

## Consult 4 Kids Lesson Plans

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Act It Out CH
<b>Focus:</b>	Curiosity

**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 curiosity 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 curiosity 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 curiosity 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 curiosity. 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 curiosity?”
  - 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.

## Consult 4 Kids Lesson Plans

### 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

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	100 Things I Want to Learn!
<b>Focus:</b>	Curiosity

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Writing utensils
- Paper for each student (see handout attached)

### Opening

#### State the objective

Today we will:

- Discover that learning new things keeps your brain sharp.
- Create a list of 100 things you want to learn.

#### Gain prior knowledge by asking students the following questions

If you could learn anything, what would it be?

Why?

How would you learn it?

### Content (the “Meat”)

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

1. Record students’ responses as you ask them the following questions:
  - a. Where, other than school, can you learn things?
  - b. Who can teach you things besides your teacher at school?
2. Share with students the story of Jeremy Gleick, a college student majoring in bioengineering at UCLA. He devotes an hour a day learning something new that is not related to school work and is more than just reading a book. Even if he is staying at a friend’s house, he finds a way to fit in that hour of learning. Around January of 2012, he passed his 1,000 hour of self-study! He has learned all kinds of things, from astrophysics to history to even playing the banjo and juggling. Most of his learning is done online.
  - a. Ask students, “What do you think is important about being a lifelong learner, like Jeremy Gleick?”

#### \*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, explain to students that they are going to create lists of 100 things that they want to learn.
2. Things on their list can be academic or personal – they can be learned in school, at home, from teachers, from family members, things big and small.
3. Students list should include the following information (see example template):
  - a. What they want to learn?
  - b. Where they will learn it?
  - c. Who or what will teach them?
4. Have students share their lists with a partner. What will students learn first?

### 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!)

## Consult 4 Kids Lesson Plans

100 Things I Want To Learn! (1-25)			
	What I Want To Learn	Where I Will Learn It	Who or What Will Teach It To Me
1			
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4			
5			
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## Consult 4 Kids Lesson Plans

### 100 Things I Want To Learn! (26-50)

	What I Want To Learn	Where I Will Learn It	Who or What Will Teach It To Me
26			
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29			
30			
31			
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## Consult 4 Kids Lesson Plans

100 Things I Want To Learn! (51-75)			
	What I Want To Learn	Where I Will Learn It	Who or What Will Teach It To Me
51			
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54			
55			
56			
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## Consult 4 Kids Lesson Plans

### 100 Things I Want To Learn! (76-100!!)

	What I Want To Learn	Where I Will Learn It	Who or What Will Teach It To Me
76			
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79			
80			
81			
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	100 Things I've Learned So Far
<b>Focus:</b>	Curiosity

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Writing utensils
- Paper for each student – see handout attached

### Opening

#### State the objective

Today we will:

- Discover that curiosity leads to accumulation of knowledge.
- Create a list of 100 things learned so far.

#### Gain prior knowledge by asking students the following questions

Where, outside of school, have you learned something?

What was it?

Who or what taught you?

### Content (the “Meat”)

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

1. Record students’ responses as you ask them the following questions:
  - a. Where, other than school, do you learn things?
  - b. Who teaches you things besides your teacher at school?
  - c. How many things do you think that you have learned so far??

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

#### Students Practice (“You do”)

1. Next, explain to students that they are going to create lists of 100 things that they have learned so far, EVER!
2. Things on their list can be things that they have learned in school, at home, from teachers, from family members, things big and small.
3. Students list should include the following information (see example template):
  - a. What they have learned?
  - b. Where they learned it?
  - c. Who or what taught it to them?
4. Have students share their lists with a partner.

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

##### 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

### 100 Things I've Learned! (1-25)

	What I've Learned	Where I Learned It	Who or What Taught It To Me
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## Consult 4 Kids Lesson Plans

### 100 Things I've Learned! (26-50)

	What I've Learned	Where I Learned It	Who or What Taught It To Me
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## Consult 4 Kids Lesson Plans

100 Things I've Learned! (51-75)			
	What I've Learned	Where I Learned It	Who or What Taught It To Me
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## Consult 4 Kids Lesson Plans

### 100 Things I've Learned! (76-100!!)

	What I've Learned	Where I Learned It	Who or What Taught It To Me
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Curious Heroes
<b>Focus:</b>	Curiosity

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Writing utensils
- Paper, colored paper
- Colored pencils, markers, crayons, etc

### Opening

#### State the objective

Today we will:

- Learn how curiosity can lead to great discovery.
- Identify a current or past hero of curiosity to celebrate.

#### Gain prior knowledge by asking students the following questions

What do you know about discovery?  
What does it mean to “discovery something”?

