

COOL Club Curriculum



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Acknowledgements

Tracy School COOL Club History

The Ophelia Project® of Erie PA is very proud to share this curriculum developed by two Ophelia volunteers, Ellen Zimmer and Lora Caldwell. This curriculum was produced in order to support the character education program that was being conducted by the Tracy Elementary School in Erie, Pennsylvania. We would like to thank these energetic volunteers who have willingly devoted their time and talent to this club, as well as the administration and faculty of Tracy Elementary School. This club has been successful as a character building endeavor because of the passion shared by the parent volunteers in this club, as well as the administrative commitment to the reinforcement of positive character education for their students. What follows is a brief history of the Tracy Elementary COOL Club History.

In May 2000, the COOL Club (Character Object Oriented Lessons), a character-building program held after school was piloted at Tracy Elementary School by the Tracy Chapter of The Ophelia Project. The program was an overwhelming success and the following September, 78 students joined the Tracy COOL Club. The club met once a month with as many as 90 first through fifth grade students attending. The club was such a big success that the following school year (September 2001), the club was split into COOL Club Junior for first through third graders and COOL Club Senior for fourth and fifth graders. The club is still going strong!

The Tracy COOL Club uses object lessons, skits, crafts, and character-building qualities like respect, manners, honesty, friendship, cooperation, and more. Parent volunteers and high school students help during the club meetings and in preparation for the meetings. Monetary donations from Saint Paul's, Ophelia, PTA, parents, and others make the club possible. An exciting spin-off has been the interest from parents in other school districts who would like to start this program at their school.

Introduction

Mission Statement

The Ophelia Project® was founded as a catalyst for positive change in families, schools, and communities. The Ophelia Project® is committed to helping youth form healthy peer relationships while creating a safe social culture for all.

To create a culture that is safe, to encourage children to become healthy and confident requires accessing and developing materials from the best resources available. The Ophelia Project's mission statement and goals support building assets in youth, and school and community centered character education programs for all children.

COOL Club (COOL- Character Object Oriented Lesson) was designed as an after school club (though it can be incorporated into the school day) to reinforce a school or community's effort to build character in their children. This club creates a collaborative effort between parents, teachers or staff as caring adults and administrative support from a school or community center. Each set of lessons embraces the framework from Thomas Lickona's best-selling book: *Educating for Character: How Our Schools Can Teach Respect and Responsibility* and/or embraces the pillars of character as described by the Character Counts Coalition. These pillars include trustworthiness, respect, responsibility, fairness, caring and citizenship.

A groundbreaking education reform bill *No Child Left Behind Act of 2001* was signed into law on January 8th, 2002. This new law contains sweeping changes for the Elementary and Secondary Education Act. Character Education programs through schools and communities are now eligible to apply for grants under the NCLB Act. As recently as 2002, \$16.7 million dollars in character education grants were awarded to five states and 34 school districts to work with communities to help schools provide students with lesson plans to promote character education.

This curriculum for the COOL Club is our effort to advocate for children in a positive and uplifting character building framework. We endorse values of hard work and honesty, respect and responsibility. This program is designed for children in K-5th grade in either an after school program or to be used as part of the curriculum during the school day.

Facilitator Guidelines

COOL Club Goals

1. To provide a setting for children that promotes positive character education lessons.
2. To utilize an “object” to draw an association to pro-social character development for each child.
3. To create in each child a sense of achievement related to the weekly activity and object lesson.

Set Up Suggestions

The following is a list of suggestions, which may help you to setup the program and many of the logistical details in advance of the beginning of the program. The Ophelia Project® in Erie, PA has structured the COOL Club to be held in the school building. Please review the details for setup, and skip over any steps that would be unnecessary if you are working in a community setting.

COOL Club Initial Steps

- Determine potential leadership team: this would include paid staff or school officials.
- Discuss involvement level and responsibilities for school administration or resource center staff.
- Meet with team to construct an action plan or proposal for club to use as a presentation.
- Meet with school officials and school board or community center to establish possibilities for program.
- Consider all state mandated necessary background checks, which are required of anyone working with children.
- Discuss budgetary needs for supplies and food for each session.
- Consider fundraising if necessary to execute the club.
- Work with administrators on collective vision and goals for the COOL Club in their organization or school.
- Evaluate method of recruitment and training for facilitators.
- Determine method and type of facilitator orientation and follow-up meeting schedule.
- Discuss method of evaluation of program.

**COOL Club
Logistics**

- Once established and agreed upon the basic structure of club, discuss the following:
 - Meeting times and how many times per month.
 - Where would you meet-consider comfort, acoustics, table set ups, and movement needs of young children.
 - Total number of children facility could manage.
 - Number of children/adult facilitator.
 - Parental permission slips for each child (see sample permission slip).
 - Number of volunteers needed to run the weekly sessions.
 - Exact sign in/out procedures at the sessions for each child.
 - Meeting registration procedures.
 - Procedures for food purchases, and storage space for snacks.
 - Determine policy for attendance for each child: tardiness policy.
 - Consider development of behavior expectation list for your own facility and plan to execute.

**COOL Club
Recruitment**

- Consider and create action plan for various methods of recruitment of children for the COOL Club.
- These may include:
 - Notices sent home to all parents from the school or resource center (see sample parent letter).
 - School/community newspaper announcements.
 - Flyers/posters/banners distributed and posted in hallways.
 - Announcements over the PA system to the children (see sample announcement).
 - Local advertisement in newspaper or magazine.
 - Presentations at PTA or PTO meetings, or other parent forums to reach parents within a community.

**COOL Club
Meetings**

- See handout for facilitators as guidelines for weekly meetings.

Using This Curriculum

Lesson Component Outline

Each set of COOL Club lessons will include all or some of the details of the following outline:

- **We're Ready**
 - Title
 - Lesson Summary
 - Student Learning Objectives
 - Essential Question
- **We're Set**
 - Supplies for Students
 - Facilitator Preparation
- **Let's Go**
 - Large Group Lesson
 - Small Group Activities
 - Connection to Home
 - Handouts

COOL Club Lessons



Citizenship

Citizenship

Kindergarten

We're Ready!

Title	Be a Good Neighbor
Lesson Summary	This lesson will focus on defining the term citizen and identifying what a good citizen looks like.
Student Learning Objectives	Students will be able to define citizen and list behaviors that one would see in a good citizen. Caring behavior makes you a good citizen.
Essential Question	How can you be a good citizen?

We're Set!

Supplies for Students

Handout of a weekly calendar, 7 stickers / child

Facilitator Preparation

- Make copies of the *Connection to Home*
- Create or copy a one-week (Sunday-Saturday) calendar
- Magazine pictures of people being good citizens

Let's Go!

Large Group Lesson Procedure Grade K Citizenship

1. Read the essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of a response as they participate in today's activity.
2. Begin with a discussion on the meaning of citizen. Have you ever heard of the word citizen? Describe what citizenship is and the importance of being a good citizen.
3. Create a list of behaviors that would represent good citizenship. Symbols or pictures from magazines could be used in place of words if needed.
4. Following the small group activity, have students respond to the essential question.

Define the word, community: a community is a group of neighborhoods and the buildings, businesses, services that help the people survive.

Closure

Following the small group activity(s) regroup and reread the essential question. Allow students to respond.

Extension

Invite members of the police or firefighters to speak to the group about their role as community helpers.

**Small Group
Activity #1
Grade K Citizenship**

Citizenship Calendar

1. Distribute one weekly calendar per student. Allow time for the students to decorate the calendar. This will be their “Citizenship Calendar” and the stickers that will represent good deeds.
2. Explain that this will be their citizenship calendar and each day that they do something that exemplifies good citizenship they should place a sticker on that day. Each sticker represents good deeds.
3. Ask the students to bring the calendar back next week to share their deeds that will make them a better citizen.

Connection to Home

Grade K Citizenship

Theme	How can you be a good citizen?
Presentation	Today's lessons focused on defining the term citizen and identifying what a good citizen looks like. Students defined citizen and listed behaviors that one would see in a good citizen
Books to Read	<i>Good Citizenship Counts</i> by Linda Hagler <i>I am Patriotic</i> by Sarah L. Schuette <i>Everyone Makes a Difference: A Story about Community</i> by Cindy Leary, Peter Wilks (Illustrator)
Suggested Follow up	Look for examples of real people being good citizens. Play a variation of "I Spy" and have your son or daughter "spy" family members, neighbors, etc. being good citizens.

Citizenship

Grade 1

We're Ready!

Title	Welcome to the Neighborhood
Lesson Summary	During this lesson, students will have an opportunity to develop their own definition of community and what it means to be a member of a community. The mural drawing activity will allow students to express their knowledge in a creative way.
Student Learning Objectives	<p>The students will be able to:</p> <ol style="list-style-type: none">1. Create a definition of community.2. Describe what is found in a community.3. Gain an understanding of the things that you should do in a community.4. Draw a mural of a community.
Essential Question	What does a community look like?
<u>We're Set!</u>	
Supplies for Students	<ul style="list-style-type: none">▪ drawing paper▪ pencils, crayons or markers▪ one bean bag per child
Facilitator Preparation	<ul style="list-style-type: none">▪ Locate a sheet of chart paper and mural paper▪ Make copies of <i>Home Connection</i>

Let's Go!

Large Group Lesson Procedure Grade 1 Citizenship

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Distribute a sheet of drawing paper to each group. Ask the students to sketch objects that are in a neighborhood or are found in the area where they live.
 - Encourage them to think about the things they see on the way to school, or things that they do with their family.
3. Discuss the objects they have sketched.
 - What makes a neighborhood important?
 - Elicit the response, people.
 - Remind the group that without people, there would be no neighborhood.

Define the word, community: a community is a group of neighborhoods and the buildings, businesses, services that help the people survive.

Closure

Following the small group activity(s) regroup and reread the essential question. Allow students to respond.

Extension

Invite members of the police or firefighters to speak to the group about their role as community helpers.

**Small Group
Activity #1
Grade 1 Citizenship**

Frozen Bean Bag Game

1. Introduce the game “Frozen Beanbag.” The object of the game is for children to help each other out so everyone can keep moving as long as possible.
2. Distribute one beanbag to each child. Tell them they must now balance the beanbag on their head. Each player begins to walk around the designated playing area.
3. If the beanbag drops, they are frozen and may not move again until another player picks up the fallen beanbag and replaces it on his or her head.
4. If the helper’s beanbag should fall off, then she or he is frozen as well and needs to wait for help. Soon everyone will be frozen.
5. After everyone becomes frozen, have students express their thoughts and feeling about being frozen and being helped or not helped.
6. Explore what happened when no one was left to help.
 - What could be done then? Call in help from someone else?
 - Do we do this in a community? Help others? Call others to help?
 - Give examples. Red Cross, Firefighters

**Small Group
Activity #2
Grade 1 Citizenship**

Make Your Own Community

1. Display large pieces of mural paper and distribute markers or crayons.
2. Explain that they are going to create their own community.
3. Each small group will draw things that would be found in a typical community. Refer to the list created at the start of the session.

Connection to Home

Grade 1 Citizenship

Theme	Building Community
Presentation	During this lesson, Welcome to the Neighborhood, your child had an opportunity to develop their own definition of community and what it means to be a member of a community
Books to Read	<i>Teammates</i> by Peter Golenbock <i>Mufaro's Beautiful Daughter</i> by John Steptoe
Suggested Follow up	Ask your son or daughter what a community looks like. How can we as a family become more a part of the community?

Citizenship

Grade 2

We're Ready!

Title	This Land is Our Land
Lesson Summary	In this lesson, the students will learn the value of recycling and understand that it is an easy way for them to help save the environment in which they live.
Student Learning Objectives	<p>The students will be able to:</p> <ol style="list-style-type: none">1. Discuss that part of being a good citizen is to take care of our environment.2. Gain an understanding of why it is necessary to protect the environment.3. List ways to protect the environment.4. List reasons why people should recycle.
Essential Question	How can you save the Earth?
<u>We're Set!</u> Supplies for Students	<ul style="list-style-type: none">▪ objects that were taken from the trash and cleaned up a bit ex. milk cartons, pop bottle, Popsicle sticks, milk caps, lids to jars, packing peanuts▪ glue, tape, and crayons or markers
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Create posters with the planet Earth drawn in the center.▪ Locate a variety of things (or pictures of things) made from recycled material.▪ Obtain a local recycling bin.

Let's Go!

Large Group Lesson Procedure Grade 2 Citizenship

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Display a variety of things that have been made from recycled material.
3. Ask the group to figure out what they all have in common.
4. Lead the group into realizing that they are from something that was recycled.
5. Display the local recycling bin and ask the group who has ever seen this bin? Do they have one at their home? In school?
6. Define recycled: taking something and using it in a new way.
Ex. A milk carton becomes a planter, pretzel tins become a place to store our toys.
7. Ask the group:
 - What would we do with these items if we didn't recycle them?
 - Who knows where the trash goes when it leaves our home? The landfill.
 - What happens when the landfill fills up and there is no place left to put the trash?
 - Recycling saves the environment!
8. Discuss that part of being a good citizen is to take care of our environment, and recycling is one way to do that.

Closure

Following the small group activity(s) regroup and reread the essential question. Allow students time to respond.

Extension

Invite a member of the community to speak on the recycling program in the area. Ex. aluminum cans, cardboard, glass, etc.

**Small Group
Activity #1
Grade 2 Citizenship**

Save Our Earth Poster

1. How else can we take care of our planet Earth?
2. Discuss other ways to take care of our planet.
3. Place each new idea on a poster that has the planet Earth drawn in the center.

Ex. Don't litter, pollute, waste water, leave lights on when you don't need them, etc.

**Small Group
Activity #2
Grade 2 Citizenship**

Recycled Animal Creations

1. Student objects that were taken from the trash, cleaned up a bit and now they are ready to become something new. They may choose what to do, either “Peanut the Pooch” or “Recycled Annie”
2. To start, have the child draw either the shape of a dog or girl on a piece of cardboard or oak tag (make it large).
3. Then cut out the shape with scissors. Next apply several recycled items to finish the look:

Peanut the Pooch: Styrofoam packing shells or peanuts for fur, Popsicle sticks for legs, twist tie collar and milk cap ear.

Recycled Annie: Bottle cap for eyes, nose, earrings, cut rubber bands for a striped top, packing peanuts for hair and skirt

Connection to Home

Grade 2 Citizenship

Theme	Recycling
Presentation	During today's lesson, This Land is Our Land, your child had the opportunity to learn the value of recycling and understands that it is an easy way for them to help save the environment in which they live
Books to Read	<i>Recycle! : A Handbook for Kids</i> by Gail Gibbons <i>Where Does the Garbage Go?</i> by Paul Showers, Randy Chewning <i>Garbage and Recycling</i> by Rosie Harlow, Sally Morgan <i>The Great Trash Bash</i> by Loreen Leedy <i>Be a Friend to Trees</i> by Patricia Lauber, Holly Keller <i>Recycle That!</i> by Fay Robinson
Suggested Follow up	With your child, discuss that part of being a good citizen is to take care of our environment. Take time to look for ways to protect the environment, and talk about the reasons why people should recycle. Have your child become the family recycling coordinator and have them sort and prepare the family recyclables each week.

Citizenship

Grade 3

We're Ready!

Title

My Country 'Tis of The'

Lesson Summary

In this lesson, students will listen to and learn patriotic songs while gaining a sense of pride in our country.

Student Learning Objectives

The students will be able to:

1. Develop a sense of pride in our country.
 2. Sing or listen to the Star Spangled Banner and other patriotic songs.
 3. Express why they are proud to be an American.
-

Essential Question

Why are you proud to be an American?

We're Set!

Supplies for Students

- 17 by 5 1/2 inch. piece of white paper
 - a ruler
 - a pencil
 - red and blue markers
 - a pushpin
 - three plastic drinking straws
 - a paper fastener
 - tape
-

Facilitator Preparation

- Make copies of *Home Connection*
- Locate an American flag
- patriotic songs, or songs that evoke a sense of pride in being an American
- CD Player
- chart paper
- background information on the history of the flag and some basic flag handling
- words to simple patriotic songs, Yankee Doodle Dandy, This Land is My Land, etc.

LET'S GO!
Large Group
Lesson Procedure
Grade 3 Citizenship

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Say the Pledge of Allegiance.
3. Discuss the following:
 - When do you say the pledge" (in school usually)
 - Why do we say the pledge?" To remind us that we are citizens of a great country and that we will do all that we can to be good citizens.
 - What makes our country so special?
 - What do they like about our country? Write the responses on chart paper.
4. Now call attention to the flag and discuss its role: to remind us of our start, share some background on the flag.

**Small Group
Activity #1
Grade 3 Citizenship**

American Flag Fan

Our activity today is to create an American Flag Fan.

Directions on making the fan:

1. In the upper left-hand corner of the paper, measure and mark a rectangle that is 8 1/2 in. wide and 3 in. high.
2. Have each child draw stars within the rectangle and then color around them with blue marker.
3. Divide the rest of the paper into stripes and color every other one red.
4. Fold the paper accordion style.
5. Next, create a frame for the fan. Use the pushpin to poke a hole through each straw, 1 in. from the bottom. Then join the three straws with the paper fastener.
6. Finally spread apart the top of the straw frame, fit the flag onto the frame, and tape it in place.

Closure

End the session with singing several patriotic songs. When finished reread the essential question and ask students to respond.

Extension

Invite a community member from the American Legion or Boy Scouts to speak on proper flag handling.

Connection to Home

Grade 3 Citizenship

Theme	Patriotism
Presentation	In this lesson, My Country 'Tis of Thee, your child listened to and learn patriotic songs while gaining a sense of pride in their country.
Books to Read	<i>By Dawn's Early Light: The Story of the Star-Spangled Banner</i> by Steven Kroll, illustrated by Dan Andreasen <i>I Am American</i> by Charles R. Smith Jr. <i>My Country 'Tis of Thee</i> by Samuel Francis Smith
Suggested Follow up	As a family discuss why you are proud to be an American. Sing or listen to the Star Spangled Banner and other patriotic songs. Find ways to show your patriotism, i.e. fly and American flag.

Citizenship

Grade 4

We're Ready!

Title

Can I Help You?

Lesson Summary

Through the use of literature, students will be able to see the need for community members to help others.

Student Learning Objectives

The students will be able to:

1. Understand that being a part of a community means helping others in need.
 2. Identify community resources that help others.
 3. Compile facts on various community resources.
-

Essential Question

How can I help?

We're Set!

Supplies for Students

- drawing paper
 - crayons
-

Facilitator Preparation

- Make copies of *Home Connection*
- Locate a copy of *A Chair for My Mother* by Vera Williams

LET'S GO!

Large Group Lesson Procedure Grade4 Citizenship

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Ask the children if they have ever saved money for something special. Have a few children describe their experiences.
3. Explain that *A Chair for My Mother* tells the story of a family that works together to save for something.
4. Read *A Chair for My Mother* by Vera Williams
Summary- A young girl, her mother, and her grandmother save their money to buy a big, comfortable chair. They need a new chair because of a house fire which destroys their belongings. Finally, they have enough money.
5. After reading the story use the following questions for discussion:
 - How did the neighbors help the family?
 - What did the grandmother say about the neighbors? How were they kind?
 - What were some of the things the family did in the chair?

