

**TOPIC**

Acknowledging & Recognizing

LEVEL

Sixth Grade

THEME

Building a Daily Recognition Habit

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Develop personal strategies for acknowledging themselves and others daily.

MATERIALS

- Recognition Journaling Packets
- Pens or pencils
- Chart paper or whiteboard
- Sticky notes (2 colors)
- Optional: upbeat music & timer

ESSENTIAL QUESTIONS

- How can I practice recognizing the good in myself and others every day?
- Why does acknowledgment matter for mental health?
- What routines or tools can help me remember to be encouraging and kind?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Today's Aavidum lesson focuses on acknowledging and recognizing. Let's start with a quick poll."

- Raise your hand if someone gave you a compliment this week. (Pause.)
- Raise your hand if you gave someone a compliment. (Pause.)
- Raise your hand if you've ever had a bad day and someone's kind words made it better.

See? Even small words of kindness can make a big difference. Recognition doesn't have to be huge. It can be simple, but it sticks with us. Today we're going to learn how to make recognition a daily habit, something we do on purpose to build each other up."

Put on board:

Daily Recognition = Noticing and naming something good about someone else or yourself every day.

Say: "Daily recognition is like a healthy habit for your brain. It helps you feel connected and positive."

Ask:

- "Why might this be helpful?"
- "What can get in the way of doing it regularly?"
 - Call on 2 or 3 students. Possible answers: feeling busy, forgetting, feeling shy, not knowing what to say.

Say: "These are all great points. Today we'll practice simple ways to notice and name the good in ourselves and others, and then we'll create a plan to keep it going."

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Pass out 2 sticky notes per student: one color for others, one for themselves.

Say: "On your first sticky note, pick someone in this room and write a real compliment or acknowledgment for them. It can be anonymous or signed. Be specific: not just 'You're nice,' but something more specific like, 'Tyler, I liked how you helped me in science.'"

On your second sticky note, write one positive thing about yourself. Think: What's something you're proud of or a way you helped someone? You can write your name on it or make it anonymous."

- Allow students to write quietly.

Say: "Now we're going to play 'Pass the Positivity.' Here's how:

- When the music plays, walk around the room exchanging sticky notes with other students.
- When I stop the music, stick your notes randomly on desks near you.
- Then sit down at a nearby desk and read the sticky notes in front of you."

Play upbeat music. After the first round, the students will keep moving around the room, but the notes will stay on the desks (kind of like musical chairs except there are enough chairs for everyone). Stop after a few rounds so everyone has a mix of notes to read.

Ask:

- "How did it feel to read something kind from someone else?" (Call on 2–3 students.)
- "How did it feel to write something kind about yourself?" (Call on 2–3 students.)

Say: "Notice how something so small like one kind sentence can shift your mood. Imagine if we did this every day. That's what we'll work on next."

ACTIVITY: RECOGNITION JOURNALING (20 MINUTES)

Instructions:

- Hand out blank Recognition Journaling Packets.
- Say: "This journal will be your personal space to record daily acknowledgments. Each day, write:
 - One positive thing you noticed about someone else.
 - One positive thing you acknowledge about yourself.
 - You will see that there are some prompts to help you get started.
- Give 5 minutes for students to write their first entries. Allow them to decorate covers if time allows.
- Say: "Turn to the inside cover of your packet. Habits stick when we plan for them. On this sheet, write:
 - When will you write in your journal? (Morning? End of day?)
 - Where will you keep it so you don't forget?
 - Who could remind you or join you in doing this?
 - How will you celebrate if you do it for a whole week?"
- Give time for students to fill in. Tell students that we are going to try to make it a goal to complete recognition journaling every day for a week. If possible, consider informing parents about the activity to open dialogue and encourage support of their child's new habit.

WRAP-UP (5 MINUTES)

Say: "Let's think of the big picture:

- How could doing this every day change how you feel about school, friends, or yourself?
- What challenges might get in the way? How can we overcome them?
- Why might building this habit in 6th grade matter for the future?"

Call on 2–3 students to share. Emphasize key phrases like "feel good," "build connection," "less stress," etc.

Say: "Acknowledgment is powerful. By noticing the good in yourself and others every day, you're strengthening your mental health and making our school a more connected, supportive place. Aavidum means 'I've got your back' and that starts with recognizing the good that's already here."