

How Others See Me



Concept
Self-Management Skills



Length
15-50 Minutes



Recommended
3rd Grade

About This Lesson

In this lesson, students will explore qualities they admire in others and themselves to help develop their positive self-concept. With a focus on positive behaviors and attitudes, students will build their understanding of how they can control the way others see them.

Lesson Objectives

By the end of this activity, students will

- Build a positive self-concept by exploring the qualities that they like about themselves;
- Link behaviors, attitudes, and language with others' perception of them;
- Identify positive qualities they want to demonstrate to others.

Driving Question

How can I make others see me the way I want to be seen?

Future-Ready Skills

Self-Management

Self-Confidence

Respecting Yourself

Respecting Others

Understanding Perspectives

Lesson Breakdown

10-15
minutes

Activity 1 - Shout-Outs!

In this warm-up activity, students list positive qualities about a classmate, and in return, receive a positive shout-out from their partner.

10-15
minutes

Activity 2 - Meme Yourself

Students explore how they see themselves and how others may see them in this creative drawing activity.

15-20
minutes

Activity 3 - The Me I Want the World to See

In this activity, students create an autobiographical article, highlighting all of the good qualities and actions that they want others to know about.

5-10
minutes

Exit Activity - How Others See Me Exit Slip

Students rate how comfortable they feel with their understanding of how their behavior, actions, and attitude impact the way others see them.

Xello Entry Point

This activity can be used in conjunction with students' work in the **About Me** section, where they inventory all the interests and strengths that help make up their identity.

Lesson Vocabulary

- Perspective
- Impression
- Positive
- Negative
- Behavior
- Attitude
- Meme
- Autobiography

ASCA Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 6. Demonstrate ability to overcome barriers to learning

Shout-Outs!



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Inquiry Prompts

- What positive qualities do you notice first about someone?
- What positive qualities do you admire in others?

Instructions

In this activity, students celebrate the positive qualities they admire in their classmates, and learn what positive qualities other students see in them. At the end of the activity, students should have some positive qualities noticed by their peers that they can build on in the next activity.

- 1 Divide students into smaller groups. Give each group a set of [shout-out slips](#).
- 2 Ask students in the group to fill out one card for each person in their group.
- 3 When they're done, students should pass their cards to the person they wrote about. Have each student share their cards with the group.
- 4 As a class, go over some of the cards and discuss how the student demonstrates the quality mentioned on the card.

Message for students: You never know what kind of impression you're making on people. Sometimes you can't control the way someone sees you. (For example, if you're the youngest, everyone in your family might think of you as the baby of the family.) But sometimes you can control how people see you. Think about the kinds of behaviors, language, and attitude that make a positive and negative impression on you. Which do you display and when?

Materials Required

- [Shout-Out! slips](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Have students upload the shout-outs they received to **Storyboard**, where they can reflect on what it felt like to hear about the positive qualities someone else sees in them.

Shout-out Slips



★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

Meme Yourself



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10-15 Minutes

Inquiry Prompts

- What positive qualities do you notice first about someone?
- What positive qualities do you admire in others?

Instructions

A meme is a piece of media, like a photo, that becomes popular and spreads from person to person online. Memes often include text-based observations or humor. Based on a popular meme that features a series of images representing others' preconceptions about a person or their job, this activity asks students to envision how others might see them. Thinking about how others see them helps students link their behavior, attitude, and words to the impression they give.

- 1 Give students the [Meme Yourself](#) worksheet and make sure they understand the terms meme and perspective.
- 2 Ask students to think about how other people might see them based on how they act, the language they use, or the attitude they show.
- 3 Have students draw a picture that shows how the person described in the activity may see them.
- 4 Encourage students to present their memes to the class and explain why someone might see them in a certain way.
- 5 You can also have students choose their own perspectives on the blank version of the meme activity sheet. Some options:
 - How I see myself
 - How my family sees me
 - How strangers see me
 - How my pet sees me
 - How my teammates see me
 - How my grandparents see me
 - How my siblings see me

Message for students: Put your best foot forward! Make a good impression! There's lots of sayings that encourage others to think about how their actions, words, and attitude impact the way others see them. What if you could come up with your own saying?

Materials Required

- [Meme Yourself activity sheets](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Students can upload their memes to **Storyboard**, where they can reflect on how they think others see them, and how they want to be seen. You can also display students' memes in your classroom.

Meme Yourself

The way someone sees something is called a perspective. A person's perspective on you comes from what you do and say when you're with them. Not everyone sees you the same way. The way you act with your parents might be very different from the way you act with your friends.

Draw a picture and add a short phrase to show how others might see you.

How my parents see me

How my teacher sees me

How my friends see me

Name: _____

The Me I Want the World to See



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Inquiry Prompts

- How do you want others to see you?
- What qualities do you think others overlook in you?
- What good qualities do you want to keep developing?
- What bad habits do you want to break?

Instructions

In this activity, students create an autobiographical article about themselves, highlighting all of the good qualities and actions that they want others to know about. The article gives them the chance to explore exactly how they'd like others to see them.

- 1 Give students a copy of the [Me I Want the World to See](#) worksheet.
- 2 Explain that this is a chance to highlight some of the qualities that they want others to see in them.
- 3 Ask students to draw a picture of themselves in the space provided.
- 4 Next, have students reflect on the answers to the prompts/sentence stems. (If they have shout-outs from the first activity, they can use those slips to help fill in some of their answers.)
- 5 Discuss students' articles, pointing out the admirable qualities they want others to see in themselves.

Message for students: Everyone's a work in progress. Even adults still need to work on showing their best qualities to others. And sometimes you can't help what others choose to see in you or believe about you. But putting your best foot forward, and actively working on the positive qualities you already have or want to develop, can help others see you as you see yourself!

Materials Required

- [The Me I Want the World to See worksheet](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifact or add a goal)

Artifacts

Help students upload their worksheets to their **Storyboard**. Alternatively, if they have an idea how they want to cultivate qualities that they want others to notice, they can add it to the **My Goals** section of Xello.

The Me I Want the World to See

Draw a portrait of yourself

My name is: _____

I am in grade: _____

I am _____ years old.

Three words I would use to describe myself:

1. _____

2. _____

3. _____

Three words most people would use to describe me:

1. _____

2. _____

3. _____

In my own words...

Some people think that I am...

One thing I want people to see about me is...

One thing I'd like to get better at is...

Exit Slip: How Others See Me



Name: _____

Date: _____

On a scale of 1 (so confused!) to 10 (totally get it), I rate my understanding of this lesson as:

1 2 3 4 5 6 7 8 9 10

because: _____

Name: _____

Date: _____

On a scale of 1 (so confused!) to 10 (totally get it), I rate my understanding of this lesson as:

1 2 3 4 5 6 7 8 9 10

because: _____

Name: _____

Date: _____

On a scale of 1 (so confused!) to 10 (totally get it), I rate my understanding of this lesson as:

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because: _____