

# Give to Someone you Admire



“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 analyze what they admire about people. They differentiate between skills and character traits and identify people in their third Circle with admirable traits. Finally, they think about their identity; and consider which traits they want to cultivate to become someone admired by others.

## Students will Examine

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

## Pre-Activity Prep

- Ensure students have access to their Worksheet: Circles of Care ([PDF](#) | [Google](#)) from the Introduction (1/student) (SHARE section).
- Print or digitally share the Worksheet: Skill or Character Trait? ([PDF](#) | [Google](#)) (1/student) (THINK.GIVE section).
- Print or digitally share the Worksheet: Who Are You? ([PDF](#) | [Google](#)) (1/student) (REFLECT section).
- (Optional) Print or digitally share the Exit Ticket ([PDF](#) | [Google](#)) (1/student) (CONNECT + CLOSE section).

## 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](#)  
 (Digging Deeper) Video: [The Science of Character](#) (8:05)

# SHARE

Suggested time: 5 minutes

## GRATITUDES

Students record one specific thing they're grateful for about someone they admire on their Worksheet: My Gratuudes ([PDF](#) | [Google](#)) (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 how they shared with their family.

**NOTE:** If students feel dissatisfied with their actions or have yet to act, remind them that small, consistent actions help develop kindness muscles (ThinkGive Three), so keep trying!

### ★ 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: 10 minutes

**Ask:** What does it mean to admire someone?

**Discuss:**

- What's the difference between admiring someone for character traits and skills?
- What is the difference between admiration and respect?
- Why is it important to acknowledge people we admire in our communities?

**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. Maybe they're honest, kind, courageous, firm, generous, or gentle. A person's character most often earns admiration.

## Who Do You Admire?

As a class, list 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 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).

### ★ TEACHER TIP

Third Circle of Care: People in close communities 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 make up your personality and express who you are.

## DIGGING DEEPER

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

**NOTE:** 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 they most treasure in themselves or aspire to develop.

### ★ 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.

## REFLECT

Suggested time: 10 minutes

### Skill or Character Trait?

Hand out the Worksheet: Skill or Character Trait? ([PDF](#) | [Google](#)) (1/student). Students use their list of character traits to help them think about people in their third Circle of Care who possess certain traits. Use the questions below to help brainstorm people in their third Circle.

**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).

Questions for brainstorming:

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

Discuss (as a class):

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

## 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 possess. To brainstorm, they should consider 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 others admire.

### ★ TEACHER TIP

If time allows, have students reflect on these questions in their ThinkGive Journals before class discussion.

## 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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# CONNECT + CLOSE

Suggested time: 5 minutes

## Take Action

Explain: Before our next ThinkGive session on [give date], take action to impact someone you admire (outside your family and friends). Recognize someone you admire within your third Circle of Care—your close communities—then 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 on being Brave.
- How can you make your admiration known? What might make someone feel appreciated?
- People are 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?
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## ★ 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 Actions

- I thanked my piano teacher for having such a big influence on my life. He has been a huge role model for me.
- I told my neighbor I learned from her every day, which made her happy. I don't think she was expecting me to say something like that so randomly, and I'm glad I did.
- I wrote a letter to an author and told her how much I admire her writing and appreciate her stories.

## Student Journal Questions

- 🗨️ What character trait(s) 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. What stopped you?
- 🗨️ How are the terms respect, admire, and role model related?

## Extensions

### DO

#### Empathy Extension

With the class or in small groups, brainstorm a list of people you admire in your community. Students choose one person and create a message of appreciation for that person—a card, a video message, a poem, etc.

#### The Gift I See in You

Turn on some music (without lyrics). Students stand and mill about the room. Stop the music. Students partner with the person nearest to them and use 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](#) (4:45). 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 answer the question: “What do you admire about each other?”

#### Discuss:

- What thoughts and feelings came up for you while watching the interviews?
- Are there family members that you admire? Why?

## READ/LISTEN

Article: “Black History Month: The community member I admired most as a kid” ([PDF](#) | [website](#)). Three high-achieving Champaign-Urbana natives answer: “Which community member did you admire most as a kid?”

### Discuss:

- What are the common traits of the community members in this article?
- What is the value of spotlighting people in your communities?
- How would you feel if someone spotlighted you as someone to admire in the community?

Song: [You Raise Me Up](#) (4:09). Two sisters sing a cover of Josh Groban’s “You Raise Me Up.” The video includes lyrics.

### 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?