**Small Group
Activity #1
Grade 4 Citizenship**

I Have A \$100!

1. Complete “ I Have a Hundred Dollars!”
2. Begin by asking the group to imagine they had \$100 to give away. They may give it to any person, group, or organization.
3. Ask a few volunteers to explain their ideas.
4. Divide the group into cooperative groups of three or four and distribute paper and crayons. In the center of the paper, have them draw a \$100 bill.
5. Each child will then draw a picture to show how he or she would spend the money. The children should label their pictures, saying who receives the money and why.
6. A variation on this is to have the children make the decision as a group.
**This activity was taken from “Teaching Conflict Resolution Through Children’s Literature” by William J. Kreidler*
7. When finished, have each group send a speaker to the front of the room and share their ideas with the others.

Connection to Home

Grade 4 Citizenship

Theme	Helping Others
Presentation	During this lesson, Can I Help You?, your child learned that being a part of a community means helping others in need.
Books to Read	<i>Chicken Sunday</i> by Patricia Polacco <i>Pink and Say</i> by Patricia Polacco
Suggested Follow up	Take time to identify community resources that help others. Make donations to local charities. You may wish to have your child select some of their “gently used” toys or clothing to donate to an organization.

Citizenship

Grade 5

We're Ready!

Title

It is Better to Give than Receive

Lesson Summary

In this session, different civic and volunteer groups from the local area are invited to share their core beliefs with the students and offer suggestion for students to become volunteers.

Student Learning Objectives

The students will be able to:

1. explore different volunteering experiences
2. select a possible volunteering activity

Essential Question

How can I give back to my community?

We're Set!

Supplies for Students

- a pledge card
 - letter "V" cut from white paper
-

Facilitator Preparation

- Make copies of *Home Connection*
- Invite local civic and volunteer groups to come and set up a booth at a "volunteer fair". Set up tables for each group.
- Visit www.familyfun.com and do a search on **volunteer** to get ideas on how to do this project.

LET'S GO!

Large Group Lesson Procedure Grade 5 Citizenship

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Our volunteer fair: collect brochures and data on various groups, invite community members to represent or share ideas on how and where kids and their families can volunteer, ex. Second Harvest Food Bank, Gertrude Barber Center, Emmaus Soup Kitchen, Presque Isle clean up, Salvation Army
3. Students will be given time to visit each booth and ask questions. They should be thinking of how they might volunteer their time. What can they do to make a difference?

Closure

Finally, revisit the essential question and ask several students to respond.

Connection to Home

Grade 5 Citizenship

Theme	Volunteerism
Presentation	In this session, It is Better to Give than Receive, different civic and volunteer groups from the local area were invited to share their core beliefs with your child and offer suggestion for them to become volunteers.
Books to Read	<p><i>Make a Difference: America's Guide to Volunteering and Community Service</i> by Arthur I. Blaustein</p> <p><i>Chicken Soup for the Volunteer's Soul: Stories to Celebrate the Spirit of Courage, Caring and Community</i> by Jack Canfield, Mark Victor Hansen, Arline Oberst, John Boal, Tom Lagana, Laura Lagana, Arline McGraw Oberst, John T. Boal</p> <p><i>The Doer of Good Becomes Good: A Primer on Volunteerism</i> by Ronald W. Poplau</p> <p><i>When I Care About Others (The Way I Feel)</i> by Cornelia Maude Spelman, Kathy Parkinson</p> <p><i>Taste Berries for Teens #4 : Short Stories and Encouragement on Being Cool, Caring and Courageous</i> by Bettie Youngs, Jennifer Youngs</p> <p><i>May I Help You?: Kids Talk About Caring</i> by Pamela Hill Nettleton, Amy Bailey Muehlenhardt</p>
Suggested Follow up	As a family, discuss how you can give back to my community. Look for ways to volunteer in your own community, i.e. help a neighbor in need, complete random acts of kindness.

COOL Club Lessons



Respect

Respect

Grade K

We're Ready!

Title

Respect Yourself

Lesson Summary

This lesson will focus on the value of pride and how respect includes respect for self and others. The importance of pride in a community will also be explored. Pride means having self-respect, self-esteem, and respect for others.

Student Learning Objectives

The student will be able to describe talents or behaviors that bring respect to oneself.

Essential Question

What is something I do that makes others respect me?

We're Set!

Supplies for Students

- 5x7 index card or white card stock
- Crayons or markers

Facilitator Preparation

- Make copies of *Connection to Home*
- Print the letters P R I D E (one letter per sheet) on paper
- Non-toxic stamp pad (red), one per group
- Strips of paper, tape

Let's Go!

Large Group Lesson Procedure Grade K Respect

Lesson Procedure Large Group Grade K Respect:

1. Read the essential question to the group and remind students that the answer will be discussed at the end of the lesson. They should be thinking of the answer as they participate in today's activity.
2. Open discussion with the following questions:
 - What are some special talents you have? How do they make you feel?
 - How do you think Mom or Dad feels about you when you do something good?
 - Have you ever felt proud of your brothers or sisters for doing something special? What about another classmate?
3. Discuss the good feeling that respect brings you. When you are a part of a group, or you have finished a task or chore, you feel good or feel proud. Feeling proud goes along with being respectful and respected.
4. Display the letters P R I D E on the chalkboard or wall. Explain that these letters spell the word pride and each letter means something:
 - P - Positive Attitude
 - R- Respect
 - I - Improvement
 - D- Doing! (not watching)
 - E – Enthusiasm
5. Have the students share what they feel proud about. Write the ideas down on strips of paper and form a chain with the links. Display the paper chain in the classroom to show a sense of community/school pride.

Closure

Following the small group activity, ask students to respond to the essential question.

**Small Group
Activity #1
Grade K Respect**

Picture Of Respect

1. Pass out a 5x7 index card or white card stock to each student. Have the student press each of their index-finger into the ink pad. Then stamp a V-shaped heart onto the handout by joining two finger prints at the bottom. They may do this several times.
2. Use a marker or crayon to print the letters PRIDE.
3. Closing thoughts: Remind children that respect can take many forms. It can be as simple as holding a door open for someone, a special talent they might have (musical instrument, gymnastics, crafts), or something bigger like going into 1st grade. Remind them also that respect/pride starts within oneself and from that pride can be contagious..

Connection to Home

Grade K Respect

Theme

The value of pride.

Presentation

Today's lesson focused on the meaning of respect. Having a special talent, being kind to others, can all bring on respect. We especially stressed that pride is self-respect, feeling good about yourself, and respect for others. The students shared what they felt proud about. We wrote this down on strips of paper which formed a link chain with the all the classes. This helped show a sense of community/school pride.

P-Positive Attitude
R-Respect
I-Improvement
D-Doing!(not watching)
E-Enthusiasm

Books to Read

Amazing Grace by Mary Hoffman

Pride: A Level Three Reader (Wonder Books) by Katherine Kyle

The Rooster's Gift by Pam Conrad and Eric Beddows

I'm Terrific by Marjorie Weinman Sharmat and Kay Chorao

I Like Me! By Nancy Carlson

Suggested Follow up

Encourage discussion about respect around dinner time. Have your child help set or clean the table. Cook your own family recipe for respect.

Instant Respect Recipe

Oodles of respect

Bunches of kindness

Handfuls of helping and Loads of Honesty!!

Mix together, knead until firm commitment, then practice for 100years!!

Respect

Grade 1

We're Ready!

Title

Is That Respectful?

Lesson Summary

This lesson will focus on the value of respect and the importance of people respecting the feelings, beliefs, cultures, space, property, and rights of each other.

Student Learning Objectives

The student will be able to:

1. identify behaviors that are respectful or disrespectful.
2. locate pictures of people worthy of respect.
3. list examples of respectful behavior in their school.

Essential Question

How do I show respect to the people around me?

We're Set!

Supplies for Students

- Popsicle sticks
- Small paper plates
- Crayons, markers, or colored pencils
- Tape
- Newspapers or magazines
- Scissors
- Pipe cleaners

Facilitator Preparation

- Make copies of *Home Connection*
- Locate copies of *Arthur's Eyes* by Marc Brown

Let's Go!

Large Group Lesson Procedure Grade 1 Respect

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open the discussion with the following questions.
 - How would you feel if someone...
 - Called you a name?
 - Pushed you on the playground?
 - Broke your project you were making in art class?
 - Laughed at you when you fell down?
 - Made fun of you?
 - Would not share with you?
 - Blamed you for something you did not do?
3. Divide children into small groups. Pass out a small paper plate, Popsicle stick, and tape to each child. Have students draw a happy face on one side of the plate and sad face on the other side of the plate. Tape the Popsicle stick to one side of the plate so as to make a puppet.
4. Define respect with student input.
5. When puppets are complete, ask students to hold up the puppet's happy face to show a respectful action or a sad face to show a disrespectful action.
6. Statements:
 - You call someone a name.
 - You make noises during class time.
 - You interrupt your teacher when she is talking.
 - You make your friend a birthday card.
 - You cut in line.
 - You share your candy bar.
 - You help your mom with the dishes.
7. Engage the class in group discussion.
 - When you are with people at home or at school, do you want to see happy faces or sad faces on them? Why?
 - How can you get people to respect you and keep a smile on your face?
 - Can using good manners help you gain respect and help keep the people around you happy? How?

Closure

Ask students to respond to the essential question. Wrap up lesson with a picture journal or question.

**Small Group
Activity #1
Grade 1 Respect**

Picture Of Respect

4. Give each group newspapers or magazines.
5. Have the group find a picture of a person in the newspaper or magazine that they feel deserves our respect.
6. Each group should share the pictures with the large group and tell why that person deserves respect.

**Small Group
Activity #1
Grade 1 Respect**

Arthur's Eye

1. *Arthur's Eyes* by Marc Brown is a book that relates to respect and can be found in most school libraries.
2. Read story aloud to illustrate the idea of respect.
3. Discuss the story and how the children make Arthur feel by the way they showed him respect. Discuss how Arthur's glasses could also be called spectacles.
4. Explain how to make glasses out of pipe cleaners.
5. Conclude by commenting that we just made 'respect-acles' to remember to show respect, and we are going to see how well we notice respect.
6. Ask students to name examples of respectful behavior they saw that day.

Connection to Home

Grade 1 Respect

Theme	I am respectful to myself and others.
Presentation	Today we discussed respect. The students learned about ways to be respectful to other students and to adults. The object lesson focused around puppets showing happy and sad faces for respectful and disrespectful behaviors that we talked about. In conclusion, students were reminded that everyone deserves respect.
Books to Read	<i>Arthur's Eyes</i> by Marc Brown <i>Respect</i> by Lucia Raatma <i>Angles in the Forest</i> by Tim Moriarty <i>Manners Matter</i> by Norah Smaridge
Suggested Follow up	Remind your child often about the importance of being respectful. This means treating others as you would like to be treated. Talk about respect and how you can respect yourself, others and property. Make some family or classroom goals by finishing the following statements: We can respect ourselves by... We can respect others by... We can respect our home (or school) by...

Respect

Grade 2

We're Ready!

Title	Be a Good Friend: Be Respectful
Lesson Summary	This lesson will focus on learning about respect and how to be a good friend.
Student Learning Objectives	The students will be able to: <ol style="list-style-type: none">1. learn how to be a good friend.2. discuss what they can do to show respect to their friends.
Essential Question	How do I show respect to my friends?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Stapler▪ Paper▪ Crayons or markers▪ Paper chain links
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Make copies of song "Something for me, Something for you"▪ Cut strips of paper for chain

Let's Go!

Lesson Procedure Large Group Grade 2 Respect

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Arrange for students to present a skit on friendship. (See handout).
3. Pass out copies of words to "Something for Me, Something for You" (see handout). Listen and discuss words.
4. The students will discuss questions regarding friendship and respect.

Closure

Following the small group activity(s) ask students to respond to the essential question.

**Small Group
Activity #1
Grade 2 Respect**

Friendship Rap

1. Pass out 3 or 4 strips of paper to each child and then distribute markers.
2. Instruct them to create their own rhyme or rap about what friendship and respect would like on their school. Write the rhyme or rap on the paper strips.
3. Strips can then be decorated and stapled together.
4. Combine with other classes to hang in classroom or school hallway.

Handouts

Grade 2

SKIT 1

Narrator: There were three girls that were all best friends, *Molly*, *Sara*, and *Sue*. They were all playing outside at recess when the new girl named *Sally* came over.

Sally: (Shyly) Hi... Can I play with you?

Narrator: Molly doesn't want Sara and Sue to like Sally more than her, so she decides not to share her friends.

Molly: (whispering, but loud enough for Sally to hear) I don't want to play with Sally. Let's just the three of us play.

Sara: (whispering back to Sue and Molly) Yeah, we're best friends, so we'll only play with each other.

Sue: (looks at Molly and Sara, and says nothing so Sally walks away).

Narrator: Sue feels bad and she doesn't want Sally to feel left out. Sue says nothing because she wants to stay friends with Sara and Molly.

Facilitator: What could Sue do instead of leaving Sally out? Now we'll do the skit a second time, this time we'll change the ending so there is a better outcome.

Skit 1, continued

Narrator: There were three girls that were all best friends, *Molly*, *Sara*, and *Sue*. They were all playing outside at recess when the new girl named *Sally* came over.

Sally: (Shyly) Hi... Can I play with you?

Narrator: Molly doesn't want Sara and Sue to like Sally more than her, so she decides not to share her friends.

Molly: (whispering, but loud enough for Sally to hear) I don't want to play with Sally. Let's just the three of us play.

Sara: (whispering back to Sue and Molly) Yeah, we're best friends, so we'll only play with each other.

Sue: (getting up and walking over to Sally) I'll be your friend, let's go play.

SKIT 2: The Next Day

Narrator: Sue feels bad that she left Sally out yesterday, so she goes over to her when Sally is sitting on the bench.

Sue: (embarrassed) Hi, would you like to come over to my house after school today?

Sally: (excitedly) I would love to, I'm sure my mom would let me!

Narrator: A couple of hours later when school lets out, they go over to Sue's house. They are outside talking.

Sally: I really like Molly, Sara, and you.

Sue: Thanks, I am really sorry about yesterday. I didn't want to leave you out, but I didn't want Molly and Sara to be mad at me. I'm sorry we left you out.

Sally: That's okay, I'm used to it. My family moves a lot because of my dad's job. It is hard being the new girl all the time.

Sue: Well I hope you don't have to move again, at least not for awhile. I really want to be your friend.

Sally: Yeah, me too!

SKIT 3: Later that Week

Narrator: Molly, Sara, and Sue are talking at lunch.

Molly: (turns to Sue) Hey Sue, where were you after school Tuesday?

Sara: (to Sue) Yeah, Sally seems really boring and not very smart. I heard she doesn't like any of us.

Sue: (nodding her head yes, she says quietly) Yeah.

Narrator: Sue now sees that Sally heard their whole conversation and Sally thinks Sue doesn't really like her, but that is not true, Sue likes Sally.

Facilitator: What could Sue say or do to stand up for Sally? Now let's do the skit again with a different ending.

Narrator: Molly, Sara, and Sue are talking at lunch.

Molly: (turns to Sue) Hey Sue, where were you after school Tuesday?

Sara: (to Sue) Yeah, Sally seems really boring and not very smart. I heard she doesn't like any of us.

Sue: Well, Tuesday after school, Sally came over to my house and she is a really nice girl. You guys are wrong about Sally. She told me she really likes all of us and she wants to be our friend. Why can't she? (Sue sees Sally and runs over to her). Do you want to play at recess today?

Sally: Yeah! Maybe Molly and Sara will want to play hopscotch.

Something for Me, Something for You

SOMETHING FOR ME SOMETHING FOR YOU

words & music by J.D. STEELE,
LARRY LONG, BRIAN C. HERRON,
NATE UNDERWOOD

ox. 92

Chorus:

Some-thing for me, _____ some-thing for you, _____ you

show love for me, _____ I show love for you, _____ if we

take time to see _____ what this world could be _____ we could

live peace - ful - ly, _____ we all could be _____ free. _____

1. I'm the voice of the future
The next in charge
So this world's up to us to
Protect from harm
It's about love and peace and
Respecting each other
You shouldn't judge somebody
Just because of their color
Yo!
We're all a little different
Something unique
But these same differences

Make the world complete
Whether boy or girl -
Put-downs is wack!
We need to show each other
support
Instead of all that
Fightin' just ain't the answer
We need to talk
And get past all the hate
So we can see it resolved
And, adults, understand that
We learn from you

Everything in this world that
A person should do
Peace works for everybody
Meaning me and you
And we can make Dr. King's
Dream really come true
Take time, spread love
And believe in you
And together we can learn to
Put love to use

Chorus

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Connection to Home

Grade 2 Respect

Theme	Respect and friendship.
Presentation	Today we discussed how to respect your friends and how you can be a better friend. We made a paper chain to hang in the school hallway with words regarding respect and friendship on it!
Books to Read	<i>Miss Marbles's Marvelous Makeover : A Story About Respecting Others</i> by Sheila Walsh, Don Sullivan <i>Respecting Others</i> by Robin Nelson <i>Respecting Our Differences: A Guide to Getting Along in a Changing World</i> by Lynn Duvall
Suggested Follow up	Know your children's friends and parents. <ul style="list-style-type: none">▪ Visit the web site www.teachingtolerance.org click on respect.▪ Read the copy of the song your child received today and discuss the meaning of the song.▪ Share stories of your friends when you were your child's age.

Respect

Grade 3

We're Ready!

Title	Rule Your Actions
Lesson Summary	This lesson will focus on the understanding that we will all have choices and how we can react towards others.
Student Learning Objectives	Students will be able to: <ul style="list-style-type: none">▪ Understand their responsibility for making respectful decisions.
Essential Question	How can you be responsible for respectful actions?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Poster Paper▪ Markers, pens or pencils▪ Scissors▪ Handout of a 12 inch ruler
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Make copies of a 12 inch ruler

Let's Go!

Large Group Lesson Procedure Grade 3 Respect

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Discuss the word respect. What does it mean to each student? Give examples of respectful and non-respectful behavior and choices.
3. Teacher will open discussion with the following questions:
 - When someone says something mean about you, can you...
 - Tell the person they are mistaken or that what they are saying is hurtful?
 - Say something meaner back to them?
 - Someone tries to pick a fight with you or your friend, can you...?
 - Walk away, ignore the behavior, or tell an adult?
 - Throw a punch?
 - You are angry with your parents/siblings, can you...
 - Try to calmly tell them why you are so upset and decide how you can deal with it?
 - Destroy or throw something?

Closure

Following the small group activity(s) ask students to respond to the essential question.

**Small Group
Activity #1
Grade 3 Respect**

“Ruling” My Actions

1. Distribute a copy of a 12-inch ruler.
2. Students will cut out ruler and write the words, “I rule my actions respectfully” across the ruler.
3. The ruler can be decorated with stickers and markers.

**Small Group
Activity #2
Grade 3 Respect**

Respectful Words

1. Distribute poster paper to students and instruct them to write the word “respect” in large bold letters in the middle of the paper.
2. Write down other respectful words around the word respect.
3. Hang posters in hallway, under the heading: Respect Every Single Person!

