



# Who Needs a Hanky?

## 3-6 Lesson Plan



### Learning Outcome and Success Criteria

Learning Objective: We are learning about our strengths.

Success Criteria:

- I can explain what is a personal strength.
- I can identify my strengths.
- I can explain how I can turn my weaknesses into strengths.

### Standards

- Standard 1 – Self Awareness, Benchmark 1A
- Standard 2 – Self Management, Benchmark 2A, 2B
- Standard 4 – Social Awareness, Benchmark 4A
- Standard 5 – Social Management, Benchmark 5A

### Resources

- Who Needs a Hanky? by Julie & Rob Barnett



### Mini Lesson

Read the text “Who Needs a Hanky? by Julie & Rob Barnett.” Stop and ask the students the following questions about the text:

- What are Hanky’s personal strengths?
- What are Hanky’s weaknesses?
- What do you think he needs to improve on?
- Why do you think it is important to know your strengths and weaknesses?

Brainstorm with the students a list of personal strengths..

Discuss the possibilities of how our strengths can impact our friends, family and wider community as well as the reverse. Write a journal entry or letter to yourself, friend or a family member listing your personal strengths and how they can improve our lives and the lives of those around us. Choose one strength you’d like expand upon and a step to help you build on that strength.





# Who Needs a Hanky?

## 3-6 Lesson Plan



### Independent Task

The students are to demonstrate their understanding of personal strengths by explaining how their strengths impacts their friends, family and wider community in the appropriate boxes on the worksheet. Students are also to complete a journal entry listing their personal strengths and how they will improve on them..



### Reflection

Discuss with the students how they were successful in achieving their goal towards enhancing their personal strength. Ask the students if they can:

- Define a personal strength.
- List some personal strengths.

Get a few students to share their strengths and explain how their strengths impact their friends, family and wider community. When discussing the wider community, ask the students to further explain what aspects of their community their strengths are most evident in.




Ask the students what might be a weakness of the class. Write this down on paper to display. Then, get students to turn and talk with a partner to identify what are some ways they can turn that weakness into a strength. Set a goal as a class to move towards the strength and record how they will achieve it.






# Who Needs a Hanky?

## Personal Strengths

Record your personal strengths in the table and explain how it impacts your friends, family and wider community.

Personal Strength: _____	
Friends	
Family	
Wider Community	

Personal Strength: _____	
Friends	
Family	
Wider Community	





# Who Needs a Hanky?

Write your own story about a time you or someone had self-confidence and courage.



Blank writing area with horizontal lines.

