

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Act It Out #2
Focus:	Responsibility

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 responsibility 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 responsibility 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 responsibility 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 responsibility. 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 responsibility?”
 - 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:	Finding Local Heroes
Focus:	Responsibility

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Copies of “What Makes a Hero” checklist (1 for each pair or small group)
- Copy of “List of Suggested Heroes” handout (1 for Program Leader)
- Varying materials for celebrating hero (construction paper, markers, cardstock, etc)

Opening

State the objective

Today we will learn:

- What shared responsibilities we have with others?
- What qualities make someone a local hero and how to celebrate them?

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

What responsibilities do you have as an individual? (ex: washing the dishes, doing my homework, taking the trash out, etc)
 What do you think “shared responsibilities” are? (Responsibilities that we share to as a larger community or society to ensure safety, trust, equality, etc in the world)
 How do you like to celebrate the heroes in your life?

Content (the “Meat”)

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

1. Explain to students that although everyone has their own individual responsibilities that we need to fulfill in our different roles, everyone has a shared responsibility to fulfill those roles. We also have shared responsibilities, like being respectful towards all people. (Refer back to previous lessons on Respect, if you can).
2. Ask students what other shared responsibilities we have and record their answers on a piece of chart paper or on the whiteboard. →
3. Now ask students if they know anyone in the community who is especially good at shared responsibilities – someone who may do extra work or volunteer work to make sure that the community is safe for all, for example. Ask if they would consider this person to be a local hero. →
4. Ask the students if they have ever thought about how to celebrate local heroes. Talk about why that is important (ex: a way of giving thanks to those who have changed our lives through selfless acts; to express admiration and appreciation).
5. Finally, take a few examples of ways that heroes are celebrated (ex: build shrines, name roads and parks after hero, etc) and how students can actually do that too (ex: create artwork to honor hero’s work; give award and recognition to share with others; write letters of appreciation, etc).

*Activity → Teachable Moment(s) throughout

→As students are brainstorming some shared responsibilities, ask, “What would happen if people chose not to honor those shared responsibilities?” or “What would happen if there was nobody like _____ (name of local hero?)”

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Students practice (“You do”)

1. Now, tell students that they are going to work in groups or pairs to identify someone in the community that they think is a local hero and come up with a way of celebrating him or her.
2. In partners or small groups, have students pick someone that they think is a local hero. Give each group or pair a copy of the “What Makes a Hero” checklist and have them fill it out, putting a star or check mark next to the trait that they believe their local hero to possess. Also have them fill in any other traits that aren’t on the list. →
3. Next, have the groups or pairs identify a category (could be more than one) that that hero might fall under. Use the “List of Suggested Heroes” handout for a reference of lots of categories.
4. Finally, have students think about how they could celebrate their local hero. An easy example is to have students create an award using the category or categories that they’ve identified and make a certificate to give to that person (ex: The Animal Hero Award or The Hero’s Hero Award). Have students also include a couple of sentences about why that person is receiving that recognition. Have students sign and date the certificate and either send or hand deliver the certificate to them.

→When students are working together to identify a local hero, listen for how students know he or she possesses certain qualities. For example, ask students, “How do you know _____ (hero) is _____ (determined, brave, talented, etc)?” Have students think about specific examples of that person doing heroic acts.

Closing

Review

Ask students what we learned today.

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

- What shared responsibilities we have with others.
- What qualities make someone a local hero and how to celebrate them?

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.) Use 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.

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Reflection (Confirm, Tweak, Aha!)

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

Modification of lesson:

*For younger students, you may want to go through the "What makes a hero" checklist as a large group about someone in the community that all of the students know. Come up with a way of celebrating that person that you can do as an entire class.