Connection to Home

Grade 3 Respect

Theme	Rule your actions with respectable behaviors.
Presentation	Today we discussed respect, we also discussed disrespectful behaviors and what that means to students. We made rulers from construction paper with the theme “I rule my actions respectfully.” Respect posters were made to hang in school hallways.
Suggested Reading	<i>Miss Marbles’s Marvelous Makeover : A Story About Respecting Others</i> by Sheila Walsh, Don Sullivan <i>Respecting Others</i> by Robin Nelson <i>Respecting Our Differences: A Guide to Getting Along in a Changing World</i> by Lynn Duvall
Suggested Follow up	Discuss what respect means to your family and ways you can show more respect to each other. <ul style="list-style-type: none">▪ How do you feel when you act disrespectfully to others?▪ How do you feel when you are treated with respect?▪ Write out a list of things to work on to show respect to others.▪ Visit your local library to research books dealing with respect.

Respect

Grade 4

We're Ready!

Title

Respect! What's your bag?

Lesson Summary

This lesson will focus on the value of having respect. Students will explore their own thoughts and ideas on this topic.

Student Learning Objectives

Students will explore respect.

Essential Question

What does respect mean to you?

We're Set!

Supplies for Students

- Brown lunch bags
 - Balloons/2 per student
 - Pens and pencils
 - Magic markers
 - Paper
 - Stamps or stickers to decorate bags
-

Facilitator Preparation

- Make copies of *Home Connection*

Let's Go!

Large Group Lesson Procedure Grade 4 Respect

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open discussion with the following question: What does respect mean to you?
3. Give examples of where and when you have seen respectful behaviors.
4. Pass out 2 balloons and markers to each student. Instruct the students to blow up and tie the balloon. Use a marker to write on the balloon something someone has done to you that you feel was disrespectful or hurtful. On the other balloon write down something you have done that was disrespectful or hurtful to someone else.
5. Next, students stand up and step on their balloon to pop it.
6. Facilitator talks about releasing their disrespectful feelings and starting fresh with a new respectful outlook.

Closure

After the small group activity(s) have students respond to the essential question.

**Small Group
Activity #1
Grade 4 Respect**

Respect is My Bag

1. Pass out decorating supplies (stickers, etc) and bags. Allow students a few minutes to decorate the outside of their bags.
2. Discuss what does the word respect means to them. Example: "I can respect my mom by helping with dinner."
3. Distribute small slips of paper, have students write down as many ideas or ways they could show respect to themselves and others.
4. Papers are then placed inside the bag to take home.
5. Make the suggestion that they share this bag with their family and each day pull out a paper that the whole family could focus on.
6. Any student who would like to read something out of their bag is now given the opportunity.
7. Students are encouraged to jot thoughts down on paper or write a poem or story about respect. Does anyone want to share their thoughts?

Connection to Home

Grade 4 Respect

Theme	What's your bag? Respect!
Presentation	<p>Today we discussed respect. The object lesson helped each student discover ways they can be more respectful and what respect means to them. They decorated "respect bags" and placed respectful behaviors inside the bag. We encourage students to share these bags with family and pick a daily slip that can focus on each day. Other family members could also add to the bag.</p>
Suggested Reading	<p><i>Miss Marbles's Marvelous Makeover : A Story About Respecting Others</i> by Sheila Walsh, Don Sullivan</p> <p><i>Respecting Others</i> by Robin Nelson</p> <p><i>Respecting Our Differences: A Guide to Getting Along in a Changing World</i> by Lynn Duvall</p>
Suggested Follow up	<p>Visit these web sites dealing with the topic of respect.</p> <ul style="list-style-type: none">▪ http://www.charactercounts.com▪ http://info.csd.org

Respect

Grade 5

We're Ready!

Title	Respecting Yourself and Your Friends
Lesson Summary	This lesson will focus on relational aggression, friendships that are respectful and those that are not.
Student Learning Objectives	Students will explore and define relational aggression.
Essential Question	How can you help to create and maintain friendships without RA?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Journals or notebooks▪ Markers, pens or pencils▪ Decorations for journals...stickers, glitter, etc.
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>

Let's Go!

Large Group Lesson Procedure Grade 5 Respect

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Ask for volunteers to prepare short skits to perform for the group. Distribute the following scenarios to the volunteers and allow them a few minutes to prepare.

SCENARIOS...

Spreading a rumor:

Chantelle had been friends with Sophia since they were in first grade. Now it is the beginning of fourth grade and Chantelle is doing very well at math while Sophia is struggling. Sophia tells the other kids that the only reason she is doing so well is that she is cheating. Sophia tells everyone she has seen her look off of other people's paper. Chantelle has never cheated and she doesn't understand why all the kids make faces at her and turn away when she asks them a question.

Excluding a person because of their appearance:

There are a group of kids who always play basketball during recess. They won't let Andy play with them because he doesn't have the right sneakers. He buys his sneakers at the local discount store instead of the favorite shoe store in the mall.

Instant Messaging false information about someone:

When Sara and Carlos get home from school they immediately get on line and begin to IM their friends about what Brittany did during art class that day. To make it more interesting they lie and exaggerate the truth and turn it into something worse than it was.

Forming a club for kids who wear particular clothes:

There are seven girls who have decided to wear jeans every Monday and skirts every Wednesday, Friday is matching t-shirt day. They made a pact not to tell anyone else, it will be their secret and they even decide to keep it from one of their friends who did something they didn't like.

Using a girl as a pawn in a relationship to get someone to reject another person:

Marcy has always been friends with Cynthia and they did everything together. One day, Cynthia went to the mall shopping with Jade instead of Marcy. The next day at school, Marcy started to pretend that she wanted to be friends with Patty, she made plans to do things with Patty only to make Cynthia mad and jealous. Patty was all excited to be friends with Marcy, she was popular and now Patty would be too.

Inviting all the girls but one to an event, then calling her to laugh about her being home:

It is Whitney's birthday and she invites everyone in her class to her pool party except Janice. The day of the party Whitney calls Janice and has everyone at the party yell "Sorry you couldn't be here!" into the phone. Everyone laughs and Janice drops the phone and starts to cry.

3. Explain the roles people play when using relational aggression: the victim, the aggressor, and the kids in the middle. Allow students time to ask questions..

Closure

Following small group activity(s), have students respond to the essential question.

**Small Group
Activity #1
Grade 5 Respect**

Friendship Journal

1. Pass out journals and pencils or pens.
2. Ask the students to respond to two or more of the following questions:
 - What do you look for in a friend?
 - When is a friend not a friend?
 - What kind of a friend are you?
 - How could you show more respect to other students/friends?
 - What is the meanest thing you've ever done to a friend?
 - What is the best thing you've done?
 - What is the nicest thing a friend has done for you?
3. Pass out decorations for journal cover and give students time to decorate it.

Connection to Home

Grade 5 Respect

Theme	Respect yourself and your friends.
Presentation	Today we discussed treating friends with respect. We also discussed a definition of relational aggression, which is using your relationship with someone to purposely harm others.
Suggested Reading	<i>Queen Bees and Wanna Be's</i> by Rachael Wiseman <i>Odd Girl Out</i> by Rachel Simmons <i>Cliques, Phonies and Other Baloney</i> by Trevor Romain <i>Girl Wars</i> by local author Dr. Charisse Nixon and Cheryl Dellasega
Suggested Follow up	Visit www.opheliaproject.org to learn more about relational aggression and local activities.

COOL Club Lessons



Responsibility

Responsibility

Grade K

We're Ready!

Title Take Care and Share

Lesson Summary Students will demonstrate that they are responsible by taking turns blowing bubbles and passing bubbles on when their turn is over. Through teamwork the students will demonstrate responsibility.

Student Learning Objectives Students will practice sharing and working as a team to show responsibility.

Essential Question How are you responsible?

We're Set!

Supplies for Students

- Small bottle of bubbles
- Party noisemaker (optional)

Facilitator Preparation

- Make copies of Connection to Home
- Print labels that say "I am Responsible"
- Place labels on each bottle of bubbles

Let's Go!

Large Group Lesson Procedure Grade K Responsibility

5. Read the essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of a response as they participate in today's activity.
6. Open discussion with the following questions: What are things you are expected to do at school? How many of you have things you must do before you come to school? The things we are asked to do, or expected to do are called "responsibilities". What are a few ways you show that you are a responsible person?"
7. For today's activity we are going to have fun blowing bubbles. When you are using bubbles, how can you show you are responsible? What are you expected to do when you blow bubbles? Elicit the response that they should be careful not to spill the bubbles and to quickly pass the bubbles on to the next person when asked.

Closure

Following the small group activity, have students respond to the essential question.

**Small Group
Activity #1
Grade K
Responsibility**

I Am Responsible

1. Pass out 1 large bottle of bubbles per facilitator. The facilitator starts by blowing bubbles, after a moment she passes bubbles onto the child on her right. That child spends a moment blowing bubbles and passes to her right as soon as facilitator says to...bubbles go around the group class.
2. When everyone has had a turn they are complimented on how responsible they were to pass the bubbles as directed and share then with the whole group.

Note: to add a twist and a little excitement all kids can be given a party noisemaker to pop each set of bubbles with them. This can get a little wild, but is great fun for the students. So as not to cause an accident, they will need to be responsible when popping the bubbles,

Closing statements: Today's lesson was a fun way to help you remember to be a responsible person. Each student is given a small bottle of bubbles to take home. "I am Responsible" labels (pre made on a computer) can be attached to each bottle.

Connection to Home

Grade K Responsibility

Theme	Be Responsible: Take Care and Share
Presentation	Students demonstrated that they were responsible by taking turns blowing bubbles and passing bubbles on when their turn was over. Through teamwork the students showed responsibility.
Suggested Reading	<i>Responsibility: Annie Shows Off! (Adventures from the Book of Virtues)</i> by Shelagh Canning, Davis Henry (Illustrator) <i>Taking Care of Mango: A Story About Responsibility (Hero Club Character)</i> by Cindy Leaney, Peter Wilks (Illustrator) <i>William and the Guinea Pig: A Book About Responsibility (Making Good Choices)</i> by Gill Rose, Tim Archbold (Illustrator)
Suggested Follow up	Create a list of responsibilities that your son or daughter has. Keep track of how responsible they are by placing a check or sticker next to each responsibility that they accept.

Responsibility

Grade 1

We're Ready!

Title	Be Responsible.
Lesson Summary	This lesson will focus on the meaning of responsibility and what it means to be a responsible person.
Student Learning Objectives	Students will learn what it is to show responsibility. Students will learn what can prevent someone from being responsible.
Essential Question	What do I do that shows I am responsible?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Plain white paper▪ Markers or crayons
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of Home <i>Connection</i>▪ Write the heading "It's My Job" on paper, one for each student.

Let's Go!

Large Group Lesson Procedure Grade 1 Responsibility

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Start with a discussion of the meaning of "responsibility".
 - Responsibility is being dependable (you say you are going to do something and you do it) and accountable for your words and actions.
 - Responsibility is doing your best and never blaming others for your mistakes.
3. Being responsible means that you are the one who makes sure the job gets done correctly and on time.

Closure

Following the small group activity(s), have the students respond to the essential question.

**Small Group
Activity #1
Grade 1
Responsibility**

It's My Job

3. Ask the small groups to describe the jobs they may have. Focus on the “jobs” they have to be responsible for themselves, like brushing teeth, going to school, cleaning room, etc.
4. Pass out the sheets of paper with “It’s My Job” written at the top. Ask each child to draw him/herself doing an important job.
5. When everyone is done drawing, ask each student to share the drawing with their group.

**Small Group
Activity #2
Grade 1
Responsibility**

Healthy Choices

1. Talk with the children about taking responsibility for their health. Have them share with the group examples of things that they can do to take responsibility for their health.
2. Pass out the paper and crayons and have them draw a picture of themselves taking healthy responsibility.
3. Share each drawing with the group (examples: teeth brushing, hand washing, eating fruit and exercise).

Connection to Home

Grade 1 Responsibility

Theme	Be Responsible
Presentation	<p>Today we discussed responsibility. The meeting began with a discussion of jobs that each individual child is responsible for completing on a regular basis (like going to school, cleaning their room, etc.) and then they drew a picture of themselves doing an important job. They shared their picture with the class leading to a discussion of how they could each share in the responsibility of keeping their body healthy. They could add to their drawing a picture of themselves demonstrating such habits as exercising, brushing their teeth, or washing their hands. Then we talked about NOT being responsible and brainstormed ways we make excuses to act in irresponsible ways.</p>
Suggested Reading	<p><i>10-Minute Life Lessons for Kids : 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values</i> by Jamie C. Miller</p> <p><i>If You Had to Choose, What Would You Do?</i> by Sandra McLeod Humphrey, Brian Strassburg</p> <p><i>Books That Build Character : A Guide to Teaching Your Child Moral Values Through Stories</i> by William Kilpatrick</p> <p><i>Why Johnny Can't Tell Right From Wrong: And What We Can Do About It</i> by William Kilpatrick</p> <p><i>It's Not My Fault</i> (Picture Books) by Nancy Carlson</p>
Suggested Follow up	<p>Discuss with your child the importance of being a responsible person. Ask them what they do to show they are a responsible member of their family, household, or school community. How can they do a better job of being responsible?</p>

Responsibility

Grade 2

We're Ready!

Title	I'm Dependable
Lesson Summary	This lesson will focus on the meaning of responsibility and what it means to be a responsible person.
Student Learning Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none">▪ learn about being dependable and accountable for words and actions.▪ recognize the value of doing ones best and not blaming others for your mistakes.
Essential Question	How do you show responsible behavior?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Small paper plates▪ Markers▪ Glitter▪ Glue Sticks
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Cut 4 triangles to be used to make a paper plate star

Let's Go!

Large Group Lesson Procedure Grade 2 Responsibility

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Start with a discussion of "responsibility".
 - When you show that you are dependable, when you keep your word, you show responsibility.
 - When you do a good job and finish on time, you are showing responsibility.
 - When you try your best and work hard to do what you are supposed to do, you show responsibility.

Closure

Following the small group activity(s), have student's respond to the essential question.

**Small Group
Activity #1
Grade 2
Responsibility**

Responsibility Star

1. Working in a small group, provide each child with a small paper plate. Instruct each child to write the words, "I am Responsible!" in the center of each plate.
2. Distribute 4 triangles per student. On each triangle, have the child write something for which s/he is responsible (examples: picking up toys, feeding pets, cleaning room, turning in homework).
3. When all the children have written some thing on each triangle, have them glue the triangles to the paper plate to make a star. They can then decorate it with markers and glitter.
4. Have each child share their completed star with the other children in the group.
5. Instruct them to take the star home and post it where they can see it and follow through on their responsibilities.

**Small Group
Activity #2
Grade 2
Responsibility**

Thumbs Up, Thumbs Down

1. Read each sentence aloud. Ask each student to respond with a “thumbs up” or “thumbs down” to indicate whether responsibility is being shown. Discuss the children’s answers. Ask them to describe the opposite behavior.
 - Mary picked up her toys when she was finished playing with them. Her mother needed to remind her to pick up the toys a few times.
 - Jordan helped his Dad fix dinner.
 - Lee did not feed his dog because he needed to play with friends.
 - Tara makes her bed as soon as she gets up in the morning.
 - Robert brushes his teeth only after his mother tells him to brush.
 - Paul took the trash to the curb without being asked because that is his job.
 - Mark missed the school bus because he was looking for his backpack.
 - Kim left her homework at home.
 - Sue returned the book she borrowed to the library on time.

Connection to Home

Grade 2 Responsibility

Theme	Be Responsible
Presentation	<p>Today we discussed responsibility and being dependable. The meeting began with a discussion of how children can be responsible and dependable (ex. keeping their word, and doing a good job). They then broke into small groups and made a “responsibility star” out of paper plates with the words “I am Responsible!” in the center of the plate. Then, by gluing triangles with examples of things they are responsible for (ex. feeding pets, homework, or cleaning their room) on the outside of the plate, they made a star. The stars were shared with the group and brought home for reference by the child. As a conclusion to the lesson, the students played “thumbs up, thumbs down” by giving the appropriate gestures to scenarios of responsible and irresponsible behaviors.</p>
Suggested Reading	<p><i>10-Minute Life Lessons for Kids : 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values</i> by Jamie C. Miller</p> <p><i>If You Had to Choose, What Would You Do?</i> by Sandra McLeod Humphrey, Brian Strassburg</p> <p><i>Books That Build Character : A Guide to Teaching Your Child Moral Values Through Stories</i> by William Kilpatrick</p> <p><i>Why Johnny Can’t Tell Right From Wrong: And What We Can Do About It</i> by William Kilpatrick</p> <p><i>It's Not My Fault</i> (Picture Books) by Nancy Carlson</p>
Suggested Follow up	<p>Discuss with your child the importance of being a responsible person. Ask them what they do to show they are a responsible member of their family, household, or school community. How can they do a better job of being responsible? How can they show responsible behavior?</p>

Responsibility

Grade 3

We're Ready!

Title	Self-Discipline
Lesson Summary	This lesson will focus on self-discipline and how it is the basis of responsibility.
Student Learning Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none">▪ Learn that self-discipline means taking responsibility for themselves.▪ Make choices that show they can be responsible for their thoughts and actions.▪ Do the right thing, even when no one watching.
Essential Question	How do I show self-discipline?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ White paper▪ Crayons or markers▪ Small hand held mirrors, one/student
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Locate, small hand mirrors or several larger mirrors.

Let's Go!
Large Group
Lesson Procedure
Grade 3
Responsibility

1. Read the essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activities.
2. Start with a discussion of self-discipline.
 - Discuss the meaning of the word self-discipline.
 - Self control over your thoughts and actions
 - Can someone else be self-disciplined for you?
 - What are some of your choices that show self-discipline? (Healthy eating, keeping promises, doing what is right even when no one is watching, controlling your temper.)

Closure

Following the small group activity(s), have students respond to the essential question.

**Small Group
Activity #1
Grade 3
Responsibility**

Self-Portrait

1. Provide each student with a small hand mirror. If this is not possible, use one large mirror.
2. Have each student look at him/her self in the mirror and draw a self-portrait.
3. Have them hang pictures at home where they can see it and be reminded that they are the only ones that can be responsible for their own self-control.

**Small Group
Activity #2
Grade 3
Responsibility**

Self-Discipline Scenarios

1. Read the following situations to the group and have the students respond to the situation showing self-discipline. Then complete the activity again this time showing little or no self-discipline.
2. After you finish the sample situations, ask each student to share a personal example of self-discipline with the small group.

Not Enough Time

Randy is busy finishing his homework. He has an important assignment due tomorrow. Sam calls while Randy is working and tells him that all the guys are getting together to play ball in a few minutes and he has to join them. What does he do?

Healthy Habits

Joanna has just brushed her teeth and is getting ready for bed. When she goes back to the kitchen to get a glass of water, she sees M&Ms on the counter. She is not really hungry and she has just brushed her teeth but the candy looks really good. What does she do?

Slow to Anger

Mary had been looking for her purse with her money for almost an hour. She was getting more and more frustrated when she saw her little brother walk by her room with a new toy he had just bought. What does she do?

