



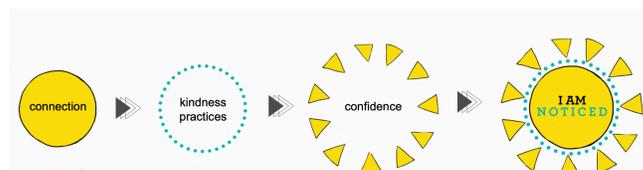
I AM Noticed Curriculum Sampling

Thank you for reviewing these sample lessons from the I AM Noticed curriculum. Each lesson is designed to proactively build connection, kindness, and confidence through structured and scalable instruction. As you explore, we invite you to consider how a vertically aligned, skill-based culture curriculum could support your district's strategic priorities. We welcome any questions and would value the opportunity to discuss implementation in more detail.

I AM Noticed is for EVERYONE!

Student Outcomes-Real World Learning Skill Development

I AM Noticed Curriculum Model ©



-  increased positive intra- and inter-personal communication
-  increased skill set for relationship building
-  ability to choose a positive attitude
-  ability to choose positive self-talk
-  ability to Notice the goodness in self & others
-  ability to humbly receive goodness
-  ability to make a positive impact
-  increased sense of mental wellness & belonging
-  increased self-awareness, self-regulation, & self-worth
-  increase in individual confidence leading to cultural confidence
-  increased kindness and connection in classrooms and hallways
-  sustainable positive culture



As you explore the grade level curriculum you will notice each lesson will highlight specific information to help guide instruction. For example, elementary lessons will use the color codes below. If a lesson has support materials, you'll find those in the corresponding folder.



The Missouri K-12 School Counseling Learning Standards can be found for each lesson in a blue text.



Learning Targets can be found per grade level in green text.



I AM Noticed doesn't just feel good.
Be on the lookout for special orange text in yellow quotes for fun facts.
It makes sense.



PreK-2 Sample Lesson:



Practice

Lesson 1.2: I AM Noticed Cycle Worksheet

Supplies needed: I AM Noticed Cycle Worksheet, IAN Cycle with graphics worksheet, writing and/or drawing supplies

MLS: IID.5.A Self-Acceptance

General Learning Target: Gratitude and Self-Talk, Positive Recognition

Pre-K

I can say kind words about myself and others. I can notice when someone is being kind and say, 'thank you'.

Kindergarten

I can say kind words about myself and others. I can notice when someone is being kind and say, 'thank you'.

Grade 1

I can choose to have a good attitude and say nice things about myself. I can notice the good in others and be thankful.

Grade 2

I can use kind words about who I am, and I can notice and say 'thank you' when someone is kind to me.

Provide each student a copy of the I AM Noticed Cycle Worksheet and the I AM Noticed Cycle with Graphics to introduce them to the cycle. Below are brief explanations for each part of the cycle. You can use them as you go along and encourage participants to answer the questions on the worksheet.

Please share the [Hannah Cycle video](#) with students to give them a visual understanding of the I AM Noticed Cycle.



- Want-to - choosing to have a positive attitude
(The attitude you choose affects the culture around you.)
- Positive I AMs - using positive self-talk
(What you say after I AM is true for you.)
- Noticing goodness - recognizing goodness in self and others
(Everyone is worthy of being Noticed. This is not about achievement. Noticing with a capital N is simply; I see you, I hear you, and you matter. Noticing goodness is to choose to see the good in those around us.)
- Receiving goodness - saying "thank you"
(Choosing to receive fortifies our confidence.)
- Rippling goodness - you impact the world around you
(You matter!!!)

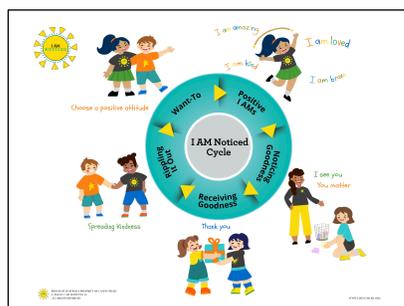
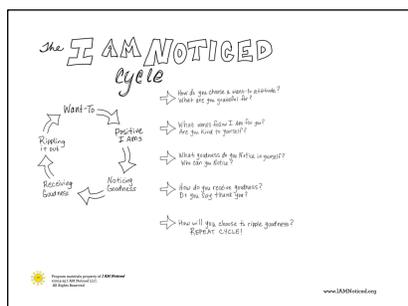
Please share the following concepts as a part of this lesson:

We get good at what we practice. The I AM Noticed Cycle was created to help us all practice the skills that allow us to be more confident, resilient, and ultimately more positive.

