

## Consult 4 Kids Lesson Plans

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| <b>Component</b>     | Character Education     |
| <b>Grade Level:</b>  | K-5                     |
| <b>Lesson Title:</b> | 6 Degrees of Separation |
| <b>Focus:</b>        | Interdependence         |

### Materials:

- Different color construction paper cut in to circles (size depends on how big of a wall space you have – ideal size would be approximately 6 in diameter)
- Roll of yarn or string
- Markers
- Large wall space

### Opening

#### State the objective

Today we will:

- Explore the concepts “6 Degrees of Separation”.
- Create an “info-graphic” of how we are connected (as a class).

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

Where have you heard the phrase “6 degrees of separation?”  
What do you think it means?

### 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 responses to the question, “What does ‘interdependent’ mean?”
  - b. Review responses to the question “What is important about interdependence?”
  - c. Explain the idea of 6 degrees of separation:
    - i. 6 degrees of separation refers to the idea that everyone is approximately 6 steps away from any other person on Earth (by way of introduction, on average).
    - ii. Another phrase used to describe the idea is that a chain of “friends of friends” can be made to connect any 2 people in 6 steps of fewer.
    - iii. The idea is studied by mathematicians and sociologists.
    - iv. The idea is maybe more relevant today because of the connectivity that we enjoy through the internet, especially through social media sites.

#### \*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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- d. Ask students, “Now how would you describe in your own terms interconnectedness?”
- e. Ask students, “What is an ‘info-graphic’? (Try separating out the words for students – info and graphic).
  - i. An info-graphic is a graphic representation of information, data or knowledge (show example).

### Students Practice (“You do”)

1. Next, let students know that we are going to do a couple of exercises that will create an “info-graphic” of our interconnectedness.
2. Have each student write their name on a circle of construction paper.
3. Have each student write the name of someone that they know on a circle of construction paper (can be anyone they know personally, i.e. mom, grandma, sister, etc).
4. Have each student tape both of their circles on the wall.
5. Using string, have students see how they can show how all of the names are connected (by taping string to “connect” the circles) - see examples).
6. See if, with the class’s info-graphic, you can test the “6 degrees of separation theory.
7. Ask students to imagine what an info-graphic would look like if each student had included 5 people they know, 10, 20, etc.

### 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!)

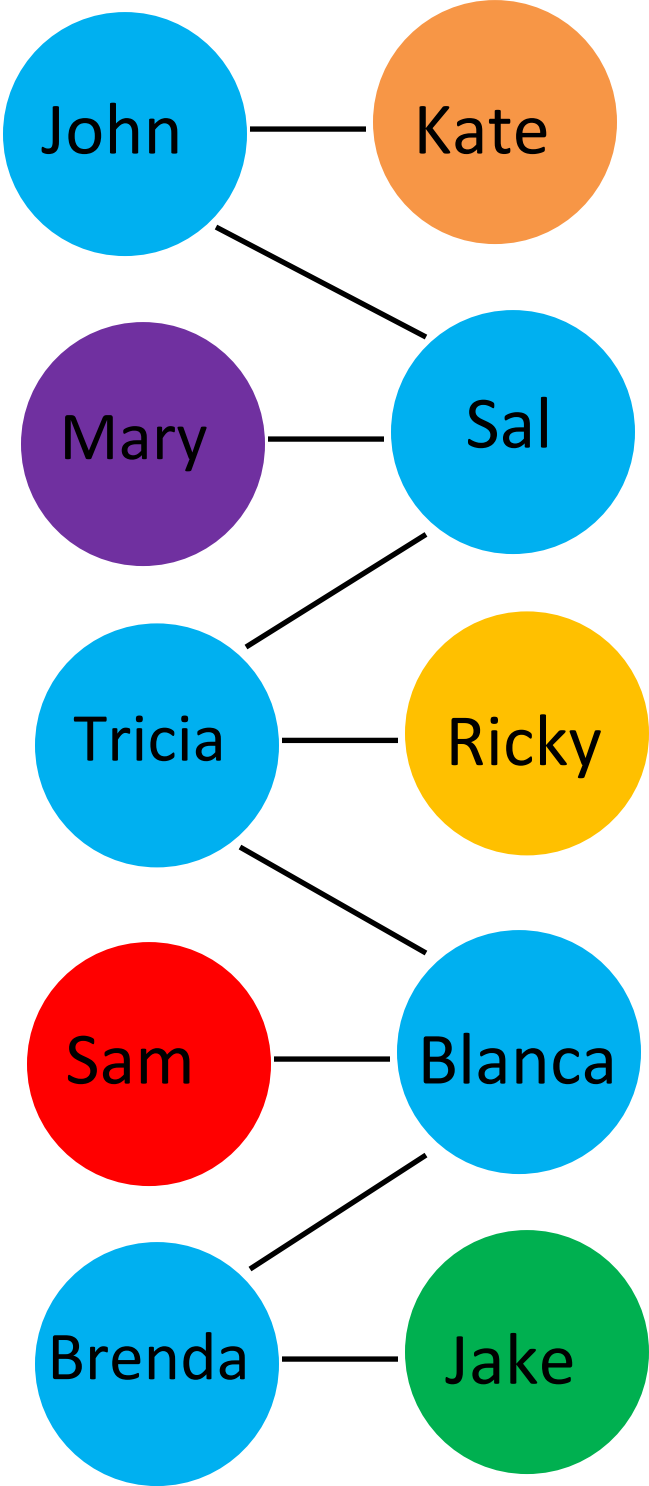
- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)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