Connection to Home

Grade 3 Responsibility

Theme	Self Discipline
Presentation	<p>Today we discussed responsibility and self-discipline. The meeting began with a discussion of what self-discipline is; self control over your thoughts and actions. Specific examples were given (such as, healthy eating, keeping promises, doing what is right even when no one is looking and controlling tempers). Then each student was asked to look into a mirror and draw a self- portrait. This picture was to be taken home to remind the students that they are responsible for their own self-control. In conclusion, self-discipline scenarios were read to the group and discussions took place about them. Then personal scenarios were shared by the students.</p>
Suggested Reading	<p><i>10-Minute Life Lessons for Kids : 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values</i> by Jamie C. Miller</p> <p><i>If You Had to Choose, What Would You Do?</i> by Sandra McLeod Humphrey, Brian Strassburg</p> <p><i>Books That Build Character : A Guide to Teaching Your Child Moral Values Through Stories</i> by William Kilpatrick</p> <p><i>Why Johnny Can't Tell Right From Wrong: And What We Can Do About It</i> by William Kilpatrick</p> <p><i>It's Not My Fault</i> (Picture Books) by Nancy Carlson</p>
Suggested Follow up	<p>Discuss with your child the importance of being a responsible person. How can one strengthen their self-discipline?</p>

Responsibility

Grade 4

We're Ready!

Title Plan to be Disciplined

Lesson Summary This lesson will focus on a greater understanding of self-discipline and how to strengthen it.

Student Learning Objectives The students will be able to:

- Define self-discipline
- Focus on strengthening their own self-discipline capabilities.

Essential Question How do I strengthen my self-discipline?

We're Set!

Supplies for Students

- Large chart paper, one/small group
- Markers or crayons, pencils
- Writing paper
- Index card

Facilitator Preparation

- Make copies of *Home Connection*
- Write the following situations on the note cards and then place them in jars, one jar for each small group.
 1. *John whistles while he works in class. Mary can hear it and becomes distracted.*
 2. *Polly asks a classmate for answers during a test.*
 3. *Andrew falls asleep at his desk and Sue watches and laughs.*
 4. *Lisa interrupts another student while he answers a question.*
 5. *Amy runs to get to the front of the line.*
- Chart paper with the following written on it: Announcement: I am looking for a person to participate in a two-week study on health, and who can carefully follow instructions. You will be responsible for taking your heart rate three times/day. You will do the study alone, without help from an adult. At the end of the study, all participates who work accurately, will receive \$1,000.!

Let's Go!
Large Group
Lesson Procedure
Grade 4
Responsibility

1. Read the essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activities.
2. Begin with a discussion of self-discipline.
 - What is self-discipline? Doing what you know is right, responding in the proper or correct way in any given situation.
 - How does the self-disciplined person "change" when no one is watching?
 - What does self-discipline have to do with making choices?
 - How does self-discipline relate to taking responsibilities for you own words and actions?
 - How does self-discipline relate to how you treat others.

Closure

Following the small group activity(s), have students respond to the essential question.

**Small Group
Activity #1
Grade 4
Responsibility**

Looking for One Good Person!

1. Pass out the writing paper and pencils.
2. Ask each student to respond to the announcement regarding the two-week study explaining why s/he is a good candidate for this position.
3. When the students are done, have them share what they wrote with another student or the large group.
4. Ask the group to describe a person who would not be good for this position.

**Small Group
Activity #2
Grade 4
Responsibility**

Role Playing

1. Have pairs of students pick two cards from the jar and discuss how they will act out their role-play.
2. When ready, have each pair act out the scene for the small group. As they act out, ask the small group to suggest ways that more self-discipline could be shown.

Situations:

- John whistles while he works in class. Mary can hear it and becomes distracted.
- Polly asks a classmate for answers during a test.
- Andrew falls asleep at his desk and Sue watches and laughs.
- Lisa interrupts another student while he answers a question.
- Amy runs to get to the front of the line.
- Bart arrives late at school and interrupts the class getting to his desk.
- Sam is in a bad mood and taps his book with his pencil.

**Small Group
Activity #3
Grade 4
Responsibility**

Self Discipline Plan

1. Write the plan found below on the back of the chart paper used in the first activity.
2. Display the plan for each small group.
3. Discuss how this plan could be applied to the above role plays you just completed:
 - **STOP.** Realize you have a choice to make.
 - **THINK.** Think through what might happen as a result
 - **LISTEN.** Listen to your thoughts and feelings about the choices
 - **TRUST.** Trust yourself to do the right thing.
 - **ACT.** Make the decision and act accordingly

Connection to Home

Grade 4 Responsibility

Theme	Plan to be Disciplined
Presentation	<p>Today we discussed responsibility, self-discipline, and how to strengthen one's self-discipline. The lesson began with a general discussion of what self-discipline is (ex. doing what you know is right). Then they began the activity "Looking for one good person!" Each student was asked to respond to the announcement looking for a person to participate in a two-week study on health (one who is responsible and can explicitly follow structured instructions). They shared their thoughts of who a "good person" would be for the study and the kind of person who would not fit this description. Then pairs of students picked cards from a discussion jar with specific scenarios (role plays) and then asked to provide suggestions as to how better self-discipline could have been used by the example people in the situations. Then a STOP, THINK, LISTEN, TRUST, ACT plan was discussed for better self-discipline.</p>
Suggested Reading	<p><i>10-Minute Life Lessons for Kids : 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values</i> by Jamie C. Miller</p> <p><i>If You Had to Choose, What Would You Do?</i> by Sandra McLeod Humphrey, Brian Strassburg</p> <p><i>Books That Build Character : A Guide to Teaching Your Child Moral Values Through Stories</i> by William Kilpatrick</p> <p><i>Why Johnny Can't Tell Right From Wrong: And What We Can Do About It</i> by William Kilpatrick</p> <p><i>It's Not My Fault</i> (Picture Books) by Nancy Carlson</p>
Suggested Follow up	<p>Discuss with your child the importance of being a responsible person. How can they strengthen their own self-discipline within their family, school, and community obligations?</p>

Responsibility

Grade 5

We're Ready!

Title

Stick With It!

Lesson Summary

This lesson will focus on responsibility with an emphasis on perseverance.

Student Learning Objectives

The students will be able to demonstrate what it means to persevere.

Essential Question

Should you give up?

We're Set!

Supplies for Students

- Tanagram puzzle pieces
- Writing paper and pencil

Facilitator Preparation

- Make copies of *Home Connection*
- Copy the Tanagram handout and cut apart each puzzle, place the pieces in an envelope.
- Locate a small jigsaw puzzle for each group to complete.
- Remove a couple of pieces from each puzzle and insert them into another puzzle.

Let's Go!
Large Group
Lesson Procedure
Grade 5
Responsibility

1. Read the essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activities.
2. Share a story with the group about a time when you were frustrated and wanted to give up, but didn't. Have the students share their stories of a situation when they wanted to give up, but didn't.
3. Define perseverance as stick-to-it-ness.
4. Give examples of times when it would be easy to quit, but to quit would be the irresponsible way out.
 - You're on a team and you don't like to practice, so you quit.
 - Your homework problems are taking too much time and your favorite TV show is starting, so you quit.
 - You are working on a special painting in art. Your art teacher suggests that you stay after school to put the finishing touches on it, but you'd rather go home and leave it as it is.
 - You got a "D" in math class and your school is offering summer math help, but you rather play with your friends.
5. Discuss why perseverance is necessary to be responsible.

Closure

Following the small group activity(s), have students respond to the essential question.

**Small Group
Activity #1
Grade 5
Responsibility**

Tanagram Challenge

1. Pass out Tanagram puzzle pieces and challenge them to make a square using all of the pieces.
2. Discuss how it feels when they get stuck, how can you overcome a tough spot? What should you do? Write their response on paper.
3. When the students are done, have them share their feelings of being frustrated and what they might do overcome this.

**Small Group
Activity #2
Grade 5
Responsibility**

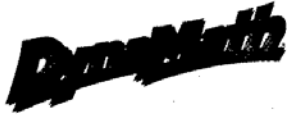
Puzzled

1. Distribute a small jigsaw puzzle to the group and allow adequate time for the students to complete it.
 - NOTE: A couple of the pieces have been removed and put in another puzzle at another table. The students will not be able to finish the puzzle without the help of the others.
2. Observe the group as they realize they are missing pieces.
3. As students realize they are missing pieces to the puzzle then suggest they observe the other groups. What should they do to try and finish the entire puzzle?

Handouts

Grade 5

Tanagram Puzzle



Geometry

Tinker With TANGRAMS!

Have fun piecing together this centuries-old geometric puzzle!

Calling all puzzle lovers! Get out your scissors (carefully) and your geometric skills—it's time for some tangrams! A tangram is a seven-piece puzzle made up of five triangles, a parallelogram, and a square. The puzzle was created centuries ago in China.

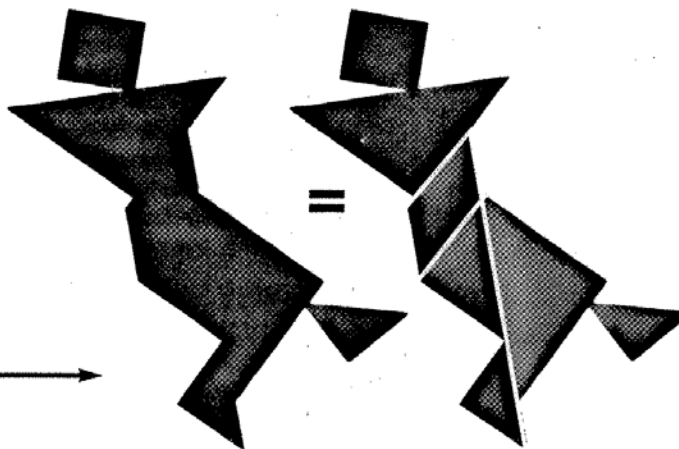
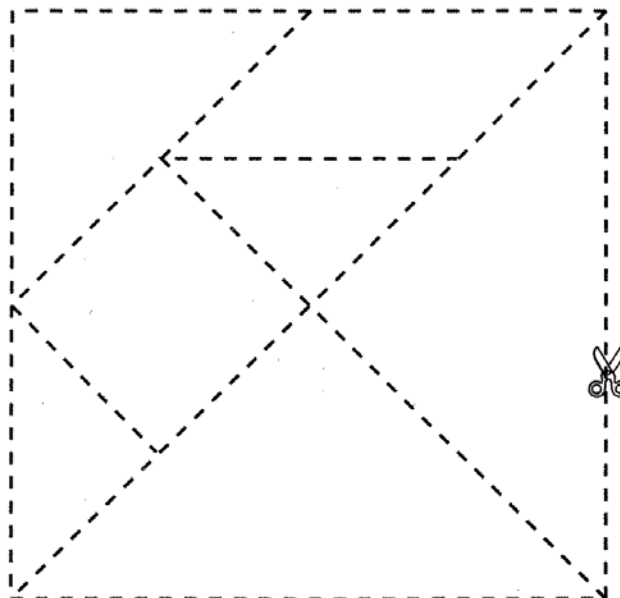
Here's one way to play: cut the puzzle pieces along the dotted lines. Then shuffle them and try to recreate the square you started with. It's not as easy as it looks!

You can make pictures with a tangram, too. As a matter of fact, the number of different shapes and pictures you can put together is almost endless!

Sound like fun? Lewis Carroll (*Alice in Wonderland's* author), President John Quincy Adams, and Napoleon (a 19th century French emperor) all thought so, too. In their spare time, they all toyed with tangrams.

Now try to create the tangram pictures on the following pages—or make some new ones of your own! Remember, you need to use *all seven pieces* of the tangram to create each picture.

Here's how you could use all seven pieces to make a picture of a dancer. →



Connection to Home

Grade 5 Responsibility

Theme

Stick With It

Presentation

Today we discussed responsibility with an emphasis on perseverance. The meeting began with a discussion on stick-to-it-ness and examples were given of times when it is easy to quit (which is an irresponsible way out). Students were then given tangram puzzles and challenged to make a square out of all the puzzle pieces. This task is a frustrating one, and it is easy to give up, however, by teamwork and stick-to-it-ness, the groups were able to complete the task at hand. Then a similar type of activity was given. A jigsaw puzzle was given to each group but some of the pieces were missing (and among the other groups). The students were not able to finish their puzzles without the aid of other groups who had the missing pieces. All students needed to persevere to complete the lesson successfully.

Suggested Reading

10-Minute Life Lessons for Kids : 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values by Jamie C. Miller

If You Had to Choose, What Would You Do?
by Sandra McLeod Humphrey, Brian Strassburg

Books That Build Character : A Guide to Teaching Your Child Moral Values Through Stories by William Kilpatrick

Why Johnny Can't Tell Right From Wrong: And What We Can Do About It by William Kilpatrick

It's Not My Fault (Picture Books) by Nancy Carlson

Suggested Follow up

Discuss with your child the importance of being a responsible person. Ask them what they do to show they are a responsible member of their family, household, or school community. Is there ever a time when you should “give up?” When is it necessary to persevere at home or at school?

COOL Club Lessons



Caring

Caring

Grade K

We're Ready!

Title I Care

Lesson Summary This lesson will focus on what caring means.

Student Learning Objectives The student will be able to demonstrate caring skills.

Essential Question What does caring mean?

We're Set!

Supplies for Students

- Fish cutouts
- Tubs of color tissue pieces, separated by color
- Glue sticks
- Marker/Pens

Facilitator Preparation

- Copies of *Connection to Home*
- Swedish Fish
- A copy of *Rainbow Fish*
- Magazine pictures of people caring for others

Let's Go!

Large Group Lesson Procedure Grade 1 Caring

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the question and answers throughout today's lesson.
2. Facilitate the discussion with prompt questions:
 “What are ways people show caring?”
 “What do you do to show caring?”
3. Review and reinforce discussion answers.
4. Show some pictures of people caring.
5. Read the story *Rainbow Fish* by ?? . Discuss how this story uses sharing to show caring.

Closure

Paraphrase discussion and have students share their answers to the essential question.

Extension

Have a local nurse, or doctor visit as a reinforcement to the caring industry.

**Small Group
Activity #1
Grade K Caring**

Care to Share

1. Explain to the students that they will each get a cut out of a fish. Then they need to first think about a “caring” promise on the back of the fish (ex. helping around house, not fighting with brother/sister, going to bed early). They may choose to draw a picture of themselves fulfilling this “caring” promise. Help as needed.
2. Each table will have a container of tissue paper to glue onto the fish as students complete their promise. Instruct them to create a colorful fish. They are to make a rainbow fish, not a fish of one color. In order to do this, the students will need to trade colors with other tables.
3. As the students finish, the facilitator will give each student a shiny sequin to place on their fish as a reward for sharing.
4. Offer a treat of *Swedish Fish* when finished.

Connection to Home

Grade K Caring

Theme	Sharing is Caring
Presentation	During this lesson, your child learned about caring. We taught that sharing is caring, read the Rainbow Fish, and made their own fish.
Suggested Reading	<i>I am Caring</i> by Sarah L. Schuette, Gail Ph.D. Saunders-Smith <i>Caring</i> by Lucia Raatma, Madonna M. Murphy
Suggested Follow up	Demonstrate to your child how much you care about them by offering to do something with them. Maybe it's going to the movies, or the zoo, taking a bike ride, or just spending quality time with him/her.

Caring

Grade 1

We're Ready!

Title	Why Care? Why Share?
Lesson Summary	This lesson will focus on the importance of sharing and caring, understanding the good feeling everyone receives on either end: receiving and giving to one another.
Student Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ share colored pencils to draw a picture.▪ understand that our talents and interests shared with each other makes our world a much more interesting place to live.▪ share their materials with one another.
Essential Question	What can I share to show that I care?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Colored pencils▪ Plain white paper▪ String-plastic▪ Scissors▪ Beads▪ Paperclips▪ Rubber bands▪ Popsicle sticks
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Construction paper in primary colors

Let's Go!

Large Group Lesson Procedure Grade 1 Caring

6. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
7. Distribute a sheet of paper and give the students time to draw or doodle. Provide only 1 crayon/marker per student. NOTE: students may share their crayons but do not suggest this. They will need to do this on their own.
8. After a few minutes of drawing, continue with the following:
 - Ask students to hold up their drawings. How is each one different? (There are different colors, drew different things, some used the paper horizontally, some vertically, etc.).
 - You all had the same materials but you all did something different. Why is that? (Because we are all different, look at things differently, have different interests, different talents)
 - What would happen if we didn't share all the colors on the table and we each had one color to draw? (They would all be the same color and not as interesting)
9. By combining colors or talents and sharing with each other it is much more interesting. This will become much more clear as they work together on the next project.

Closure

Following the small group activity(s), have the students respond to the essential question.

**Small Group
Activity #1
Grade 1 Caring**

Care to Share

5. Pass out the string, scissors, beads, paper clips, rubber bands, and Popsicle sticks, one item to each student.
6. Have students each be keepers of one item and share it with a group member as they ask.
7. Explain that each student will be making their own creation, it can be anything they want, a piece of jewelry, a sculpture, etc. Have them make whatever creation they desire out of the materials given to the members. In order to get the other materials, however, they will need to ask politely if that person will share.
8. Discuss the following when the students are finished:
 - Why was sharing important in this activity?
 - Why is it a lot more fun to share than to keep to oneself?
9. Take your creation home with you and remember that each part of it came from someone else and by sharing you made something much more interesting.

Small Group Discussion Questions:

- How do you feel when you share something with someone else? (You feel helpful, needed, part of something, ...etc.)
- How does it feel when someone shares something with you? You feel like they care, want to spend time with you, ...etc.)
- How does it feel when someone doesn't share with you? (You feel like they don't care, like you are left out, a little alone maybe, etc.)
- What are some ways that you can share with others? (You can teach someone something, lend a hand when someone needs it, lend time, talent or possessions to another who needs)

**Small Group
Activity #2
Grade 1 Caring**

Relay Race

1. Introduce the following relay race activity:
2. Object of the race: to communicate with your team mates so as to re create the pattern of colored construction paper given to the team at the start of the race. This race teaches the students that by sharing their thoughts and communicating well they can enjoy completing a project successfully.
3. Divide the group into teams of 6 and give each group a drawing that shows how their construction paper should be laid out at the end of the race.
4. Each group will have a set of construction paper lying at the other end of the room and a diagram the shows how to organize their paper.
5. Organize the relay race line-up. The second person in line will tell the first person (“the runner”) where to put the first piece of construction paper
6. This activity teaches us that by sharing our thoughts and communicating we can enjoy completing a project together.

Small Group
Activity #3
Grade 1 Caring

Caring, Sharing Skits

1. Share the following situation with the group:
You go somewhere new and you do not know anyone, perhaps it's camp or you join a new class at the "Y". You bring your favorite things with you – a game, playing cards, a new CD, etc. then all of a sudden you realize that without someone to share these things with they lose their value because half the fun of having them is enjoying them with someone else.
2. Discuss when this has applied to you – give other examples to the group
3. Assign the following scenarios that demonstrate caring/sharing. Give each group a few minutes to prepare the skit.
 - There is a group and not enough candy to go around
 - Kids in line and everyone wants to be first or lead
 - Only one ball at recess
 - Sharing of a "best" friend
 - Everyone wants to be the new students best friend
4. Finish by discussing times when sharing has not occurred and what the consequences were? Would it have been just as easy to share right from the start? Are there ever times when not sharing is ok?

Connection to Home

Grade 1 Caring

Theme

Why Care? Why Share?