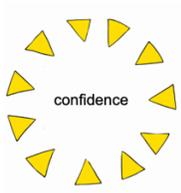
Think about the things that you practice. Maybe it's sight words, maybe it's a sport, or drawing. Every time we practice, we grow. Sometimes that feels easy, and sometimes that feels hard. The key is to keep practicing goodness so that we can be the best versions of ourselves.

“We get good at what we practice. This is true because practicing skills over time causes neural pathways in our brains to work more efficiently via the white matter in our brains called myelination. So be careful what you choose to practice! If you choose to practice positive thoughts, feelings, and activities you will get good at them, and the same is true for the negative.

Lesson 1.2 Support Materials (I AM Noticed Cycle Worksheets + Video reference image)



3-5 Sample Lesson:



Confidence

Lesson 4.3: Noticed Notes

Supplies needed: Worksheet, writing and/or drawing supplies

MLS: IID.4.A Respect for Self and Others

General Learning Target: Kind Communication

Grade 3

I can write words that Notice my own strengths and someone else's, too.

Grade 4

I can write personal notes that Notice what makes me and others special.

Grade 5

I can build confidence by recognizing the good in myself and sharing kind words with others.

Instruct the students to use one note to write a note to themselves Noticing their own goodness. Then use another note to Notice someone else in their life. Feel free to supply extra notes.

Encourage students to keep their note for themselves and to give the other note to the person they want to Notice. *Students may want to draw a picture or add more words to the back side of their half sheet.

Please encourage the students to deliver the Noticed Notes in person. Have the students practice in class and or role play a scenario. For example: "I wanted to give this Noticed Note to you because I have Noticed your goodness."

Please share the following concepts as a part of this lesson:

There is so much power in taking the time to share with someone the goodness you have Noticed in them. Noticing can be as simple as sharing an authentic compliment and when you add a personal note it helps the person remember why you Noticed them.



When people know they are Noticed it builds confidence. That is one of the reasons it is so important that we Notice the goodness in ourselves and others.

“Did you know that Noticing goodness in someone and taking the time to tell them what you've Noticed doesn't just make them feel good? Social Scientists have found that receiving compliments also activates the striatum, one of the reward areas in the brain. Researchers believe that, by activating this area, praise improves our ability to learn new things. So, Noticing goodness can help people feel good and get smarter!!”

Lesson 4.3 Support Materials (Noticed Notes)



6-8 Sample Lesson:



Practice

Lesson 4 - Positive I AMs

Positive I AM Fortune Teller

Supplies needed: a copy of the fortune teller template, scissors, and a writing utensil

MLS: IID.5.A Self-Acceptance

General Target: Positive Self-Talk

Grade Level Specific

Grade 6: I can say positive things about myself using “I AM” statements.

Grade 7: I can create and use positive self-talk to support my confidence.

Grade 8: I can explain how the way I talk to myself impacts my actions.

Students will create a fortune teller per worksheet instructions. Reference video for additional instructions. Once students have created their fortune tellers, they will pair up and use the questions to create positive dialogue.

You may want to have a group discussion prior to the students pairing up. Sharing example answers to the questions in the fortune teller may be helpful.

The I AM word bank can be used for inspiration.

Play “How to make a Positive I AM Fortune Teller” for reference

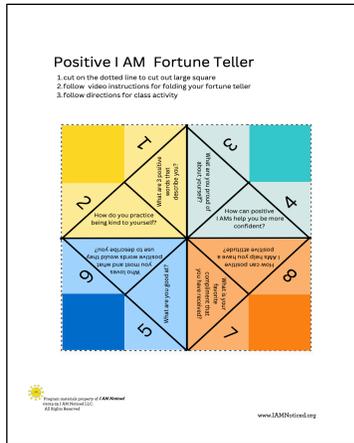
Please share the following concepts as a part of this lesson: What you say after I AM is true for you.

