

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-1
Lesson Title:	I Have a Dream: Vision for Respect
Focus:	Character Education: Respect, Day 1

Materials:

- copy of the excerpt from the "I Have a Dream Speech" (attached)
- large construction paper (1 for every student)
- color construction paper
- old magazines, newspapers, etc
- scissors
- markers, colored pencils, crayons
- glue

Opening

State the objective

To explore the value of respect for self, possessions, the environment and diversity by learning about the life and words of Martin Luther King Jr. and creating individual visions of respect.

Gain prior knowledge by asking students, "What do you know about _____?"

First ask students "What do you know about Martin Luther King, Jr.?"

Have students tell you all they know about MLK Jr., and record key words as they say them.

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

1. Based on the responses from students when asking for prior knowledge, make sure these points were brought up about MLK, Jr.:
 - a) MLK, Jr. was an African American clergyman and civil rights leader
 - b) He was born in Atlanta, Georgia in 1929. →
 - c) He led a year long bus boycott against segregated bus lines in Montgomery, Alabama in 1955. →
 - d) He led the 1963 March on Washington where he delivered his "I Have a Dream" speech.
2. Ask students if anyone has read or heard the "I Have a Dream" speech. Read the excerpt from the speech, and then post the excerpt up so everyone can see.
3. Have a discussion with the students about how the speech calls for everyone, even if they are different than yourself, deserves to be respected just like you.
4. With a partner, have students discuss how they respect others.
5. Ask students to share some answers with the large group
6. Next, ask students, "Beside people, is there anything else that should be respected?"
7. Share that like people and diversity should be respected equally, you should respect yourself, possessions (you're own and those of others) and the environment.
8. Draw an example of the quadrant on the board and fill each quadrant with one or two examples from the class.

*Activity → Teachable Moment(s) throughout

*Point out where Georgia is on a map – talk about what it means to be from another state, or just another place. Ask, "Just because some is from somewhere else (a different country, state, town or neighborhood), does that mean that they should be treated differently?" Share that although MLK was from Georgia, he believed that people from all over the world should be treated with the same respect.

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<p>9. Ask students for example of each and review what each means.</p> <ul style="list-style-type: none"> a) Self: appreciation of uniqueness; recognition of personal qualities and contribution to your life and others; make decisions that are safe and healthy; living up to your potential; resist negative pressure and influences. Example: eating healthy foods and exercising. b) Possessions: things you worked to earn or a reward; things that have been in the family for a long time or has sentimental value; you must be thankful for the things you value; you care about what you own and expect others to care as well by not abusing them, keeping them clean and orderly; people care about what they own and expect you to value that as well. Example: putting your toys away after playing with them so they are not lost or damaged. c) Environment: taking care of surroundings (plants, animals, etc); recycling and using materials that are not harmful to the environment; appreciating nature and cycle of life; understanding greater effects of disrespecting the environment on a global level (global warming, deforestation, animal extinction, etc). Example: feeding your pet everyday and giving it water. d) Diversity: people of all shapes and sizes have value; people, like you, have feelings; people have goals, abilities and potential, even if they are not apparent at a certain time and place; disrespecting others is saying that they do not deserve to be a part of the human race. Example: saying "Please" and "Thank You" to everyone. 	<p>*Talk about the word "segregate" and how it is disrespectful to people. Ask students if they see any evidence of segregation or disrespect to groups of people today? Point out that although segregation might not be institutionalized (or a law), but still exists in society.</p>
<p style="text-align: center;">Students practice ("You do")</p> <ol style="list-style-type: none"> 1. Explain to students that they will now create their own vision of respect. 2. Give each student a piece of large construction paper and have them section the paper in to 4 quadrants, like your example. 3. Have students give a label to each quadrant (see example). <ul style="list-style-type: none"> a) Self b) Possessions c) Environment d) Diversity 4. Explain to students that they will use the color construction paper, magazine cut outs, markers, colored pencils, etc to fill each quadrant of what their vision of respect looks, feels, sounds like. 5. Have students pair share their vision for respect. 6. Ask for a few students to share their vision with the larger group. 7. Display students' visions for respect in the classroom as a reminder that everything and everybody deserves equal respect. 	

Closing

Review

Ask students to share their key learning's from the discussion about Martin Luther King, Jr. and his speech about respect for diversity.

Ask students to share their key learning's about respect for self, possessions, the environment and diversity.

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Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer the following questions:

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning's in your life?

Step 4: Apply: How can you use the skills or your key learning's in your work (school)?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)



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Excerpt from "I Have a Dream"
Martin Luther King, Jr.
August 28, 1963
Washington, D.C.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

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Self

Possessions

Diversity

Environment

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Component:	Character Education
Grade Level:	K-1
Lesson Title:	Box of Crayons
Focus:	Respect

Materials:

- crayons (enough for each student to have one crayon, preferably if each student had a different color, but not mandatory)
- box of crayons for each student
- construction or drawing paper (2 sheets per student)
- poem, *A Box of Crayons* by Shane DeRolf (attached)

Opening

State the objective

To explore the character trait of respect for diversity through drawing and discussion.