Presentation

Today we discussed the importance of sharing and caring, basically understanding the good feeling everyone receives on both the giving and receiving end. By sharing our talents with each other we make this world a better place and at the same time enjoy each other in the process. Life just seems a little brighter when a simple smile is shared or a task is lightened because we share the load. Students shared crayons and drew a picture to demonstrate how each would draw something different. We have different talents – variety makes all things much more interesting, including what the drawings. The children were also given the task of creating something new out of many different objects. The objects were distributed so that they had to share. Again, we look at things differently and have different interests, but by sharing those gifts our world is a much better place.

We discussed situations in which sharing became an issue, things such as everyone wanting to be first, everyone wanting to have the same best friend, not enough candy or snack to go around, etc. Sharing can also be the best way to begin a valuable friendship because people react very positively to sharing.

Suggested Reading

When I Care About Others (The Way I Feel)

by Cornelia Maude Spelman, Kathy Parkinson

Share and Take Turns (Learning to Get Along, Book 1)

by Cheri J. Meiners, Meredith Johnson

Let's Share

by P. K. Hallinan

Suggested Follow up

Discuss with your child how sharing is a vital part of your day at work, home and with your friends and family. Your experiences when sharing has happened and why it would of made a difference to everyone involved.

Caring

Grade 2

We're Ready!

Title Growing Friendship

Lesson Summary

This lesson will focus on how friendships grow and survive much like a living plant. We will talk about how a seed grows into a healthy plant. Friendship

Student Learning Objectives

Students will be able to:

1. List the various things that a friendship needs to survive.
 2. Understand what happens when they neglect a friendship.
 3. Develop techniques to get to know common areas between two people.
-

Essential Question

What do friendships need to grow?

We're Set!

Supplies for Students

- Soil
 - Cup
 - Water
 - Seeds
-

Facilitator Preparation

- Make copies of *Home Connection*
- Locate a house plant
- Jars for dilemmas

Let's Go!

Large Group Lesson Procedure Grade 2 Caring

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open discussion with the following questions:
 - What is this I am holding? (Hold up the seeds) Do all seeds produce the same plant? What is this? (Hold up the plant) Where did this plant come from originally?
 - Has anyone ever planted seeds? Can a seed grow into a plant all by itself? No, it needs help. It cannot grow without sun, water, and someone caring for it.
 - Can someone explain what happens if you plant a seed and do not water it? What happens if you put a seed in a pot and do not put soil in the container? What happens if you plant a seed in soil, add water, but do not give it any light?
 - These seeds are like the first buds of friendship- it usually starts small. A few nice words, maybe sharing a pencil with someone in school or helping your neighbor rake leaves. But then, if given the proper care, that friendship can grow. What are things a friendship needs to grow? (Spending time together, accepting differences, accepting faults, being kind, having interest in another person.)
 - Friendships are a lot like plants they need to be cared for, nurtured, and given things to grow. We need to give them attention, caring and sharing. If a friendship is left alone and no one gives it anything, is it going to grow? That is why it is important to work at being a friend.
 - Having a friend to go through your life with is a gift – let us not neglect what is so very important to our lives.
 -
3. Give examples of how to be a friend:
 - Use kind words to encourage your friend.
 - Spend time together.
 - Let them know your friend is important to you.
 - Stand up for your friend if others are being unkind.
 - Listen to your friend.
 - Help your friend when they need a hand

Closure

Following the small group activity(s), have the students respond to the essential question.

**Small Group
Activity #1
Grade 2 Caring**

Planting Seeds of Friendship

1. Divide into groups and distribute one cup filled with soil and a seed.
2. Plant the seed(s) and add water. These new plants, like our friendships, need to be taken care of. So they can take them home and make sure they give the new plant water and sun. This will be a reminder of how to nurture a friendship so it continues to grow.

**Small Group
Activity #2
Grade 2 Caring**

Getting to Know You

1. Introduce “Getting to Know You” by explaining that getting to know someone is a skill. It requires that you are interested in another person. You may think you have something in common with another person only to discover that you may have many common interests. We are going to play a game to help you with this skill.

“Getting to Know You”

2. Randomly have the students pair up. Each pair has five minutes to discover three things they have in common (challenge them to find things that they didn’t know about each other before today).
 - Examples: both wear the same shoe size, both get up early to watch cartoons on Saturday, both like pizza.

**Small Group
Activity #3
Grade 2 Caring**

Qualities of Friendship

1. Form small groups of 10-12 students and ask them to sit in a circle.
2. Each group needs a dilemma jar. One by one the students should choose a situation from the jar and read it aloud to the entire group.
3. Brainstorm ways to use the qualities of friendship in each situation. Note: The facilitator should help students identify the qualities they are using.

Handouts

Grade 2

Dilemma Jar

- Two of your friends stopped being friends. Why do you suppose they aren't friends any more?
- A new student is in your math class and seems lonely and sad. What can you say or do to make the student feel better?
- Do you like it better when a friend asks you about yourself or a friend that begins talking about him or herself?
- Blue whales will remain with an injured whale even if this puts them in danger of being caught or hurt. Why do you think they do this? What characteristics of friendship are they demonstrating?
- A hearing impaired student is standing alone on the playground. What could you do to show he friendship? How could you communicate with him if you do not know sign language?
- A friend borrowed \$1.00 from you for shopping. It has been a week since she borrowed the money. What could you say to help your friend remember the debt? Should you say "What a loser, you never pay back money you borrow! I won't lend you money again!"
- A substitute teacher is filling in for your math class. The students are really being rowdy and disrespectful. How do you think the substitute teacher feels? Is there something you could do to help the situation? How is this being a friend? Who are you being friendly toward?
- You are riding the bus home and several boys are spitting spitballs at a first grade girl. What should you do? Should you just mind your own business? Who could you befriend?
- You are on the playground and you see someone being picked on physically or just being teased. What would you do?
- Your friend asked you to take someone's eraser off the desk. What would you do?
- A new student starts school and no one plays with her. What could you do?

Connection to Home

Grade 2 Caring

Theme

Friendship

Presentation

Today we discussed friendship. The meeting started off with an object lesson using seeds and a plant. We talked about how a seed grows into a healthy plant. Friendship is similar to this in that it starts as a seed and then by spending time together, being kind, sharing our toys, etc. it can grow into a beautiful, healthy friendship.

We discussed the many different kinds of friendships, how we can lose friendship, and how to regain a friendship. We also talked about the importance of being friendly. How we can extend ourselves to others and make them feel better about themselves.

The first activity paired the students for a “Get-to-know-you game”. The task for each pair was to discover three things they had in common that they didn’t know before now. We talked about how important it is to take an interest in other people. That this is a skill and is important to every friendship.

The second activity arranged the students into small groups. Each group had several scenarios to discuss all of which related to friendship.

Suggested Reading

How to Be a Friend : A Guide to Making Friends and Keeping Them
by Laurie Krasny Brown, Marc Brown (Illustrator)

I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other by Cindy Gainer

Forever Friends (P.K. Hallinan Board Books)
by P. K. Hallinan

Suggested Follow up

Discuss with your child the qualities you feel are important in a friendship. Qualities like honesty, loyalty, forgiveness, respect, etc. Show your child examples of friendships within your family. Talk, also, about being friendly. How a smile or simple hello to a new student at school can make someone’s day. How simple acts of kindness reflect their character and their ability to be a friend to others.

“Life’s truest happiness is found in friendships we make
along the way.” Unknown author

“Friendship is a living thing that lasts only as long as it is nourished with kindness, empathy and understanding”. – Unknown author.

Caring

Grade 3

We're Ready!

Title How do you make a friend?

Lesson Summary This lesson will focus on how to build and maintain a friendship. In addition, skills on how to make a friend and welcome a new student to school will be covered.

Student Learning Objectives Students will be able to:

1. Role play how to introduce themselves.
2. List ways to connect with a new friend by finding out things they have in common.

Essential Question How am I a good friend?

We're Set!

Supplies for Students

- Safety pins, large and small
- Small beads to fit onto a small safety pins
- Brown paper bags
- Markers or crayons

Facilitator Preparation

- Make copies of *Home Connection*
- Locate items to put inside the Welcome Bag, i.e. pencil, eraser, paper, bookmark.

Let's Go!

Large Group Lesson Procedure Grade 3 Caring

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open discussion with the following questions
 - How would you introduce yourself to someone you just met. (Say, "Hello, my name is _____. What is your name?"
 - What kind of person would you like to be friends with? (Someone who smiles, seems friendly, approachable, kind to others?)
 - What questions can you ask someone to get to know them better? (What do you like to do for fun? What is your favorite color, food, etc.? Do we live close to each other?)
 - What makes someone want to be your friend? What qualities do you have? (Are you friendly, upbeat? Do you like to share? Can you help others?)

Closure

Following the small group activity(s), have the students respond to the essential question.

**Small Group
Activity #1
Grade 3 Caring**

Friendship Pins

1. Distribute one large and one small safety pin to each student, along with several small beads.
2. Ask students to name a quality they possess that would make them a good friend. For each quality they list give them a bead and instruct them to string bead onto the smaller safety pin. When they are finished they can attach the small pin onto the larger one and pin it on themselves.
 - Examples: honesty, keeping a secret, friendly, helpful, kind, dependable/reliable).
3. The next time you become nervous about talking to someone new, look at those beads and remember how much you have to offer a friend. You never know when you may meet someone who will be a friend of a lifetime.

**Small Group
Activity #2
Grade 3 Caring**

Welcome Bags

1. Introduce the next activity by explaining that they are going to make welcome bags for a new student entering school.
2. Distribute a brown paper bag to each child along with markers and crayons, etc. Decorate the bag and fill with miscellaneous items that would be helpful being new to the school. (School calendar, pencil, paper, eraser, school spirit wear of some sort, etc.)
3. While the bags are being decorated, discuss the following:
 - How could you make someone feel welcome? (by making them feel part of your class or group of friends).
 - How could you get to know that person? (Ask where they moved from? What do they like to do for fun? Invite them over to your house.)
 - Pick them as a partner in gym or in the classroom for a project.
 - How do you suppose this person feels entering a new school? (Nervous, excited...).
4. Role-play the following scenario: There is a new student in your class. How you could approach, or get to know, that new person? OR... If you're the new student, how would you get to know your classmates?

Small Group
Activity #3
Grade 3 Caring

Friendship Poem

As a group or individually, write a poem that uses the letters in the word friend. This can be done on chart paper and displayed in the hall.

Example:

Friendliness starts with “hello”

Reach out to others

Include others

Eye contact

Names, remember names

Don’t focus on yourself

Connection to Home

Grade 3 Caring

Theme	How do you make a friend?
Presentation	<p>Today we discussed how to make a friend. The lesson helped each student discover what qualities they possess that makes them a desirable friend. Making friendship pins, representing those qualities, reminds them they are desirable people. The students also made “Welcome Bags” to give a new student entering school and they also discussed how to welcome a new student and how to begin a new friendships.</p>
Suggested Reading	<p><i>How to be a Friend</i> by Laurie Krasny Brown and Marc Brown</p> <p><i>How Do I Feel About Making Friends</i> by Sarah Leveté</p> <p><i>Every Kids Guide to Making Friends</i> by Joe Berry</p> <p><i>Making Friends</i> by Andrew Matthews</p>
Suggested Follow up	<p>Talk to your child about how you met some of your best friends and why they mean so much to you. Talk about the levels of friendship in your life.</p> <p>Discuss with your child the qualities you feel are important in a friendship. Qualities like honesty, loyalty, forgiveness, respect, etc. Show your child examples of friendships within your family. Talk also, about being friendly. How a smile or simple hello can make someone’s day. Simple acts of kindness reflect their character and their ability to be a friend to others.</p> <p>“Life’s truest happiness is found in friendships we make along the way” – Unknown author</p> <p>“Friendship is a living thing that lasts only as long as it is nourished with kindness, empathy and understanding.” - Unknown author</p>

Caring

Grade 4

We're Ready!

Title

Looking at Feelings

Lesson Summary

This lesson will focus on the importance of understanding and having compassion. Feeling what others feel and reaching out to make a difference in another person's life is a life long lesson for all of us.

Student Learning Objectives

Students will be able to:

1. listen, feel and show how to respond to another person's feelings or situation.
 2. get a chance to view the world through another person's eyes.
 3. respond to another's situation and make it better.
-

Essential Question

Why is it important for us to feel for others?

We're Set!

Supplies for Students

- 12 inch pipe cleaner (one for each child)
 - 6 inch pipe cleaner (two for each child)
-

Facilitator Preparation

- Make copies of *Home Connection*
- Cut a large heart out of red paper

Let's Go!

Large Group Lesson Procedure Grade 4 Caring

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. What does it mean to be respectful? How do we show respect?
We respect others even if we don't think or look the same way.
We respect others even if they like to do different things than we do.
We respect others even if they are not our friends.
3. Has anyone ever see Freaky Friday? Discuss what it would be like to be someone else. Why is a parent's view different than a child's view? What if this were about two best friends who switched bodies?
4. Today we will be learning how to see what others might be feeling. We'll do this by making a pair of very special glasses.

Directions:

- Twist the ends of two, 12-inch pipe cleaner together to form a circle.
- Next, twist the circle so it makes a figure 8.
- Give the figure 8 an added twist to make the nose bridge.
- Attach two 6-inch pipe cleaners to each side to form the stems of the glasses.

Has everyone heard of the term "spectacles"? You are going to put the "respect-acles" to remind you to watch for and show respect for another person's opinion or view. Break into small groups.

Closure

Following the small group activity(s), have the students respond to the essential question.

**Small Group
Activity #1
Grade 4 Caring**

Respect-acles

1. You are wearing your “respect-acles” and are now able to see life through someone else’s “eyes”. How are they like you? How are they different?
2. Define “perspective” as how we view or see something. Now, visualize yourself playing on a playground. How would your perspective change if you were...
 - Blind?
 - Deaf?
 - In a wheel chair?
 - Very sad?
 - Not very strong or physically fit?
3. How would all these perspectives change your view of your world around you? Remember, no two people think alike or have the same perspective. We are all different and you need to stop and think about how a person’s view may differ from yours.

Small Group
Activity #2
Grade 4 Caring

Heart Break

1. Introduce the following skit/activity by asking for a volunteer. Instruct the volunteer to act happy and upbeat. They should pretend they are walking home from school and they have just had a wonderful day. He or she is saying “Hi!” to people they see. While doing this, have them hold a large red heart cut-out.
2. The remainder of the group will form a line away from the “happy person” and slowly each one will walk past them and say something negative. After each negative remark, the person holding the heart will tear a piece of the heart off. Continue doing this until the heart is gone.
3. Think about what happens to a person every time they hear a negative comment. Brainstorm ways in which to rebuild or mend this person’s heart. (Ex. a hug, offer to help, give them compliment)

Connection to Home

Grade 4 Caring

Theme

Are you compassionate?

Presentation

Today we made pipe cleaner glasses called “respect-acles”. These glasses gave us the ability to see other people’s perspectives and to learn that everyone doesn’t see things the same way we do. We then thought of how different we all are and how no two people are alike. It is important that we try to understand what others are feeling in order for us to respond accordingly. Being aware of these differences in how people view the world makes everyone a better person and friend.

Suggested Reading

There's a Skunk in My Bunk: Helping Children Learn Tolerance (Small Horizons)

by Joseph T., Ph.D. McCann

Whoever You Are (Reading Rainbow Book)

by Mem Fox, Leslie Staub (Illustrator)

We Can Get Along: A Child's Book of Choices

by Lauren Murphy Payne, Claudia Rohling

Suggested Follow up

Discuss how someone in your life has made a difference when you were having a bad day or going through a difficult time. Discuss ways to help others in your family, neighborhood, school, etc. By helping others and making their day easier can make your problems seem a lot less of a challenge.

Caring

Grade 5

We're Ready!

Title Understanding Differences

Lesson Summary

This lesson will help give students experiences that will develop an understanding and appreciation of the differences between a variety of traditions and ethnic backgrounds.

Student Learning Objectives

Students will be able to:

1. Explain how people are different from each other.
 2. Tell why they think someone is more valuable or less valuable to society.
 3. Discuss the ethnic backgrounds and traditions that they participate in.
-

Essential Question

What if we were all alike?

We're Set!

Supplies for Students

- Large piece of paper for each student
 - Old magazines or newspapers
 - Colored pencils or markers
 - Scissors
 - Glue
-

Facilitator Preparation

- Make copies of *Home Connection*
- Locate a copy of the fable, "Tortoise and the Hare"

Let's Go!

Large Group Lesson Procedure Grade 5 Caring

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Begin lesson by having pictures, (or actual adults) showing people dressed in different ways. Ex. A business person, an athlete, a nerd, a cowboy, etc.
 - Ask the student what they think about when they see someone dressed like the examples. (Positive or negative thoughts)
 - Discuss why clothes cause certain reactions from others.
 - Ask for opinions as to why people dress the way they do, or choose a certain hairstyle, jewelry, or body art (tattoos and piercings).
3. Read or relate the story of the tortoise and the hare.
 - Who wins the race?
 - How did the tortoise feel at the start?
 - How did the hare feel?
 - Was the hare any more valuable because he was faster?
 - Was the tortoise less valuable because he was so slow?
 - Can people be more or less valuable to society?
4. Lead them to discuss the positive and negative points of being different and get the group to discuss why some negatives can actually be a positive. Explain that today's activities will help them see how being different is not always bad.

Closure

Following the small group activity(s), have the students respond to the essential question.

I'm Unique

**Small Group
Activity #1
Grade 5 Caring**

1. Give each student a large piece of paper.
2. Tell them to cut pictures or words out of a magazine or newspaper that tells something about themselves.
3. Ask them to show what differences and traditions make them unique. List what you like about yourself.
4. When each student is finished, show the collage to others.
5. Discuss why differences are a good thing.

Small Group
Activity #2
Grade 5 Caring

Diversity Quilt

1. Distribute a square piece of paper to each student and explain that they will all be helping to make a quilt.
2. Instruct them to make a quilt block about themselves. It should show something about their ethnic backgrounds or traditions (Ex. Their family, a tradition they do for a holiday, the country where their family came from).
3. After each student makes his or her block, assemble into quilt form.
4. Discuss why it takes different people to make up the world in which we live. Each student can tell about his or her favorite family tradition. After each student is finished, ask what traditions that someone described sounds interesting to them.
5. Try to display it where the children will see it to remind them of how everyone is special in their own way.

Connection to Home

Grade 5 Caring

Theme	Understanding and appreciating differences
Presentation	Today we discussed our family traditions and ethnic backgrounds, and what makes us unique. We talked about how we are the same and how we are different. We hope to develop a better understanding of why it is a good thing to be different. The world will be a much better place if we can <u>understand</u> and <u>appreciate</u> our differences. We talked about our favorite family traditions
Suggested Reading	<i>Family: Around the World (We All Share)</i> by Patricia Lakin <i>Loving</i> by Ann Morris, Ken Heyman <i>Families</i> by Ann Morris
Suggested Follow up	Discuss with your child how traditions in your family began and why they are special to you. Maybe you have a story to share of another family's traditions you were exposed to growing up. You might consider starting a new tradition also.

COOL Club Lessons



Courtesy

Courtesy

Grade K

We're Ready!

Title What's for Dinner?

Lesson Summary This lesson will focus on good table manners.

Student Learning Objectives Students will be able to demonstrate proper table manners.

Essential Question What are good table manners?

We're Set!

