

# Dream Big lesson plan

## Personal qualities

<b>Learning objective(s)</b> <ul style="list-style-type: none"> <li>To name and recognise personal qualities</li> </ul>	
<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can define what is meant by personal qualities</li> <li>I can identify my own personal qualities and give examples of when I have demonstrated them</li> </ul>	
<b>National curriculum objective(s)</b> <ul style="list-style-type: none"> <li>Draw on what pupils already know or on background information and vocabulary provided by the teacher</li> <li>Participate in discussions and consider the opinions of others</li> <li>Articulate and justify answers, arguments and opinions</li> </ul>	<b>Gender equality objective(s)</b> <ul style="list-style-type: none"> <li>Understand that personal qualities are not determined by gender</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>Personal characteristics slides</li> <li>Template with outline of a person</li> </ul>	<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Hopes, dreams, aims</li> <li>Personal qualities, traits, behaviours</li> <li>Trustworthy, reliable, resilient, honest, thoughtful, brave, considerate, confident, talkative, reserved, enthusiastic, generous, selfless</li> </ul>
<b>Lesson starter</b> (15 min)	<p>In pairs, ask the children to answer the question “what do you want to be when you grow up?” Avoid any other prompts or mentions of jobs.</p> <p>Take feedback and note answers in two columns, one for the answers referring to jobs and one for any other answers if they arise (tall, helpful, happy etc.).</p> <p>Tell the children that while the job they want to do may change lots of times as they grow up and the way they look and feel will definitely change, they will always be themselves. Today we are going to think</p>

	about what makes each one of us who we are and the strengths we all have.
<b>Main teaching and learning task</b> (30 min)	<p>Introduce the term 'personal characteristics' and ask the children to repeat it (high, low, fast, slow). Explain that these are the parts of us that make up our personalities and who we are on the inside.</p> <p>Display the slide with some examples of personal characteristics (clarify any unknown words). Ask the children to identify at least three positive personal characteristics that make them who they are. If some are struggling, ask other children to identify the attributes they recognise in their peers.</p> <p>Using the template included in the slides (an outline of a person), the children write inside the person the qualities that make them who they are.</p> <p>Ask the children to write at least one sentence to recount a time they demonstrated one of the characteristics (e.g. a time when they showed they were trustworthy or hard working).</p>
<b>Plenary</b> (10 min)	<p>Refer back the question asked at the start of the lesson, "What do you want to be when you grow up?"</p> <p>Rather than focussing on jobs or physical attributes, ask all children to think of at least one personal quality that they want to develop as they grow up. It might be something they already demonstrate but want to strengthen or it might be something they did not identify as a strength today but they want to develop, such as becoming more resilient.</p>
<b>Suggested follow-up activities</b> <b>Compliment snowball</b> <p>Everyone starts with a blank piece of paper with their name at the top. This is then scrunched up and thrown (sensibly) to another part of the room. Each child picks up someone else's snowball that has fallen near them. They open the piece of paper, see the name at the top and write in the blank space something that they like or appreciate about that classmate (only positive comments allowed). This is repeated various times before each piece of paper is returned to its original owner so that they can read the compliments from their classmates. Encourage each child to add a positive comment of their own at the bottom of their page.</p> <b>Acrostic name poem</b> <p>Children write a poem about themselves and their positive characteristics in the form of an acrostic poem with their name or another relevant word such as 'unique'.</p>	

**Advert for the ideal classmate/ partner**

Children write and present an advert to market themselves as the ideal classmate or partner for a peer. Highlight the personal strengths that make them suitable, such as being helpful and good at listening.