Gain prior knowledge by asking students, “What do you know about _____?”

Ask, “What do you know about the word ‘diversity’?”

Ask, “Are boxes of color crayons made up of just one color?”

Ask, “Does everybody in our class look the same?”

Ask, “Is our class made up of a diverse group of students?”

Content (the “Meat”)

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

1. Give each student a sheet of paper. Have each student pick out ONE crayon and ask them to draw a picture of whatever they want with only that crayon.
2. After about 5 minutes, give each student their own box of crayons (or if they are sharing, access to a set with many different colors) and ask them to draw another picture using as many different colors as they want.
3. When they are finished, have a discussion by asking students the following questions:
 - a. What picture do you like best? (Listen for answers that say they like the one with many colors.)
 - b. Then ask the students what they liked about the picture with many different colors. (Listen for the responses that say something like it would be boring if we just had one color to work with, etc.)
4. Tell the students, “Our world is like a box of crayons made up of all different kinds of people. Even though everyone is different, everybody deserves respect to make the world such a great picture, like those drawn with all kinds of different colors.”
- 5.

***Activity → Teachable Moment(s) throughout**
 *During the activity, ask students to pause and **imagine a world where everything was the same color**. Ask, “What would be good about that? What would be bad about that?” Reinforce again how important diversity is and how it makes the world beautiful.

Students practice (“You do”)

1. Read students the poem by Shane DeRolf entitled, *A Box of Crayons*.
2. Have a discussion with students about the poem by asking students why is it important to respect people that are different than us, recording their answers as they say them.

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Closing

Review

Ask students, "What did we learn today?"

Listen for students to review the activity of coloring with one crayon vs. coloring with many different colors and what they learned about respect for those that are different than us from the poem.

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.
- 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. (Aha!)

Modification of lesson:

*If available, read the book inspired by the *Box of Crayons* poem entitled:

The Crayon Box that Talked by Shane Derolf and Michael Letzi

Random House, ISBN# 0679886117

*If time permits, have the students draw another picture of a respectful world made up of diverse people after reading the *Box of Crayons* poem. Have them share their picture with a partner.

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A Box of Crayons
by Shane DeRolf

While walking in a toy store
the day before today,
I overheard a crayon box
with many things to say.

"I don't like red!" said yellow.
And green said, "Nor do I!"
And no one here likes orange,
but no one knows quite why."

"We are a box of crayons
that really doesn't get along,"
said blue to all the others
"something here is wrong!"

Well, I bought that box of crayons
and took it home with me
and laid out all the crayons
so the crayons could all see.

They watched me as I colored
with red and blue and green
and black and white and orange
and every color in between.

They watched as green
became the grass
and blue became the sky.
The yellow sun was shining bright
on white clouds drifting by.

Colors changing as they touched,
becoming something new.
They watched me as I colored.
They watched till I was through.

And when I'd finally finished,
I began to walk away.
And as I did the crayon box
had something more to say...

"I do like red!" said the yellow
and green said, "So do I!"
"And blue you are terrific
so high up in the sky."

"We are a box of crayons
each of us unique,
but when we get together
the picture is complete."

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Component:	Character Education
Grade Level:	2-3
Lesson Title:	Box of Crayons
Focus:	Respect

Materials:

- crayons (enough for each student to have one crayon, preferably if each student had a different color, but not mandatory);
- box of crayons for each student;
- construction or drawing paper (2 sheets per student);
- poem, *A Box of Crayons* by Shane DeRolf (attached)

Opening

State the objective

The objective is to explore the character trait of respect for diversity through drawing and discussion.

Gain prior knowledge by asking students, "What do you know about _____?"

What do you know about the word "diversity"?

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

1. Give each student a sheet of paper. Have each student pick out ONE crayon and ask them to draw a picture of whatever they want with only that crayon.
2. After about 5 minutes, give each student their own box of crayons (or if they are sharing, access to a set with many different colors) and ask them to draw another picture using as many different colors as they want.
3. When they are finished, have a discussion by asking students the following questions:
 - a. What picture do you like best? (Listen for answers that say they like the one with many colors.)
 - b. Then ask the students what they liked about the picture with many different colors. (Listen for the responses that say something like it would be boring if we just had one color to work with, etc.).
4. Tell the students, "Our world is like a box of crayons made up of all different kinds of people. Even though everyone is different, everybody deserves respect to make the world such a great picture, like those drawn with all kinds of different colors."
5. Next, read them the poem by Shane DeRolf entitled, *A Box of Crayons*.
6. Have a discussion with students about the poem by asking students why is it important to respect people that are different than us, recording their answers as they say them.

*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 or understanding. 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.

Students practice ("You do")

See above.

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Closing

Review

Ask students, "What did we learn today?"

Listen for students to review the activity of coloring with one crayon vs. coloring with many different colors and what they learned about respect for those that are different than us from the poem.