Supplies for Students

- paper plate
- plastic silverware
- napkin

Facilitator Preparation

- Make copies of the Connection to Home
- Prepare a desk or table to resemble a dinner table, possibly include a table cloth, plates, napkin, silverware, cup, etc.

Let's Go!

Large Group Lesson Procedure Grade K Courtesy

1. Read the essential question to the group and remind students that the answer will be discussed at the end of the lesson. They should be thinking of the answer as they participate in today's activity.
2. Begin by having a small group of students role play bad table manners. Have the students use the preset "dinner" table to show examples of bad table manners. Some examples would be: elbows on the table, reaching for food, slurping drinks. Note: You may wish to invite older students to come into the class to act out good and bad table manners.
3. After the groups have role played invite the class to discuss good table manners.

Before they begin eating:

- Wash your hands
- Look your best
- Sit down graceful
- Move yourself up to the table
- Put your napkin on your lap
- Sit up straight
- Elbows off the table
- Take a reasonable portion for a first helping - remember others need to have some
- Pass the food to the next person – pass one direction
- Wait until everyone is served to eat

While eating:

- Do not stuff your mouth (eating is not a race)
- Do not chew with your mouth open
- Do not speak with your mouth full
- When someone asks for an item - stop eating and pass it
- Do not wipe your mouth on your sleeve - use the napkin
- Do not blow your nose at the table - excuse yourself from the table to the bathroom

When you are finished eating:

- Say something nice about the food
- Ask to be excused
- Clean up your place setting - utensils should be set on the plate to be carried

Closure

Following the lesson, have the students respond to the essential question.

Table Manners

Small Group
Activity #1
Grade K Courtesy

1. Have students create their own table place setting.
2. Distribute a paper plate, plastic fork, spoon and knife, napkin.
3. Glue items onto a large sheet of construction paper .

Connection to Home

Grade K Courtesy

Theme	Proper table manners.
Presentation	Today the students watched skits that demonstrate good and bad table manners. Through discussion, the children learned how to behave politely at the table.
Suggested Reading	<i>I am Polite by Sarah L. Schuette, Gail Saunders-Smith, and Madonna M. Murphy</i> <i>The Berenstain Bears Forget Their Manners by Stan Berenstain and Jan Berenstain</i> <i>Clifford the Big Red Dog: Clifford's Manners by Norman Bridwell</i> <i>Thingamajig Book of Manners by Irene Keller, Dick Keller (Illustrator)</i>
Suggested Follow up	<p>During your next meal as a family, review the proper table manners that were discussed in class today. The following list is provided as a guide to your discussion.</p> <p>Before they begin eating:</p> <ul style="list-style-type: none">- Wash your hands- Look your best- Sit down graceful- Move yourself up to the table- Put your napkin on your lap- Sit up straight- Elbows off the table- Take a reasonable portion for a first helping - remember others need to have some- Pass the food to the next person – pass one direction- Wait until everyone is served to eat <p>While eating:</p> <ul style="list-style-type: none">- Do not stuff your mouth (eating is not a race)- Do not chew with your mouth open

- Do not speak with your mouth full
- When someone asks for an item - stop eating and pass it
- Do not wipe your mouth on your sleeve - use the napkin
- Do not blow your nose at the table - excuse yourself from the table and go to the bathroom

When you are finished eating:

- Say something nice about the food
- Ask to be excused
- Clean up your place setting - utensils should be set on the plate to be carried

Courtesy

Grade 1

We're Ready!

Title

Manners

Lesson Summary

This lesson will focus on the importance of manners.

Student Learning Objectives

Students will be able to:

1. explain why the using proper manners is important.
 2. use appropriate manners for the phone and at the table.
-

Essential Question

What can manners do for me?

We're Set!

Supplies for Students

- 1 dirty penny
 - 1 zip-lock baggie
 - 1 napkin
 - Vinegar
 - Salt
 - Play or real food for table manners (things to pass, napkins etc)
 - Play phones for phone manners
 - Dilemma jars for activity 3
-

Facilitator Preparation

- Make copies of *Home Connection*

Let's Go!

Large Group Lesson Procedure Grade 1 Courtesy

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Begin by giving each student the following supplies and explain that they will be doing a little experiment.
 - One penny, one baggie, one napkin to each child
3. Have a helper put a teaspoon of salt and vinegar in the baggie.
4. Each student should put the penny in the baggie and seal the baggie (helpers should assist students in sealing the bags.).
5. Have each student rub the salt and vinegar on the penny (this should clean the dirt).
6. Each student should remove the penny from the baggie (dispose of baggies) and dry penny off with the napkin.
7. Small Group Discussion Questions:
 - How many of you had a dirty penny to start with?
 - What did the salt and vinegar do to the penny?
 - Manners make our personalities shine...
 - What are manners?
 - When do we use manners?
 - Are there manners we use at the bus stop and the cafeteria?

Closure

Following the small group activity(s), have the students respond to the essential question.

Table Manners

Small Group Activity #1 Grade 1 Courtesy

1. Divide the students into small groups of 6-8 students. Have each group sit at a table.
2. Each table needs one adult facilitator and be set with a place setting consisting of a plate, napkin, wipe, and cup of juice. Two bowls should be in the center of the table filled with the snack food and serving spoon.
3. Instruct students to not touch their plates or the food yet. Have the children introduce themselves and name one table manner they do and are proud of. Note: This activity can be done with play food or real food.

Table Etiquette

Before they begin:

- Wash your hands (they can use the wipe)
- Look your best
- Sit down graceful
- Move yourself up to the table
- Put your napkin on your lap
- Sit up straight
- Elbows off the table
- Take a reasonable portion for a first helping - remember others need to have some
- Pass the food to the next person – pass one direction
- Wait until everyone is served before you eat

While eating:

- Do not stuff your mouth (eating is not a race)
- Do not chew with your mouth open
- Do not speak with your mouth full
- When someone asks for an item - stop eating and pass it
- Do not wipe your mouth on your sleeve - use the napkin
- Do not blow your nose at the table

When you are finished:

- Say something nice about the food
- Ask to be excused
- Clean up your place setting - utensils should be set on the plate to be carried to the sink.

Small Group
Activity #2
Grade 1 Courtesy

Say “Hello” to Phone Manners

1. Divide the students into small groups of 6-8 students. Have each group sit together with one adult facilitator.
2. Each group needs a phone.
3. Have each child pretend to answer the phone as they would at home. Discuss proper ways for children to answer the phone.

Phone Etiquette: Discuss and have the students practice

- Answering the phone ("Hello, this is _____.")
- Calling someone to the phone. (do not yell for them)
- Taking a message ("May I take a message?", then write it down)
- What to say when someone wants to talk to a parent that is in the bathroom or busy. ("My Mom is busy, could she call you back?")
- What to say when someone wants to talk to a parent when none are home. ("My parents are busy, could they call you back later?")
- How to call a friend ("Hello, this is _____, may I speak to _____".)
- How to leave a message on an answering machine
- How quickly to call back after leaving a message (at least 30-60 minutes).
- What to say when you have a wrong number ("oh, I am sorry!" and hang up gently)
- What information you can give a caller (only your first name - not your address, last name, age etc)
- What to do if you get a prank call (tell an adult - especially the scary ones)

**Small Group
Activity #3
Grade 1 Courtesy**

What Would You Do?

1. Divide the students into small groups of 6-8 students. Have each group sit together with one adult facilitator.
2. Each group needs a dilemma jar. One by one the students should choose a situation from the jar, read it, and explain what they would do in the situation.
3. The facilitator should help them and give them other, better options if needed.

Dilemma 1 - You were invited to a party and your friend was not. Your friend asks you over on the same day as the party. What should you do?

Dilemma 2 -Your mother has made a dinner you really do not like. You really want to eat something else. How can you tell your mother and not hurt her feelings?

Dilemma 3 -Your mother steps into the doorway of your room and declares it is a mess. She wants you to pick it up. You are in the middle of your homework. What could you say to your mother that would not be impolite?

Dilemma 4 -Your Dad is talking to a neighbor and you get a phone call. Your friend wants you to come over and play. You need to ask your Dad. Should you interrupt or wait? How could you handle this?

Dilemma 5 -You are in class and a classmate is sharing something with the class. You have something very important to share also. Should you noisily raise your hand? How can you politely get the teacher to know you have something to say?

Dilemma 6 -Your Dad just made dinner and you are the first to arrive. You are very hungry. Should you go ahead and dive in - serve yourself and start eating?

Dilemma 7 -You are on the playground and notice another classmate sitting alone. You have never seen this person before. What should you do?

Dilemma 8 -You are having a party and several people don't know each other. Should you do something or just let them worry about it?

Dilemma 9 –Your parents are not home, you answer the phone and a person asks for your mother or father. What should you say? The caller further asks you for your address and other information. Should you give it to them... they claim to be associated with the government.

Dilemma 10-Your little sister is bored and keeps knocking on your door to get you to play. You are doing your homework. How should you handle this dilemma?

Dilemma 11-You are in the school cafeteria and you spill your corn on the floor. Should you just leave it or grind it into the floor? What should you do?

Dilemma 12-You are in the school cafeteria and your friend flicks a piece of food at you. It would be funny to flick one back or at another person. What should you do?

Dilemma 13-You are in the school cafeteria and your friend is sitting a little further down the table. You have a funny joke to tell your friend. Should you just yell to get your friend's attention? Do you need to tell the joke this minute?

Dilemma 14-You are at the bus stop waiting for the bus to come. You can see it coming and everyone runs to line up. Today is "sit anywhere day" and you want a certain seat. Is it OK to go ahead and push your way to the front of the line?

Dilemma 15-You are on the school bus and there is a student that everyone says is dorky. You have the chance to land a spitball right on the back of his head. Your friends will think it is really funny. What should you do?

Extension

Read *Mind your Manners* by Peggy Parish

Connection to Home

Grade 1 Courtesy

Theme	Manners make our personality shine
Presentation	<p>Today we discussed manners. The discussion included an object lesson using a penny and making that penny shine, just as manners make our personality shine.</p> <p>The students learned how to behave politely at the table and practiced the behavior at snack time. Some of the items covered were: placing their napkin on their lap, passing the food before eating, not talking with their mouth full, excusing themselves at the end of the meal, and clearing their place setting.</p> <p>The students also learned about phone etiquette. They practiced answering the phone, taking a message, responding to questions when parents are home or are busy, appropriate information to give to a caller, how to place a call, and leave a message. They also learned about prank phone calls and wrong numbers.</p> <p>The last exercise each student was faced with a "manners" Dilemma and asked to offer suggestion on how to solve it.</p>
Suggested Reading	<p><i>Mind Your Manners</i> by Peggy Parish</p> <p><i>Oops! Excuse Me Please</i> by Bob McGrath</p> <p><i>Telephone Time</i> by Ellen Weiss</p> <p><i>Manners Matter</i> by Norah Smaridge</p>
Suggested Follow up	<p>When your child acts inappropriately or unmannerly take the time to explain the error. Many children do not act impolitely on purpose - they just don't know the rules. And remember children may not listen to you, but they are always watching you. It is important that you exhibit good manners whenever possible.</p>

Courtesy

Grade 2

We're Ready!

Title

Power of words

Lesson Summary

This lesson will focus on the importance of thinking before you speak.

Student Learning Objectives

Students will be able to:

1. explain how important it is to think before speaking.
2. know they should say they are sorry when they say something mean.
3. realize that words they speak can never be taken back.
4. tell how gossip is hurtful.

Essential Question

Why should we be careful of what we say?

We're Set!

Supplies for Students

- Several slips of paper and pencils for activity 3

Facilitator Preparation

- Make copies of *Home Connection*
- Gather a tube of toothpaste and paper plate
- Locate a jar or bucket for each team for activity 3

Let's Go!

Large Group Lesson Procedure Grade 2 Courtesy

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open with the following demonstration:
 - Ask for a volunteer to assist you and have them squeeze a large pile of toothpaste onto the paper plate.
 - Ask the volunteer to put the toothpaste back into the tube. (Impossible)
3. *Discussion:*
 - The toothpaste is like words that leave your mouth; you can never put them back in.
 - Has there ever been a time when you've said something you wished you hadn't?
 - What are some examples of hurtful words?
 - What do you say when you hurt someone's feelings?
 - Does "sorry" make the hurt go away completely?
 - What should we do to not cause the hurt feelings? (Think before we speak)
 - How are words like the toothpaste?

Closure

Following the small group activity(s), have the students respond to the essential question.

Courtesy Skits

Small Group Activity #1 Grade 2 Courtesy

1. Ask for volunteers to read the parts in the skits (see attached) or have a team come prepared to present the skits.
2. Run the first version of the skits, which use the "harsher" words.
3. Stop the skit and discuss better words that could be used. Rerun the skit using the "better" version.
4. Discuss why the second version is better and how the individuals in the skit feel in the second version.

Skit #1 - Dinner Time

Characters: Narrator, Vivian, Vivian's Mother

Narrator: It is dinnertime at Vivian's house. Her mother has worked all-day and hurried home to fix dinner for the family. She has prepared ham, macaroni and cheese, and green beans.

Mother: Ok, Everyone, time to eat! Get your hands washed and get up to the table.

Vivian: (Walks up to the table and spots the ham)

Yuck! I hate ham. Why did you make ham? You know that I hate it so much! You are so mean! I can't believe you would make that awful ham! I hate you and this dinner!

Skit #1 - Dinner Time (Better)

Narrator: It is dinnertime at Vivian's house. Her mother has worked all-day and hurried home to fix dinner for the family. She has prepared ham, macaroni and cheese, and green beans.

Mother: Ok, Everyone, time to eat! Get your hands washed and get up to the table.

Vivian: (Walks up to the table and spots the ham and other food items)

Wow Mom, you sure went to a lot of trouble. That macaroni and cheese looks great.

Mother: Thanks honey.

Vivian: Mom, do you think that I could have two helpings of the macaroni and cheese and pass on the ham tonight. I really don't like ham very much lately.

Mother: I think we can work something out.

Skit #2 - Play Time

Characters: Narrator, Mitch, Mitch's little brother Will
Narrator: It is playtime at Mitch's house. Mitch and his brother Will are playing with their toys.
Mitch: Hey Will, that truck is mine! That is my favorite truck! Give me it!
Will: No!
Mitch: That's mine. I want it. (*Grabs the truck from Will*)
Will: I hate you! I am telling... MOMMMMMMMM MOMMMMMMMM

Skit #2 - Play Time (Better)

Narrator: It is playtime at Mitch's house. Mitch and his brother Will are playing with their toys.
Mitch: Hey Will, you found my favorite truck! I used to love that truck so much! When you are done playing with it can I have it?
Will: I guess.
Mitch: Thanks Will.

Skit #3 - Friends

Characters: Narrator, Vivian, Mitch, Beth, and Todd
Narrator: Vivian, Beth, Mitch, and Todd are on the Tracy playground. Beth and Vivian are jumping rope and Mitch and Todd are playing tag.
Beth & Vivian: Teddy bear Teddy Bear go so slow... Teddy bear teddy bear go so fast
Mitch: Catch me if you can Todd...
Todd: Here I come....
Narrator: Todd and Mitch run through the jump rope tripping up Beth and Vivian.
Vivian: Hey what are you doing? You boys are disgusting and rude!
Todd: You are in our way!
Beth: Yuck, get lost you boys...
Mitch: Go back to playing your sissy girl game!

Skit #3 - Friends (Better)

Narrator: Vivian, Beth, Mitch, and Todd are on the Tracy playground. Beth and Vivian are jumping rope and Mitch and Todd are playing tag.
Beth & Vivian: Teddy bear Teddy Bear go so slow... Teddy bear teddy bear go so fast
Mitch: Catch me if you can Todd...
Todd: Here I come....
Narrator: Todd and Mitch run through the jump rope tripping up Beth and Vivian.
Vivian: Hey what are you doing?
Todd: oops, oh gosh - sorry! We didn't mean to mess up your game!
Beth: oh, that's Ok - we can start again.
Mitch: Come on Todd, let's move our game over here...

Small Group
Activity #2
Grade 2 Courtesy

Telephone

1. Divide the students into groups of about 7 or 8. Each group should line up single file.
2. Whisper a phrase into the ear of the first person in line for each group (use the same phrase for all groups). They in turn whisper it to the next person in their line. This is done until the phrase reaches the last person in the line.
3. When all teams have finished passing the phrase ask the last person in each line to recite the phrase they heard. Compare the recited phrase with the actual phrase (usually always different).
4. Discussion:
 - How is the game we played like gossip?
 - What is gossip?
 - Is gossip something you should do?

**Small Group
Activity #3
Grade 2 Courtesy**

Courtesy Relay

1. Divide the students into groups of about 7 or 8. Each group is given strips of paper and a pencil.
2. Each group is assigned a bucket at the end of the gym that must be filled with the strips of paper.
3. The group should come up with a "good" or "nice" word, write it on the paper, wad it up into a ball and put it in the bucket.
4. A different person should run it to the bucket each time. The team that fills their bucket first wins.

Connection to Home

Grade 2 Courtesy

Theme	The Power of Words
Presentation	<p>Today we discussed the Power of Words. The discussion included an object lesson using toothpaste. The object lesson demonstrated that words are much like toothpaste. Once we let them out of our mouths we really can't put them back, just as you can't put toothpaste back in the tube once it has been squeezed out. We discussed the importance of being careful of the words we let out of our mouths. For instance, some of the things we say about a person may not be true. Some words we say when we are angry aren't very nice and we really don't mean what we say. It's times like these that we ask the person we have hurt to forgive us by saying we are sorry. But even if the person forgives us he or she will have a hard time forgetting what we said. There is nothing we can do to completely take back something terrible we have said. It's like too much toothpaste being squeezed from the tube! We must think before we speak!</p>
Suggested Reading	<p><i>Armadillo Tattletale</i> by Helen Ketteman, Keith Graves (Illustrator)</p> <p><i>Snarlyhissopus</i> by Alan MacDonald, Louise Voce (Illustrator)</p> <p><i>The Prince Who Wrote a Letter</i> by Ann Love, Toni Goffe (Illustrator)</p> <p><i>The Big Bad Rumor</i> by Jonathan Meres, Jacqueline East (Illustrator)</p>
Suggested Follow up	<p>When your child speaks words that are inappropriate or hurtful to others, stop them in their tracks. Discuss how those words make people feel. Help them find other, better words that can be used in that situation.</p>

Courtesy

Grade 3

We're Ready!

Title Listening

Lesson Summary This lesson will focus on the importance of listening (hearing and responding).

Student Learning Objectives Students will be able to:

1. explain how hearing the words that others say is important.
2. tell how responding to the words they hear is important.

Essential Question Why should we listen?

We're Set!

Supplies for Students

- 1 sheet of paper
- crayons, markers, pencils

Facilitator Preparation

- Make copies of *Home Connection*

Let's Go!

Large Group Lesson Procedure Grade 3 Courtesy

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open discussion with the following questions:
 - How many of you have been in an airplane?
 - What is the cockpit?
 - Is a plane as simple as a car to drive?
 - How does a pilot know when to take off?
 - How does the control tower help you?
 - What if the pilot ignored the control tower and took off anyway?
 - What if the co-pilot is talking to the pilot when the control tower is giving instructions?
 - Will the pilot even hear the control tower?
3. Discuss that the pilot is expected to do two kinds of listening:
 - Hearing the words
 - Responding to the words
4. Explain that life is like a plane ride and we are each the pilots of our own plane. From the start of life until the end there will be many people in the control tower helping to guide us. Who is in the control tower? Parents, teachers, family members...It is important to listen (hear and respond) to the instructions these people give us.

