

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Act It Out #10
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Work in small groups to prepare a performance.
- Theatrically portray what open-mindedness looks like.

Gain prior knowledge by asking students the following questions

When we are working in small groups of 4 or 5 people, what is important to keep in mind? What role does open-mindedness play when working with a team?

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) or have students discuss questions with a partner then ask for pairs to share out →
2. Students should reflect on what open-mindedness means.

Students Practice (“You do”)

1. Students should be grouped in to teams of 4 or 5 per group.
2. Each team should plan a skit that portrays open-mindedness. Give each team a chance to perform their skit.
3. After each skit, ask students,
 - a. “Who were all the characters?”
 - b. “How did each character show or not show open-mindedness?”
 - c. “How did each character feel in the skit?”

*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.

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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.
- 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:	Giving and Receiving Feedback, OTJ style
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Discuss what is important about being open-minded when giving and receiving feedback.
- Practice giving and receiving feedback.

Gain prior knowledge by asking students the following questions

When have you ever been given feedback about something?

How did it make you feel?

Does it always mean that you are wrong when someone else gives you feedback?

Does it always mean you are right when you are giving someone else feedback?

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) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. “Review what is important about being open-minded from the first lesson”.
 - b. Ask students if they have ever felt bad when someone else is giving them feedback. Ask students why they may have felt that way.
 - c. Ask students to think about a time when they have given feedback to someone else. How did they do it? How do you think it made the other person feel?
3. Now, let students know that we are going to come up with guidelines for helpful ways to give and receive feedback using an activity called OTJ. Review the following guidelines:
 - a. When giving feedback to someone else:
 - Always listen to the other person’s challenge completely (don’t cut them off before they are finished explaining their challenge) – ask students to share why they think this would be important (it helps them to see the other person’s perspective as clearly as possible,

*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.

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etc).

- Begin your feedback with “In my experience...” (avoid saying “You should do this” or “You should have done this”) – ask students to share why they think this would make a difference.
- Try to really imagine what you would do in that situation instead of criticizing the choices of someone else. Remember, you never know when you could end up with the same challenge.

b. When receiving feedback from someone else:

- Always listen to the other person’s suggestion completely. Don’t cut them off by saying “That won’t work!” or “I already did that!” or “That’s silly!” – ask students to share they think this would be important (it may cause the person giving the suggestion to not want to give you a suggestion in the future, even if they have a really good idea).
- Always thank every person that offers suggestions, even if you already tried them or decide not to try them – ask students why they think this would be important (it is respectful, it lets the other person know you appreciate them offering their thoughts, etc).

Students Practice (“You do”)

1. After the guidelines have been reviewed, be sure to ask students what they have to do with open-mindedness.
2. Now, practice a guided OTJ with students. Sitting in a circle, has a student share a challenge that they are having (can be anything – at home, at school, with friends, with homework, etc). The other students offer suggestions or possible solutions.
3. Be sure to review the guidelines, if needed, during the guided OTJ.
4. After a few students have practiced giving and receiving feedback during the OTJ, review again, what it has to do with being open-minded.

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Closing

Review

Say:

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

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:	Multiple Intelligences
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Multiple Intelligences Examples (Instructor Handout – attached)
- Multiple Intelligences example strips (attached – cut out or written on larger paper taped to the wall all around the room.
*Tip: print out two copies of the strips so you have two of each example)

Opening

State the objective

Today we will:

- Learn about multiple intelligences.
- Determine your learning style.

Gain prior knowledge by asking students the following questions

What's your style?
How did you develop your style?
How are you open to other styles?

Content (the "Meat")

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

1. Ask students, "What are all the ways that we learn?"
 - Reading
 - Listening
 - Seeing
 - Doing/hands on
 - Watching a role model
 - Someone showing step by step instructions
 - What else?
2. Next, ask students, "Do we all learn the same way?"
3. Explain the theory of multiple intelligences – or learning styles – that people have. Some people learn by doing it with their own hands, some people respond to visual examples, some people can just hear something and know it, etc.
4. Introduce the different learning styles to students with an example (see instructor handout).

*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.

