

Lesson Title: Celebrating Uniqueness

Grade Level: 5th-12th

Lesson Frame:

We will reflect on some of the events and characteristics that make each of us unique.

I will determine how my SHINE can make a difference.

Materials Needed:

- [Four corners titles](#) (A,B,C,D)
- [Timeline](#) - 1 Per student
- [Flame](#) - 1 per student (copies on red, orange, yellow paper)
- [Wylie ISD Brand Campfire](#)
- [Google Slides Presentation](#)
- [Riding for the Brand Handout](#)
- Chromebooks for Achievement Profile: <https://web.wylieisd.net/dashboard>

Lesson:

1. [Intro Music](#)
2. Go over We Will/I Will
3. Four Corners
 - a. Place the title pages (A, B, C, D) at each corner of the room.
 - b. For each topic (slides 3-9) students will choose the letter that best represents how they feel/think.
 - c. Students will then go to the corner/letter that they chose.
 - d. ****Teacher feel free to play along with the kids too.**
4. My Shine
 - a. Built upon the premise that each of us is uniquely wired to make a contribution, the shine philosophy works to help deconstruct where a person uniqueness lies and how he or she might best apply it. We start by doing a deep dive into the 5 things we believe matter most.
 - b. So what does that mean
 - i. 1 - we are unique
 - ii. 2 - we have the ability to make some kind of contribution
 - iii. 3 - how do we apply our uniqueness to our contribution?
 - iv. 4 - We have to figure out what our uniqueness is to know how to use it.
 - v. Once we have an idea of how we can use who we are that is known as our SHINE.
5. Timeline
 - a. Give students the timeline sheet.
 - b. **Teacher Share: **Teacher share appropriate examples of your own events**
 - c. Have students fill out the timeline while asking the following questions.
 - i. Think back on your life experiences. What sorts of events or things have you experienced that helped you achieve your goals and dreams?

- ii. Are there any events or experiences that were challenging for you?
- iii. Write your positive experiences on the top of the timeline, and your negative experiences on the bottom of the timeline.
- iv. Were there any positives that came out of the difficult things you've experienced?
- v. How have these events shaped you?

6. [Kid President Video](#) - Stop at 2:34

- a. Click on the video link on the slide presentation.
- b. Stop the video at 2:34
- c. Ask the following questions
 - i. What part of Kid President's pep talk has anything to do with finding your Shine?
 - ii. How can we use what is on our timeline to figure how to go out and be awesome?

7. Back to the timeline

- a. Go to your timeline. There should be several events on both sides of the line. There are things that have shaped us because they were achievements and accomplishments or challenges and setbacks. Choose 1 or 2 events from both the top and the bottom of the line to focus on. For each of these, write out to the side of the bubble something that you learned from that event or something that you gained from that event. ****Teacher share an example of something that you learned from your events.**
- b. Write on your WW handout - list one thing you learned from something above the line and something you learned from below the line.**
- c. Have the students use their Chromebooks to login to their Achievement Profile and type in their positive achievements under the Achievements section: <https://web.wylieisd.net/dashboard>**
- d. Are some events easier to learn from than others? Why or why not?
- e. Are some events easier to celebrate than others? Why or why not? Can we celebrate the challenges and setbacks? What does that look like

8. 5 levels of celebration and gratitude

- a. Read the description for each type of 'celebrator' from the slide. Ask students to reflect on what type they are. ****Teacher share what type of celebrator you are.**
- b. Write on your WW handout what type of a celebrator you are.**
- c. Why is it important to celebrate what has happened in our lives (even the challenges)?
- d. Is it OK that some events do not end with a significant or immediate celebration?
- e. We are unique even in the way that we celebrate or appreciate the things that are in our life.
- f. However, in our uniqueness we find unity.

9. Flame-writing

- a. Remember that our SHINE represents how we can use who we are.
- b. When we combine our SHINE with others, we shine brighter.
- c. Each student will receive a red, orange or yellow flame. They will describe how their uniqueness can make a difference (their SHINE)
 - i. Ex: How can you make an impact or share your light with others.
 - ii. ***Teachers can share their flame writing**
- d. Place the flames together on the wall or in the hallway that start making a "fire"

- e. There is a picture of the Wylie brand that you can place next to the 'fire' that your students are creating
- f. This symbolizes how ALL of our flames are working together are igniting the Wylie brand.

10. Common Tails Relay: divide the class into 2 teams to race against each other

- a. The goal is to have every student standing next to someone they have something in common with
- b. For example, Student A stands next to Student G because they both have brown hair, then Student G needs to find something in common with another student, so Student G and Student T both have dogs, so Student T stands on the other side of Student G - now Student T needs to find something in common with someone else and so on and so on
- c. In the end, all the students will be in one long line showing they have things in common but they are all unique yet together

Conclusion: We all have a specific SHINE that can grow and influence those around us - let's use it for good!