Let's take an example:

You and a friend are crossing the street with your father and your father says "STOP!" What should you do?

Ok, you hear the words, but what should be your response?

Another example:

You are in class and your teacher is giving you instructions about your next homework assignment. You are chatting with your friend. Is this a problem?

- Not only do you not hear the words, you are preventing your friends from hearing the words.
- What will happen that night when you are trying to do your homework?
- Will you know what to do?

Closure

Following the small group activity(s), have the students respond to the essential question.

Small Group
Activity #1
Grade 3 Courtesy

Paper Airplanes

1. Students should be divided into small groups and each one should be given a blank piece of paper and crayons. Their task is to create a paper airplane.
 - Each student can color their piece of paper and put their name on it.
 - Instruct the group on how to fold his or her piece of paper into a paper airplane.
2. Each group should have an opportunity to fly their airplanes.
3. Discussion:
 - If you could guide your plane as it was flying would it fly better?
 - As pilots of our life do we always fly straight?
 - How could we fly our life planes better?
 - Who helps guide our life plane to make us fly better?

Simon Says

Small Group Activity #2 Grade 3 Courtesy

1. Divide the students into small groups. Each group plays Simon Says except instead of using "Simon Says..." use "It's cool to ..."
2. Discussion:
 - What skills are we using to play this game?
 - Do you have to listen to the words carefully?
 - Do you have to respond to the instructions?

Connection to Home

Grade 3 Courtesy

Theme	Listening
Presentation	<p>Today we discussed listening. The meeting started off with an object lesson using an airplane. We talked about how flying an airplane is very complicated. Pilots don't do it alone. They have help from the control tower. Pilots must listen to instructions and information that the control tower tells them. It is important that the pilot hears the words and responds appropriately. In life we are each pilots of our own jet. Through our life trip there are many people in the control tower to help guide us - our teachers, parents, grandparents etc. But we must listen to them. Requiring that we hear the words and respond accordingly.</p> <p>The students all made paper airplanes and took turns flying them. In small groups the following questions were discussed:</p> <ul style="list-style-type: none">- How is the plane's flight similar to life?- Do we always fly straight?- How do our teachers and parents help us to have a straight flight? <p>The second activity was the COOL club form of "Simon Says" called "It's COOL to". The third activity was a listening test. The students were read a sentence and then asked questions about the details in the sentences.</p>
Suggested Reading	<p><i>Listen, Buddy</i> by Helen Lester (Author), Lynn M. Munsinger (Illustrator)</p> <p><i>The Listening Walk</i> by Paul Showers, Alikei (Illustrator)</p> <p><i>Listen and Learn: Learning to Get Along</i> by Cheri J. Meiners</p>
Suggested Follow up	<p>Discuss with your child the importance of listening. That it is a skill they need to practice. Discuss the importance of both hearing the words and responding to them.</p>

Courtesy

Grade 4

We're Ready!

Title Conflict and Choices

Lesson Summary This lesson will focus on conflicts and how we choose to resolve them.

Student Learning Objectives Students will be able to:

1. some of the conflicts they face in their life.
2. they have choices when dealing with conflict.
3. dealing with conflict is part of life and can make them better individuals.

Essential Question How do we deal with conflict?

We're Set!

Supplies for Students

- 1 smooth stone
- Pair of *googly* eyes
- Paper or cutouts to use for other face parts
- Q-tip
- Glue

Facilitator Preparation

- Make copies of *Home Connection*

Let's Go!

Large Group Lesson Procedure Grade 4 Courtesy

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Show the group two stones, one smooth and one rough. Open discussion with the following questions:
 - How are these two stones different?
 - Why are they different? (The smooth stone has been tumbled and all the rough edges have been worn away.)
 - Do you sometimes feel like this smooth stone, always getting bumped by conflict?
 - What difficulties do you face daily? (bullying, teasing, arguments)
 - Do we have choices of how to deal with these conflicts?
 - Do you always make the right choices?
 - How do the difficulties we face make us better individuals?

Examples:

- A friend kicks you under the desk, what are your choices?
- A group of bullies pick on you on the bus, what are your choices?
- A good friend wants to copy your homework, what are your choices?
- A group of kids tease you about your new shirt, what are your choices?
- A kid runs into you on the playground and knocks you down, what are your choices?

Closure

Following the small group activity(s), have the students respond to the essential question.

Small Group
Activity #1
Grade 4 Courtesy

Rock Buddy

1. Each student should be given a rock to decorate.
2. Scraps of paper can be used for the mouth, nose, hat etc. Each student should get a Q-tip to dab glue.
3. Each student should put their name on their rock buddy and have an opportunity to tell about their creation.
4. Discuss:
 - Conflict is a necessary part of life.
 - Dealing with conflict helps us make better choices each time we are faced with conflict.
 - The smooth rock buddy should help you remember that conflict helps rub away your rough edges.

Small Group Activity #2

Teamwork Relay

1. Divide the group into teams of about six students. Each team forms a line for the race. The first member of the team steps forward to start the game.
2. Explain that each teammate has a choice of being either a:
 - rock (ducks down on knees and tucks in head),
 - tree (standing upright with arms outstretched),
 - bridge (making a tent with body facing floor).
3. But before they become one they must traverse the path formed by the previous team members. If they come to a tree they must run around it twice. If they come to a rock they must jump over it. If they come to a bridge they must crawl under it. When they reach the end of their line of teammates, they choose which to become and stop there.
4. After all teammates have gone, the first player also traverses the path and again chooses tree, rock, or bridge. The next teammate follows, and this is repeated until all teammates reach the finish line.
5. Discuss:
 - Did the choices teammates made make any difference?
 - What you choose will always make a difference!

Connection to Home

Grade 4 Courtesy

Theme

Conflict and choices

Presentation

Today we discussed conflict and choices available for dealing with that conflict. The meeting started off with an object lesson using two rocks: one that was jagged and one that was smooth. We talked about how the rough stone has had a pretty easy life. It has simply lain around soaking up the sunshine and generally taking life quite easy. Nothing has really bothered it. The smooth stone, on the other hand, has been tumbled and knocked. It comes from the water's edge where it has been pushed back and forth, tumbled and ground against other stones. Sand has swirled against it, propelled by the force of waves and currents. All of this pushing, shoving, and grinding has rubbed off its rough edges and made it smooth. We all feel like the smooth rock at times facing difficulties and frustrations. We need to remember that these aggravating experiences can be good for us. It is hard to believe that having a friend who lies to you or bullies you can be good for you, but it can. Each difficulty we face has choices. Bad experiences in life can help us become better people. We learn how to handle these situations. We learn how to make better choices when dealing with adversity.

Everyone decorated a smooth rock to help remember that trouble can "polish" you into a better person.

Suggested Reading

Joe's Car (Making Good Choices)
by Annabelle Dixon, Tim Archbold

We Can Work It Out: Conflict Resolution for Children
by Barbara Kay Polland, Craig Deroy

Suggested Follow up

Children today face many difficulties and challenges. It is important to take time to listen to your child and find out the problems they face daily. Some must confront bullies, handle ridicule, peer pressure, low self-esteem, academic disappointment, contact with drugs, cigarettes or alcohol, and unfortunately the list goes on. It is important that they feel supported by family and have assistance understanding the choices for dealing with these daily challenges. Discuss with them choices that you support and why. Help them understand the consequences of the choices they make and have patience as they make mistakes in this learning process.

Courtesy

Grade 5

We're Ready!

Title	Netiquette
Lesson Summary	This lesson will focus on the importance of Internet safety and behavior on the Internet.
Student Learning Objectives	Students will be able to: <ol style="list-style-type: none">1. explain how important Internet safety is.2. list reasons why they should never give out personal information over the internet.3. define proper in internet etiquette.
Essential Question	What is the proper behavior on the internet?
<u>We're Set!</u>	
Supplies for Students	<ul style="list-style-type: none">▪ 1 copy of the Internet Safety Contract▪ 1 copy of the Internet etiquette worksheet▪ one paper crown for each group
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i> and handouts

Let's Go!

Large Group Lesson Procedure Grade 5 Courtesy

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Open by defining or reviewing the following vocabulary:
 - Internet
 - World Wide Web
 - Web page
 - E-mail
 - Instance Message (IM)
 - Emoticons
 - Chat Room
 - Netiquette
3. Present the skit (attached) then follow with a discussion:
 - WOW! Oh my gosh - what is this? Maggie isn't even a girl! This could never happen, could it?
 - She said she went to Westlake and lived on Potomac Road. That must be true, right?
 - What mistakes did the girls make?
 - What did the girls do that was unsafe?
4. Introduce the following acronym:
 - C** - Careful all the time!
 - H** - Hold on to personal information
 - A** - Arranging meetings is always dangerous.
 - T** - Tell a friend or adult if something makes you uncomfortable

Closure

Following the small group activity(s), have the students respond to the essential question.

Small Group
Activity #1
Grade 5 Courtesy

Internet Safety

1. Distribute Internet Safety contracts to each student.
2. Read the "Kid's Pledge" and have the students sign it.
3. Make sure they notice the "Parent's Pledge" for their parents to sign.

Internet Review Game

Small Group Activity #2

1. Divide the group into small teams of five or six students per team. Each team has a crown, several sheets of blank paper and pens.
2. One person should wear the crown; it should be rotated to a different person for each question.
3. The entire group is given a question and must figure out the answer. The one wearing the crown should bring the answer up front first to get a token.
4. At the end of the game the team with the most tokens gets to pick a prize.
5. Begin with a warm up:

Question 1 - Name of the person that discovered America.

Question 2 - Name of the person that is the school's principal.

Question 3 - What does T.V. stand for?

For real:

Question 1 - What does E-mail stand for?

Question 2 - What personal information can you give someone over the Internet?

Question 3 - What does www stand for?

Question 4 - A person you met online wants you to send a digital picture of yourself. When is this ok?

Question 5 - Someone types something really mean to you over the Internet. What should you do?

Question 6 - While online you get a message from your Internet service provider that they need your password to fix a problem with your account. When is it ok to give them your password?

Question 7 - How could your computer get a virus?

Question 8 - You met a person online that lives nearby. Is it ok to set up a meeting?

Question 9 - What does IM stand for?

Question 10 - Give an example of an emotion.

Handouts

KID SAFETY QUIZ

1. I'm online and I meet someone my age in a chat room. Is it OK to give him or her my address or phone number so we can get together?
2. I have a digital picture of myself and someone I met online wants to see it. Is it OK to send it to that person?
3. I'm visiting a site from a company or organization that I've heard of. They want my name and phone number so I can enter a contest. Is it OK to enter?
4. I'm in the middle of a chat session and someone says something really mean. Should I:
 - a) Say something mean back?
 - b) Ask them to apologize?
 - c) Don't respond; Tell an adult if it bothers me?
5. My parents and I have established rules as to what I can do on the Internet when I'm home, but I'm at a friend's house. Should I go by my parent's rules or do whatever my friend does?
 - a) Go by your parents' rules
 - b) Do whatever your friend does
6. I'm online and I get a message from my Internet service provider asking for my password. They say they need it to fix my account. Should I give it to them?
7. I met someone in a chat room who wants to get together. They live nearby. Can I arrange a meeting?



Family Contract for Online Safety

Kids' Pledge

1. I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' permission.
2. I will tell my parents right away if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
4. I will never send a person my picture or anything else without first checking with my parents.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away so that they can contact the service provider.
6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
7. I will not give out my Internet password to anyone (even my best friends) other than my parents.
8. I will be a good online citizen and not do anything that hurts other people or is against the law.

I agree to the above

Child sign here

I will help my child follow this agreement and will allow reasonable use of the Internet as long as these rules and other family rules are followed.

Parent(s) sign here

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The Skit (Grade 5 Courtesy)

- Characters:** Narrator
Brittany, Brittany's screen voice (played by 2 girls <Brittany>, <girl #1v>)
Haylee, Haylee's screen voice (played by 2 girls < Haylee>, <girl #2v>)
Maggie, Maggie's screen voice (played by a man in the sheet <Maggie>, a girl as his screen voice <girl #3v>)
- Props:** 6 sheets, 3 bandanas, 3 boxes (computer screens), 3 desks
- Set up:** Three desks set in a semi circle. Each desk has a sheet over the front to block view of legs and feet. On top of each desk is a box. Each character is seated at a desk with sheet over their head and a bandana around neck. Each characters voice is standing behind them.
- <Curtain opens to show characters>
- Narrator: I am going to introduce you to three characters: **Brittany, Haylee, and Maggie.** School just ended and they are each sitting in their bedrooms at the computer. They are all signed on to the same chat room. So that you can know what they are typing I have three individuals that will read their screens.
<girl #1v> will read **Brittany's** screen,
<girl #2v> will read **Haylee's** screen and
<girl #3v> will read **Maggie's** screen.
- Today **Brittany** is very sad because her best friend Mary just moved away and she is really lonely and upset. And so she begins to type ...
- Brittany's** screen: Anyone in this chat room?
- Haylee's** screen: I am here...who are you?
- Brittany's** screen: Brittany... who are you?
- Haylee's** screen: Haylee.
- Maggie's** screen: I am here too...I am Maggie.
- Brittany's** screen: Hi Haylee and Maggie. I am a little sad today. I had a bad day.
- Maggie's** screen: A bad day? That is too bad. What happened?
- Brittany's** screen: My best friend just moved out of town. She left this morning before school. Now I am all alone at home. She used to come over and keep me company until my parents got home from work.

Haylee's screen: That is too bad. It is lonely and boring in the afternoon after school without a friend. What school do you go to?

Brittany's screen: Westlake Middle school.

Maggie's screen: Wow, I go to Westlake too! That is neat.

Haylee's screen: Wow, me too. Maybe we live near each other. Where do you guys live?

Brittany's screen: I live on Linden.

Maggie's screen: Wow - you know what, I live on Potomac! That is the street right next to yours.

Haylee's screen: I live on 12th Street, but not too far from you guys.

Maggie's screen: What time do your parents get home from work?

Brittany's screen: Mine get home at 5:30, how about yours?

Haylee's screen: I live with my mom. She gets home at 6:00.

Maggie's screen: Mine don't get home until 5:30. I am pretty lonely. How about we get together. I can bring some snacks. I think my Mom just bought some Nachos.

Brittany's screen: That would be cool.

Haylee's screen: I am up for it too.

Maggie's screen: Why don't we all meet at Brittany's house? Where do you live on Linden?

Brittany's screen: 1465 Linden. It is a white house with blue shutters.

Haylee's screen: I'll be there in about 5 minutes.

Maggie's screen: See you both in a few!

Narrator: This is great. Wow they really cheered **Brittany** up. What a great way to use the Internet... to make friends! Now none of them have to be alone in the afternoon waiting for their parents to get home. That is really neat that they all go to the same school!

Well now that they are meeting at Brittany's house we can finally see what they look like –

Let's introduce our characters...

Brittany - <Brittany takes her sheet off>

Haylee - <Haylee takes her sheet off>

Maggie - <Maggie takes her/his sheet off>

Connection to Home

Grade 5 Courtesy

Theme	Internet Safety and Etiquette
Presentation	<p>Today we discussed Internet Safety. It comes as no surprise that some rather nasty people are using the Internet for nefarious purposes. Consider the most degenerate person imaginable, one so corrupt that he/she is one in ten thousand. Simple arithmetic shows us that on a slow day, with only a million people using the Internet, one hundred such nasty individuals will be out there. It is important that people of all ages are aware of their vulnerability while surfing the net. Just as a parent doesn't send a child into the street without some basic "street smarts", they should not send a child to explore the net without some "Net smarts".</p> <p>The meeting began with a skit about the dangers of a chat room. The students learned four important rules about chat rooms: C- Careful! H - Hold on to your personal information! A - Arranging a meeting is dangerous! T- Tell a friend or adult if something makes you uncomfortable!</p> <p>In addition, students learned some Internet vocabulary, Internet Etiquette (Netiquette) and discussed other general dangers on the Internet. Each student signed a "Kid's Pledge" family contract for online safety. Have your child should show you this. You should sign your part. If you have a computer, post it near the computer for a constant reminder.</p>
Suggested Sites	<p>Internet Safety Web Sites:</p> <p>http://www.safekids.com http://www.chatdanger.com/ http://www.yahooligans.com http://www.zen.org/~brendan/kids.html http://www.safeteens.com/ http://www.microsoft.com/safekids</p> <p>Internet Etiquette Web Sites:</p> <p>http://www.albion.com/netiquette/index.html http://www.darkmountain.com/netiquette/index.shtml</p>
Suggested Follow up	<p>Spend some time with your child discussing the importance of both the etiquette rules and safety rules while surfing the Internet. Make sure they understand any boundaries you have set (ex: no chat rooms, no instant message etc).</p>

COOL Club Lessons



Trustworthiness

Trustworthiness

Grade K

We're Ready!

Title	Trust Me
Lesson Summary	This lesson will focus on what it means to trust someone. The students will discuss what trust means and demonstrate the value of trust.
Student Learning Objectives	The student will be able to identify someone who demonstrates trustworthiness in their life.
Essential Question	Who do I trust? Do they trust me?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Licorice stings▪ Cheerios▪ “You can trust me” tickets▪ Marker/Pen
Facilitator Preparation	<ul style="list-style-type: none">• Make copies of <i>Connection to Home</i>• Cheerio Crispy Snacks• Index cards with “You Can Trust Me” printed on one side.

Let's Go!

Large Group Lesson Procedure Grade K Trustworthiness

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should continue thinking of the question and answers throughout today's lesson.
2. Facilitate the discussion with prompt questions:
 - “Who are people that you trust?”
(Mom, Dad, Grandparents, Siblings, teachers, doctors, etc.)
 - “Why do you trust those people?”
(They help you, they take care of you, they keep promises, etc.)
 - “What do they do to make you trust them?”
(You can depend on them, they are always there for you, etc.)
 - “Have you ever not trusted someone?”
(It doesn't feel very good, it hurts)
 - “Is there someone who trusts you?”
(Parents, teachers, friends, pets)
3. Reinforce discussion answers.

Closure

Paraphrase discussion and return to essential question and answers.

Extension:

Invite the school counselor to come in and talk about the confidentiality of his or her work.

Small Group
Activity #1
GradeK
Trustworthiness

Cheerios

1. Explain to the students that they will be stringing Cheerios on a licorice shoestring.
2. Choose two volunteer students to hold the ends of the licorice.
3. One student will be standing, one sitting on the floor. These will be the students who the class will need to put the most trust in. Explain to these students that they cannot drop the licorice lace or they will lose all the cheerios. The students should discover the consequences.
4. Pass out cheerios to class members. Have them string on the licorice lace. Praise students for their faith in each other upon completion.
4. You Can Trust Me Tickets: Use index cards with the statement “You Can Trust Me” printed on one side. Students can print something they promise to do at home on the other side.
Example would be picking up toys, making bed, cleaning room, watering plants, etc. Have them take these home along with the *Connection to Home* handout.