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.
- 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)
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A Box of Crayons
by Shane DeRolf

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the picture is complete."

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	2-3
Lesson Title:	Acting it Out
Focus:	Respect

Materials:

- paper
- pencils

Opening

State the objective

To explore the value of respect for self, possessions, the environment and diversity through skits.

Gain prior knowledge by asking students, “What do you know about _____?”

What is important to keep in mind when working with a small group on creating a skit?

How can we show respect when working with our group?

Content (the “Meat”)

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

1. Review with students the different ways respect can be shown:
 - a) Respect for self
 - b) Respect for possessions
 - c) Respect for the environment
 - d) Respect for diversity
2. Come up with a few example of each to help prompt students for their skits.
3. Group the students in to 4 groups and give each group 1 of the 4 ways respect can be shown (self, possessions, environment, diversity). Explain that each group will have time to create a skit around one of the 4 ways respect can be shown and then perform it for the rest of the class. Suggest that not all students have to be a part of the actual performance, but everyone should be involved in creating it. They can include any props available, dialogue and body movements to act out respect. *Set a limit to how long the performance should be based on how much time you have (suggest 2-3 minutes).

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

*As students are coming up with their skit, look for students **who are showing respect** (listening to their partner, being nice and encouraging, etc) and stop the rest of the class to point it out.

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 or understanding. 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.

Students practice (“You do”)

1. Have each group act out their skit for the rest of the class, and then ask the rest of the class what type of respect was exemplified? The acting group can give a short explanation of which type of respect. Ask the class if they can think of any other ways respect could be shown in relation to the skit.

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Closing

Review

Review with students the different ways respect can be shown:

Respect for self

Respect for possessions

Respect for the environment

Respect for diversity

Ask the students to review what the activity was and what they learned from it.

Debrief

WHI?

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

Ask students to think about what they did today.

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. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	4-5
Lesson Title:	Brush Up on Respect (adapted from Teaching Tolerance)
Focus:	Respect

Materials:

- 1 index card
- tube of toothpaste
- popsicle stick, toothpick or spoon
- a marker

Opening

State the objective

To explore the affects of using disrespectful words and ways to act respectfully versus disrespectfully to others.

Gain prior knowledge by asking students, “What do you know about _____?”

How does one show respect?

**Answers will vary, but listen for answers that talk about using respectful words/speaking nicely, etc.*

What does respect look like when it comes out of our mouths/in our words? What does it sound like?

**Listen for tone, body language, facial expressions.*

Has anyone ever felt disrespected by someone else’s words?

**Acknowledge feelings, but don’t dwell too much on the actual disrespectful words.*

Content (the “Meat”)

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

1. Tell students we are going to brush up on respect. Draw a big “R” on the index card with the marker. Let students know that the “R” represents “respect” and that they are going to freshen up their words by covering that “R” with toothpaste. →
2. Ask a volunteer to use the tube of toothpaste to squeeze toothpaste to cover the letter “R” on the index card. Make sure it is completely covered.
3. Help students make the connection between fresh breath and speaking respectful words, using a friendly tone of voice and using good manners.
4. Tell the students you’ve made a mistake and that the “R” actually stands for a “rude” word. Ask the student volunteer to help you take the word back by putting the toothpaste back in the tube.
5. After the student tries, give the student a popsicle stick, toothpick or spoon to help
6. After a few more minutes, thank the student volunteer and have a discussion about the activity by first explaining how it is impossible to take disrespectful, rude and hurtful words back. Explain that words have a lot of power, and as demonstrated by this activity, can be very messy. Then ask students what kinds of “messes” could happen when rude, disrespectful words are used. →

*Activity → Teachable Moment(s) throughout

*As the student is covering the “R” with toothpaste, ask students to **give examples of respectful, “fresh” words** and chart them so everyone can see. Leave the chart hanging in the classroom and refer to it in the future when students choose to use disrespectful words.

*Ask if any students **have ever been the person to use disrespectful words**. If appropriate, ask what kind of mess was caused as a result of using disrespectful words.

Students practice (“You do”)

Ask students how they would go about fixing a mess. What could they say or do. Chart their ideas and have them practice delivering these words with a partner.

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Closing

Review

Refer to the objectives and ask if we accomplished the objective using thumbs up, thumbs in the middle or thumbs down.

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-1
Lesson Title:	I Like My Neighbor
Focus:	Respect

Materials:

Optional: chairs in a circle (enough for one less than the number of people participating – example: 25 total = 24 chairs)

*This activity can also be done sitting on the ground

Opening

State the objective

To explore the character trait of respect for diversity by learning about similarities and differences with our classmates.

Gain prior knowledge by asking students, “What do you know about _____?”

Why is it important to get to know your classmates?