### Content (the “Meat”)

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

1. Have a discussion with students about what discovery has to do with curiosity.
2. Explain that Christopher Columbus is known as a great explorer who discovered America. But before he did, he looked silly to the people of Europe when he claimed that he was going to sail west. Despite that, his curiosity led him to great discovery, even if other people did not share his curiosity.
3. Have students think of other people in history or in present whose curiosity made or makes a difference. Some examples might be:
  - a. Wright Brothers
  - b. Martin Luther King, Jr.
  - c. Albert Einstein
  - d. Mark Twain
  - e. Helen Keller
  - f. Benjamin Franklin

#### \*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. Have students pick a Curious Hero.
2. Have students design a certificate celebrating that person’s curiosity. The certificate should include what that person was curious about and how he or she made an impact
3. Have students share their certificates with others.

### Closing

#### Review

Say:

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

#### Debrief

##### **Likes and Dislikes**

Create a chart and list what students liked and what students didn’t like about the activity. You might probe by asking, “What about this activity ...”

##### **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

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Interview a Peer
<b>Focus:</b>	Curiosity

**Materials:**

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

### Opening

#### State the objective

Today we will:

- Determine questions to conduct an interview.
- Interview a peer and present your findings.

#### Gain prior knowledge by asking students the following questions

- What is an interview?  
Where have you seen one happen?  
Why was the person being interviewed?

### Content (the “Meat”)

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

1. Have a discussion with students about interviews. What do they have to do about curiosity?
2. Ask if students have ever interviewed anyone? Been interviewed? Seen an interview?
3. Review the roles of the interviewer and the interviewee. Was there anyone else present? What was their role?
4. Next, as a class, determine questions that would be important to ask as the interviewer. Be sure to write those on the whiteboard so everyone can see.

#### **\*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. Have students pair up.
2. Once in pairs, give students time to determine what questions they will ask and in what order. What do they want to get out of their interview?
3. Give time limits to each interview (both partners should have a chance to play both roles).

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<p>4. Once both partners have been interviewed, have pairs group up with another pair of students to form groups of four. Each student should quickly share out something that they learned from their interview.</p>	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Likes and Dislikes</b>          Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, “What about this activity ...”</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	What Is Curiosity?
<b>Focus:</b>	Curiosity

**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 curiosity.
- Identify examples of being curious.

#### Gain prior knowledge by asking students the following questions

Who is Curious George?  
Why was he called Curious George? What did Curious George do?

### 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 does it mean to be curious?”
  - b. “What is important about being curious?”
  - c. “When would you practice being curious? When would that come in handy?”
  - d. When asking these questions, chart student responses on a piece of chart paper or large space that can be saved and referred to later.
    - i. Some words that can describe curiosity include: eager to learn or know; inquisitive; interested.
    - ii. Being curious is important because learning is fun when you want to know more about something; curiosity lets you discover new things, information and ideas.

#### \*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 curious 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 curious?
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!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Character Education
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	WWWWWH
<b>Focus:</b>	Curiosity

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Writing utensils
- Paper for each student (see handout attached)
- Books, newspapers, magazines, computers with internet access if possible, encyclopedias, other resources to research

### Opening

#### State the objective

Today we will:

- Learn the importance of asking questions.
- Research a topic by asking questions.

#### Gain prior knowledge by asking students the following questions

- What do you know about research?  
 What is it? How do people research?  
 What have you researched before?

### Content (the “Meat”)

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

1. Have a discussion with students about the importance of asking questions. What does asking questions have to do with curiosity?
2. Discuss experiences that you have had researching things – buying or renting a house, colleges or universities, a good restaurant, etc.
3. As a class, come up with questions that might be used to research one of the examples you gave. Point out the questions that begin with Who, What, Where, When, Why and/or How.
4. Next, explain to students that, with just the resources available to them in the classroom (books, magazines, newspapers, computers – whatever you have), they are going to pick a topic that they are going to research. Students should ask WWWWWH questions to help guide their research. (Students that completed the 100 Things I Want to Learn lesson might want to start researching one of their items from their list).

#### \*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

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<p style="text-align: center;"><b>Students Practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Give students a chance to explore resources available to them. Then give students a time frame to determine their research topic.</li> <li>2. Next, give students a time frame that they will have to actually do the research.</li> <li>3. Older students can write and draw diagrams/pictures/charts/graphs to answer their WWWWWH questions. Younger students can draw pictures.</li> <li>4. Give students a chance to present their research to other students and explain their research method. What tools did they use – the front and back cover of a book, the table of contents, the index, the internet, a magazine, pictures, etc?</li> <li>5. Finally, ask students when they think they will have to research something, either in school or personally?</li> </ol>	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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