

Discovering and Identifying our Strength

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Grade Level: 4th and 5th Grade

Subject: Social Emotional Learning

CT Concept: Decomposition

STANDARDS

SEL Standard 1

Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

LESSON OBJECTIVES / LEARNING TARGETS

I can identify strengths in my life that help me be connected, happy, and strong.

LESSON OUTLINE & DURATION OF MAJOR COMPONENTS

Wheelhouse Connection Game (5-7 mins)
Decomposition Intro Slide Show (10 mins)
Decomposition of Strengths Poster (10 mins)
Talking Circle Poster Share (10-12 mins)
Decomposing Talking Circle Norms (5 mins)

MATERIALS / CURRICULUM

Sources Curriculum (Grades 3-5)
Decomposition Slide Deck
Poster Paper & Materials
Music Playlist

VOCABULARY

Decomposition
Strength
Identity
Resilience

Discovering and Identifying our Strength

LESSON DESCRIPTION

WHAT IS THE TEACHER DOING?

WHAT IS THE STUDENT DOING?

Introduction:

- Teacher will introduce a wheelhouse connection game.
- Teacher defines what makes personal and community strengths
- Teacher facilitates wheelhouse game, starting and stopping music.
 - Prompts: name and favorite food, name and favorite activity, name and something fun you've done recently, name and something that makes you smile.

- Students are in two circle groups- inside and outside circles facing each other.
- As music plays, the students move in opposite directions and when it stops, they stop and answer the first of four prompts.
- Students will repeat process for the remaining prompt questions.

Main Body:

- Teacher will circle students together (sitting) and have a brief reflection on noticings from the variety of activity answers.
- Teacher will introduce decomposition and discuss it through the slideshow and examples. Teacher will relate decomposition to the wheelhouse activity (splitting into two groups, splitting into partners)
- Teacher will model drawn/written decomposition of their personal strengths, with student input.

- Students will reflect on the different students' strengths.
- Students will learn about decomposition and share examples of where they notice decomposition in their own lives/the world.
- Students will support teacher in their decomposition creation by suggesting teacher's strengths

- Teacher will move students to sit by new people.
- Teacher will facilitate a turn-and-talk wherein students brainstorm people, places, activities, and things that bring them joy, lift them up, and make them feel connected; focusing on the specific act of decomposing personal strengths.

- Students will move to sit by new people on the carpet
- They will turn and talk to their neighbors about things that make them feel happy, healthy, and strong.
- Students are starting to decompose themselves as they recognize and discover their strengths

- Teachers will introduce poster-making activity wherein groups of 3 (similar to teacher example above) decompose their sources of strength on poster paper. Both individual strengths and strengths of the whole trio can be used.
- If an EA is present, teacher and EA can

- Students will brainstorm decomposing themselves first on scratch paper
- Students will work in groups of three humans to draw their own Sources of Strength on a group poster using words or pictures. Each student gets their own color to add their things to the poster.

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<p>demonstrate how to make the poster with each adding their decomposed selves onto it</p> <ul style="list-style-type: none"> • Teacher will have students create their own quick draft on a scratch piece of paper • Teacher adds a strength of their own on each picture. • Teacher gives a one-minute warning when the group time is almost over. 	<ul style="list-style-type: none"> • Shared strengths should be represented by each human, no matter the number of multiples.
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Ending:

<ul style="list-style-type: none"> • Teacher invites students into circle for poster share • Teacher facilitates a respectful and actively listening environment for student sharing. • Teacher facilitates closing discussion: <i>What worked in this activity? What did you like about our circle share? How can we decompose the parts of a successful circle?</i> Decomposition will lead to establishment of circle norms. 	<ul style="list-style-type: none"> • Students sit in their poster groups with their posters. • They will take turns sharing one strength they drew. • Students will participate in a conversation about decomposing a talking circle focusing on what they like and appreciate when others listen to them and what they value and appreciate when they are listening to others share.
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ASSESSMENT PLAN

Core Content Assessment:

Student understanding of SEL concept can be assessed through completion of poster activity; every student represents at least three different areas of strength for them and presents on at least one each.

CT Concept Assessment:

Decomposition understanding can be assessed through student decomposition of personal strength; which students will complete through their representations. Additional informal assessment of decomposition can come from participation in our concluding talking circle discussion, as well as participation in teacher modeling at the start of the lesson. Follow-up on decomposition practice/understanding will be assessed and taught in continuing identity lessons to come.