Who else do you respect that you can get to know more? (teachers, neighbors, coaches, lunch lady, etc)

Content (the “Meat”)

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

1. Explain to students that we are going to play a game to get to know each other a little better and that will allow us to respect differences and similarities that we have.
2. Have students sit in a circle on the ground or in the chairs, with one person in the middle.
3. The person in the middle says, “I like my neighbor who ...” and then something about him or herself, like, “has brown eyes.”
4. All of the students with brown eyes must stand up and quickly find another spot on the ground or chair other than their own **Review how to be respectful while playing this game.*
5. The person left without a spot on the ground or chair is now in the middle and says another, “I like my neighbor who...”
6. Some other ideas could be “I like my neighbor who... likes to play soccer / has a brother / likes broccoli / has a pet / age / walks to school / etc.
7. Tell students to pay attention during the game to discover similarities and differences with classmates.

*Activity → Teachable Moment(s) throughout

*In the middle of the game, pause and talk about finding out things about someone else **that you can’t see**. For example, everyone can see what color eyes someone has, but you can’t necessarily see if someone has 5 other siblings. Ask, “Why is that important?”

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 or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Students practice (“You do”)

1. At the end of the game, have each student name something new that they learned about someone else, whether it be something they found they had in common with another student or some kind of difference.
2. Ask students how learning these new things will help them be respectful to others.

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Closing

Review

Ask students to explain the activity.
 Ask students how the activity relates to respect.
 Ask students who else should be respected?

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	2-3
Lesson Title:	I Have a Dream: Vision for Respect
Focus:	Respect

Materials:

- copy of the excerpt from the "I Have a Dream Speech" (attached)
- large construction paper (1 for every student)
- color construction paper
- old magazines, newspapers, etc
- scissors
- markers, colored pencils, crayons
- glue

Opening

State the objective

To explore the value of respect for self, possessions, the environment and diversity by learning about the life and words of Martin Luther King Jr. and creating individual visions of respect.

Gain prior knowledge by asking students, "What do you know about _____?"

First ask students "What do you know about Martin Luther King, Jr.?"

Have students tell you all they know about MLK Jr., and record key words as they say them.

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

1. Based on the responses from students when asking for prior knowledge, make sure these points were brought up about MLK, Jr.
 - a) MLK, Jr. was an African American clergyman and civil rights leader.
 - b) He was born in Atlanta, Georgia in 1929. →
 - c) He led a year long bus boycott against segregated bus lines in Montgomery, Alabama in 1955. →
 - d) He led the 1963 March on Washington where he delivered his "I Have a Dream" speech.
2. Ask students if anyone has read or heard the "I Have a Dream" speech. Read the excerpt from the speech, and then post the excerpt up so everyone can see.
3. With a partner, have students discuss what the speech says about respect.
4. Ask students to share some answers with the large group.
5. Next, ask students, "Beside people, is there anything else that should be respected?"
6. Share that like people and diversity should be respected equally, you should respect yourself, possessions (you're own and those of others) and the environment.
7. Ask students for example of each and review what each means
 - a) Self: appreciation of uniqueness; recognition of personal qualities and contribution to your life and others; make decisions that are safe and healthy; living up to your potential; resist negative pressure and influences.

*Activity → Teachable Moment(s) throughout

*Point out where Georgia is on a map – talk about what it means to be from another state. Ask, "Just because some is from another state, does that mean that they should be treated differently?" Share that although MLK was from Georgia, he believed that people from all over the world should be treated with the same respect.

*Talk about the word "segregate" and how it is disrespectful to people. Ask students if they see any evidence of segregation or disrespect to groups of people today? Point out that although

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<ul style="list-style-type: none"> b) Possessions: things you worked to earn or a reward; things that have been in the family for a long time or has sentimental value; you must be thankful for the things you value; you care about what you own and expect others to care as well by not abusing them, keeping them clean and orderly; people care about what they own and expect you to value that as well. c) Environment: taking care of surroundings (plants, animals, etc); recycling and using materials that are not harmful to the environment; appreciating nature and cycle of life; understanding greater effects of disrespecting the environment on a global level (global warming, deforestation, animal extinction, etc). d) Diversity: people of all shapes and sizes have value; people, like you, have feelings; people have goals, abilities and potential, even if they are not apparent at a certain time and place; disrespecting others is saying that they do not deserve to be a part of the human race. 	<p>segregation might not be institutionalized (or a law), but still exists in society.</p>
<p style="text-align: center;">Students practice ("You do")</p> <ol style="list-style-type: none"> 1. Explain to students that they will now create their own vision of respect. 2. Give each student a piece of large construction paper and have them section the paper in to 4 quadrants. 3. Have students give a label to each quadrant (see example). <ul style="list-style-type: none"> a) Self b) Possessions c) Environment d) Diversity 4. Explain to students that they will use the color construction paper, magazine cut outs, markers, colored pencils, etc to fill each quadrant of what their vision of respect looks, feels, sounds like. 5. Have students pair share their vision for respect. 6. Ask for a few students to share their vision with the larger group. 7. Display students' visions for respect in the classroom as a reminder that everything and everybody deserves equal respect. 	

Consult 4 Kids Lesson Plans

Closing

Review

Ask students to share their key learnings from the discussion about Martin Luther King, Jr.

