

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Respect
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

Cardboard, paper scraps, pieces of wood, modeling clay, plastic wrap, fabric scraps, straws, craft sticks, scissors, glue, staplers, and tape.

### Opening

#### State the objective

The objective of this lesson is to introduce students to an important character trait – Respect.

#### Activate prior knowledge by asking students the following questions:

What does it mean to be a “person of character”?

Who do you know that is a “person of character”? What about them makes you believe that?

Example: A person of character is respectful. Respect means treating others the way you want to be treated, being courteous and polite to others, and discussing problems.

Jackie Robinson was the first African American to play major league baseball. He faced abuse and racial pressures with strength, grace and the courage not to fight back. Maya Lin designed the Vietnam Veteran’s Memorial, a place in Washington D.C. where people can go and find the name of their loved one engraved on a wall of memory and respect.

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

1. Ask students to name respectful people they know. Talk about specific acts they do to show respect.
2. To create awareness of respectful and disrespectful scenarios, have students participate in Stand Up, Sit Down.
3. Prepare your own, or use the list provided of respectful and disrespectful situations.
4. Read each scenario to the class.
5. If the action is respectful, the students should stand up.
6. If the action is disrespectful, they should sit down.
7. Afterward, discuss how the people involved could have shown respect.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Student Practice (“You do”)

##### **Building Boats**

This is an activity that helps students to value the efforts of others as well as cooperation.

1. Divide students into small groups.

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| <ol style="list-style-type: none"> <li>2. Provide students with cardboard, paper scraps, pieces of wood, modeling clay, plastic wrap, fabric scraps, straws, craft sticks, scissors, glue, staplers and tape.</li> <li>3. Tell the groups that the task is to construct a boat that will float.</li> <li>4. After the boats are completed, have the groups share their boats with the class.</li> <li>5. Discuss how the boats can be so different and yet float.</li> <li>6. Make a correlation between the boats and people. We are all different, so we work in our own unique ways.</li> </ol> |  |
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three What Questions:

1. What did you learn from this activity?
2. Were there any challenges in the group?
3. How can you use what you learned in your real life?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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<b>Respectful Scenario</b>	<b>Disrespectful Scenario</b>
<p>As Heather is walking into the mall, she holds the door for a man carrying many packages.</p>	<p>Sean and Dean are talking when Brenda is answering a question.</p>
<p>Lend a hand when you can.</p>	<p>A homeless student goes to school every day. Classmates tease him about his long hair and old clothes.</p>
<p>Treat everyone the same.</p>	<p>A bully grabs a book from the hands of an unsuspecting student.</p>
<p>When working in a group listen to others and try to use everyone's ideas.</p>	<p>"He's no good. I don't want him on our team."</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Responsibility
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

Drawing paper, crayons, large strip of butcher paper, markers

### Opening

#### State the objective

The objective of this lesson is to introduce students to an important character trait – Responsibility.

#### Activate prior knowledge by asking students the following questions:

What does it mean to be a “person of character”?

Who do you know that is a “person of character”? What about them makes you believe that?

Example: A person of character is responsible. Responsibility means being accountable for your actions, working to do your best, using self-control, and doing your duty.

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

1. Ask students to name responsible people they know.
2. Talk about specific acts they do to show responsibility.
3. To create awareness of responsibility, write three titles on the whiteboard: Home, School, and Community.
4. Ask children to think of key ideas about responsibility.
5. Under each heading, students dictate their thoughts.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Student Practice (“You do”)

1. Share this rhyme about responsibility.

#### Little Boy Blue

Little Boy Blue, come blow your horn,  
The sheep’s in the meadow, the cow’s in the corn.  
But where is the little boy tending the sheep?  
He’s under the hay stack fast asleep.  
Will you wake him? No, not I.  
For if I do he’s sure to cry.

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| <ol style="list-style-type: none"> <li>2. Have students discuss the consequences of Little Boy Blue’s actions. Was the boy in the poem acting responsibly?</li> <li>3. Ask students to draw two pictures. The first picture shows the boy not being responsible. The second picture shows Little Boy blue acting responsibly.</li> <li>4. If time, create a mural on a large piece of butcher paper. Title the mural “Take Responsibility.” Have students illustrate and label scenes of students taking responsibility around the school.</li> </ol> |  |
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three What Questions:

1. What did you learn from this activity?
2. Were there any challenges in the group?
3. How can you use what you learned in your real life?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Fairness
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

10" x 10" square pieces of paper, one for each student, pencils, and crayons.