Often when we think about kindness, we think about how we treat other people. For this lesson we want to get the students thinking about how it is just as important to be as kind to themselves as it is to others. When we practice being kind to ourselves, we get good at it. Unfortunately, the same is true when we are not kind to ourselves.



“According to the researchers at Mayo Clinic, positive self-talk can lead to better psychological and physical well-being, better coping skills during hardships and times of stress, and lower rates of depression & anxiety.”

Lesson 4 Support Materials (Positive I AM Fortune Teller, I AM Word Bank, Video Reference Image)



9-12 Sample Lesson:

Title:	<p>Lesson 7-Confidence</p>  <p>Confidence Defined</p>
Curricular Focus:	<p>Confidence: Practicing the steps of the I AM Noticed Cycle (Want-To, Positive I AMs, Noticing Goodness, Receiving Goodness, Rippling Goodness) throughout our daily activities. Being proud of yourself. Being a positive part of your culture.</p>
Supplies:	<p>Students will need a pencil (can use a different writing utensil if needed).</p>
Standards:	<p>Self-Management 9-12.IID.1.A Emotion Regulation -Identify when reactions are creating dysregulation/causing distress. 9-12.IID.1.B Coping Skills -Apply strategies to cope with difficult situations in the moment.</p> <p>Self-Awareness 9-12.IID.5.A Self-Acceptance -Engage in self-assessment to refine strengths and areas of growth. -Engage in self-assessment to evaluate congruence between values and actions. -Identify and/or practice ways to seek assistance in areas for growth. -Understand personal strengths and weaknesses and practice embracing both.</p>



**Facilitator
Directions:**

1. Defining Confidence, Arrogance & Self-Destruction -Ask students to share their definitions of each word. (You may want to capture their responses on the board.) You can use the examples below to get the conversation started:

Confidence - a feeling of self-assurance arising from one's appreciation of one's own abilities or qualities. Trusting yourself, being creative, being curious, knowing that you have what you need. It may sound like "I am enough."

Arrogant - having or revealing an **exaggerated** sense of one's own importance or abilities. It may sound like "I am better than you."

Self-Destructive - critical of oneself, negative feelings and perceptions. It may sound like "I am not enough."

2. Pencil Flip Activity (5 minutes)

- Instructions: Each student places a pencil on their open palm (palm up). The goal is to toss the pencil gently into the air and catch it with the same hand, now rotated palm down in a fist. (Be sure students spread out to complete this activity.)
- Challenge: Students have 1 minute to complete as many successful catches as they can. They should count and remember their total number of successful catches.

2. Group Discussion (7 minutes)

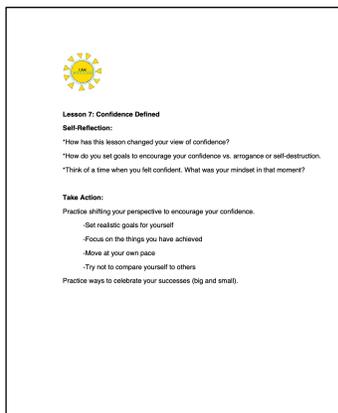
Ask students to consider these sentences, and share their insights:

- Confidence isn't about being the best, it's about doing your best.
- Comparing yourself to others can lead to self-destructive thoughts or arrogance.
- How did you feel during the activity? (confident, arrogant, or self-destructive) How do you feel now?



	<p>Ask students:</p> <ul style="list-style-type: none"> • If the goal was to have the most catches in the class, how confident would you feel? • If the goal was to get at least one successful catch, how confident would you feel? • What's the difference between these two goals? <p>Key Insight:</p> <ul style="list-style-type: none"> • Practicing positivity can help us to be &/or sustain our confidence. • Setting personal goals helps us focus on growth and effort, which builds lasting confidence. <p>4. Goal Setting: (5 minutes)</p> <ul style="list-style-type: none"> • Create a goal for yourself for this next week. • This goal should allow you to recognize your own effort, progress, and value. • Consider the qualities and characteristics that you know are true about you. Achieving your goals can help you feel more confident.
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Lesson 7 Support Materials (Student Reflection Worksheet)



Thank you again for taking the time to review this sampling from our 2025-26 Curriculum. These lessons have been loved and utilized by students and teachers alike. At the end of each school year lessons are reviewed based on feedback and adjusted, if necessary, by advisory boards made up of educators PreK-12 and secondary students.