*If students decide that they want to honor and celebrate heroes with some kind of event, check out the C4K Online Instruction Video, Planning an Event (Program Leader 7-Minute Module) for helpful hints

*For more ideas on celebrating heroes, see lesson plans later in this month's package for more activities

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What makes a hero?	
Name of hero:	☆
Inspirational (encourages others to be better)	
“Do-gooder” (does the right thing for others)	
Courage (dares to push forward even though it may not be popular)	
Altruism (acts unselfishly to help others)	
Leadership (guides others in positive work without controlling)	
Generosity (acts with a big heart and with kindness)	
Talent (has a special gift or ability and shares it with others)	
Perseverance (acts without giving up, even through hard times)	
Strength (is powerful through resiliency and dedication)	
Determination (acts with an unwavering mindset for greatness)	
Compassion (is caring towards others, even those who may be different than him or herself)	
Bravery (is fearless against all odds)	
Selflessness (acts in self-sacrificing ways)	
Dedication (is committed and enthusiastic towards a cause)	
Humanitarian (acts kindly towards the advancement of all people)	
Responsibility (is dependable and reliable to do good work)	

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Suggested Heroes (Categories)

Via MyHero.com

Angels: people who have lifted our spirits and given us hope through acts of kindness

Animals: we honor animals who have saved lives and soothed spirits, and the people who have devoted their lives to helping animals

Artists: painters, musicians, photographers, filmmakers, actors and designers who have shared their talents and brought us a new vision of life

Business: entrepreneurs who have successfully created businesses with regard for the needs of the community

Community: citizens who have contributed to their communities in many ways

Earthkeepers: conservationists and activists who have dedicated their lives to preserving the environment for future generations

Explorers: adventurers who celebrate the spirit of discovery

Faith: heroes who have taken their inspiration from a higher calling

Family: we honor heroes within our families and those who have been like family to us

Freedom: individuals who have stood up for justice and human rights for all people

Hero's hero: those who inspire our heroes

Lifesavers: lifeguards, firemen, neighbors and strangers who have gone out of their way to save a life

Literary: characters in books and movies who have charged our imaginations with their acts of heroism

Musicians: composers and singers whose meaningful lyrics, music and concerts have benefited others

Peacemakers: leaders who have worked passionately to promote peace and justice in the world

Poets: these heroes use language to change the way we look at the world and help us to connect with one another

Scientists: astronomers, chemists, physicists and doctors who have advanced our understanding of how the world works

Sports: athletes and coaches whose incredible feats have inspired us to do our best

Teachers: educators who have helped us discover our potential for success

Women: women from all walks of life

Writers: authors whose writings have enriched and given meaning to our lives

Young heroes: young people who did not let their age deter them from their commitment to help make a difference

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Follow the <i>Role Model</i> Leader
Focus:	Responsibility

Materials:

- *Optional:* whiteboard or chart paper and markers to chart student responses

Opening

State the objective

Today we will:

- Learn about what makes a responsible leader.
- Practice being a responsible leader and role model.

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

What does it mean to be responsible?

Are people who are leaders the only people that should be responsible role models?

Has there been a time when you were a responsible role model for someone else? Tell me about it.

Content (the “Meat”)

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

1. Explain to students that today we are going to talk about how certain leaders show that they are responsible role models.
2. Ask students to give you names of people who they consider to be leaders (ex: President Obama).
3. Next ask students what each of these leaders do to show that they are responsible (ex: President Obama has town hall meetings to hear what citizens have to say). →
4. Next, ask students again if leaders are the only people that should be responsible role models.
5. Ask students if they think of themselves as leaders. Make sure that students understand that anyone can be a responsible role model for others. Ask students who they think might look up to them (i.e. younger siblings or family members, classmates, etc).
6. Tell students that now, we are going to play Follow the Role Model Leader to practice being a Role Model for our classmates and to practice being responsible for others.
7. Have students brainstorm a list of simple things that they can role model for the class and that they would be responsible for making sure that everyone in the class can do (i.e. doing a jumping jack, collecting the pencils and putting them in the correct place, being the line leader, etc).

*Activity → Teachable Moment(s) throughout

→ As students give their responses, listen to what they have to say. Ask, “What is important about _____ (whatever it is they share about how person X is responsible). Ask, “What can you do to be responsible like person X”?