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<p>5. Remind students that although everyone has different learning styles, it doesn't mean to ignore the rest. Remember, having an open-mind means to be aware and open to different styles of learning.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
Students Practice ("You do")	
<ol style="list-style-type: none"> 1. Have each student walk around the room and pick two strips off the wall that represents their learning style. Have the students actually remove the strip and hold it. 2. Have all students return to a circle once they have picked their two examples of how they think they learn best. 3. Have each student share their two examples and determine what their learning style is. Are the examples from the same category? Are they different? 4. Let students know that everybody can have more than one learning style that work better than the rest. 5. After each student has shared their learning style, ask students to pair up and share how they use their learning styles at school, at home, at practice, etc. 	

Closing

Review

Say:

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

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!)

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Instructor Handout

Bodily-kinesthetic	I have always been physically well coordinated (run, jump, balance, etc).
Bodily-kinesthetic	I play a sport or dance.
Bodily-kinesthetic	I love adrenaline sports and scary rides.
Bodily-kinesthetic	To learn something new, I need to just get on and try it.
Bodily-kinesthetic	I find ball games easy and enjoyable.
Interpersonal	I am a very social person and like being with other people.
Interpersonal	I can tell easily whether someone likes me or dislikes me.
Interpersonal	It upsets me to see someone cry and not be able to help
Interpersonal	I prefer team sports.
Interpersonal	My friends always come to me for emotional support and advice.
Intrapersonal	I enjoy individual sports best.
Intrapersonal	I set myself goals and plans for the future.
Intrapersonal	I always know how I am feeling.
Intrapersonal	I keep a diary.
Intrapersonal	I am happy spending time alone.
Linguistic	I find it easy to make up stories.
Linguistic	I am a good liar (if I want to be).
Linguistic	I find it easy to remember quotes or phrases or poems or song lyrics.
Linguistic	At school one of my favorite subjects is English.
Linguistic	I really enjoy reading.

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Logical-mathematical	I find mental arithmetic easy (sums in my head).
Logical-mathematical	I like to think through a problem carefully, considering all the consequences.
Logical-mathematical	I find it easy to remember telephone numbers.
Logical-mathematical	I don't use my fingers when I count.
Logical-mathematical	My favorite subject at school is math.
Musical	I can play a musical instrument.
Musical	I often have a song or piece of music in my head.
Musical	Music is very important to me.
Musical	At school I love / loved music lessons.
Musical	Singing makes me feel happy.
Spatial-visual	I find graphs, charts and diagrams easy to understand.
Spatial-visual	I can always recognize places that I have been before, even when I was very young.
Spatial-visual	When I am concentrating I tend to doodle.
Spatial-visual	I often see clear images when I close my eyes.
Spatial-visual	My favorite subject at school is art.

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Cut out or write on bigger pieces of paper

I can play a musical instrument.

I often have a song or piece of music in my head.

I find it easy to make up stories.

I have always been physically well coordinated (run, jump, balance, etc).

Music is very important to me.

I am a good liar (if I want to be).

I play a sport or dance.

I am a very social person and like being with other people.

I find graphs, charts and diagrams easy to understand.

I find it easy to remember quotes or phrases or poems or song lyrics.

I can always recognize places that I have been before, even when I was very young.

When I am concentrating I tend to doodle.

I find mental arithmetic easy (sums in my head).

At school one of my favorite subjects is English.

I like to think through a problem carefully, considering all the consequences.

I love adrenaline sports and scary rides.

I enjoy individual sports best.

I find it easy to remember telephone numbers.

I set myself goals and plans for the future.

I can tell easily whether someone likes me or dislikes me.

To learn something new, I need to just get on and try it.

I often see clear images when I close my eyes.

I don't use my fingers when I count.

At school I love music lessons.

I find ball games easy and enjoyable.

My favorite subject at school is math.

I always know how I am feeling.

I keep a diary.

My favorite subject at school is art.

I really enjoy reading.

It upsets me to see someone cry and not be able to help.

I prefer team sports.

Singing makes me feel happy.

I am happy spending time alone.

My friends always come to me for emotional support and advice.

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	My Open Mind
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Create a visual representation of what my open mind looks like.
- Describe what is important to me and how I discovered these things.

Gain prior knowledge by asking students the following questions

When have you heard someone use the term “open-mind” or “open-mindedness”?
How did that person use it? What did he or she mean?