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**Modification:**

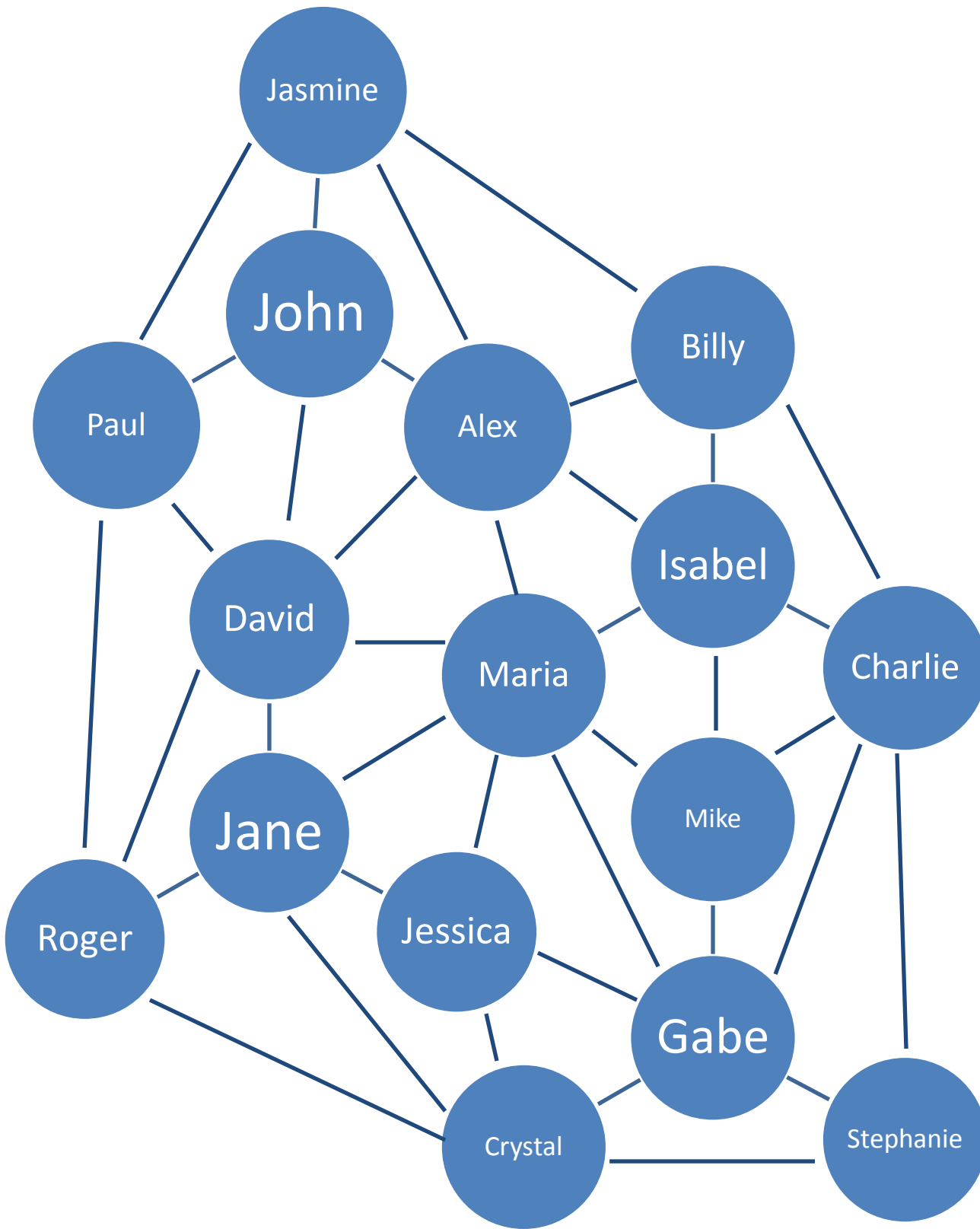
- You can break students in to small groups to create a simpler info-graphic.
- Create an info-graphic to show the connectedness of just students in the class.
- Be creative with colors to display more information/variables (ex: girls – yellow, boys – green).