Ask students to share their key learnings from the discussion about the "I Have a Dream" speech.

Ask students to share their key learnings about respect for self, possessions, the environment and diversity.

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student "connect the dots" between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer the following questions:

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your work (school)?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Modification of lesson:

*Have students listen and/or watch an audio/visual version of the "I Have a Dream" speech

<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>

Consult 4 Kids Lesson Plans

Excerpt from "I Have a Dream"
Martin Luther King, Jr.
August 28, 1963
Washington, D.C.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Consult 4 Kids Lesson Plans

<p>Self</p>	<p>Possessions</p>
<p>Diversity</p>	<p>Environment</p>

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	4-5
Lesson Title:	I Have a Dream: Vision for Respect
Focus:	Respect

Materials:

- copies of the excerpt from the “I Have a Dream Speech” (attached)
- large construction paper (1 for every student)
- color construction paper
- old magazines, newspapers, etc
- scissors
- markers, colored pencils, crayons
- glue

Opening

State the Objective

To explore the value of respect for self, possessions, the environment and diversity by learning about the life and words of Martin Luther King Jr. and creating individual visions of respect.

Gain prior knowledge by asking students, “What do you know about _____?”

First ask students “What do you know about Martin Luther King, Jr.?”

Have students tell you all they know about MLK Jr., and record key words as they say them.

Tell students, “Martin Luther King, Jr. was someone who ‘talked the talk AND walked the walk’ when it comes to respect.”

Ask students, “What do you think I mean by that?”

Content (the “Meat”)

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

1. Based on the responses from students when asking for prior knowledge, make sure these points were brought up about MLK, Jr.:
 - a) MLK, Jr. was an African American clergyman and civil rights leader
 - b) He was born in Atlanta, Georgia in 1929. →
 - c) He led a year long bus boycott against segregated bus lines in Montgomery, Alabama in 1955. →
 - d) He led the 1963 March on Washington where he delivered his “I Have a Dream” speech.
2. Ask students if anyone has read or heard the “I Have a Dream” speech. Have students read the excerpt from the speech (attached).
3. With a partner, have students discuss what the speech says about respect.
4. Ask students to share some answers with the large group.
5. Next, ask students, “Beside people, is there anything else that should be respected?”
6. Share that like people and diversity should be respected equally, you should respect yourself, possessions (your own and those of others) and the environment

*Activity → Teachable Moment(s) throughout

*Point out where Georgia is on a map – talk about what it means to be from another state. Ask, “Just because some is from another state, does that mean that they should be treated differently?” Share that although MLK was from Georgia, he believed that people from all over the world should be treated with the same respect.

Consult 4 Kids Lesson Plans

<p>7. Ask students for example of each and review what each means.</p> <ul style="list-style-type: none"> a) Self: appreciation of uniqueness; recognition of personal qualities and contribution to your life and others; make decisions that are safe and healthy, living up to your potential; resist negative pressure and influences. Example: eating healthy foods and exercising. b) Possessions: things you worked to earn or a reward; things that have been in the family for a long time or has sentimental value; you must be thankful for the things you value; you care about what you own and expect others to care as well by not abusing them, keeping them clean and orderly; people care about what they own and expect you to value that as well. Example: putting your toys away after playing with them so they are not lost or damaged. c) Environment: taking care of surroundings (plants, animals, etc); recycling and using materials that are not harmful to the environment; appreciating nature and cycle of life; understanding greater effects of disrespecting the environment on a global level (global warming, deforestation, animal extinction, etc). Example: feeding your pet everyday and giving it water. Diversity: people of all shapes and sizes have value; people, like you, have feelings; people have goals, abilities and potential, even if they are not apparent at a certain time and place; disrespecting others is saying that they do not deserve to be a part of the human race. Example: saying "Please" and "Thank You" to everyone. 	<p>*Talk about the word "segregate" and how it is disrespectful to people. Ask students if they see any evidence of segregation or disrespect to groups of people today? Point out that although segregation might not be institutionalized (or a law), but still exists in society.</p>
<p style="text-align: center;">Students practice ("You do")</p> <ol style="list-style-type: none"> 1. Explain to students that they will now create their own vision of respect. 2. Give each student a piece of large construction paper and have them section the paper in to 4 quadrants. 3. Have students give a label to each quadrant (see example). <ul style="list-style-type: none"> a) Self b) Possessions c) Environment d) Diversity 4. Explain to students that they will use the color construction paper, magazine cut outs, markers, colored pencils, etc to fill each quadrant of what their vision of respect looks, feels, sounds like. 5. Have students pair share their vision for respect. 6. Ask for a few students to share their vision with the larger group. 7. Display students' visions for respect in the classroom as a reminder that everything and everybody deserves equal respect. 	

Closing

Review

Ask students to share their key learning's from the discussion about Martin Luther King, Jr. and how he "talks the talk AND walks the walk" when it comes to respect.

Ask students to share their key learning's from the discussion about the "I Have a Dream" speech.

Ask students to share their key learning's about respect for self, possessions, the environment and diversity.