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) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. “Review what is important about being open-minded from the first lesson”
 - b. Ask students how they would be able to represent “open-mindedness” visually (through drawing, painting, etc).
 - c. Ask students what kinds of things they would include in a visual representation of “open-mindedness” (their values, their diverse friends, the different kinds of food or music they like, etc.
 - d. If you have an example of your “open-mindedness” drawing, show students (see sample attached).

*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.

Students Practice (“You do”)

1. Next, have students create their drawings/paintings/sketching of “open-mindedness”.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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| <ol style="list-style-type: none"> 2. After students have finished, have students share their drawings with others explaining what they included and why they included it (why are these things important to you?) 3. See if students have anything in common and talk about why that might be so. | |
|--|--|

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.
- 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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"Open-mindedness" Sample



Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Outside the Box Game Day
Focus:	Open-mindedness

Materials:

- A variety of board games, crossword puzzles, word search games, memory games, jigsaw puzzles, pop quiz games, mazes, Sudoku, etc.
- Set games up in stations so students can rotate through stations 2-3 times.
- Timer

Opening

State the objective

Today we will:

- Determine what it means to “think outside the box”.
- Play games to exercise your mind that you normally wouldn’t play.

Gain prior knowledge by asking students the following questions

What does it mean to “think outside the box”?

Where have you heard it before?

What do you think it means?

Content (the “Meat”)

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

1. Have a discussion with students about the phrase “think outside the box”.
2. Give examples of how you have used or heard the term be used in your own life (personally, professionally or both). What were the outcomes of you thinking outside the box?
3. Let students know that playing certain games can help to keep our minds sharp and able to think openly. It also helps to play new types of games, or games you normally wouldn’t play. Explain that that is what we will do today.

*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”)

1. Have students choose a game that they normally wouldn’t play. Set a timer so that students can rotate through two or three games in one session.
2. After each session and before students rotate to another, do a check in with students.
 - a. Ask, “What was something that you noticed was easier than you thought it would be?” (about the last game played)
 - b. Ask, “What was something that you noticed that was more difficult than they thought it would be?”
 - c. Check in after each session.

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Closing

Review

Say:

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

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 one, some or all of the following questions:

What was your key learning's 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 learning's in your life?

Step 4: Apply: How can you use the skills or your key learning's 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-5
Lesson Title:	Taking Risks
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Multiple Intelligences Examples (Instructor Handout – attached)

Opening

State the objective

Today we will:

- Determine how you can practice different learning styles.
- Challenge yourself to take risks.

Gain prior knowledge by asking students the following questions

What does it mean to “take risks”?
Are “risk” and “danger” the same or different? How?

Content (the “Meat”)

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

1. Explain to students that taking risks doesn’t mean putting yourself in foolish, dangerous situations. Instead, it takes an open-mind to take risks – to dare to explore and discover what you are good at, to be the real you. Sometimes, going against what everyone else is doing is scary, or you might make a mistake, but having an open-mind helps you to get back up and try again.
2. Review the multiple intelligences – or learning styles – from the last lesson (see attached Instructor Handout).
3. Have students share their learning style with a partner.
4. Still in partners, have students determine how they can challenge themselves to practice a different learning style than what they prefer. For example, if my top two learning styles are intrapersonal and musical, I might challenge myself to volunteer to demonstrate a hands-on activity to practice bodily-spatial learning.
5. Next, have students discuss what is important about having an open-mind to taking risks.

*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.

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Students Practice (“You do”)

1. Now, have students create a list of 5 ways they will take risks. Some examples might be: wear clothing that you design yourself instead of what everyone else is wearing, do things that people might now expect you to do like play football if you are a girl or dance if you are a boy, go somewhere new, try a different kind of food, make a new friend.
2. Have students share their lists. Review what taking risks have to do with open-mindedness.

Closing

Review

Say:

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

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 one, some or all of the following questions:

What was your key learning’s 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 learning’s in your life?