Connection to Home

Grade K Trustworthiness

Theme	Building Trust
Presentation	During this lesson, students shared what trust meant, who they trusted and why. Your children demonstrated trust in a class activity among all peers by creating a string of Cheerios.
Suggested Reading	<i>Trust Yourself</i> by Joy Frost <i>I am Honest</i> by Sarah L. Schuette, Gail Ph.D. Saunders-Smith <i>Consideration</i> by Lucia Raatma, Madonna M. Murphy
Suggested Follow up	Discuss the value of trust and characteristics of trustworthy people. Share a personal story of trust from your life with your child. Make the Cheerio crispies they had as a snack today. Have fun!! Cheerio Crispy Treats 5-6 c. Cheerios 1/2 stick butter 1 lg. bag marshmallows Melt butter, marshmallows, on low heat. Stir in Cheerios .

Trustworthiness

Grade 1

We're Ready!

Title	Trustworthiness
Lesson Summary	This lesson will focus on the meaning of Trustworthiness and what it means to be a trustworthy person. Activities will help students understand the ways that they are trustworthy and how they can continue to be a trustworthy person.
Student Learning Objectives	The student will be able to: <ol style="list-style-type: none">1. identify trustworthy behavior in others.2. identify trustworthy behavior in themselves.
Essential Question	What things do I do to show that I am trustworthy?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Diamond pattern▪ Yarn (18 inches long)▪ Decorative craft material (crayons, glitter, colored paper, etc)▪ Markers
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ Cut 3"x3" squares from construction paper, punch a hole in one diamond point▪ Locate a copy of the story <i>Boy Who Cried Wolf</i>

Let's Go!

Large Group Lesson Procedure Grade 1 Trustworthiness

5. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
6. Start lesson with a demonstration of trust. Ask for a volunteer to be blindfolded and then instruct them to take a "trust walk" with the facilitator giving directions on where to walk. The blindfolded student must trust the facilitator to keep them from hitting things. When the blindfold is removed, ask the volunteer to describe how it felt.
7. Discuss the meaning of "trustworthiness".
 - Trustworthiness means being honest with others.
 - Trustworthiness means being keeping promises
 - Trustworthiness also means others can depend on you and trust you.

Closure

Following the small group activity(s), have the students respond to the essential question.

Trusting Diamond

Small Group
Activity #1
Grade1
Trustworthiness

1. Give each child a copy of the diamond pattern. Have him/her give you an example of something s/he did that was trustworthy.
2. Write the example on the diamond. Complete this process for each child.
3. When everyone has their own example of trustworthiness written on their diamond, have them decorate the diamond and create a necklace with the yarn. Encourage them to wear the necklace proudly.

Trust Talk

**Small Group
Activity #2
Grade 1
Trustworthiness**

Ask the group the following questions and be sure that everyone has a chance to answer:

1. When I borrow something from you, you know that I will....(return it).
2. When I tell you I will meet you somewhere, you know that I will (be there).
3. When it comes to telling the truth, you can count on me to (tell the truth).
4. You can count on me to (never, always???) cheat.
5. You can count on me to do (what is right or wrong???)
6. If I am on your team, you can count on me to do my ...(best).
7. If I tell you I will do something, you can count on me to.... (do it).
8. If I found a wallet full of money, I would ...(return it).
9. When my mom gives me a chore to do I(do it).
10. When I promise to do something, I ...(do it).

Small Group
Activity #3
Grade 1
Trustworthiness

Boy Who Cried Wolf

1. Read or retell the story *Boy who Called Wolf*.
2. Ask the following questions of the group:
 - Did the villagers start out trusting the boy?
 - Why didn't the villagers come to the boys rescue when the wolf was really there?
 - Why do you think the boy lied?
 - What happened when someone who has lied in the past, tells the truth?
3. Summarize the lesson in the story.

Connection to Home

Grade 1 Trustworthiness

Theme	Trustworthiness
Presentation	This lesson focused on the meaning of trustworthiness and what it means to be a trusted person. The children identified trustworthy behaviors in others and themselves.
Suggested Reading	
Suggested Follow up	Discuss ways that family members show trust in each other and the importance of trust. Play a game that involves trust, i.e. Pin the Tail on the Donkey with a new twist, play it with a team member and have the partners give directions to the donkey.

Trustworthiness

Grade 2

We're Ready!

Title	Trustworthiness
Lesson Summary	This lesson will focus on the meaning of trustworthiness and what it means to be a trustworthy person. Activities will help students understand the ways in which they are trustworthy. Students will begin to make judgments about their trustworthiness as well as the trustworthiness of others.
Student Learning Objectives	The student will be able to evaluate the trustworthiness of their behavior and the behavior of others.
Essential Question	How do I demonstrate trustworthiness? How do others?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ Paper plates, one per student▪ White construction paper▪ Craft sticks▪ Red and green crayons▪ Glue▪ Scissors
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>▪ One small object for each small group.▪ Enough cleared space for students to walk in pairs

Let's Go!

Large Group Lesson Procedure Grade 2 Trustworthiness

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Clear an open area for your group. Make sure that it is free of obstacles. Explain that today's activity involves trust. Ask if anyone can define trust.
3. Have students work in pairs. Ask each pair to stand at one end of the cleared area. Place the object at the opposite end of the cleared area.
4. One student will close eyes throughout the whole activity while the other student gently guides them to the object. The guiding student instructs the student with eyes closed how to pick up the object and bring it back to their starting place.
5. Repeat with each pair in your small group asking the other students to observe.
6. Talk about the responsibility that each student had in leading and in following. Focus on how the pairs need to trust each other to get the job done.

Closure

Following the small group activity(s), have the students respond to the essential question.

**Small Group
Activity #1
Grade 2
Trustworthiness**

Trusting

1. Ask group to respond to the questions below.
2. How would the answer if the were/were not trustworthy?
 - When I tell you I will do some thing, you can trust me to
 - When I borrow something, you can trust me to....
 - When I promise to do something, you can trust me to....
 - When something does not belong to me, you can trust me to...
3. How would they answer for someone they do/do not trust?
 - When I tell you I will do some thing, you can trust me to
 - When I borrow something, you can trust me to....
 - When I promise to do something, you can trust me to....
 - When something does not belong to me, you can trust me to...

Connection to Home

Grade 2 Trustworthiness

Theme	Trustworthiness
Presentation	<p>This lesson focused on the meaning of trustworthiness and what it means to be a trusted person. The children identified trustworthy behaviors in others and themselves. The children began to make judgements about their trustworthiness as well as the trustworthiness of others.</p> <p>.</p>
Suggested Reading	
Suggested Follow up	<p>Have your child name people that they can trust and develop a list of people your child can trust. Discuss what these people do to earn our trust. Next create a list of people whom they cannot trust or should not trust, i.e. a stranger, a person who has repeatedly lied to them, etc.</p>

Trustworthiness

Grade 3

We're Ready!

Title	Trustworthiness
Lesson Summary	This lesson will focus on the meaning of trustworthiness and what it means to be a trustworthy person. Activities will help students understand the ways in which they are trustworthy. Students will focus on trustworthiness and secrets.
Student Learning Objectives	<p>The student will be able to:</p> <ol style="list-style-type: none">1. evaluate the trustworthiness of their behavior and the behavior of others.2. state the difference between good and bad secrets.
Essential Question	How do I demonstrate trustworthiness, including keeping secrets?
<u>We're Set!</u>	
Supplies for Students	<ul style="list-style-type: none">▪ Blank, white paper▪ Brown lunch bag▪ Yellow yarn▪ Construction paper▪ Scissors, glue▪ Colored pencils or markers
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>

Let's Go!

Large Group Lesson Procedure Grade 3 Trustworthiness

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Start lesson by asking the group to raise their hands if they have ever:
 - told a secret to a friend.
 - had a friend tell them a secret.
 - had a friend tell them a secret and then they told the secret to someone else.
3. Discuss why some secrets should not be shared. Then emphasize that some secrets must be shared. Elicit the difference between good secrets and bad secrets.
 - Trustworthiness means keeping good secrets
 - Some secrets are good secrets and it is alright to keep good secrets quiet
 - Other secrets hurt people and they need to be shared with an adult and dealt with.
 - Talk about when a secret becomes rumor or gossip.

Closure

Following the small group activity(s), have the students respond to the essential question.

Good Secrets, Bad Secrets

Small Group
Activity #1
Grade 3
Trustworthiness

1. Read each statement below and discuss whether it is a good secret or bad secret:
 - Jan plans a surprise party for Emma.
 - Ian breaks his mother's vase.
 - Mike sees Jim take a pen that does not belong to him.
 - Lilly makes a card for her Dad.
 - John's dog digs up flowers in a neighbor's yard.
 - Sonya finds a wallet in the park.
2. Summarize the difference between good and bad secrets

Courageous Lion

**Small Group
Activity #2
Grade 3
Trustworthiness**

1. Introduce the steps to being trustworthy:
 - Be Honest...don't lie, cheat, or steal
 - Be Reliable...keep your promises and follow through on your commitments.
 - Be Courageous...to what is right, even when it is difficult.
 - Be a Good Friend...don't betray a trust.
2. This activity will focus on being courageous, to do what is right even when it is difficult and no one else is doing it. Let the group share times when a friend (or a group of people) did something that they knew was wrong, and they chose not to follow along. It takes courage to do what is right!
3. Distribute a paper bag and supplies to make a lion paper bag puppet. Have students use yellow yarn to make a mane and construction paper to add a face and whiskers. Have them write, "I am courageous" on the puppet to remind them of today's lesson.

Connection to Home

Grade 3 Trustworthiness

Theme	Trustworthiness
Presentation	This lesson focused on the meaning of trustworthiness and what it means to be a trusted person. The children identified trustworthy behaviors in others and themselves. The children focused on trust and good and bad secrets. The idea that it takes courage to do what is right, even if no one else is doing it, is part of being a trusted person.
Suggested Reading	
Suggested Follow up	Reinforce with your child that trustworthiness means keeping a secret, but not if the secret could cause someone harm. With your child create a poster that shows how he or she is courageous. You might list examples of when they showed courage or have them draw a picture of when they were brave.

Trustworthiness

Grade 4

We're Ready!

Title	Keys to Trust
Lesson Summary	This lesson will focus on how to be trustworthy. The student will have an opportunity to develop trust in others as they learn to cooperate.
Student Learning Objectives	The student will be able to: <ol style="list-style-type: none">1. understand that trusting others sometimes requires a risk.2. list ways to be trustworthy.
Essential Question	How does cooperation require trust?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ key chain or ring to hold keys▪ oak tag cut into key shapes (five/student)▪ markers, crayons, etc.
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>

Let's Go!

Large Group Lesson Procedure Grade 4 Trustworthiness

1. Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.
2. Note: Be sure to do the following activities in a large, open space, clear of desks or things that would cause harm if a student should fall. Remind students that safety is always a priority.
3. Begin the lesson by having students become "springs". Select a method that would randomly pair kids together (Do not allow the students to choose their partner.)
4. Directions: *Stand about two feet away from each other. Extend your arms at chest level and place your palms out, facing your partner. The idea of "springs" is for you and your partner to lean in toward one another letting your hands come together in the middle. Do not move your feet. Once you have touched palms, gently "spring" backwards and return to your original position without losing your balance.*
5. The purpose is to get a rhythm and a balance between the two people. To figure out the best way to do it over and over again. The partners will need to adjust to make the "spring" work.
6. Once partners have mastered this, introduce variations: take a step back, one handed springs, closing your eyes, standing on one leg.
7. Regroup and discuss the experience, leading the discussion around trust and cooperation. The cooperation between partners required trust. Could you become a human spring if you did not trust your partner?

Closure

Following the small group activity(s), have the students respond to the essential question.

Small Group
Activity #1
Grade 4
Trustworthiness

Have a Seat

1. Have the entire group form a circle, facing in and standing shoulder to shoulder.
2. Give the following directions: *Slowly turn to the left. Now slowly start to sit down, pretend there is a chair behind you. (The “chair” of course, is a persons lap.)*
3. Students should be able to balance themselves on the lap of the person behind them while someone else is seated on their lap. This will require trust that the process will work and no one will fall, if it is done correctly.
4. Regroup and discuss the experience. Have students express their thoughts first in writing by taking one of the papers shaped like a key and completing this sentence: During this activity I felt...

**Small Group
Activity #2
Grade 4
Trustworthiness**

Keys to Trust

1. Teach the students of the steps to being trustworthy: These could be posted on a wall chart or listed on a board.
 - Be Honest...don't lie, cheat, or steal
 - Be Reliable...keep your promises and follow through on your commitments.
 - Be Courageous...to what is right, even when it is difficult.
 - Be a Good Friend...don't betray a trust.
2. Ask students to identify which step to being trustworthy was covered in today's activity? (being reliable and being a good friend) Discuss how the activity would have turned out if there was no trust in the partner or no reliability. What if your partner let you fall on purpose?
3. Distribute a key ring or key chain and 4 keys cut from oak tag to each student. Have them list the four steps to being trustworthy, one on each key. They can then decorate them and place the keys on the ring.

Connection to Home

Grade 4 Trustworthiness

Theme	Keys to Trust
Presentation	This lesson focused on how to be trustworthy. The children had an opportunity to develop trust in others as they learned how to cooperate
Suggested Reading	
Suggested Follow up	Discuss with your child how cooperation requires trust. Play a game with family members that requires cooperation (any game that requires teamwork would be appropriate.)

Trustworthiness

Grade 5

We're Ready!

Title	Steps to Building Trust
Lesson Summary	This lesson will focus on how to build trust. The student will have an opportunity to develop trust in others as they work cooperatively.
Student Learning Objectives	The student will be able to: <ol style="list-style-type: none">1. understand that trusting others sometimes requires a risk.2. list steps in becoming a trustworthy person.3. give examples of a trusting person.
Essential Question	How do I build trust?

We're Set!

Supplies for Students	<ul style="list-style-type: none">▪ oak tag cut into the shape of a foot print (one/student)▪ Colored pencils or markers
Facilitator Preparation	<ul style="list-style-type: none">▪ Make copies of <i>Home Connection</i>

Let's Go!

Large Group Lesson Procedure Grade 5 Trustworthiness

Read essential question to the group and remind students that the answer will be discussed at the end of the session. They should be thinking of the answer as they participate in today's activity.

Note: Be sure to do the following activities in a large, open space, clear of desks or things that would cause harm if a student should fall. Remind students that safety is always a priority.

Assign partners for the activity "Balancing Act".

Directions: *Stand facing your partner, firmly but gently, grasp each other's wrist or hand. The object of this game is for both you and your partner to be off balance, yet totally supporting each other the entire time. Lean back, so that if it weren't for your partner, you would fall. Be sure that you do not put too much pressure on your partner. Move around, changing positions. You might try leaning backwards and balancing on one leg. Squat down close to the ground, etc. all the while supporting your partner.*

Summarize what happened in "Balancing Act". How did trusting your partner make this successful? Or not successful?

- Brainstorm the steps to becoming a trustworthy person, elicit the following responses:
- Don't lie, cheat, or steal.
- Keep your promises.
- Follow through on your commitments.
- Do what is right, even if you are the only one doing it.
- Don't betray the trust of a friend.

Closure

Following the small group activity(s), have the students respond to the essential question.

Small Group
Activity #1
Grade 5
Trustworthiness

How Trustworthy are You?

Each student will be given a large footprint cut from oak tag or construction paper.

Students will write down at least four steps to becoming a trustworthy person.

Next to each step, on a scale of one to five, have them rate how trustworthy they are. (1=awful...5=terrific)

For each of the behaviors, give an example of how they are trustworthy or not, or what they could do to be more trustworthy.

Connection to Home

Grade 5 Trustworthiness

Theme	Steps to building Trust
Presentation	This lesson focused on how to build trust. The children had an opportunity to develop trust in others as they worked cooperatively. They realized that trusting others sometimes requires a risk and listed steps to becoming a trustworthy person
Suggested Reading	
Suggested Follow up	With your son or daughter, review the steps to becoming a trustworthy person: do not lie, cheat, steal. Keep promises, and follow through on them , do what is right, even if no one else does, and do not betray the trust of a friend. Share experiences with your child that center on trusting others or a time when you lost trust in a friend

Appendix



Sample Permission Slip Flyer



C haracter
O bject
O riented
L essons
Club Junior



For: 1st, 2nd and 3rd graders
Where: Tracy Elementary School Gym
When: November 11, 2002 (Monday)
Time: 3:00 to 4:00 (right after school)
IMPORTANT: PICK UP TIME IS **4:00** promptly!

Topic: Cooperation

What's it about: We will be doing a variety of activities (object lessons, skits, crafts, and discussions) to reinforce important "cool" values.

Sponsored by: The Tracy Chapter of the Ophelia Project

How to participate: Complete the permission slip at the bottom to attend this club meeting.
YOU MUST COMPLETE A SLIP EACH TIME YOU WANT TO COME TO A CLUB MEETING!

Instructor: Ellen Zimmer 838-5107
(Please call if you are interested in helping or providing a snack)

Student's Name: _____ Grade: _____ Homeroom: _____ Phone: _____

I give my permission for _____ to stay after school on 11/11/02 for *COOL club jr.*

The student will be: (circle one) picked up by _____ or taken to Tracy Daycare.

Signed _____

Permission Slip **due** by: November 7 (Thursday), 2002 (no exceptions made)

Sample Parent Letter

Attention parents and guardians of Tracy students... we are in desperate need of your help. Have you been wondering how you might feel more connected to the Tracy community... we have some fabulous opportunities for you in the COOL Club. The extent of your commitment is entirely up to you.

We need help during the club meetings (the second Monday of the month) and people to help provide snacks and supplies. We also need donations to cover copying and supply costs. We have no access to school district or PTA money to cover the cost of copying flyers, copying take home papers, or supplies used for the lessons. Those of us that have volunteered to create and facilitate the program have been covering the cost when needed. If it is within your means to provide monetary donation we could certainly use it. You can send a check in an envelope marked "COOL CLUB" with your child to the next COOL Club meeting (even a dollar or two would help defer the cost). Make check payable to "Ophelia Project - Tracy chapter".

COOL Club is entering its third year at Tracy School. We have split the program into two groups to make it more age appropriate: COOL Club junior for 1st, 2nd, and 3rd graders, and COOL Club senior for 4th and 5th graders. Attendance varies each meeting but we have had up to 85 students at a single meeting! We have been working over the summer on some new topics so it will be an exciting year for the students. We feel this club is an important extension of the PTA's Cool to be Kind curriculum initiative. The Tracy chapter of Ophelia sponsors the COOL Club. The Tracy chapter of the Ophelia Project is a small group that gets together monthly to discuss ways we can improve things for our children. We would love your help and support in this endeavor.

Below is an information slip to fill out and return to Tracy as soon as you can. WE really need your help for the COOL Club to continue in its current form.

Your Name: _____ Phone Number: _____

Student's name: _____ Grade & Homeroom: _____

Student's name: _____ Grade & Homeroom: _____

Please put an 'x' next to ways you are willing to help the COOL Club:

_____ Assist at a club meeting

_____ Make phone calls

_____ Run errands

_____ Provide a snack for a club meeting

_____ Provide supplies for a club meeting

_____ Donating copying and printing services

_____ Make a monetary donation (mark envelope "COOL CLUB", payable to "Ophelia Project - Tracy chapter".)

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MORNING ANNOUNCEMENTS: