

LIFE SKILLS CURRICULUM

ELEMENTARY LEVEL
KINDERGARTEN - SECOND GRADE

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PROGRAM OVERVIEW

Overcoming Obstacles is a nonprofit publisher of elementary, middle, and high school life skills curriculum materials that are research-based, evidence-based, award-winning, and free. The organization was founded in 1992 and since that time has helped more than 230,000 educators in all 50 states and 160 countries teach 55 million young people the skills they need to achieve success. Educators report that when students are taught Overcoming Obstacles, grades and graduation rates go up, bullying goes down, and young people are better prepared for college and careers.

The Overcoming Obstacles curriculum is one of the most comprehensive sources of life skills education available and is lauded for its flexibility. Lessons are sequential in terms of curriculum level, providing a solid base of life skills development that will help young people achieve social, emotional, and academic success during their early years and build upon that success in middle and high school. All levels of the curricula include standards-based lesson plans with objectives, time estimates, activity sheets, and educator resources. Assessment questions and extension activities conclude each lesson.

Elementary Curriculum Materials

The elementary curriculum is divided into two levels: kindergarten through second grade (K–2) and third through fifth grade (3–5). Both contain engaging, activity-based lessons that have been aligned to the American School Counselor Association and core content grade-level standards, and are designed to help you teach life skills to your students. Step-by-step instructions for setting up and facilitating activities, along with additional lesson extensions from several disciplines (*including art, English language arts, music, physical education, science, social studies, and technology*) are also included.

The curriculum provides you with the tools to help your students develop the three fundamental skills with which all other life skills can be learned: communication, decision making, and goal setting. In addition to learning these three core skills, students will learn many other important skills, including:

- Learning to listen
- Exhibiting self-control
- Developing empathy
- Cooperating to resolve conflicts
- Gaining and giving respect
- Developing integrity
- Creating a positive attitude
- Understanding fairness
- Working as a team
- Learning positive coping skills
- Becoming responsible
- Building good friendships

Implementation

Overcoming Obstacles elementary level lessons can be taught in a variety of settings and modified to fit individual school or classroom schedules. The curriculum materials can be used as daily life skills lessons, integrated into core content lessons, as an extracurricular course, and in before- and after-school settings. Lessons are also designed to be repeated with students as they enter new grade levels; reinforcing these concepts with students helps strengthen their understanding of the materials as they grow older.

The Table of Contents presents a recommended order sequence for teaching the life skills. However, the flexibility of the program allows you to teach the lessons in the sequence that best fits the specific goals of your class or school.

While time frames are identified for each lesson segment, the materials are designed so that you may modify or adapt the lessons to meet your needs. *(For example, a single lesson plan may be divided into several “mini lessons” over the course of a few days.)* Extensions included at the end of each lesson offer follow-up activities that can be used to reinforce the skills learned during the main lesson.

Materials are available on the Overcoming Obstacles website to assist with implementation in the form of our Train-the-Trainer Guides and *Introduction to Overcoming Obstacles* video. For support with implementation or anything else, please reach out to us at info@overcomingobstacles.org.

ELEMENTARY LEVEL K-2

LESSON ONE

LISTENING

LESSON 1

LISTENING

Standards Addressed

Students will practice the skills of taking turns, listening to others, and speaking clearly.

Students will use effective communication skills.

Objectives

- Students will learn that listening enables you to better understand meaning.
- Students will understand that listening is different from hearing.
- Students will understand that listening requires mental concentration.

Materials Needed

Board or chart paper and markers (“I Do”)

“Listening Interview” activity sheet for each student (“You Do”)

Starter (3 Minutes)

Gather your students and tell them “I’m going to show you what being a good listener and what being a bad listener look like.” Then, ask your students “Who wants to tell me about something fun they did this week?” Call on a student, and as he or she starts to talk, listen and make good eye contact. Next, call on another student, and as the student talks, look around the room, get up from your chair, and turn your back on the student. Ask the student how he or she felt when you were being a bad listener. Tell the class, “Good students and good friends are good listeners.”

Teacher Presented Knowledge/I Do (10 Minutes)

Explain to your students, “Today, we are going to learn to listen with our whole bodies, from the top of our heads to the bottom of our feet.” Then create an anchor chart to illustrate the characteristics of whole body listening and review the chart with your students explaining and modeling each action (*or use the “Whole Body Listening Chart” at the end of this lesson*):

- Head (*brain*) is thinking about what is being said.
- Eyes are looking at the person who is speaking.
- Ears hear what people are saying. (*If you are deaf, you listen with your eyes, using sign language and lip reading.*)
- Mouth stays closed.
- Heart cares about what is being said.
- Hands and feet are still.

Guided Student Practice/We Do (15 Minutes)

Lead your class through a game of “Simon Says,” where students perform the motions or actions as you suggest them, but only if they are part of a “Simon Says...” sentence. For example, you could say: “Simon says jump,” “Simon says raise your right hand,” and “Simon says take one step forward,” but be certain to occasionally leave off the “Simon says...” to see just how closely your class is listening.

Student Independent Practice/You Do (30 Minutes)

Tell students that they are going to practice listening by interviewing their classmates. Explain that when you interview a person, you ask the person questions to find out information about them.

Tell them, “You are going to go around the room and interview classmates and find out who loves broccoli, who doesn’t feel strongly about broccoli, and who hates broccoli. When you are the interviewer, you are going to ask, ‘Do you like broccoli?’ The person being interviewed can answer only once by saying the word ‘broccoli.’ If you are being interviewed, when you answer the question, you must use your tone to show how you feel about broccoli. You cannot answer more than one time, and you cannot say any other words. It will be important to listen carefully in this game.” (*You might want to practice the three tones with the class before having students conduct their interviews.*)

Explain that all students will take turns being the interviewer and the interviewee. Pass out the “Listening Interview” activity sheet. Direct students to begin their interviews and check the correct column next to their interviewee’s name to indicate their findings. (*Any food item or nonfood item can be substituted for broccoli.*)

Closure (5 Minutes)

Have members of the class share their findings. Then say, “Raise your hand if you found (*student’s name*) loved/didn’t feel strongly about/hated broccoli.” For each student, the whole class should have the same response. Remind students that they were able to figure out someone’s preference based on the way they heard a single word.

Questions for Assessment

1. Why is it important to listen with your whole body?
2. What are things you can do to be a better listener?
3. What does it look like when someone is listening to you?

Lesson Extensions

Art Extension

Ask students to identify a sound that they regularly hear (*for example, cars driving, birds chirping, the wind blowing, planes flying*). Once students have each identified a sound, ask them to draw the thing that makes the sound. You can choose to place all of the drawings on a bulletin board labeled “The Sounds of Our World.”

Art Extension

Tell students that they will be making a listening ears headband. Direct students to color and cut out the bunny ears on the “Listening Ears” activity sheet. As they do this, take a “sentence strip” or a 24” wide x 3” high strip of paper, wrap one around each student’s head, mark it, and adhere it in the back to make a headband. After the ears are decorated by the students, cut out and fold each ear vertically in half to make them stiff. Then, adhere them to the back of the headband. Tell students to keep these as a reminder about their “listening ears.” Explain that listening ears are different from normal ears because listening ears involve the whole body—from the top of your head to the bottom of your feet.

Culture Extension

Listen to songs from around the world and see how they differ and are each unique. See if students can guess which part of the world the song is from just from listening.

Drama Extension

Have students role-play situations where listening is important. (*Some examples could include listening while in class, remembering someone’s phone number as they tell it to you, etc.*)

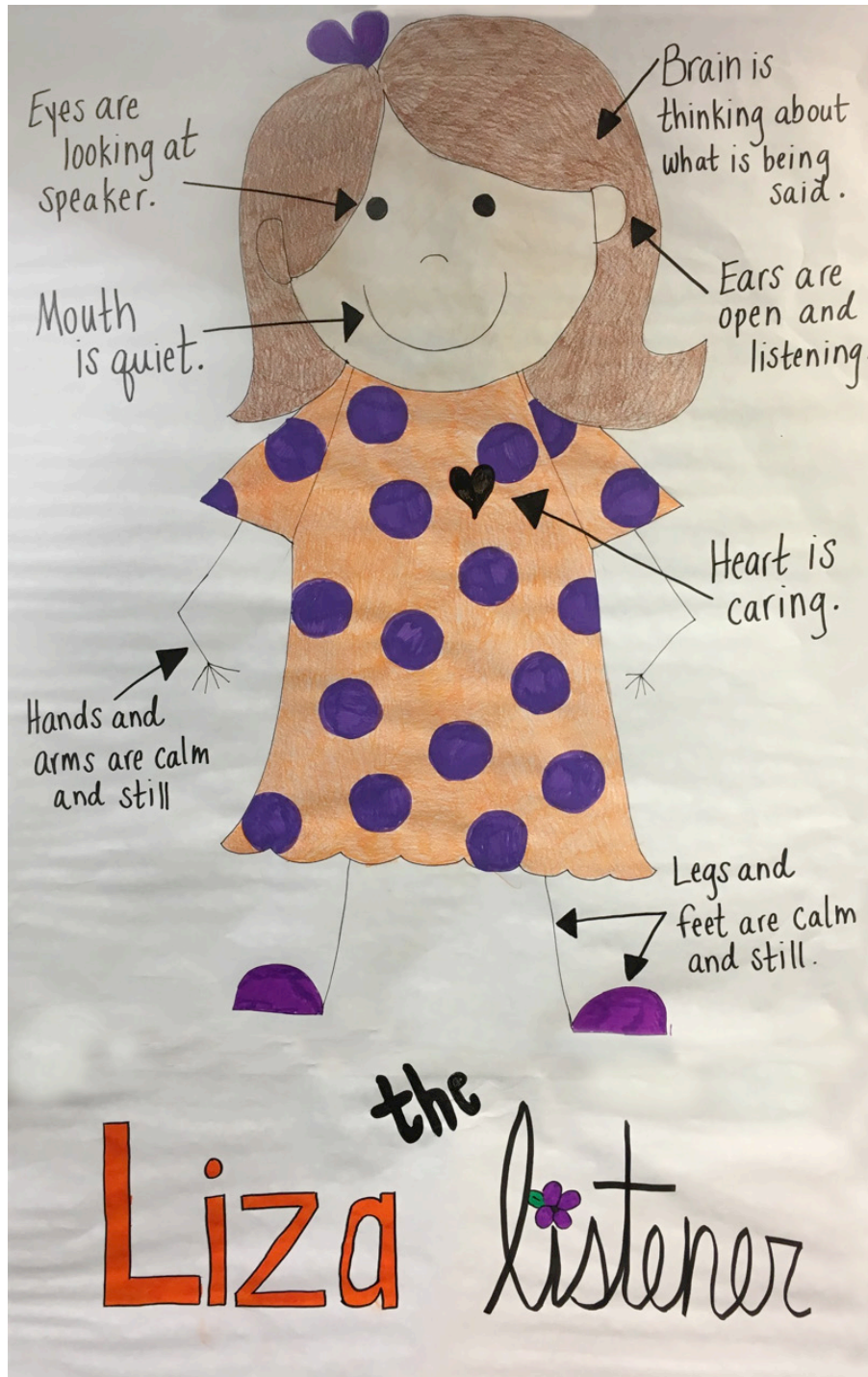
Literature Extension

Read *Howard B. Wigglebottom Learns to Listen*, by Howard Binkow, to your class. Ask students, “What happened to Howard when he didn’t listen?” Also ask, “How would you feel if you were Howard’s teacher or friend?” and “What did it look like when Howard started to listen?”




PE Extension

Have students play a game of “Red Light/Green Light.” Ask students how listening is important to playing the game.

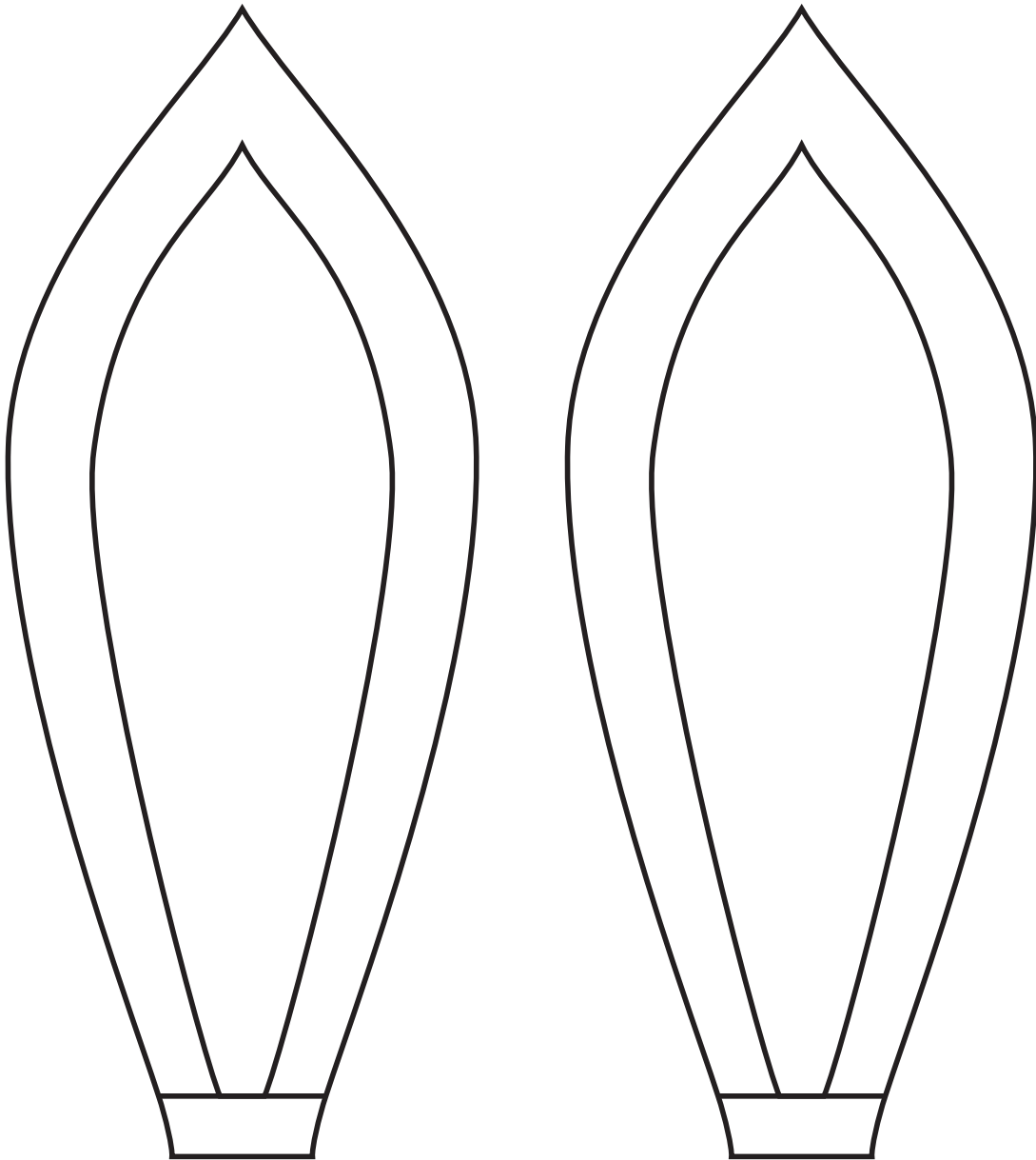
WHOLE BODY LISTENING CHART



LISTENING INTERVIEW

NAME			

LISTENING EARS



ELEMENTARY LEVEL K-2

LESSON TWO FAIRNESS

LESSON 2

FAIRNESS

Standards Addressed

Students will explain the purposes of rules and laws, and the consequences of breaking them.

Students will explain how following rules reflects qualities of good citizenship, including honesty, responsibility, respect, and fairness.

Students will distinguish between wants and needs.

With guidance and support, students will read or listen closely to describe characters and their actions, compare characters' experiences to those of the reader, describe the setting, identify the problem and solution, and identify the cause of an event.

Objectives

- Students will understand that fairness is not getting everything everyone else gets; it is getting what you need when you need it.
- Students will learn that differences in size, shape, color, and responsible ideas are okay.
- Students will review classroom rules and share how they are fair (*for example, "Hands are for helping" or "If you take a turn, you give a turn"*).

Materials Needed

A bouquet of fresh flowers of different varieties and colors (*alternatively, you can use artificial flowers or a picture of a bouquet of flowers*) ("Starter")

List of classroom rules (*to be created before class*) ("I Do")

Poster paper and markers ("I Do")

Set of index cards, each with a scenario of a fair situation ("We Do")

Set of index cards, each with a scenario of an unfair situation ("We Do")

Poster paper and coloring supplies for each student ("You Do")

Starter (5 Minutes)

Present the class with a bouquet of flowers. Point out to the class the differences in the colors and shapes of the flowers and how all the differences make the bouquet unique and beautiful. Make the point that, like flowers, people are different and have different needs and special skills or qualities. It is fair to be accepting of all differences and to make sure that everyone's unique needs are met. Give examples of unique needs and how fairness relates to them. *(For example, it would not be fair if the student who needs eyeglasses to read were not allowed to wear them because everyone else in the class did not need eyeglasses. Nor would it be fair for the other students to make fun of the student's eyeglasses.)*

Teacher Presented Knowledge/I Do (20 Minutes)

Share your list of classroom rules with the students, and ask them to think about why classroom rules are needed and to share their thoughts with the class. After students respond, explain that the rules make sure all students are treated fairly and all students' needs are met. Next, explain each classroom rule to students by giving them the ideas behind the rules and how the rules make things fairer. Then, ask students, "Are there any classroom rules that you would like to add to make our classroom work better together?" Create a classroom poster of the new rules the class suggested to hang on the wall. Finally, have students reinforce that they will follow the rules by signing the poster.

Guided Student Practice/We Do (15 Minutes)

Tell students, "We are going to play a game." Read a "fairness" scenario from one of the index cards you created before class. Have students give a thumbs-up if the chosen scenario reflects a fair situation and a thumbs-down if the chosen scenario reflects an unfair situation. Examples can include:

1. Gus was sick in bed with a very high fever, so his mom made his brother and sister stay in bed all day, too.
2. Cathy's family had pizza for dinner, and everyone had a piece.
3. It was Reggie's birthday, but Courtney received new toys.
4. Draya's friend gets to eat a cupcake every night, but Draya's mom will not let her because cupcakes are not healthy.
5. Jackson asked Robert if he could play on the computer with him. Robert said, "No, but you can have the computer when I am done in five minutes."
6. You can't go on a ride at the amusement park because you are too short.

Student Independent Practice/You Do (20 Minutes)

Have each student create a poster showing a situation that is unfair on the left side and how it could be fair on the right side.

Closure (5 Minutes)

Ask some students to share their favorite rule and explain why it is fair. Then, ask students to verbally share what fairness means.

Questions for Assessment

1. How did we work together today, and was it fair to all of us?
2. What are some things that you can do to play fairly with your friends?
3. What should you do if you are not being treated fairly?

Lesson Extensions

Art Extension

Have students use magazine pictures to make a collage of their needs. Reinforce to students the difference between what they need and what they want.

Art Extension

Have students create short comics that show what fairness looks like.

Drama Extension

Have students role-play ways to treat friends fairly.

Literature Extension

Read *The Legend of Spookley the Square Pumpkin*, by Joe Troiano, to the class. Following the reading, say, “Similar to Spookley, all people are unique and different in their own way. We all have different needs and different talents, and this makes the world more beautiful. Being different is fair. But it is not fair to make fun of people’s differences or to make them feel unhappy about their unique traits. That is mean and is not fair.”

School Climate Extension

Assign classroom jobs to each student (*for example, calendar keeper, line leader, pencil sharpener, table wiper*). Tell students that, at the end of each week, you will change who is responsible for each job so that every student can have a turn. Ask students how this relates to fairness.

Social Studies Extension

Laws ensure fairness for all, and police officers are to enforce these laws and protect our rights. Have students write letters to the local police department thanking them for helping to keep things fair.

ELEMENTARY LEVEL K-2

LESSON THREE COPING SKILLS

LESSON 3

COPING SKILLS

Standards Addressed

Students will identify and express feelings.

Students will distinguish between appropriate and inappropriate behaviors.

Students will develop effective coping skills for dealing with problems.

Students will use a combination of drawing and writing to compose informative and explanatory texts that name and supply information about the topic.

Students will use active and attentive communication skills, building on others' ideas to explore, learn, enjoy, debate, and exchange information.

Objectives

- Students will develop an awareness of their emotions.
- Students will understand that some emotions are easy to deal with and some are hard to deal with.
- Students will learn strategies to help them control their emotions.

Materials Needed

Board or chart paper and markers (“I Do”)

A list of “Easy Emotions” (*for example, excited, happy, silly, calm*) and “Hard Emotions” (*for example, sad, tired, afraid, angry*) (“I Do”)

A list of coping strategies for the “Hard Emotions” (“I Do”)

A sheet of drawing paper folded in half horizontally for each student (“You Do”)

Coloring supplies for each student (“You Do”)

Starter (3 Minutes)

Begin by telling students, “Today, I want to talk to you about your emotions. Emotions are strong feelings we have when good things happen and when bad things happen. Good things cause feelings that are easy and make us happy, while bad things cause feelings that are hard for us and make us sad.

“Both types of feelings are important because they keep us aware of our world. Easy feelings help us learn and work better. Hard feelings, like anger and fear, warn us of dangers and threats and help us protect ourselves. But having too much of a feeling or emotion can sometimes be a problem if we do not handle it correctly.

“We need to recognize what feelings we are having and learn the best way to handle them. Usually, hard feelings are the most difficult to handle. So today, we are going to talk about some ways to handle hard feelings. While we cannot stop our feelings or emotions, we can control how we handle them. It is important that we do so in a positive way.”

Teacher Presented Knowledge/I Do (15 Minutes)

Direct students’ attention to the board or chart. Tell students, “First, I am going to think about some emotions, identify and name them, and sort them into two lists: ‘easy’ and ‘hard.’” Make two lists titled “Easy” and “Hard.” Then, tell students, “Now, I am going to talk about some things I do to help me handle my hard emotions. Notice how I try to be careful to only use positive actions that do not cause hurt to myself or anyone else.” Discuss each hard emotion (*sorrow, fear, anger, etc.*) and model considering a strategy for each. Create a list of possible coping strategies for hard emotions while explaining each one of your actions.

Possible coping strategies:

- Identify your emotions by asking yourself, “How do I feel?”
- Stop and think about a result before taking an action. Don’t just react.
- Take five deep breaths.
- Think of things that make you happy.
- Exercise, move around, and stretch.
- Focus on your five senses—count sounds, sights, tastes, smells, and textures around you.
- Talk to a friend.
- Distract yourself with TV, music, a book, a chore, or something fun that you like to do.
- Get fresh air.
- Ask for help.

Guided Student Practice/We Do (15 Minutes)

Direct the class to turn and talk to the student sitting next to them and to discuss which coping strategies they think would work best for them and why.

Student Independent Practice/You Do (15 Minutes)

Give each student a sheet of folded drawing paper. Tell them to draw and write a situation that would cause him or her to experience a hard emotion on one half of the paper. On the other half of the paper, tell them to draw and write a coping strategy they would use to control the emotion.

Closure (10 Minutes)

Have students share their illustrations. Then say, “Bad things sometimes happen. We cannot change that. But we can change how we feel, and we can control what we say and how we behave.”

Questions for Assessment

1. What are emotions?
2. What coping strategy could you use when you’re angry or mad?
3. When do you need to seek support to deal with an emotion?
4. Is name-calling or saying mean things a positive way to deal with a hard emotion?

Lesson Extensions

Art Extension

Create a class collage of feelings using magazine and newspaper pictures.

Art Extension

Students can make a sensory bottle using a water bottle, food dye, glitter glue, and glitter. The students can calm down when feeling stressed, angered, or overwhelmed by shaking the bottle and watching the glitter settle. *(To make the sensory bottles, combine the glitter glue, glitter, drop(s) of food dye, and lukewarm water in a clear, plastic water bottle. Then, shake it!)*

Art Extension

Distribute to each student a “Wheel of Emotions” activity sheet. Tell students, “Now that we have discussed our range of feelings, I want you to draw a picture of how you act and look when you feel each emotion.” Provide a model drawing of a picture for an emotion of your choice for students to see. Circulate around the room and help students brainstorm pictures they can draw for each emotion.

Drama Extension

Have students play charades where they act out a given emotion and their classmates have to guess which one it is. *(Emotions to act out could include happy, sad, worried, angry, and afraid.)*

Music Extension

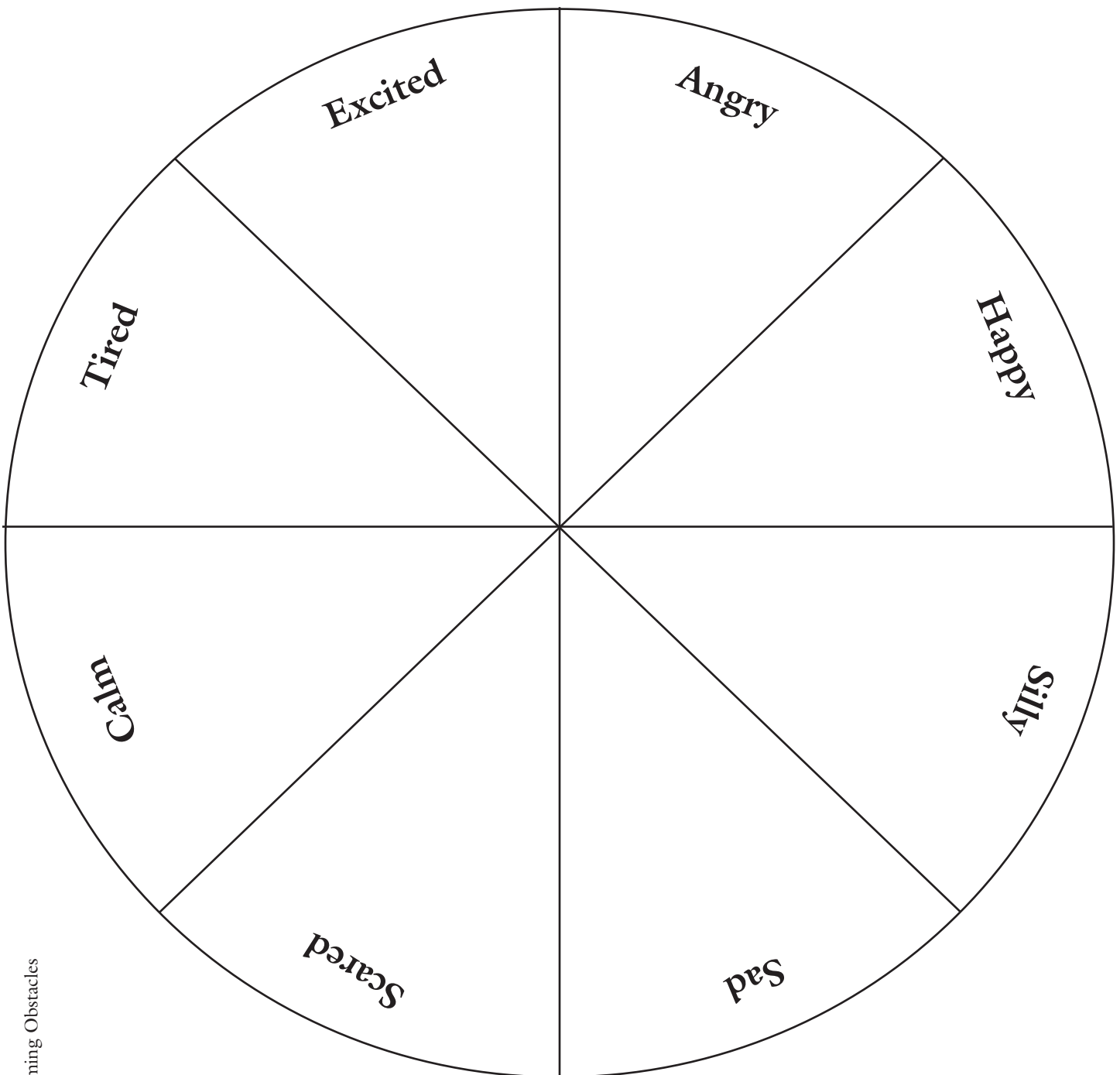
Sing “If You’re Happy and You Know It, Clap Your Hands” and create a new song version by substituting other emotions and actions.

Science Extension

Show students scans of brains and brainwave activity. Explain that this is where emotion comes from. Explain the different parts of the brain. Show students the diagrams and explanations on this website <http://study.com/academy/lesson/brain-anatomy-lesson-for-kids.html>

WHEEL OF EMOTIONS

Today I Feel...



ELEMENTARY LEVEL K-2

LESSON FOUR SELF-CONTROL

LESSON 4

SELF-CONTROL

Standards Addressed

Students will understand the need for self-control and how to practice it.

Students will distinguish between appropriate and inappropriate behavior.

Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Objectives

- Students will understand what it means to have self-control.
- Students will understand self-control shows responsibility and independence.
- Students will understand that self-control helps one resist temptation.
- Students will practice self-control techniques.

Materials Needed

Picture of a stoplight (“I Do”)

Red and green construction paper (“We Do”)

Black, red, yellow, and green construction paper for each student (“You Do”)

Safety scissors (“You Do”)

Glue stick (“You Do”)

Starter (5 Minutes)

Discuss several scenarios with your students and ask them to determine how the student in each example could practice self-control. Sample scenarios can include:

- The class has birthday cupcakes for a snack. One student wants to have more than one, but then there would not be enough for everyone.
- A student wants to play with one of the toys in class, but another student is already playing with it.
- A student really wants to tell his teacher something, but the teacher is reading to the class.

Teacher Presented Knowledge/I Do (15 Minutes)

Hold up a picture of a stoplight and ask students, “Have you ever seen a stoplight?” After they respond, ask, “What happens when the stoplight is red?” Once they answer, ask, “What happens if you are really late and you want to go through a red stoplight?” (*Go over examples of what can happen if someone goes through a red light.*)

On the board, draw a red circle and write “STOP and calm down” in the red circle. Tell students, “When using self-control, we stop and calm down.”

What is the yellow light for? (*Explain that a yellow light provides time for a driver to think, “Should I stop quickly, or am I already almost through the light?” A driver would not want to stop in the middle of an intersection and therefore has to think about what he/she is doing.*) Draw a yellow circle on the board and write “THINK of solutions and consequences” in the yellow circle.

What is the green light for? (*Discuss how and why it is safe to go on the green light.*) Draw a green circle on the board and write “GO ahead and try the best action” on the green circle.

Next, introduce students to self-control strategies (*model each strategy as you explain them to the students.*):

- First, take a deep breath
- Next, count backward from 10
- Last, think about what will happen if you do the behavior

Use the stoplight in the classroom for a visual reminder.

Guided Student Practice/We Do (15 Minutes)

Play the “Red Light, Green Light” game. Chose a student to stand at the front of the class and give him or her a green light (*or green sheet of paper*) and red light (*or red sheet of paper*). Tell the class that when the student holds up the green light, it means “GO,” and that they should walk forward, dance, or do some other form of physical activity. When the student holds up the red light, it means “STOP,” and students are to stop whatever they are doing. Play this game a few rounds, and then reverse the rules so that green means “STOP” and red means “GO.” Students will have to go against their impulses and use self-control to follow the reverse directions.

Student Independent Practice/You Do (20 Minutes)

Tell students that they are going to create their own “Self-Control Stoplights” to help them remember self-control steps. Distribute black, red, yellow, and green construction paper. Direct students to create their own “Self-Control Stoplights” to tape to their desks.

Closure (5 Minutes)

Review the “Self-Control Stoplights” with students and remind them that they have the choice to use self-control every day. When they use self-control, they are choosing to be responsible and more independent.

Questions for Assessment

1. Why should you use self-control?
2. What does using self-control look like?
3. What should you do if you feel yourself getting out of control?
4. How does using self-control help you?

Lesson Extensions

Art Extension

After reading *No, David!*, by David Shannon, ask students to illustrate a part of the book where David should have shown self-control. Collect all drawings and make a new book titled *Yes, David!* Once the book is complete, read the new book to the students and display it in the classroom.

Art Extension

Have students create a coloring book page and use their self-control to color within the lines.

Art Extension

Have students fold a piece of paper in half, lengthways. On one side draw a person showing self-control and on the other side draw a person not using self-control.

Drama Extension

Direct students to role-play situations that require self-control. (*For example, I want to talk to my friend while my teacher is reading my class a story. Should I distract my classmates and talk to my friend? Or should I not?*)

Literature Extension

Read the story *Just Enough* by Teri Daniels. After the reading, ask students the following questions: How did the boy in *Just Enough* show self-control? Can you do some of the things that this boy can do with self-control?

Literature Extension

Read *Play with Me* by Marie Hall Ets. Discuss with students how the main character makes friends using self-control.

ELEMENTARY LEVEL K-2

LESSON FIVE COOPERATION

LESSON 5

COOPERATION

Standards Addressed

Students will learn how to interact and work cooperatively in teams.

Students will practice the skills of taking turns, listening to others, and speaking clearly.

Students will use active and attentive communication skills, building on others' ideas to explore, learn, enjoy, debate, and exchange information.

Objectives

- Students will understand that cooperation is teamwork.
- Students will practice cooperation by working together for a common cause and sharing the benefits.
- Students will understand how it feels to help someone and to have someone help them.
- Students will learn the importance of communication when cooperating and how to cooperate better at school and at home.

Materials Needed

Two decks of playing cards (“Starter”)

Two small baskets (“Starter”)

Board or chart paper and markers (“I Do” and “You Do”)

Large plastic drinking cups (“We Do”)

Beads (“We Do”)

Starter (5 Minutes)

Tell students, “Today, I am going to show you how teamwork helps to get a job done.” Ask three students to assist you and tell them that they will be working together as a team against you. Spread out both decks of playing cards and identify which deck is yours and which belongs to the team of students. Tell the class, “Watch as I pick up these cards, one by one, and place them in my basket, and watch as your classmates cooperate to pick up the other set of cards and place them, one by one, in their basket. We will all work as quickly as we can. Notice which of us gets the job done more quickly—me working alone, or the team of three. Ready—go!”

Teacher Presented Knowledge/I Do (15 Minutes)

After the activity is performed, ask students to determine who finished the job more quickly. *(Students should respond that the group of three students finished the job more quickly because they had more people helping.)* Tell students that effective cooperation can help make a job easier and quicker. Then, ask students, “Do you think these three students would have finished the job more quickly than I did if they had been arguing the whole time? Has anyone ever seen a team fall apart because of whining, arguments, or bad attitudes?” Allow students time to respond. Then say, “Today, we are going to learn how to act and speak effectively when cooperating in a group.”

Draw a T-Chart on a board or anchor chart with one side labeled “Cooperation Sounds Like:” and the other side labeled “Cooperation Looks Like:” and, as a class, brainstorm how a team should act when cooperating. *(Examples of what cooperation looks like can include speaking softly, remaining calm, listening to teammates, letting each teammate speak, taking turns, encouraging others, including everyone, etc.)*

Brainstorm the words, phrases, or sentence starters team members should use to encourage each other and promote cooperation. *(Examples of what cooperation sounds like can include “Please,” “Thank you,” “Sorry,” “Can I help?” “I disagree with you because...,” “I agree with you because...,” “Can you explain again?” etc.)*

Conclude by telling students that it is important to use cooperative language and actions when working as a team.

Guided Student Practice/We Do (15 Minutes)

Divide students into small groups and give each group a cup filled with plastic beads. *(Make sure each cup is filled with the same amount of plastic beads. To do this, use a measuring cup to measure the amount of beads.)* Instruct students to wait while you pour out each cup of beads in front of each group.

Tell students that, when directed to begin, each group will work together as a team to clean up their beads by placing them into the cup. Explain that students are going to work together to complete the task. Monitor to see that each student does his or her share of the work. Listen for cooperative language and compliment teams when they use it. After the activity is completed, ask students to share which cooperative language and actions they heard and saw their teammates use.

Student Independent Practice/You Do (15 Minutes)

Create an anchor chart that defines cooperation titled “Working Together to Get Something Done.” Have students add examples to the anchor chart of times they have worked together to get something done *(for example, cleaning up the house, working in the yard, doing the dishes, planning a party, working on a school project, etc.)* Ask students to discuss the benefits of cooperation when doing these things.

Closure (5 Minutes)

Remind students that it is important to learn how to cooperate with others. Review actions and language that promote effective cooperation.

Questions for Assessment

1. What would have happened if someone had not done his or her share of the work?
2. Is it better to offer help or to wait to be asked for help?
3. Do you think you cooperate well?
4. How can you cooperate better with your classmates?

Lesson Extensions

Art Extension

Create a cooperation quilt. Have each student draw a picture of cooperation in action. Attach the pictures to create a “quilt.”

Art Extension

Divide students into groups of four to play a game of Pictionary, which entails one student at a time drawing out a given word and having his or her team attempt to guess what it is being drawn. If the team cannot figure it out, then other teams can “steal” the point and attempt a guess.

ELA Extension

Have students write a paragraph about what teamwork means to them.

Drama Extension

Have students role-play situations that demonstrate cooperation.

Literature Extension

Discuss *The Little Red Hen* with students and ask them the following questions:

- What do the Cat, Dog, and Mouse like to do all day? What does the Little Red Hen do all day?
- What do the Cat, Dog, and Mouse say when the Little Red Hen asks them for help with making a cake? How do you think this made the Little Red Hen feel?
- What happens when the Little Red Hen bakes the cake? Do you think she should have shared her cake with the Cat, Dog, and Mouse? Why or why not?
- What lesson can we learn about cooperating from this story?

Guide students to understand that cooperating not only makes a task easier but also benefits everyone involved.

PE Extension

Have students pair up to participate in a “three-legged race” where each team has one of their legs tied to their teammate’s leg. After the race, discuss how cooperation was needed to cross the finish line.

ELEMENTARY LEVEL K-2

LESSON SIX RESOLVING CONFLICTS

LESSON 6

RESOLVING CONFLICTS

Standards Addressed

Students will explore and create meaning through play, conversation, drama, and storytelling.

Students will practice the skills of taking turns, listening to others, and speaking clearly.

Students will use active and attentive communication skills, building on others' ideas to explore, learn, enjoy, debate, and exchange information.

Students will name healthy ways to express needs, wants, and feelings.

Students will know how to apply conflict resolution skills.

Objectives

- Students will understand that when resolving a conflict, it is important to calm down before taking any action.
- Students will understand that resolving conflicts requires one to be open-minded and to listen to the other person's side.
- Students will learn that there are good and bad ways to resolve conflict, and that compromise is vital to resolving conflicts.
- Students will learn to make "I" statements rather than "You" statements when discussing a problem.
- Students will learn to take a deep breath to help keep themselves calm and to control their emotions.

Materials Needed

Board or chart paper and markers ("I Do")

List of "I" and "You" statements ("We Do")

A set of conflicts, each written on a small piece of paper—one conflict for every two students—or the "Conflict Scenarios" educator resource ("You Do")

A basket ("You Do")

Starter (5 Minutes)

Explain to the class that conflict is when people disagree or argue about something. Ask students, “Have you ever been involved in a conflict at home or at school? What happened?” Discuss as many of the students’ examples as time allows. Tell students, “Conflicts are going to happen, but there are good and bad ways to resolve them. We’re going to learn about this today.”

Teacher Presented Knowledge/I Do (10 Minutes)

Before class, create a chart titled “Conflict Resolution Plan.” Underneath the title, write the following conflict resolution strategies:

1. Take a deep breath and calm down.
2. Listen carefully.
3. Think about the situation.
4. Use “I” statements instead of “You” statements.
5. Be willing to compromise.

Now, direct students’ attention to your “Conflict Resolution Plan.” Say to students, “I have made a list of things that help to resolve a conflict. I am going to share this list with you. As I read it, I will explain each strategy to you and show you how to do it.” Model each strategy for the students.

Guided Student Practice/We Do (15 Minutes)

Say to students, “Now, it’s your turn to try each strategy. First, let’s take a deep, calming breath. Breathe in through your nose, feel the air going into your chest, and then breathe out slowly through your mouth.” Allow students to do this exercise a few times. Then, ask students how slow breathing can relax their bodies.

Next, tell students, “Now, I am going to read some statements and I want you to listen carefully. Give me a thumbs-up if I am saying my needs in a good way and a thumbs-down if I am just putting the blame on someone else and making things worse.” (*Examples of “I” statements could include “I would like to play with you” and “I am hungry.” “You” statements could be “You never let me play” and “You never listen to me.”*) After reading the statements, ask students to analyze how “You” statements can anger people and “I” statements can help others see what a person needs.

Finally, read and explain a sample conflict and ask students to brainstorm multiple ways to make the situation better. (*For example, one of your friends always makes you play the game he or she wants to play.*)

Student Independent Practice/You Do (15 Minutes)

Before class, write up different conflict scenarios on small pieces of paper, enough for each pair of students in your class, and put them in a basket (*you could also use the “Conflict Scenarios” educator resource at the back of this lesson*).

Separate the class into pairs and say to students, “You and your partner are going to solve a conflict all by yourselves. I am going to pick a conflict for you from my basket, and you will work to resolve it. I am going to watch each of you to see who takes their calming breath and who uses ‘I’ statements when talking about the problem. In the end, you and your partner should be willing to compromise.”

Hand each partner a conflict from your basket and, once each pair has a scenario, tell the class to begin. Circulate around the room as students practice conflict resolution.

Closure (5 Minutes)

Call on partners to share the resolution of their conflict. Review the four steps listed in the “Conflict Resolution Plan.”

Questions for Assessment

1. What are some things you can do to avoid a conflict? (*Answers should include using “I” statements, calming yourself by taking deep breaths, etc.*)
2. Can good friends have conflicts and still be good friends?
3. How do you feel after you have successfully resolved a conflict?

Lesson Extensions

Art Extension

Each student can make a flower that has petals labeled with different conflict resolution strategies. The center of the flower can have the student's picture or name. Display a "Peaceful Classroom Garden" bulletin board.

Art Extension

Have students create collages that combine words and pictures to show what resolving conflict looks like on one half of the sheet of paper (*people talking together, shaking hands, smiling*) and what unresolved conflict looks like on the other half (*people shouting, angry faces*).

Drama Extension

Role-play situations that involve resolving conflicts. Or have students role-play teaching a friend strategies for conflict resolution.

ELA Extension

Have students write about a time they helped resolve a conflict.

Literature Extension

Read *Matthew and Tilly*, by Rebecca C. Jones, to the class. Following the reading, direct students to your "Problem Solving Choices" anchor chart. (*You can refer to the "Problem Solving Choices" sample anchor chart educator resource at the end of this lesson.*) Say to students, "Using the formula for problem solving shown here on the anchor chart, how did Matthew and Tilly solve their problem?" Guide students to come to the following conclusions and write them on your anchor chart:

- First, they did something to make it worse. They got mad at each other over the broken crayon.
- Then, they did nothing to solve the problem, but simply separated.
- Lastly, they each did something to make the situation better and solve their problem. They missed each other, so Tilly smiled at Matthew and he apologized.

Literature Extension

Have students select their favorite fictional character known for resolving conflicts and identify words that describe the character.

CONFLICT SCENARIOS

1. You want to play a game, but your friend wants to play another. What can you do?

2. The student behind you in line keeps poking you. What can you do?

3. Someone cuts in front of you in line. What can you do?

4. You are trying to tell your mom about your day at school, but your little brother or sister keeps interrupting you. What can you do?

5. Someone calls you a name on the playground. What can you do?

1. You want to play a game, but your friend wants to play another. What can you do?

2. The student behind you in line keeps poking you. What can you do?

3. Someone cuts in front of you in line. What can you do?

4. You are trying to tell your mom about your day at school, but your little brother or sister keeps interrupting you. What can you do?

5. Someone calls you a name on the playground. What can you do?

PROBLEM SOLVING CHOICES

Choice 1: You can do something to make the situation worse.

Matthew and Tilly example:

Choice 2: You can ignore the situation and wait to see what happens.

Matthew and Tilly example:

Choice 3: You can do something to make it better.

Matthew and Tilly example:

ELEMENTARY LEVEL K-2

LESSON SEVEN RESPECT

LESSON 7

RESPECT

Standards Addressed

Students will identify good character traits.

Students will discuss ways to be a good friend and responsible family member.

Students will demonstrate responsible citizenship within the school and the community.

Students will interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; they will build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Students will explore and create meaning through conversation, drama, questioning, and storytelling.

Students will practice the skills of taking turns, listening to others, and speaking clearly.

Students will recognize, accept, and appreciate individual differences.

Objectives

- Students will learn the meaning of respect.
- Students will give examples of respect at home, at school, and in their community.
- Students will cite examples of respectful behavior.

Materials Needed

Board or chart paper and markers ("I Do")

"Respect Anchor Chart" educator resource ("I Do")

One card or piece of paper for each student ("We Do")

Safety scissors for each student ("We Do")

"Respectful or Not Respectful" activity sheet for each student ("You Do")

"Respect Forms for Jar" activity sheet ("Closure")

Container to act as the respect jar ("Closure")

Starter (10 Minutes)

Meet each student at the entrance to your classroom with a handshake and a smile. Be sure to look each student in the eye and verbally welcome each student by name as they enter the classroom. Then, when students are settled, write the word “RESPECT” on the board. Ask students, “Have any of you heard of this word before? If so, can you tell me what it means?” After listening to a few students’ responses, say, “Respect is treating someone in a way that makes them feel cared for and important.” Then ask, “What does respect mean to you now that you have learned the definition of the word?”

Teacher Presented Knowledge/I Do (10 Minutes)

Create a “Respect” anchor chart with the class (*see “Respect Anchor Chart” at the back of this lesson as an example*). Have students provide specific examples of respectful behaviors and write them on the chart.

Guided Student Practice/We Do (20 Minutes)

Ask students to write “RESPECT” on a card or piece of paper. Direct them to cut the card or paper into five to seven puzzle pieces.

Once students have created their “RESPECT” puzzles, say, “Now, I want each of you to turn to your classmate sitting next to you and show him or her your puzzle. Notice how your puzzle is different from his or her puzzle, though each of you was given the same directions. This shows how each of us thinks very differently about things...and that is okay! That is what makes each of us special. We must always show respect and treat others kindly, even when they think about things differently from how we think about them.”

Have students mix up their puzzle pieces, trade their puzzles with a classmate, and try to put together their classmate’s puzzle.

Student Independent Practice/You Do (20 Minutes)

Tell students, “You are going to participate in an activity where you will decide which actions are respectful and which actions are not respectful.” Give each student the “Respectful or Not Respectful” activity sheet. Tell students, “Circle the squares that display respectful actions.” Assist students as needed.

Have students share their finished activity sheet. State, “When you are respectful, you do not hurt people or things. Good students always try to be respectful.”

Closure (5 Minutes)

Establish a respect jar in the classroom and show the coupons to students (*see the “Respect Forms for Jar” activity sheet*). Tell students to fill out a coupon and place it in the jar each time they see a classmate being respectful. Then, once the jar is filled, randomly pull names from the jar for praise.

Questions for Assessment

1. What does the word “respect” mean?
2. How did you show respect today?
3. How can you show respect to others?
4. What does respect look like in our classroom and at home?

Lesson Extensions

Art Extension

Divide the class into small groups and pass out poster board, markers, and pens. Explain that they are going to create a poster showing how they can be respectful at home, in school, or in the community. When all posters are complete, have each group share theirs with the class. If students struggle to think of an idea, suggest the following: 1. Picking up trash on school grounds or in the school, 2. Taking care of belongings, 3. Demonstrating playground etiquette, 4. Respecting others and objects in the classroom, 5. Taking care of yourself (*brushing your teeth, washing, etc.*).

Art Extension

Have students draw their own acronym for RESPECT.

ELA Extension

Have students write, in their own words, what respect means to them and how we can show respect to others.

Drama Extension

Tell students that they are going to practice respectful behaviors through a role-playing activity. Ask for six student volunteers. Tell the volunteers that they are going to role-play the disrespectful way and then the respectful way to handle some everyday situations that occur at home, at school, and in the community.

Give each volunteer one of the following situations to role-play: a disagreement with a sibling over a game; your parent asks you to do something; someone cuts in front of you in line at school; you need to tell the teacher something; you are watching a movie with friends and want to share a story.

After each role-play, have the class discuss the scenarios. You may model first by demonstrating a situation being handled disrespectfully (*what not to do*) and then being handled respectfully (*what to do*).

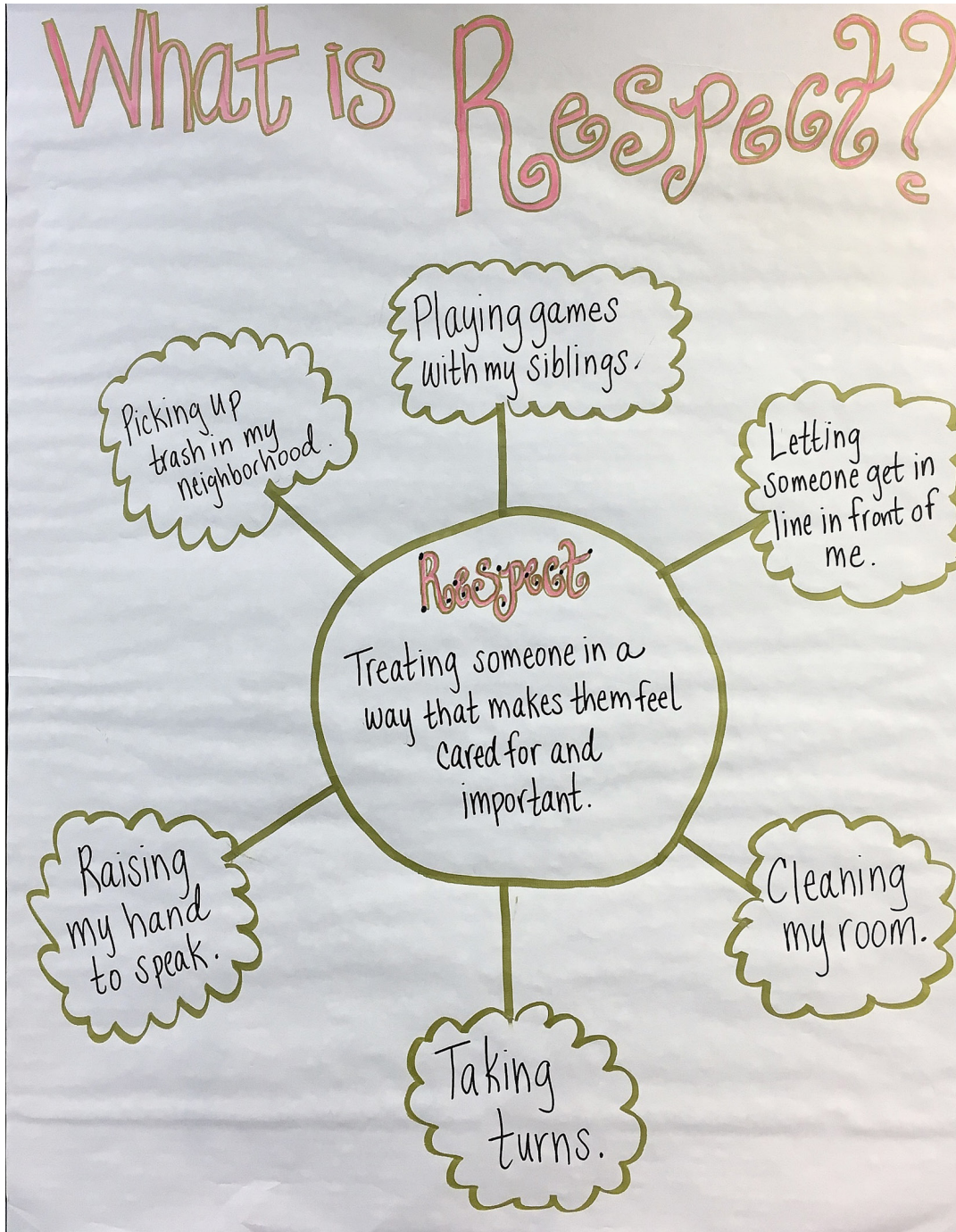
Literature Extension

Read the story *Little Bear's Sunday Breakfast*, by Janice Mariana, to the class. Following the reading, ask students, "How did Goldilocks and Little Bear become friends and learn to respect each other?" Go around the classroom and ask each student to share one way he or she can show respect to others.

Music Extension

Show students the YouTube video *Sesame Street: Respect (Word on the Street Podcast)*. Have students explain in their own words the importance of respect.

RESPECT ANCHOR CHART



RESPECTFUL OR NOT RESPECTFUL?

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 

RESPECT FORMS FOR JAR

RESPECT

I saw _____

showing respect by

RESPECT

I saw _____

showing respect by



RESPECT

I saw _____

showing respect by

RESPECT

I saw _____

showing respect by

RESPECT

I saw _____

showing respect by

RESPECT

I saw _____

showing respect by

ELEMENTARY LEVEL K-2

LESSON EIGHT INTEGRITY

LESSON 8

INTEGRITY

Standards Addressed

Students will distinguish between appropriate and inappropriate behaviors.

Students will respect alternative points of view.

Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, and to provide a reaction to what happened.

Students will use appropriate props, images, or illustrations to support verbal communication.

Objectives

- Students will understand that integrity means always trying your best to do the right thing.
- Students will understand that people with integrity are trustworthy.
- Students will understand that integrity is a matter of personal choice.
- Students will understand that looking at a situation from someone else's perspective will help them to make a good choice.

Materials Needed

A picture of a situation that requires integrity (“I Do”)

“Good Choice” and “Bad Choice” activity sheets for each student (“We Do”)

“Joey’s Decisions” activity sheet (“We Do”)

A sheet of drawing paper for each student (“You Do”)

Coloring supplies for each student (“You Do”)

Starter (3 Minutes)

Say to students, “Today, we are going to learn a new word for doing the right thing. The word is ‘integrity,’ and people with integrity always try to do what is right and honest. Sometimes, having integrity is hard. Sometimes, it might be more fun or easier to do something that you know is wrong, but a person with integrity is strong enough to say ‘no.’ A person with integrity thinks about what he or she is going to do and then makes a choice. A person with integrity decides for himself or herself what to do. Being honest, fair, and responsible is up to you.”

Teacher Presented Knowledge/I Do (10 Minutes)

Direct students’ attention to the picture of a situation that tests a person’s integrity (*for example, seeing someone drop money, sneaking a cookie behind your mother’s back, breaking something and blaming someone else, etc.*). Tell students, “Today, I am going to look at a picture of a situation where I would need to make a choice about what to do. Listen as I look at the picture and ask myself questions that will help me choose what to do. Notice how I think about how my choice could make someone else feel. Notice, also, that my choice stays the same even though no one is watching.” You should look at the picture and verbally reflect on the choices you could make and how each choice could affect others.

Guided Student Practice/We Do (20 Minutes)

Pass out a copy of the “Good Choice” and “Bad Choice” activity sheets to each student. Then say, “Now, I am going to tell you about a pretend boy named Joey and some choices that he makes. As I read them, think about each of Joey’s choices and how they will make others feel. If you think Joey made a good choice, hold up the happy face. If you think Joey made a bad choice, hold up the sad face.” (*See “Joey’s Decisions” activity sheet at the back of this lesson for the list of choices.*)

Read Joey’s decisions to the class and give students time to respond with their happy/sad faces. Then, say, “When Joey makes good choices, he is using ‘integrity.’”

Student Independent Practice/You Do (20 Minutes)

Tell students, “Think about a time you made a good choice and draw a picture about it. I want you to think about how your choice made someone feel and what would have been different if you had made a poor choice. I want you to think about how important it is to have integrity.” Assist students as they draw their pictures.

Closure (10 Minutes)

Call on students to share and discuss their drawings. Remind students that it is important to always do the right thing, even when no one is around.

Questions for Assessment

1. How does doing the right thing make you feel?
2. If you are with a group of friends who are making a bad choice, what should you do?
3. What can happen if you surround yourself with friends who do not make good choices?
4. Would you trust someone with integrity or someone without integrity more? Why?

Lesson Extensions

Art Extension

Students can make and decorate a sign that says “I Make Good Choices.”

Art Extension

Tell students that integrity is best shown when someone does the right thing, even when no one is looking or they get no reward for it. Have students depict situations that show someone demonstrating integrity (*examples include returning lost money, cleaning up after yourself without being asked, etc.*).

Drama Extension

Students can role-play situations demonstrating integrity. (*For example, a student’s parent is away from his or her computer for a few minutes, and the student wants to look up YouTube videos that his or her parents don’t allow him or her to watch. What does he or she do?*)

Literature Extension

Read *A Big Fat Enormous Lie*, by Marjorie Weinman Sharmat, to the class. Following the reading, introduce the “Cover Up” activity. Place a large bowl or pot with six to eight inches of water in front of the class. Place a quarter in the center bottom, and then give each student a penny. Tell students that, as in the book, telling a lie may be a way out of a problem. But usually you have to tell more lies to cover up the original lie. Challenge students to cover up the quarter (*representing the original lie*) by dropping a penny into the pot one at a time. Students must drop from at least two inches above the water. Afterward, have the class discuss what happened by answering the following sample questions: How many pennies did it take to cover the quarter? How is this similar to trying to get out of a lie by covering up the lie? What can happen when you are caught in a lie? Will you lose others’ trust? Do you think simply telling the truth may be easier than lying? Explain.

Science Extension

Have students create one long domino chain and then knock it down to illustrate the consequences just one action can have.

Social Studies Extension

Have students select and discuss a historical figure known for integrity (*for example, Abraham Lincoln*).

GOOD CHOICE



BAD CHOICE



JOEY'S DECISIONS

1. All of the students sitting in the three rows behind Joey on the school bus are making fun of Anita for wearing glasses. They are chanting “four eyes, four eyes”; she looks upset. Joey decides to tell them to stop and goes to sit by Anita to cheer her up.
2. Joey’s mom made Brussels sprouts for dinner, which is Joey’s least favorite food. When his mom is not looking, Joey feeds the Brussels sprouts to his dog under the table.
3. On the way back from recess, Joey spots a five-dollar bill lying on the ground and puts it in his pocket. When he gets back to class, he overhears a classmate say she lost her lunch money during recess. Joey stays silent and decides to keep the money, even though he now knows whom it belongs to.
4. Joey dares his classmate Carmen to start a food fight during lunch. When Carmen gets caught throwing her chips, Joey decides to tell his teacher that he was involved because he dared Carmen to start the food fight.
5. Whenever Joey’s parents go out for the night, Joey tells his babysitter he is allowed to watch a show on TV that his dad does not allow him to watch when he is home.
6. Joey told his little sister that he would bake cookies with her on Friday after school. She has been excited all week. But, when Joey gets home Friday, his best friend invites him over to play a new video game. Joey decides to tell his best friend that he can’t come over because he does not want to let his little sister down.
7. While Joey is playing at his grandma’s house, he accidentally breaks a vase. Joey blames the accident on his grandma’s cat, who often likes to climb on furniture.

ELEMENTARY LEVEL K-2

LESSON NINE

HAVING A POSITIVE ATTITUDE

LESSON 9

HAVING A POSITIVE ATTITUDE

Standards Addressed

Students will develop positive attitudes.

Students will learn coping skills for managing life events.

Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.

Students will interact with others to explore ideas and concepts, communicate meaning, develop logical interpretations through collaborative conversations; and build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Objectives

- Students will understand that an attitude is how someone feels about things.
- Students will understand that attitudes can be positive or negative, and having a positive attitude is a matter of choice.
- Students will understand that having a positive attitude helps people to be healthier and more successful.
- Students will understand that people with a positive attitude believe in themselves.

Materials Needed

Water and a glass or plastic cup (“Starter”)

A list of positive character traits (“We Do”)

Coloring supplies for each student (“We Do” and “You Do”)

“My Favorite Things” activity sheet for each student (“You Do”)

Starter (5 Minutes)

Define positive thinking for your class. (*For example, “Choosing to pay attention to positive thoughts and dismissing negative ones.”*) Next, fill a glass halfway with water and ask students, “Is the glass half-empty or half-full?” Once students respond, discuss how viewing the glass as “half-full” is a positive outlook and viewing the glass as “half-empty” is more of a negative outlook. Tell students, “Having a positive attitude doesn’t mean ignoring troubles. It means focusing on the good and not concentrating on the bad.”

Teacher Presented Knowledge/I Do (10 Minutes)

Tell students, “I am going to describe two situations, and I want you to notice that when I look for the positive or the brighter side of each situation, I feel happier.”

Describe the two situations below. (*You can choose to use pictures to illustrate different situations.*) Verbalize the thought process behind finding the brighter side:

- It is a rainy and gloomy day, and I was looking forward to being outside. (*Brighter side: Rain allows flowers to grow and bloom.*)
- I went to the zoo but did not get to see my favorite animal. (*Brighter side: I was able to see and enjoy the other animals.*)
- I am moving to a new city and must leave all my friends behind. (*Brighter side: I can make new friends and will be able to explore a new city.*)

Remind students that finding the brighter side of a negative situation will make it better.

Guided Student Practice/We Do (15 Minutes)

Distribute a sheet of paper and a pencil to each student. Instruct them to think of positive characteristics about themselves. Give examples of positive character traits, such as “friendly,” “caring,” “funny,” “athletic,” and “smart.” Have students write down the positive character traits about themselves, and then have other students add one positive thing about each student.

Student Independent Practice/You Do (30 Minutes)

Tell students, “Sometimes it is hard to see the good in a bad situation. When this happens, I like to make a list of all of my favorite things in life. This helps me cheer up my mood and realize how many things I should be thankful for.” Give each student a copy of the “My Favorite Things” activity sheet. Instruct them to draw pictures of their favorite things in the boxes on the activity sheet. Once students have completed the task, have volunteers share aloud what they chose to draw.

Closure (3 Minutes)

Remind students that having a positive attitude is a choice that each person should make every day. In order to have a positive attitude, it is important to look for the best in every situation. If that doesn’t work, it can be helpful to think about one’s favorite things.

Questions for Assessment

1. How can you change the way you think?
2. What can you do to help others when they have a bad day?
3. How does having a positive attitude help you?

Lesson Extensions

Art Extension

Have students create a self-portrait that includes positive character traits about themselves.

Art Extension

Have students create “positivity glasses,” oversized glasses that they decorate with positive images and positive phrases on each lens.

Drama Extension

Tell students that they are going to play a positivity game. Break the class into small groups and provide each group with the “Negative Scenarios” activity sheet. Instruct the groups to brainstorm and discuss ways to change the negative situation into a positive one. If needed, model how to play this game before the students begin. *(For example, if the negative scenario is “I couldn’t sit next to my friend on the bus,” then, to be positive, a person could turn his or her thinking around by saying, “I got to sit next to someone new today and meet a new friend because my usual seat was taken.”)* Circulate around the classroom while students play the game.

ELA Extension

Have students create a “happy thoughts” journal. In this journal, students will write down one or more happy thoughts they have each day. They can read their journal whenever they are feeling negative.

Literature Extension

Read the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst, and ask students:

- What do you think this book is about?
- Have you ever had a bad day? What happened?
- Do you think Alexander helped himself turn his day around?
- What was Alexander’s idea to make his day better?
- Do you think Alexander’s day would have gotten better if he had changed the way he talked to himself?

Technology Extension

Create a “word salad” with positive character traits about each student and hang it in the classroom. Visit www.wordsaladapp.com to download a free “word salad”-generating app.

MY FAVORITE THINGS

Whenever I am feeling down, I think of...

Favorite Thing #1

Favorite Thing #2

Favorite Thing #3

Favorite Thing #4

...to cheer me up!

NEGATIVE SCENARIOS

1. All of my friends are out of town, and I have no one to play with.
2. I broke my leg and have to wear a cast for six weeks.
3. I did not make a good grade on my reading test.
4. It's my brother's birthday, and he wants to go to a movie that I don't want to go see.
5. My team lost the tournament game.
6. I don't want to eat vegetables.