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<p style="text-align: center;">Students practice (“You do”)</p> <ol style="list-style-type: none"> 1. Have the students take a few minutes to think about how they would role model the action or behavior for the class and be responsible for teaching each student. 2. Next, have the class stand in a circle or in rows or whatever configuration best accommodates the class for the actions that are going to be done. 3. Remind students that they are going to be responsible for making sure each student can do that action too. Have the first volunteer be the Role Model Leader and role model their action for the rest of the class and teach all of the other students. 4. Have other students volunteer to be the Role Model Leader. 	<p>→As students practice being the Role Model Leader, ask him or her what it felt like to have the responsibility of being a role model and a leader. Ask the students who are followers what it felt like for them. Ask the followers how the Role Model Leader was being responsible? Ask the Role Model Leader what it felt like to have the responsibility of teaching every other student?</p>
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Closing
<p style="text-align: center;">Review</p> <ul style="list-style-type: none"> • Ask students to review what we learned today. • Ask students if we accomplished our objectives for the day: Today we will: <ul style="list-style-type: none"> ○ Learn about what makes a responsible leader. ○ Practice being a responsible leader and role model. • Ask students if they can make a commitment to being a responsible role model for others and one thing they are going to do to accomplish that.
<p style="text-align: center;">Debrief</p> <p>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.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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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Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Social Responsibility, Mapping It Out
Focus:	Responsibility

Materials:

- Whiteboard or chart paper
- Markers, crayons, colored pencils, etc
- 11 x 17 Construction Paper (1 piece for each student)
- *Optional: old magazines for pictures to make a collage, scissors, glue*

Opening

State the objective

Today we will:

- Learn how to make a map of what you can do for a socially responsible cause.
- Use artistic and visual representation of a cause that you care about.

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

What “cause” do you care about?

What problem do you see that you would like to help fix?

How is helping solve a problem being responsible?

Content (the “Meat”)

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

1. Referring to previous Social Responsibility Lessons if possible, ask students to pick the cause or the problem that they think is the most important to them right now.
2. Using the Mapping it out example, or one that you create yourself, walk through the map with the students. Talk about the following questions and how students can go about figuring out how to answer each one:
 - a. What is the problem?
 - b. Why do I care?
 - c. What can I do to help fix it?
 - d. What am I going to do first?
3. Show students all of the materials that are available to them so they can have an idea of what they can work with.
4. Let students know that in addition to creating an artistic interpretation of your cause, write at least one sentence for each of the steps in the map.

Students practice (“You do”)

1. Have students work to create their posters.
2. When they are finished, have students share their posters in small groups, or if you have time, with the entire class.
3. Applaud each student who presents their poster.
4. After everyone has had a chance to present, ask again, “How is believing and acting on a cause that you caring about being responsible?”

*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.

→Review with students how they can be responsible as they are working through this activity individually.

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| <p>5. Ask, "What else does that say about a person's character?"</p> <p>6. Finally, ask students, "Can you imagine a world where everyone took responsibility for themselves, for the earth, and for each other? What would that look like?"</p> | |
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Closing

Review

Ask students what we learned today.

Ask students if we achieved our objectives:

Today we will:

- Learn how to make a map of what you can do for a socially responsible cause.
- Use artistic and visual representation of a cause that you care about.

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

Modification of lesson:

***Additional C4K resource:**

For more on how to support students in service learning, check out the following Online Instruction videos on our website:

For *Program Leaders*:

Service Projects, A 3 Minute Mini

Service Learning, A Class for Program Leaders

For *Site Coordinators*:

Service Learning Projects, A 3 Minute Mini

Service Learning, A Lesson for Site Coordinators

Mapping It Out SAMPLE

What is the problem?

People around the world are suffering from Human Rights violations because of their gender, skin color, language, beliefs and more.



Why do I care?

I care because I think everyone deserves to have the same basic human rights. Lots of people don't know about how others are suffering because their rights are taken away or violated.



What can I do to help fix it?

I can educate more people on the Declaration of Human Rights and how some people are suffering.



What am I going to do first?

I am going to organize a poster campaign for Human Rights at my school.



Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	4-5
Lesson Title:	Man in the Mirror
Focus:	Respect

Materials:

- recording of Michael Jackson's *Man in the Mirror*
- lyrics to *Man in the Mirror* song cut in strips and out of order – one whole set per small group of 2-4 students (attached)
- lyrics to *Man in the Mirror* song - as whole sheet (optional)

Opening

State the objective

Now that we've explored the value of respecting diversity and the effects of disrespectful words, we are going to examine and learn the lyrics to a popular song to further understand how important it is to respect those around us.

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

First, ask students, "Has anyone heard the song by Michael Jackson, *Man in the Mirror*?"

Then ask, what do you think he means when he says Man in the Mirror?"

**Listen for responses that say something about talking about the self, starting with you, etc. to reinforce the fact that choosing to act respectfully must be made by individuals, but if made, can have a big impact on others and the world.*

Content (the "Meat")

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

1. Share with students the following information:
 - a) Michael Jackson recorded the song Man in the Mirror in 1988.
 - b) It was nominated for Record of the Year at the Grammy Awards and topped the Billboard Hot 100 for two weeks.
 - c) In 2009, after Michael Jackson died, the song became the number one single in iTunes downloads in the United States.
 - d) Man in the Mirror was said to be one of Michael Jackson's favorite songs, has been covered by many different musical artists and continues to be one of his most critically acclaimed songs. →
2. Have the students get in to small groups of 2-4 students per group.
3. Explain to students that each group will get a set of strips that have the lyrics to the song, but they are all mixed up.
4. Tell students that you are going to play the song for them, and they will listen to the lyrics and put them in the order that they are sung.
5. Play the song as many times as needed until all or most of the groups have put all of the lyric strips in order.

***Activity → Teachable Moment(s) throughout**
 *Ask the students, "Why do you think the song gained so much popularity when it was first released 23 years ago?" Also ask, "Why do you think it is still popular today?"

Students practice ("You do")

1. Once all of the strips are in order, talk through the song, meaning, read aloud the lyrics line by line and talk about some of lines mean. →
2. Play the song again, and ask students to sing along or follow along.
3. Have a discussion in small groups or pairs by asking, "Now that you know all of the words to the song and have had some time to talk about some of the lyrics, I'll ask again – why do you think this song is still so popular today?"

*Ask, "What is he talking about when he sings, 'Take a look at yourself and make a change?' What kind of change is he talking about?"
 Use their responses to reinforce that the change

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Make the connection that when the song was released, there was a lot of disrespect and results of disrespect going on in the world, just like there is today.

might be to **have more respect for others that are different then your self.**

Closing

Review

Ask students to:

- Recap what we did today.
- What did you learn from this activity?

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.

***Be sure to ask students, "By looking at the man or woman in your own mirror, what are you going to change or do to show respect for diversity?"** Get commitments from each student.

Reflection (Confirm, Tweak, Aha!)

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

Modification of lesson:

*If possible, play the music video to *Man in the Mirror* that shows a montage of historical events and figures. Consider the appropriateness and maturity level of students before showing the video. The video can also lead to important discussions about some of the events and figures that are shown as incredible examples of respect (i.e. Martin Luther King, Jr. and Mother Theresa) and disrespect (physical acts of racism).

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Man in the Mirror
By Michael Jackson

Gotta make a change
For once in my life
It's gonna feel real good
Gonna make a difference
Gonna make it right

As I turned up the collar on
A favorite winter coat
This wind is blowin' my mind
I see the kids in the street
With not enough to eat
Who am I to be blind
Pretending not to see their needs

A summer's disregard
A broken bottle top
And a one man's soul
They follow each other
On the wind ya' know
'Cause they got nowhere to go
That's why I want you to know

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make a change
Na na na, na na na, na na na na oh ho

I've been a victim of
A selfish kinda love
It's time that I realize
There are some with no home
Not a nickel to loan
Could it be really pretending that they're not alone

A willow deeply scarred
Somebody's broken heart
And a washed out dream
They follow the pattern of the wind ya' see

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'Cause they got no place to be

That's why I'm starting with me
I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make a change

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make that change

I'm starting with the man in the mirror
I'm asking him to change his ways, yeah
No message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make the change
You gotta get it right, while you got the time
'Cause when you close your heart
Then you close your mind

With the man in the mirror, oh yeah
I'm asking him to change his ways
No message could have been any clearer
If you wanna make the world a better place
Take a look at yourself then make that change

Oh no, I'm gonna make a change
It's gonna feel real good
Sure mon

Just lift yourself
You know, you got to stop it yourself

Make that change
I gotta make that change today, oh
Man in the mirror
You got to, you got to not let yourself, brother oh

Yeah

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You know that
Make that change
I gotta make that make me then make
You got, you got to move
Sure mon, sure mon

You got to
Stand up, stand up, stand up
Make that change
Stand up and lift yourself, now

Make that change

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Responsible Role Models and You
Focus:	Responsibility

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Leader copy of Charles Barkley "I Am Not a Role Model" Nike Ad quote (attached)
- *Optional:* computer (with internet) to access video link and/or speakers to play audio

Opening

State the objective

Today we will learn:

- Why some sports stars are considered role models and why some are not.
- What it means to be responsible in different roles.

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

What do you know about responsibility?

How can you show that you are a responsible person?

Do you think famous sports stars have a responsibility to be role models? Why or why not?

Content (the "Meat")

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

1. Ask students what sports stars do to be role models. Ask students what some sports stars do that wouldn't make them good role models.
2. Explain to students that some sports stars say that they are, in fact, NOT role models. Tell students that Charles Barkley, a famous professional basketball player, even went so far as to make a television commercial to explain that he was not a role model for kids and was sponsored by Nike. Read students the quote from Charles Barkley (attached), show them or listen to the clip at <http://www.youtube.com/watch?v=nMzdAZ3TjCA>
3. Ask students what they think about the quote/audio/clip. →
4. Explain to students that next, we are going to discuss who else we consider to be role models and what kinds of responsibility that comes with being a role model.
5. Ask students to think about who they see as a role model. Chart students' answers like the example attached in column form, with enough space for two more columns to the right (Responsible Role Models and You – Example discussion chart). You may want to guide students by giving them some examples, and be sure to include both sports stars who some may consider to be role models as well as people they see every day like teachers.
6. Review the list of people on your chart.
7. Pick one of the people on the chart to use as an example (*Ex: Firefighter*)
8. Ask students to share examples of what kinds of things that person might be responsible for. Record answers on the chart. (*Ex: Responding to civilians calls for help during a fire, educating their community on fire safety, etc*)

*Activity → Teachable Moment(s) throughout

→ After viewing or listening to the Charles Barkley quote, define any words or parts of the quote that students don't understand (ex: to "wreak havoc")

→ Listen for students responses to the Charles Barkley quote. Ask how it makes students feel. Explain that lots of famous athletes are talented, but sometimes use their fame to make poor choices.

Consult 4 Kids Lesson Plans

<p>9. Now ask students to share examples of what could happen if that person chose to be irresponsible in his or her duties (<i>Ex: If they were late to their shift, a fire could quickly become out of control</i>).</p>	
<p style="text-align: center;">Students practice (“You do”)</p> <p>10. Have students pair up and pick another person on the chart. Have students discuss both what that person is responsible for and what could happen if they chose to be irresponsible.</p> <p>11. Ask for pairs to share their answers out loud and be sure to record their answers on the chart. →</p> <p>12. If there are any people on the chart that were not discussed, fill in the blanks as a large group.</p> <p>13. Ask students to then fill out the “Me” row – what students are responsible for and what could happen if they chose to be irresponsible.</p> <p>14. Have students pair share their answers. Next, take responses as a large group. →</p>	<p>→As students are sharing their responses, ask them how any of the things that the people may be responsible for affects them? For example, ask, “How would you be affected if your teacher chose to be irresponsible and not teach you addition?”</p> <p>→As students are sharing their responses about their own responsibilities, ask, “Who else might be affected if you were to choose to be irresponsible?” Listen to their responses. Share with students that while people may have individual responsibilities, there are some that affect others or that may be shared responsibilities, like being respectful to each other</p>

Closing

Review

Ask students what we learned today.

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

- Why some sports stars are considered role models and why some are not.
- What it means to be responsible in different roles.

Consult 4 Kids Lesson Plans

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

Modification of lesson:

*For younger students, you may want to go through each person on the chart as a large group.

Consult 4 Kids Lesson Plans

“I Am Not a Role Model” Nike Ad

with Charles Barkley

<http://www.youtube.com/watch?v=nMzdAZ3TjCA>

“I am not a role model

I am not paid to be a role model

I am paid to wreak havoc on the basketball court

Parents should be role models

Just because I dunk a basketball, doesn't mean I should raise your kids”

Consult 4 Kids Lesson Plans

Responsible Role Models and You – Example discussion chart

Person	What are they responsible for?	What could happen if they choose to not be responsible?
<p style="text-align: center;"><i>Example:</i> Fire Fighter</p>	<ul style="list-style-type: none"> • <i>Responding to civilians calls for help during a fire</i> • <i>Educating their community on fire safety</i> 	<ul style="list-style-type: none"> • <i>If they were late to their shift, a fire could quickly become out of control</i>
<p style="text-align: center;">Teacher</p>		
<p style="text-align: center;">Program Leader</p>		
<p style="text-align: center;">Sports Star: Tony Romo</p>		
<p style="text-align: center;">Sports Star: LeBron James</p>		
<p style="text-align: center;">Sports Star: Serena Williams</p>		
<p style="text-align: center;">Me</p>		

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Social Responsibility, Finding Your Cause
Focus:	Responsibility

Materials:

- Whiteboard or chart paper
- Markers

Opening

State the objective

Today we will:

- Hear about what kids are doing to be socially responsible.
- Brainstorm “causes” that students are interested in and why they are important.

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

What do you think kids could do to help make the world a better place?

What are some things that you think YOU could do to make the world a better place?

Content (the “Meat”)

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

1. Now, ask students, “Who are some kids or stories of kids that you know that are doing something to help make the world a better place?”
2. Take some responses from students.
3. Next, let students know that students are making choices to act responsibly and care for their community and planet. Then share with them the story about the Birthdays in a Box project from DoSomething.org (attached).
4. Ask students how they think this project shows responsibility?
5. Let students know that lots of kids are starting clubs, working with their friends, starting petitions, raising money, volunteering individual time and lots more to contribute to a “cause” that they believe is important.
6. Now, explain to students that we are now going to brainstorm “causes” that they think are important, for example, an environmental cause like helping to reduce deforestation.

*Activity → Teachable Moment(s) *throughout*

→As students are brainstorming ideas and giving you examples, make sure they are giving you specific actions or behaviors. Ask “What about that action makes you a responsible role model?”

Students practice (“You do”)

1. In partners or small groups, have students brainstorm different “causes” that they are interested in – ask what kinds of things they want to improve, fight for, get rid of, etc
2. Help guide students’ thinking by asking: →
 - a. What are things that make you sad or mad or totally surprise you?
 - b. What are some of the problems that you hear of on the news that you want to help fix?

→As students are working in partners or small groups, listen to their discussions when you ask some of the guiding questions. Help students to find a category for their “cause” from the list suggested by dosomething.org.

Consult 4 Kids Lesson Plans

<p>c. Are you interested in (suggested categories from dosomething.org):</p> <ul style="list-style-type: none"> • Helping animals? • Helping those affected by natural disasters? • Combating discrimination? • Improving education? • Helping the environment? • Promoting healthy choices? • Ending poverty? • Preventing bullying and violence? • War and peace? • Helping the homeless and hungry? <p>d. Ask students, what is important about _____ (cause or category) to you?</p> <p>3. Have students share what kinds of causes they've identified with the rest of the class.</p> <p>4. If you have time, tally how many students identified the causes that fall under the same category, giving you an idea of a topic that most of your class would be interested in.</p>	
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Closing
Review
<p>Ask students what we learned today.</p> <p>Today we will:</p> <ul style="list-style-type: none"> • Hear about what kids are doing to be socially responsible. • Brainstorm “causes” that students are interested in and why they are important.
Debrief
<p>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.</p>

Consult 4 Kids Lesson Plans



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

Modification of lesson:

*Additional C4K resource:

For more on how to support students in service learning, check out the following Online Instruction videos on our website:

For *Program Leaders*:

Service Projects, A 3 Minute Mini

Service Learning, A Class for Program Leaders

For *Site Coordinators*:

Service Learning Projects, A 3 Minute Mini

Service Learning, A Lesson for Site Coordinators

Consult 4 Kids Lesson Plans

Birthdays in a Box Project
Via DoSomething.org

A student in New York came up with a project that was meaningful to her. The student recognized a problem that she wanted to help fix. The problem was, she stated, is that “It’s hard for many of us to imagine celebrating a child’s birthday without a party or presents. But for many U.S. families living in poverty or in a homeless shelter, the idea of a party is just unimaginable and most likely, impossible.

Her idea then was to collect Birthdays in a Box and distribute them to women’s shelters or homeless shelters. Some of the things that are included in Birthday in a Box are: box of cake mix, can of frosting, birthday candles, wall decorations, a reading book, a small gift and wrapping paper. That way, someone who may not have the means to celebrate a birthday at all will have the chance to.

She thinks this cause is important because “it is a wonderfully concrete, hands-on way to spread the wealth, share our bounty, and bring a little joy in to another kid’s life. I think fighting poverty, the most basic form of inequality in our nation, is so important and so rewarding.”

So far, the project has helped 200 people.

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Social Responsibility, Every Day Actions
Focus:	Trait: Responsibility

Materials:

- Whiteboard or chart paper
- Markers
- Copy of Every Day Actions handout and Earth Buddies resource (attached – 1 copy each for Program Leader)
- Re-create Every Day Actions table on whiteboard or chart paper so class can see

Opening

State the objective

Today we will:

- Learn how to take simple actions to be more socially responsible.
- Learn about why making socially responsible choices is important.

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

What are some of the problems that you see that are affecting the world?

What kinds of things do YOU do to help make the world a better place?

Content (the “Meat”)

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

1. Explain to students, “By choosing to do things that would help make the world a better place, we are making socially responsible choices. Even small actions can go a long way, for example, by turning off the lights in rooms that you are not using helps to save electricity and reduce the burning of fossil fuels which pollutes the air.”
2. Explain to students, “Now we are going to talk about other ways that you know about that would examples of social responsibility that you can at home, at school or in your community.”
1. Using the Everyday Actions table format (attached), explain to students that together, you are going to come up with a chart of problems that might be affecting the world, possible solutions to the problem, and actual things that students can do on a daily basis that would help solve the problem.
2. Walk students through the example of:
 - a. Problem (this is the overall problem that is affecting the world): air pollution.
 - b. Solution (this or these could be solutions that are general and broad in scope): reduce pollution caused by driving.
 - c. What can YOU do (these are the specific actions that students can actually do every day): carpool or take the bus. →

*Activity → Teachable Moment(s) throughout

→As students are brainstorming ideas and giving you examples, make sure they are giving you specific actions or behaviors.

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 practice (“You do”)

1. Have students work in pair or small groups to discuss problems, solutions, and everyday actions.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Have pairs or small groups share out their ideas and chart them on the whiteboard or chart paper so everyone can see. 3. Use the Earth Buddies resource (attached) as a guide to discuss why each of the actions that students came up with are important (Ex: if students came up with the idea of recycling, you can say that recycling is important because “For every ton of newspaper we recycle, 17 trees will be saved” and/or “It increases re-use of paper and decreases paper wastage”). 4. After you go through the entire list that students come up with, ask them to choose 3 specific actions that they will commit to doing every day. Have students pair share what their 3 actions are going to be. 	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Ask students what we learned today.</p> <p>Today we will:</p> <ul style="list-style-type: none"> • Learn how to take simple actions to be more socially responsible. • Learn about why making socially responsible choices is important.
Debrief
<p>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.) Repeat 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.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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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Consult 4 Kids Lesson Plans

Modification of lesson:

*If it is difficult for students to identify the overall problem as you are going through the Every Day Actions table, you might want to list all of the students ideas of *specific actions*, first, and then work backwards to identify, as a group, what *solution* would be reached if those actions were carried out, and what *problem* that solutions would solve.

***Additional C4K resource:**

For more on how to support students in service learning, check out the following Online Instruction videos on our website:

For *Program Leaders*:

Service Projects, A 3 Minute Mini

Service Learning, A Class for Program Leaders

For *Site Coordinators*:

Service Learning Projects, A 3 Minute Mini

Service Learning, A Lesson for Site Coordinators



Consult 4 Kids Lesson Plans

Social Responsibility, Every Day Actions

The Problem (Overall)	Solutions (General)	What can YOU do? (Specific actions)
Ex: pollution in the air	Reduce pollution from driving cars	Carpool to school, practice, etc or take the bus

