



# Gold Seal Lesson

|   |                         |             |   |          |          |                       |
|---|-------------------------|-------------|---|----------|----------|-----------------------|
| <b>Author(s):</b><br><i>Marsha Kucker</i> |                         |             | <b>Lesson Title:</b><br><i>Learning About Myself and Others</i> |          |          |                       |
| <b>Grade Span</b>                         |                         |             | <b>ICLE Application Model</b>                                   |          |          |                       |
| <i>K-4</i>                                | <i>5-8</i><br><i>XX</i> | <i>9-12</i> | <i>A</i>  | <i>B</i> | <i>C</i> | <i>D</i><br><i>XX</i> |

### Instructional Focus:

**Writing** - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Listening** - Students listen for a variety of purposes appropriate to the grade level.

**Speaking** - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

1. Distribute and ask the students to complete the self-inventory sheet (Learning About Myself and Others Chart 1).
2. Using information from the inventory, ask students to prepare a poster, a collage, a T-shirt design or a button that best describes themselves.
3. Students should prepare a short oral presentation incorporating items from the worksheet (Learning About Myself and Others Chart 2), as well as their visual.
4. As a culminating activity, discuss with the student's areas of common interests and feelings, as well as differences. Explain the importance of having a good understanding of our interests, likes, and dislikes.

### ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

### ICLE Essential Skills continued:

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)

Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)

Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)

Use writing as a way of expressing personal creativity. (ela 31)

Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important, and least important to most important. (ela 50)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

### Scoring Guide:

Ratings:

4.
  1. Always speaks in appropriate sentences.
  2. Stays on topic.
  3. Uses appropriate language.
  4. Speaks clearly and distinctly.
  5. Uses appropriate body posture and eye contact.
  
3.
  1. Mostly speaks in appropriate sentences.
  2. Stays on topic most of the time.
  3. Uses appropriate language most of the time.
  4. Usually speaks clearly and distinctly.
  5. Uses appropriate body posture and eye contact most of the time.
  
2.
  1. Sometimes speaks in appropriate sentences.
  2. Often wanders from the topic.
  3. Uses some appropriate language.
  4. Speaks clearly and distinctly some of the time.
  5. Uses appropriate body posture and eye contact some of the time.
  
1.
  1. Seldom speaks in appropriate sentences.
  2. Seldom mentions topic.
  3. Uses inappropriate language.
  4. Speaks too softly or not distinctly.
  5. Uses inappropriate body posture or no eye contact.

**Keywords**

| <b>English Language Arts</b>   | <b>Mathematics</b>  | <b>Science</b>       |
|--|---------------------|----------------------|
| <b>Reading</b>   | <b>Algebra</b>      | <b>Earth Science</b> |
| <b>Writing</b><br>Word processing<br>Composition<br>Grammar<br>Vocabulary<br>Organization    | <b>Geometry</b>     | <b>Life Science</b>  |
| <b>Communications</b><br>Audience<br>Discussion<br>Listening<br>Visuals<br>Oral presentation | <b>Statistics</b>   | <b>Chemistry</b>     |
| <b>Literature</b>  | <b>Calculus</b>     | <b>Physics</b>       |
| <b>Other</b>   | <b>Trigonometry</b> | <b>Other</b>         |
|  | <b>Other</b>        |                      |

**Learn About Myself and Others**  
**Chart 1 - A Self Inventory**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

I feel most independent when \_\_\_\_\_

I feel best about myself when \_\_\_\_\_

I can solve my own problems best when \_\_\_\_\_

I would most like to improve \_\_\_\_\_  
\_\_\_\_\_ about myself.

My good habits are \_\_\_\_\_

Habits I would like to change are \_\_\_\_\_

In my free time, I like best to \_\_\_\_\_

My favorite books this year are \_\_\_\_\_

My favorite TV programs are \_\_\_\_\_

My career goal is to become a \_\_\_\_\_

I cooperate best with others when \_\_\_\_\_

I get angry when \_\_\_\_\_

I like to be by myself when \_\_\_\_\_

I feel I can be honest when \_\_\_\_\_

**Learn About Myself and Others**  
**Chart 2 - LEARNING ABOUT MYSELF.....**

**1. If I had three wishes, I would wish for:**

**2. I like to:**

**3. I am good at:**

**4. I am afraid of:**

**5. I don't like:**

**6. If I were principal of this school, I would;**

**7. I would like to learn to:**

**8. I would like to visit:**