Consult 4 Kids Lesson Plans

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer the following questions:

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning’s in your life?

Step 4: Apply: How can you use the skills or your key learning’s in your work (school)?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Modification of lesson:

*Have students listen and/or watch an audio/visual version of the “I Have a Dream” speech

<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>

*Have students also create their own “I Have a Dream: Vision for Respect” speech using the worksheet (attached), adapted from Education World

Consult 4 Kids Lesson Plans

Excerpt from "I Have a Dream"
Martin Luther King, Jr.
August 28, 1963
Washington, D.C.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

Consult 4 Kids Lesson Plans



Self	Possessions
Diversity	Environment

My "I Have a Dream: Vision for Respect" Speech

Consult 4 Kids Lesson Plans

I have a dream that one day this nation wills _____

I have a dream that one day _____

I have a dream that one day _____

I have a dream that _____

I have a dream today.

I have a dream that one day _____

I have a dream today.

I have a dream that one day _____

This is my hope and faith. With this faith we will be able to _____

This will be the day when _____

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-1
Lesson Title:	Respectful Role Play #1
Focus:	Respect

Materials:

-Respectful Role Play flashcards (attached)

Opening

State the objective

To practice how we can act in a respectful way by role playing different scenarios.

Gain prior knowledge by asking students, “What do you know about _____?”

When was a time when you acted with respect? Where were you? Was there anyone else involved? How did it look? How did it feel? How did it sound?

**Have students share a time when they were respectful with a partner and then have a couple of students share out*

Content (the “Meat”)

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

1. Review with students the different ways respect can be shown:
 - a) Respect for self.
 - b) Respect for possessions.
 - c) Respect for the environment.
 - d) Respect for diversity.
2. Have all students stand in a big circle.
3. Explain to students that you are going to read one of the Respectful Role Play flashcard scenarios to the group and then all act out the scenario as a group. (It is suggested to keep the flashcards pairs together so that you are reading the disrespectful scenario then the respectful scenario after each other).
4. Read one of the scenarios and, if helpful, walk around to show each student the picture that is included on each flashcard. Have students act out the scenario in place, and then read the next flashcard.
5. Ask the group if there are any other ways that would be respectful and act that out too
6. For each scenario pair, talk with the group about what kind of respect is being acted out (self, possessions, environment, and diversity).

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

*As are in the circle, stop the class and **ask how they can show respect for self** during the activity. Ask how they can show respect for **possessions** (the flashcards), the **environment** and **diversity** (to others) during the activity. *Throughout, look for students **who are showing respect** (listening to the speaker, being nice and encouraging, etc) and stop the rest of the class to point it out.

Students practice (“You do”)

Have students come up with their own scenarios to act out.

Consult 4 Kids Lesson Plans

Closing

Review

Review with students the different ways respect can be shown:

- Respect for self
- Respect for possessions
- Respect for the environment
- Respect for diversity

Ask the students to review what the activity was and what they learned from it.

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Consult 4 Kids Lesson Plans

Ryan throws his trash from snack on the ground and never picks it up.



Richard spends a couple minutes of his lunch time picking up trash on the playground.



Juan doesn't care when others are speaking and keeps talking even after being asked not to.



Juan stops talking and listens to his classmates and teachers when they are speaking.



When Natalie gets home from practice, she doesn't wipe her dirty cleats on the rug outside, tracking in lots of dirt.



When Stephanie gets home from practice, she takes off her cleats and leaves them outside so she doesn't track in dirt.



When John is waiting for the bus, he rips out and steps on all of the flowers by the bus stop.



Hector wakes up extra early so he can get to the bus stop and water the flowers that are growing by the stop.



Linda talks back to her sister.



Michelle listens to what her sister has to say and sometimes responds nicely if she doesn't agree.



Michael makes fun of another student who has braces.



Evan asks a student with braces how it feels to have them to try to understand a little bit more about him.

Consult 4 Kids Lesson Plans

Ramona spreads rumors about the new student behind her back.



Daniel asks the new student where he is from and how old he is to get to know him better.



Kyle was borrowing his brother's guitar when he wasn't supposed to and broke it.



Justin is careful with his brother's guitar and only uses it after he asks for permission.



Tina makes fun of student in a wheelchair and says, "She can't do anything because she is handicapped!"



Sara includes a student in a wheelchair in lots of activities with the rest of her friends during recess.



Adolfo always teases a classmate who doesn't speak English very well and sometimes makes mistakes when speaking.



Erika helps a student that doesn't speak English very well and encourages him to keep trying even if he makes mistakes.



Ricky doesn't help with any of the chores around the house and leaves all of his dirty laundry all around the house.



Vanessa has a weekly chore list that she follows and helps keep the house clean by putting her things where they belong.



Tomas refuses to eat vegetables and eats lots of junk food instead.



Manuel eats fruits and vegetables and exercises every day. Sometimes he has something not so healthy, but has a limit.



Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	2-3
Lesson Title:	Respectful Role Play
Focus:	Respect

Materials:

Respectful Role Play flashcards (attached)

Opening

State the objective

To practice how we can respond in a respectful way by role playing different scenarios.

Gain prior knowledge by asking students, “What do you know about _____?”

What do you know about the word respect?

When is a time that you should be respectful?

What happens to people when others treat them with respect?

Content (the “Meat”)

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

1. Review with students the different ways respect can be shown:
 - a) Respect for self.
 - b) Respect for possessions.
 - c) Respect for the environment.
 - d) Respect for diversity.
2. Randomly give each student a Respectful Role Play flashcard. Tell them each flashcard has a pair (only you will know that the pairs are determined by an act of disrespect and an act of respect in similar situations).
3. Their first job is to find their pair by standing up, walking around, and reading their flashcard to each other.

***Activity → Teachable Moment(s) throughout**
 *As students are finding their pairs, stop the class and **ask how they can show respect for self** during the activity.
 Ask how they can show respect for **possessions** (the flashcards), the **environment** and **diversity** (to others) during the activity.

Students practice (“You do”)

1. Once each pair has been made, tell the pairs to discuss the scenarios on the two flashcards and decide which type of respect or disrespect is shown (self, possessions, environment, and diversity).
2. Next, give the pairs about 2 minutes to figure out how they are going to act out both of the scenarios on the flashcards for the rest of the class. They can decide if they want to act out the act of disrespect or the act of respect first. Pairs can add dialogue if desired, but remind them they only have a short time.
3. Give each pair no more than 1 minute to act out both of their scenarios for the rest of the class, then ask the rest of the class which act was disrespect and which was respect. The acting pair can give a short explanation of which type of respect they decided was shown (self, possessions, environment, diversity). Ask the class if they agree.

*As students are coming up with their skit, look for students **who are showing respect** (listening to their partner, being nice and encouraging, etc) and stop the rest of the class to point it out.

Consult 4 Kids Lesson Plans

Closing

Review

Review with students the different ways respect can be shown:

- Respect for self
- Respect for possessions
- Respect for the environment
- Respect for diversity

Ask the students to review what the activity was and what they learned from it.

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Consult 4 Kids Lesson Plans

Ryan throws his trash from snack on the ground and never picks it up.



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Consult 4 Kids Lesson Plans

Ramona spreads rumors about the new student behind her back.



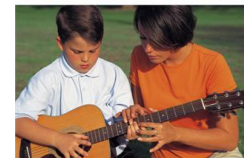
Daniel asks the new student where he is from and how old he is to get to know him better.



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Tomas refuses to eat vegetables and eats lots of junk food instead.



Manuel eats fruits and vegetables and exercises every day. Sometimes he has something not so healthy, but has a limit.



Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	4-5
Lesson Title:	Sounds of Respect (adapted from The Peaceful Solution)
Focus:	Respect

Materials:

- sample of music (can be any kind, preferably instrumental with distinct sounds of instruments)
- music player
- crayons, markers or colored pencils in a variety of colors for each student
- construction or drawing paper for each student (1 sheet per)

Opening

State the objective

To explore the value of respect for diversity through musical and artistic representation.

Gain prior knowledge by asking students, “What do you know about _____?”

First ask students to name as many musical instruments as they can think of (chart them if you can so students can refer to the list during the activity)

After about a minute or two (or after they name 10-15 different instruments), ask students, “Does each instrument makes the same sound?”

Ask, “Does each instrument look the same?”

Next, ask students “What do you know about diversity?” Ask, “Is our class made up of a diverse group of students?”

Content (the “Meat”)

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

1. Have each student take a piece of paper and a variety of crayons, colored pencils and/or markers to draw with.
2. Let students know that you are going to play a sample of music and for the first minute, have students close their eyes and listen for as many different instruments that they can hear.
3. Keep the music playing and after a minute, tell students to begin drawing the different instruments that they can hear in the music using a different color for each instrument (Variation: Students may also draw the sound that the instrument makes in a different color for each different sound).
4. Play the song again if students need more time to listen for different instruments and sounds.

*Activity → Teachable Moment(s) throughout

*As students are listening to the music, watch to see if some students tap their toes or move to the music. Ask a couple of students to share out what instrument they hear and why they think it’s that instrument

Students practice (“You do”)

1. After students have finished their drawings, have a discussion by having students share their picture with a partner and explain their drawing.
 - a) Ask if any of the pictures look the same.
2. Make the connection that like each instrument looks and sounds differently, people look and sound differently from each other. Their pictures are visual representations of the diversity of sounds and instruments in music as well as the diversity that makes up this class and across the world. Ask,

Consult 4 Kids Lesson Plans

<p>a) In this song, what if the _____ (one of the instruments) thought that _____ (another instrument) was funny looking and sounding and didn't want that instrument to play in that song anymore. What would the song sound like?</p> <p>b) What would your drawings look like if there was only one sound or one instrument playing? (Listen for responses of "boring," "not colorful," etc.</p> <p>3. Explain that music is made by combining many different sounds from lots of different kinds of instruments, and each instrument is crucial to what the song sounds like.</p> <p>4. Have students discuss how people may look and sound differently from each other (hair, eyes, skin, language, hometown, glasses, braces, injured, etc) but that everyone is important in this world and deserves respect, even if they look or sound different than you.</p>	
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Closing

Review

Refer to the objectives and ask if we accomplished the objective using thumbs up, thumbs in the middle or thumbs down.