### Opening

#### State the objective

The objective of this lesson is to introduce students to an important character trait – Fairness.

#### Activate prior knowledge by asking students the following questions:

What does it mean to be fair?

Who do you know that is a “person of character”? What about them makes you believe that?

Example: A person of character shows fairness and justice. Fairness means to be fair and just in dealing with everyone. Treat people equally. Make decisions without playing favorites. Don't take advantage of others. Take only your fair share. Take turns and share with others.

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

##### Playing by the Rules

1. Divide students into groups, have them play Spelling Relay.
2. Say a word.
3. When the leader says “Go,” the first member of each team walks to the whiteboard, writes the first letter of the word and walks back to the team.
4. Then the second person walks and writes the next letter.
5. Continue until the word is spelled.
6. Before you begin to play, take one team out and tell them a secret that the rules don't apply to them.
7. They can play however they like (run, write the whole word, write two letters, begin to walk before the word “Go.”)
8. Play a few rounds until the unfairness is obvious.
9. Stop play.
10. Discuss what happened and how the teams felt. Ask, “Why do we have rules?” (Rules ensure fairness.)
11. Ask for examples when students have noticed unfairness in real life. How could

#### \*Activity → Teachable Moment(s) *throughout*

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unfairness be changed into fairness?	
<p style="text-align: center;"><b>Student Practice ("You do")</b></p> <ol style="list-style-type: none"> <li>1. Provide students with a 10' x 10' square piece of paper, pencil and crayons.</li> <li>2. Fold 2 times to make a book.</li> <li>3. Have students draw a picture for each saying:             <ul style="list-style-type: none"> <li>▪ You can't judge a book by its cover.</li> <li>▪ Treat others as you would like to be treated.</li> <li>▪ Don't judge another until you have walked a mile in his shoes.</li> </ul> </li> <li>4. It's not whether you win or lose, it's how you play the game.</li> </ol>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **Liked Best, Next Time (LBNT):**

In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.

#### **Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Trustworthiness
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

1" x 9" strips of paper, one for each student, tape

### Opening

#### State the objective

The objective of this lesson is to introduce students to an important character trait – trustworthiness

#### Activate prior knowledge by asking students the following questions:

What does it mean to be trustworthy?

Who is a person you know that you believe is trustworthy? What about them makes you believe that?

Example: Trustworthiness means being a person with integrity, honesty, reliability, and loyalty. Integrity means having the courage to do what is right. Honesty is being truthful without cheating or stealing. Reliability means keeping your promises. Loyalty means protecting your family, friends, school, and country.

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

1. Write the word *honesty* on the white board. Ask students what it means to be honest.
2. Read the short story about Abraham Lincoln. Have students talk about how Abe was considered trustworthy.  

“Abraham Lincoln, the 16<sup>th</sup> President of the United States, was nicknamed Honest Abe. When he was a youth, he once charged a woman six and a quarter cents too much. He walked three miles to catch up with her and pay her back.”
3. Provide students with a 1" x 9" strip of paper. Have each student write an example of how they can be trustworthy and honest in after-school. Begin by writing an example on your own strip of paper. Tape the edges together to form a circle. Connect the strips so students have formed a chain. Explain that when a person is honest, he or she builds trust. The connected links represent trustworthiness. What would happen if just one of the links is broken? Would it take a while to rebuild the trust?

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Student Practice (“You do”)



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See the attached scenario about a Lost Wallet. Read the paragraph to the students. Ask the students to discuss with their elbow-partner possible answers to the questions.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Questions:

1. What was an important learning you took away from this activity?
2. How can we make this activity better next time?
3. Do you think you can be a more trustworthy person? How?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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Read the paragraph to the students. Ask student to talk with their partner to answer the questions.

### The Lost Wallet

You are walking to the store, thinking about your mother's birthday. You're feeling bad because you have not been able to save up enough money to buy her a gift. Suddenly, you notice a wallet lying on the sidewalk. You open the wallet. Inside, you find \$40.00, just the amount you need to buy the gift. However, there's also a driver's license in the wallet with the owner's name and address.

1. What *could* you do?
2. What *should* you do?
3. Should you return the wallet even if you will not get a reward? Why or why not?
4. Is it always easy to be honest? Why or why not?