider

- The ThinkGive Three focus for this gift is Brave.
- How can you make your admiration known? What might make someone feel appreciated?
- A person is most respected for who they are rather than what they can do. Who are you? Does your character earn the admiration of others?

Closing Quote

Use this quote and questions as an Exit Ticket ([PDF](#) | [Google](#)) or a quick way to wrap up 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

- What does this quote mean to you?
- How might giving to someone you admire affect your own behavior?

★ THINKGIVE THREE

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

★ 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.

Sample Gifts

- I emailed one of my all time favorite authors, whom I admire very much. My gift was simply writing her a letter telling her how much I appreciate and respect her stories.
- I wrote a letter to my piano teacher thanking him for having such a big influence on my life. He has been a huge role model for me.
- I told my next door neighbor that I learn from her every day and it made her really happy. I don't think she was expecting me to say something like that so randomly, and I'm glad that I did.

Student Journal Questions

- Think about the character traits we discussed. Which traits would you like to nurture? Why?
- Is it more common to admire someone you know well, or someone in an outer circle of your life? How does your admiration of people vary between the different circles?
- Think of a time you admired someone but did not express your admiration. Why didn't you? Would you consider letting them know now? Why or why not?
- Think about the terms respect, admire, and role model. How are these terms related and interconnected?

Extensions

DO

Empathy Extension

With the full class or in small groups, brainstorm a list of people in your community that you admire. Students choose one person from the list and create a message of appreciation for that person. Get creative with the resources available to you! It can be a card, a video message, a poem, a scavenger hunt, etc.

The Gift I See in You

The whole group starts by milling about the room. Feel free to include music without lyrics to set a positive and calm tone. Cue for two people to stop in front of each other. Each person uses the prompt "The gift I see in you is..." to share an appreciation for the other person. They should be sure their appreciation is related to actions or characteristics (rather than physical appearance or material possessions). Repeat two or more times. Encourage students to stop in front of people they haven't matched up with yet.

WATCH

Video: [Wonder \(4:46\)](#). Scene when Auggie gets his award.

Discuss:

- "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." What does this quote mean?
- In what ways is Auggie admired?
- What did Auggie do to receive admiration?
- Do you think he made an impact on others at school? If so, how?

Video: [Mothers and Daughters Ages 6 to 89: What Do You Admire About Each Other? \(6:06\)](#).

Mothers and daughters ages 6 to 89 were asked: what do you admire about each other? Note: Segments of interviews can be watched.

Discuss:

- What thoughts and feelings came up for you while watching the interviews of mothers and daughters?
- Are there family members that you admire? What do you admire about them?

READ / LISTEN

Article: "Black History Month: The community member I admired most as a kid" ([PDF](#) | [website](#)).

Three high-achieving Champaign-Urbana natives were asked: Who's the community member who you admired most as a kid?

Discuss:

- What are some common traits of the community members described in this article?
- What is the value of spotlighting people in the communities you are a part of?
- How would you feel if someone spotlighted you as someone to be admired in the community?

Song: [You Raise Me Up](#) (4:09). Two sisters, Lucy and Martha Thomas, sing a cover of Josh Groban's "You Raise Me Up." Lyrics are included in the video.

Discuss:

- What is the message of this song?
- Does this song remind you of anyone? Why?
- In what ways does someone you admire "raise you up"?