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 = students in this class (all other colors are not in this class)

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

**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 interdependence 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 interdependence 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 interdependence 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 interdependence. Give each team a chance to perform their skit.
3. After each skit, ask students,
  - a. “Who were all the characters?”
  - b. “How did the skit portray interdependence?”
  - 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!)

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|----------------------|-------------------------|
| <b>Component</b>     | Character Education     |
| <b>Grade Level:</b>  | K-5                     |
| <b>Lesson Title:</b> | An Interdependent World |
| <b>Focus:</b>        | Interdependence         |

**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 interdependence looks like.
- Describe what is important about an interdependent world.

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

What would it be like if no one could communicate with each other?

What would it be like if we didn't learn about other parts of the world?

How would life be better or worse?

### Content (the "Meat")

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

1. Review what is important about interdependence.
2. Have students create their drawing/painting/sketch of interdependence (Older students should include some written explanation).

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

During the lesson check in with students repeatedly. Check in about what they're thinking.

#### Students Practice ("You do")

1. After students have finished, have students share their drawings with others explaining what they included and why they included it.
  - a. Why are these things important to you?
  - b. How is interdependence represented here?
2. See if students have anything in common and talk about why that might be so.

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" having 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!)

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| <b>Component</b>     | Character Education       |
| <b>Grade Level:</b>  | K-5                       |
| <b>Lesson Title:</b> | Building a Web of Support |
| <b>Focus:</b>        | Interdependence           |

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Yarn/string (approximately 100 feet)
- Beach ball or other light ball

### Opening

#### State the objective

Today we will:

- Demonstrate the importance of having a web of support.
- Determine ways to build a web of support.

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

What do you know about webs?

What do they look like?

How are they made?

### Content (the “Meat”)

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

1. Have all students stand in a circle about shoulder to shoulder.
2. Holding the end of the string with one hand, toss the rest of the yarn or string to someone across from you in the circle.
3. That person then holds a part of the string and tosses the rest of the ball of yarn or string to someone across from you in the circle.
4. Keep tossing the yarn or string across the circle back and forth until everyone is holding the string with both of their hands.
5. Ask students if the string looks like a web. Ask students what they think this web has to do with interdependence.
6. Show the students a beach ball. Toss the beach ball in the middle of the circle and see if the group can keep the beach ball in off the ground.
7. What does the group need to do to keep the ball off the ground?
8. All students should always have two hands holding string or yarn.