Step 4: Apply: How can you use the skills or your key learning’s 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)
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Consult 4 Kids Lesson Plans

Instructor Handout

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Bodily-kinesthetic	I play a sport or dance
Bodily-kinesthetic	I love adrenaline sports and scary rides
Bodily-kinesthetic	To learn something new, I need to just get on and try it
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Interpersonal	I am a very social person and like being with other people
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Interpersonal	It upsets me to see someone cry and not be able to help
Interpersonal	I prefer team sports
Interpersonal	My friends always come to me for emotional support and advice
Intrapersonal	I enjoy individual sports best
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Intrapersonal	I always know how I am feeling
Intrapersonal	I keep a diary
Intrapersonal	I am happy spending time alone
Linguistic	I find it easy to make up stories
Linguistic	I am a good liar (if I want to be)
Linguistic	I find it easy to remember quotes or phrases or poems or song lyrics
Linguistic	At school one of my favorite subjects is English
Linguistic	I really enjoy reading

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Logical-mathematical	I find mental arithmetic easy (sums in my head)
Logical-mathematical	I like to think through a problem carefully, considering all the consequences
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Logical-mathematical	My favorite subject at school is math
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Spatial-visual	I find graphs, charts and diagrams easy to understand
Spatial-visual	I can always recognize places that I have been before, even when I was very young
Spatial-visual	When I am concentrating I tend to doodle
Spatial-visual	I often see clear images when I close my eyes
Spatial-visual	My favorite subject at school is art

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Two Sides to Every Story
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Two sided coin handout – attached
- Writing utensils for students

Opening

State the objective

Today we will:

- Discuss what is important about knowing that there are two sides to each story.
- Assess and report on two sides to an issue.

Gain prior knowledge by asking students the following questions

What do you know that has two sides to it?

Are both sides exactly the same?

What is the same?

What is different?

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) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - “Review what is important about being open-minded from the first lesson”.
 - Ask students, “What does it mean to have two sides to every story?”
 - “Has there ever been a time where you needed someone else to hear your side of the story, but that didn’t happen? How did that make you feel?”
 - “Has there ever been a time where you chose not to hear someone else’s side of the story? How do you think it made them feel? What happened?”
 - “How can you stay open-minded when hearing both sides to a story?”

*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.

Consult 4 Kids Lesson Plans

<p>3. Next, introduce the following topics to the students:</p> <ul style="list-style-type: none"> • School uniform requirement. • Cell phone (or other electronics/toys) use at school. • Selling junk food/candy/soda at school. • Skateboarding on campus • Movie ratings • Curfews/time to go to bed • Having homework • Taking tests • The length of recess <p>4. Pick one to use an example with the entire class. Come up with 1 or 2 arguments for “both sides of the story” or argument. For example, with selling junk food/candy/soda at school, one side could say it is a good thing because it raises funds for the school student council to have fun events. The other side of the coin could say it is a bad thing to sell those products because it promotes unhealthy eating habits.</p> <p>5. Make sure to have an example for each side of your sample topic.</p>	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<ol style="list-style-type: none"> 1. Have students pick a topic they would like to explore and provide information for BOTH sides of that particular story. Have students come up with as many points for each side as possible. 2. Have students work in partners/small groups after some individual time. 3. Have students present their topic and both sides of the story. Ask the rest of the class if they have anything to add to either side. 4. Review what this activity has to do with open-mindedness. 	

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

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:	What Is Open-Mindedness?
Focus:	Open-mindedness

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Create a class understanding of open-mindedness.
- Identify examples of being open-minded.

Gain prior knowledge by asking students the following questions

When have you heard someone use the term “open-mind” or “open-mindedness”?
How did that person use it? What did he or she mean?

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) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. “What is important about being open-minded?”
 - b. “When would you practice being open-minded? When would that come in handy?”
 - c. When asking these questions, chart student responses on a piece of chart paper or large space that can be saved and referred to in later.
 - i. Some words that can describe open-mindedness include: being open to new ideas, opinions and arguments of others; unprejudiced; liberal, unbiased; receptive; reasonable.
 - ii. Being open-minded is important because it allows you to be creative, sociable, get to know other people, have new and exciting experiences, not get bored, etc

*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.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

1. Next, have students think of a time when they were open-minded in a situation.
2. Have students draw their experience. Older students should also write about the experience – what did they do? What were the outcomes? What could have happened if they weren’t open-minded?
3. After students have finished drawing, have students share their drawings with others.

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.
- 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!)