Debrief

What's Important About That? This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Trust in Relationships – Friends 1
Focus:	Trustworthiness

Materials:

- Construction paper for each student.
- Materials for students to decorate cards (markers, colored pencils, crayons, glue, scissors, stickers, etc).
- *If available:* one of each of the items for every student to make a friendship kit (see suggested items below – use all, some or none of the items).

Opening

State the objective

Today we will:

- Discuss how trustworthiness is important in friendships.
- Create a Friendship Kit to show you appreciate a friend's trustworthiness.

Gain prior knowledge by asking students, "What do you know about _____?"

What are the different kinds of relationships that you have with people? (parent-child, teacher-student, classmate-classmate, friend-friend, sibling-sibling, doctor-patient, coach-player or coached, neighbor-neighbor, owner-pet, etc)
Is trust important to these relationships? Why or why not? (have students give 1-2 examples for each)

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

1. Have students sit in a circle to best facilitate this discussion. (Leader should be part of the circle as well.)
2. Ask students to review what they know about trustworthiness.
3. Next, have students divide in to two groups equally. One of the groups should form a circle with their shoulders touching and backs towards the center of the circle – this makes up the inner circle. The other group should form the outer circle by making a circle facing the inner circle (this outer circle will be bigger than the inner and students will be more spread out). Students should be facing a partner (one of them should be in the inner circle and one of them should be in the outer circle).
4. Tell students that you are going to ask a question, and the inner circle student will have 30 seconds to respond. Then the outer circle student will have 30 seconds to respond.
5. Then you will tell students directions like, "outer circle shift two people to the right" or "inner circle shift one person to the left" so that students switch up partners. Repeat the process shifting students in between each question. (After partners both share their responses, ask for anybody to share what they heard with the rest of the group).
6. Questions about how trust is important to friendships:
 - a. Ask students, "Is trust important in a friendship? Why or why not?"
 - b. Ask students, "What are some ways that you show your friend that you trust them?"
 - c. Ask, "What are some ways that you show a friend that they can trust you?"
 - d. Ask, "Do you think that lying could ruin a friendship? Why or why not?"
 - e. Ask, "Are you more trustworthy with your friends than with your parents? Why or why not?"
 - f. Ask, "Have you ever lost the trust of one of your good friends? How did it make you feel? How is your relationship now?"
 - g. Ask, "Have you ever felt pressured into lying by friends? What did you do?"

*Activity → Teachable Moment(s) throughout

→ As students are sharing their responses, stop and take a moment to ask, "How are we acting (or not acting) as a trustworthy group by sharing our experiences and thoughts with the rest of the class?" (i.e. we trust that others will not laugh at what I share, etc).

Consult 4 Kids Lesson Plans

<p>h. Ask, "What advice would you give a friend who needed to earn your trust or someone else's trust back?"</p>	
<p style="text-align: center;">Students practice ("You do")</p> <p>7. Next, ask students "Think of one of your friends who is very trustworthy. What makes him or her trustworthy?"</p> <p>8. Have students make a card in appreciation for that friend's trustworthiness and respect for their friendship. Students should include reasons why or how they trust that person and how much that means to their friendship. →</p> <p>9. <i>If available:</i> Have students create friendship kits to give to friends along with the appreciation card. If every item cannot be purchased for every student, have students drawn the items with a simple description of each? Items that can be included in friendship kits that show that you trust that person to... (or that your friend can trust you to...)</p> <ol style="list-style-type: none"> a. A paper bag or sandwich bag to fill with items. b. A toothpick shows that you trust your friend to pick out the good qualities in you. c. A button shows that you trust your friend to button their his/her lips with your secrets. d. A band-aid shows that you trust that your friend will be there to help heal hurt feelings. e. A cotton ball shows that you trust that they will be your cushion through rough times. f. A tissue shows that you trust that they will wipe your tears. g. An eraser shows that you trust that they will forgive you for mistakes. h. A rock shows that you trust them to be your stability. i. A rubber band shows that you trust that they will be flexible when dealing with friends (open to change, willing to try new things, etc). j. A sticker shows that you trust that they will stick by your side. k. Ask students if they can think of anything else they would like to add to their friendship kit. 	<p>→Ask students, "Have you ever thought of giving a friend who is trustworthy something to show that you appreciate their trustworthiness? What is important about that?"</p>

Closing

Review

Ask students what we learned today.

Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives:

Today we will:

- Discuss how trustworthiness is important in friendships.
- Create a Friendship Kit to show you appreciate a friend's trustworthiness.

Debrief

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- 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. (Aha!)