#### \*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 share what they believe the web exercise has to do with interdependence. What does the web represent? What does the beach ball represent?
2. Next, ask students how they think they can build their own web of support, in case they run in to challenges?

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

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| <p>3. Have students write or draw who they want of have as a web of support. If any of the people are not already part of their web, students should determine what they can do to ensure that that person becomes part. Some examples might be to let them know that he or she is appreciated and that you will support them at any time, to have their phone number, address or other contact info in case you need to get a hold of him or her, send a Thank You card for already being a support system.</p> <p>4. Have students share their ideas with others.</p> |  |
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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!)

#### Modification:

- \*Try using different size balls during the web activity.
- \*Try using balls of varying weights.
- \*See how long the group can keep the balls off the ground.

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| <b>Component</b>     | Character Education |
| <b>Grade Level:</b>  | K-5                 |
| <b>Lesson Title:</b> | Dominoes            |
| <b>Focus:</b>        | Interdependence     |

**Materials:**

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- 1 set of dominoes for every 2 students

### Opening

#### State the objective

Today we will:

- Understand how events impact things in other places.
- Use dominoes to demonstrate interdependence.

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

- What are dominoes?  
Where have you seen them?  
What do they look like?

### Content (the "Meat")

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

1. Review the class definition of interdependence.
2. Ask students, "How would you describe interdependence between countries or nations around the world?"
  - a. "What are some examples of interdependence around the world?" (i.e. the connectedness we all have through the internet, trade, economics, imports, exports, national security, security of other nations, etc".
3. Let students know that some of the products that the US imports the most are cars and car parts. (There are many other products that the US imports including oil, food, etc).
4. Ask, "What do you know about car and car part imports?"
5. Ask, "Where do you think we import cars and car parts from?"
6. Ask, "What do you think would happen if the US, for some reason, could no longer import cars from other countries?"
7. Ask, "What do you think would happen if the US couldn't import ANY products from anywhere?"
8. Finally, ask, "Imagine there was a big disaster in a country that the US imported car parts from. What if the factory that made the car parts was destroyed in the disaster? What would happen?"
9. Let students know that events that happen in other countries can have a great impact on the United States. Events could be good or bad, and the outcomes can be good or bad.
10. Ask students what an example would be of an event that happened elsewhere that had

#### \*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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| a positive impact?   |  |
| <p style="text-align: center;"><b>Students Practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Next, have students get in to pairs.</li> <li>2. Give each pair of students a set of dominoes. Have each pair use the dominoes to construct some kind of design to represent interdependence.</li> <li>3. Give pairs time frames to how long they will work on their design. Make sure pairs practice their design, if needed.</li> <li>4. Have each pair give a demonstration/presentation of their design and explain how it represents interdependence.</li> </ol> |  |

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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> |

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| <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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| <b>Component</b>     | Character Education |
| <b>Grade Level:</b>  | K-5                 |
| <b>Lesson Title:</b> | Secret Structure    |
| <b>Focus:</b>        | Interdependence     |

### Materials:

- Lego's sets for each team of 4 students (each set must have the exact same make-up – i.e. each set has 3 red 4-prong blocks, 2 white 8-prong blocks, 5 black 4-prong blocks, etc)
  - Tip: use more blocks for older students, less blocks for younger students
- Before the lesson, build some kind of structure using only blocks that are part of students' sets
- Box (to hide the pre-made structure)

### Opening

#### State the objective

Today we will:

- Work in teams to accomplish a task.
- Understand what interdependence has to do with teamwork.

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

What is important to know when working with a team?  
What makes up a good team?