ELEMENTARY LEVEL K-2

LESSON TEN BEING RESPONSIBLE

LESSON 10

BEING RESPONSIBLE

Standards Addressed

Students will learn to take responsibility for their actions.

Students will demonstrate dependability, productivity, and initiative.

Students will explain how following rules and respecting authority figures reflects qualities of good responsibility.

Students will participate in conversations with different partners about focused grade-level topics and texts in small and large groups.

Objectives

- Students will understand that being responsible builds others' trust in them.
- Students will understand that there are consequences when they are not responsible.
- Students will understand that responsibilities are age-appropriate.
- Students will explore strategies that can help them to be more responsible.

Materials Needed

Large poster for you to create a “Responsibilities and Consequences Poster” prior to class (“I Do”)

“Responsibilities of Students” activity sheet for each student (“We Do”)

Small, square sheets of paper for each student with a color of the rainbow written on the back; each student should get 2–3 depending on the size of the class (*red, orange, yellow, green, blue, purple*) (“You Do”)

Coloring supplies for each student (“You Do”)

Large poster that has an outline of a rainbow on it (“Closure”)

Starter (3 Minutes)

Say to students, “Today, we are going to talk about being responsible. Have you ever forgotten something, like a library book or your homework, and you said, ‘My mom forgot to put it in my backpack?’” Allow students to respond. Then, say, “Well, that was not really your mom’s job. It was really your job, and we call our jobs our responsibilities. Part of growing up is learning about responsibilities and becoming responsible. Everyone has responsibilities, and it is important to do them. People who don’t take care of their responsibilities can run into big problems.”

Teacher Presented Knowledge/I Do (15 Minutes)

Display the “Responsibilities and Consequences Poster” which features examples of responsible actions and consequences, where students can see it. Then, tell students, “Today, I am going to look at some pictures of big problems, think about what responsibility I should have done to prevent them, and show you how I match the problem to the responsibility. Notice how I am going to be careful not to blame someone else for the problem.” Think out loud and draw lines connecting pictures of consequences for not completing various responsibilities to their matching responsibilities.

Guided Student Practice/We Do (15 Minutes)

After completing the “Responsibilities and Consequences Poster” activity, pass out the “Responsibilities of Students” activity sheet to each student. Say, “Each of you now has a paper with some pictures of responsibilities of students. Take a look at them. Then, turn to the person sitting next to you and talk about what would happen if you chose to not be responsible for each task.” Circulate around the classroom. After a few minutes of discussion, ask students to share what they learned from their partners.

Student Independent Practice/You Do (20 Minutes)

Tell students, “As a class, we are going to work on a project, and each one of you is going to be responsible for part of it. If someone is not responsible and does not do his or her job, the project cannot be completed. Can I trust each one of you to be responsible?” The students should give a verbal response.

Next, tell students, “We are going to make a class rainbow. Each one of you will get a piece of the rainbow with a specific color named on the back of each piece. You are responsible for coloring your pieces with the same color of crayon or marker as the color written on the back. If someone does not complete his or her piece or does not color in the correct color, the rainbow cannot be completed.”

Pass out the pieces of the rainbow to each student. (*If you have a large class, several students will be responsible for the same color pieces of the rainbow.*) Assist students as they color their pieces of the rainbow.

Closure (15 Minutes)

Once students color their rainbow pieces, assemble the class rainbow with students on the large poster with the outline of a rainbow. Compliment each student for being responsible and say to them, “I knew I could count on you!”

Questions for Assessment

1. How do you feel when you know you have done your best to be responsible?
2. How are the responsibilities you have today different than the ones you had last year?
3. If you do your job but need to be reminded over and over again to do it, is that being responsible?
4. If you forget to be responsible and a big problem happens, to whom should you turn for help?

Lesson Extensions

Art Extension

Have students create a “How I Act Responsibly and What Is Expected of Me” chart or poster featuring drawings of the following areas of responsibility:

- Myself (*eating healthy foods, getting exercise, etc.*)
- My Home (*cleaning my room, doing chores, etc.*)
- My School (*keeping my desk clean, raising my hand, etc.*)
- My Community (*picking up litter, walking on the sidewalk, etc.*)

Drama Extension

Have students act out responsible behaviors and irresponsible behaviors.

ELA Extension

Have students write about their personal responsibilities and what would happen if they neglect their responsibilities.

Literature Extension

Read Aesop’s fable, “The Ant and the Grasshopper.” (See “*The Ant and the Grasshopper: An Aesop Fable*” educator resource for the text.) Ask students to share their reactions to the story. Prompt a discussion by asking questions such as, “Have you ever been like the ant or the grasshopper? How did you feel?”

Literature Extension



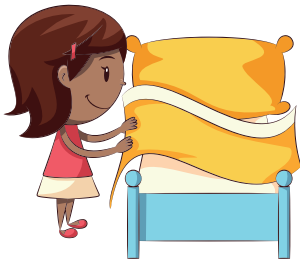
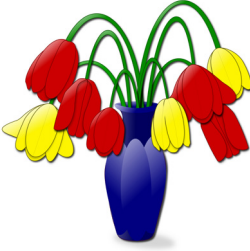

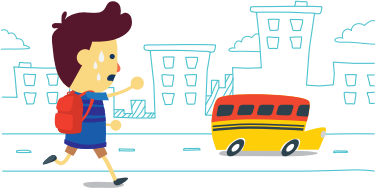


Read *Horton Hatches the Egg*, by Dr. Seuss, to students. Discuss the book. Use the following questions to spark discussions:

- Why did Horton choose to stay with the egg?
- How did Horton show responsibility?
- What did Horton mean when he said, “I meant what I said and I said what I meant. An elephant’s faithful 100 percent”?
- Was Mayzie responsible when she left her egg?
- What would you have done if you were Horton?
- How can we be responsible like Horton is?

Social Studies Extension

Host a “Class Career Day” in which students dress up as a person in the career field they want to be in when they grow up. Students will have to brainstorm the responsibilities of their future career and share with their peers. You can also invite various community members to participate and speak about their job responsibilities.

RESPONSIBILITIES AND CONSEQUENCES POSTER

Responsible Actions	Consequences/Problems
	
	
	
	

RESPONSIBILITIES OF STUDENTS



THE ANT AND THE GRASSHOPPER: AN AESOP FABLE

In a field one summer's day, a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you do the same."

"Why bother about winter?" said the Grasshopper. "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came, the Grasshopper had no food and found itself dying of hunger—while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

ELEMENTARY LEVEL K-2

LESSON ELEVEN

BECOMING A GOOD FRIEND

LESSON **11**

BECOMING A GOOD FRIEND

Standards Addressed

Students will learn how to make and keep friends.

Students will interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; they will also build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Objectives

- Students will learn the qualities of a good friend.
- Students will learn how to be a good friend.

Materials Needed

Board or chart paper and markers (“I Do”)

“Hand Cutout” educator resource (*print the hand cutouts on gold or silver construction paper if you can and cut out the hands for each student before the lesson*) (“We Do”)

Coloring and decorative art supplies for each student (“We Do”)

Starter (5 Minutes)

Ask students to raise their hand if they can think of a pair of good friends from television shows or movies they have seen. Once students have thought about it, ask them to share how they know they are good friends. After a few examples have been given, tell students, “Today, we are going to discuss the qualities of a good friend.”

Teacher Presented Knowledge/I Do (10 Minutes)

Ask students to share what they feel are the qualities of good friends. As students list qualities, write them on an anchor chart. Guide students to understand that friends understand each other, friends should be able to trust each other, friends don’t always agree, friends give each other encouragement, and friends help each other.

Guided Student Practice/We Do (15 Minutes)

Tell students, “Now that we have discussed the qualities of a good friend, we are going to make ‘friendly high fives’ to remind us what good friends do. That way, each time you give a person a high five, you will remember how to be a good friend.”

Pass out gold or silver hands and a marker to each student. Instruct students to write their names in the palm of the hand. Then, on each finger, write one quality of a good friend using the qualities listed on the anchor chart. Once finished, each student should end up having five traits of a good friend on their hand. Have students decorate their hands and display them in the classroom.

Student Independent Practice/You Do (20 Minutes)

Once all hands are completed, divide students into equal groups and tell them, “Now, we are going to practice one of our friendly qualities: encouragement. I want each of you to high five the classmates in your group and give him or her a genuine compliment. Once you have done so, return to your desk.” Circulate around the classroom as students are complimenting their peers.

Closure (3 Minutes)

Tell students that any time they give a classmate a high five, they should think about how they can be a good friend to that person. Remind students that to have a good friend, you need to be a good friend.

Questions for Assessment

1. Describe a time a person was a good friend to you.
2. How can you be a better friend?

Lesson Extensions

Art Extension

Students can illustrate a page for a class book titled *How to Be a Good Friend*.

Drama Extension

Students can role-play acts of friendship in front of the class.

ELA Extension

Have students write about what they think makes someone a good friend.

Music Extension

Have students make their own friendship songs, or take existing songs and change the lyrics so they are about being a good friend.

PE Extension

Designate a “buddy bench” area during recess and tell students it is an area where they can sit if they are looking for someone to play with. Explain to students that if they are playing and see someone sitting there, they should invite them to play, too.

Technology Extension

The class can create a “Friendship Wordle” out of the adjectives that describe a good friend. To create a Wordle, go to www.wordle.net.

HAND CUTOUT

