



Power Through Empowerment

In the following lessons students will begin to develop the health skill of analyzing influences through the context of healthy relationships. At the middle school level, relationships with friends, peers, and significant others evolve, especially as students continue to high school. Students will analyze influences that affect their relationships with others so they feel empowered to make healthy choices. All mini-lessons can be implemented in their entirety or added to already existing health education or physical education lessons.

Lesson Name: Hidden in Plain Sight

Unit Name: Power Through Empowerment

Grade Level: 6-8

Lesson Length: 10 minutes

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the mini-lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under "Additional Resources" [here](#).

Lesson Objective(s):

Students will be able to analyze influences that may affect the thoughts and feelings of animated characters.

Essential Question (related to objective):

How am I feeling right now?

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#) or [How am I feeling? Daily Check-In poster](#)
- 8 print outs or small toys/stuffed animals/figurines of various animated characters

CASEL Core SEL Competency:

Self-awareness

- Linking feelings values and thoughts

Social awareness

- Taking others' perspectives
- Demonstrating empathy and compassion

National Standards and Grade-Level Outcomes for K-12 Physical Education:

Standard 3: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Lesson Overview:

This mini-lesson can be used in PE or health as a warm up or instant activity. The teacher will place 6-8 animated characters around the instructional area and students will walk around the area to try and find them. The teacher will use the animated characters as a way to begin analyzing influences that may affect individuals thoughts and feelings.

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Definitions:

Mindfulness is

- Paying full attention to our:
 - Thoughts, emotions, body, environment
- Focusing on the present
 - The past already happened *(Consider your students experiences and traumas they may have had before choosing to share this portion of the definition.)*
 - The future isn't here yet

Social-awareness*

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Self-awareness*

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

Activity Progression:

To start the mini-lesson, have students check in using the “Emoji Rating Scale” or the “How am I feeling? Daily Check In Poster”.

Tell students that there are eight different animated characters hidden around the instructional area. Students will have to find the characters without pointing or talking. Students will identify as many characters as they can then think about their current feelings and which character best represents them right now in this moment.

The teacher can print out images of various animated characters or if available hide toys of the characters. The teacher can choose any characters that students would be able to recognize and associate various feelings, behaviors or traits of the character.

Ideas for characters along with personality descriptions:

- **Moana** – determined, fearless
- **Elsa from Frozen** – elegant, but unsure of herself
- **The Incredible Hulk** – angry, when angered turns into the Hulk
- **Chase from Paw Patrol** – leader, brave
- **Buzz Lightyear from Toy Story** – confident, proud
- **Poppy from Trolls** – happy, cheerful
- **Dory from Finding Nemo/Dory** – forgetful, optimistic, friendly
- **Marlin from Finding Nemo** – anxious, nervous

The characters should be in places that can be seen without have to move anything, with some in obvious places and some a little more hidden.

When students have found all eight characters have to go to a designated spot (e.g. the center of the gym or to their seats). After a few minutes have everyone go to their designated seats and reveal all of the characters. Have students share the traits of each character. Have them identify influences that may had those characters feel that way.

Example script:

“Were you able to find all of the characters? I’ll show you each one. Here is Elsa, describe her to me. [Allow student responses.] Right, Elsa was unsure of herself in the beginning of the powers she had and not being able to control them, she let fear stop her from doing a lot of things. Who might resonate with Elsa? [Give students the option to not share out or to share out in a subtle way like thumbs up by their chest or winking at the teacher. Continue to the next character.]”

Explain to students that as people we are multifaceted and may be able to identify with more than of the characters today. Acknowledge the students that shared out and it helps other students see they may not be the only ones feeling certain feelings. Also acknowledge it’s okay that some students didn’t share out because we are all different and at varying levels of comfort with sharing out feelings.

Example script:

“Shout out to students who shared with the class which characters they felt represented themselves. It’s nice to see that we may not be the only ones feeling certain feelings. If you chose not to share that is okay too, not

everyone is as comfortable sharing their feelings openly. Our goal as a class is that we build a culture of trust amongst each other, so that you can feel safe sharing out, if you want to.

By doing activities like this, we're working on our self-awareness, being able to identify our emotions and various identities, as well as social awareness, being able to empathize with each other."

At the end of class have students check in with themselves again.

Modifications/Differentiation:

- Have students reflect in a think, pair and share format.
- Allow students time to reflect in a journal or writing.
- Individuals with autism have difficulty understanding emotions and expressions. They learn best through concrete real- life experiences. You may show the student an emotions picture board. The teacher should show the picture to the student of the student's current emotion and allow the student to look into a mirror.

Checks for Understanding:

- What influences may have affected the feelings/traits of each character?
- Were there any characters that had similar character traits or feelings? Explain the similarities.
- Do you think as a class we have similar feelings or traits? Explain.

*Definitions from the Collaborative for Academic, Social, and Emotional Learning (CASEL). "SEL: What Are the Core Competence Areas and Where are they Promoted?" <https://casel.org/sel-framework/>. Accessed 28 July 2021.

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