### Content (the "Meat")

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

1. Do not let students see your pre-made Lego structure (use the box to hide it).
2. Group students in to teams of 4.
3. Each team is to assign one student as the "looker." This is the only student who will see the pre-made structure.
4. The other 3 team members are the "builders" – they are the only students who will be able to touch the Lego blocks. (The "looker" does not touch any Lego blocks).
5. Explain that the object of the game is for each team to recreate the secret structure exactly as it is made – only the "looker" can see the secret structure. The "looker" cannot touch the secret structure nor his or her team's structure.
6. The other team members must listen to direction given by the looker to recreate the secret structure as best they can. They cannot ask the "looker" questions, they can only talk to each other (other builders).
7. Give students time frames for how long they have. Give teams a countdown as the time winds down.

#### \*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. After the game, ask students, "What was the role of each of you as team members?"
2. Ask, "What did it feel like to be the \_\_\_\_\_ (looker, builder)?"

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| <ol style="list-style-type: none"> <li>3. Ask, "What would have happened if, in the middle of building the structure, one of your team mates left?"</li> <li>4. Ask students, "What do you think this game has to do with interdependence?"</li> </ol> |  |
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| <b>Closing</b>   |
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| <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> |

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| <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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| <p><b>Modification:</b></p> <p>*For older students, give each of the builders a role (i.e. one can only use right hand, one can only use left hand, one is the only builder who can talk, etc).</p> |
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|----------------------|---------------------------|
| <b>Component</b>     | Character Education       |
| <b>Grade Level:</b>  | K-5                       |
| <b>Lesson Title:</b> | We Are The Solution Chain |
| <b>Focus:</b>        | Interdependence           |

**Materials:**

- Strips of construction paper (at least 1 for each student) about 2" x 8"
- Markers
- Tape, glue and/or stapler
- Optional: sample 2-3 links to show a visual to students

### Opening

#### State the objective

Today we will:

- Identify problems that affect us all and solutions.
- Create a chain of solutions.

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

What do you know about chains?  
What are chains used for?

### Content (the "Meat")

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

1. Have students sit in a circle (Leader should be part of the circle, too).
2. Ask students to review what they know about interdependence.
3. Explain to students that even though there are many issues or problems that affect our world negatively, we can be part of the solution, especially if we are interconnected.
4. Next, have students brainstorm issues affecting the school, community, nation, and world (can be anything, i.e. pollution, poverty, war, homelessness, 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.

#### Students Practice ("You do")

1. Next, have students choose one of the problems or issues that they are going to come up with a solution for. Have students write that on one side of a strip of paper.
2. On the other side, have students write their idea for a solution. Remind students to keep interdependence in mind when they are thinking of solutions.
3. Have students begin linking their strips of paper together to form a chain.
4. Once the chain is completed, decide on a place to display the chain of solutions.



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| <p>5. Ask students these wrap up questions:</p> <ol style="list-style-type: none"> <li>a. How does our chain symbolize interdependence?</li> <li>b. What do you think it would be like if all of these solutions were put in to place?</li> <li>c. How do you think that can happen?</li> </ol> |  |
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| <b>Closing</b>  |
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| <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><br/>         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> |

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

**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 interdependence.
- Identify examples of being interdependent.

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

Who do you rely on to get to school every day?

What does that person or persons do? What happens if that person is not there for some reason?

### 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. “Based off of how we described someone we relied on, what does it mean to be interdependent?”
  - b. “What is important about being interdependent?”
  - c. “When would you practice being interdependent? 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 interdependence include: being mutually, or both, reliant on something; relying on someone and that person relying on you.

#### \*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>ii. Being interdependent is important because it is a way of relating to other people that is respectful; we are interdependent on people all over the world now through our economies; it allows us to gain the trust of other people and you trusting in them; one party is not completely reliant on the other – they are equally dependent on each other to survive.</p>  | <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p> |
| <b>Students Practice (“You do”)</b>  |  |
| <ol style="list-style-type: none"> <li>1. Next, have students think of a time when they were interdependent in a situation.</li> <li>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 interdependent?</li> <li>3. After students have finished drawing, have students share their drawings with others.</li> </ol> |  |

### Closing

#### Review

Say:

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

#### Debrief

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

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

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