Consult 4 Kids Lesson Plans

Earth Buddies resource

Via <http://library.thinkquest.org/06aug/00442/homeelectricity.htm>

THINGS TO DO AT HOME	WHY THEY MATTER
Recycle the week's newspapers	For every ton of newspaper we recycle, 17 trees will be saved
Use paper products made of recycled paper (such as kitchen towels and toilet rolls)	Increases re-use of paper and decreases paper wastage
Recycle drink cans and bottles	The energy saved by recycling just one can is enough to run a TV set for three hours
Use energy-saving light bulbs such as compact fluorescent light bulbs	One energy-saving lamp saves \$150 over the lifetime of the lamp
Switch off lights when not required	Lighting makes up about 25% of your home's electricity bill
Turn off machines like computers, televisions, and video-game consoles when not in use	Decreases energy used in the home
Switch off TV/VCR instead of putting them on standby	Decreases energy used by 10%
Adjust temperature settings to be comfortable and save energy	1%-3% energy is saved for every degree BELOW 68 Fahrenheit or 20 Centigrade temperature setting in winter (for heating) / for every degree ABOVE 78 Fahrenheit or 25 Centigrade temperature setting in summer (for cooling)
Remind your parents to clean the air filters in the furnace/ air-conditioners	Clogged air filters waste energy
Run the washing machine only when it is full of clothes	Each washing machine cycle uses about 27 gallons of water
Take a shower instead of a bath	Saves 1000 gallons of water a month
Turn off faucet (tap) while brushing teeth	Saves 25 gallons of water a month
Place leftover food in reusable containers instead of plastic wrap	Decreases waste, and increases re-use of materials
THINGS TO DO IN SCHOOL	WHY THEY MATTER
Write on the blank side of used paper	Re-uses paper and saves trees
Recycle drink cans and bottles	Increases re-use of materials
Switch off lights when not required	Saves up to \$30 per year in one hour during the school day
Adjust temperature setting to be comfortable and save energy	1%-3% energy is saved for every degree BELOW 68 Fahrenheit or 20 Centigrade temperature setting in winter (for heating) / for every degree ABOVE 78 Fahrenheit or 25 Centigrade temperature setting in summer (for cooling)
Switch off computer monitors/printers instead of putting them on standby	Saves up to 14 watts per appliance
Turn off faucet (tap) while cleaning paintbrushes after art class	Saves water
Check and report leaking faucets (taps)	Saves four gallons a minute
THINGS TO DO IN THE COMMUNITY	WHY THEY MATTER

Consult 4 Kids Lesson Plans

Walk / Ride bike to nearby places instead of going by car	Helps keep the environment clean
Share a car ride when you go to faraway places	Burns less fossil fuels
Pour ice / water leftover in your cup on plants instead of throwing it away	Re-uses water
Stay away from restaurants whose packaging creates lots of trash	Reduces trash
Make compost for garden out of soil, leaves, twigs, water, vegetable and fruit remains	Helps grow plants and keep the air clean

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Students as Role Models
Focus:	Responsibility

Materials:

- Newspaper and/or other paper materials for hats (enough for each student)
- Varying materials for decorating hats (construction paper, glue, markers, stickers, etc)
- Copy of “What would you do if...” scenarios (1 for Program Leader)

Opening

State the objective

Today we will:

- Discover how we wear our “Role Model” hat when we act responsibly.
- Make a newspaper hat.
- Practice making responsible choices while wearing our “Role Model” hats.

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

What do you think about kids being role models for other kids?

What do you think it means to “wear a Role Model hat?” (ex: When we choose to make good decisions; when we set a positive example for others; when we others want to be like me, etc)

Can you think of an example of when you had your “Role Model” hat on? Tell me about it.

Content (the “Meat”)

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

1. Explain to students, “By choosing to make responsible choices, we are being role models for others and we are wearing our “Role Model” hats. When other people see that you are making positive decisions, they will have an example to follow – someone to look up to. Kids can be positive role models, too, not just adults.”
2. Now ask students to give you example of positive, responsible actions that kids can do that make them good role models.
3. Next ask students to give you examples of poor choices that would not make for a responsible role model.

*Activity → Teachable Moment(s) throughout

→As students are brainstorming ideas and giving you examples, make sure they are giving you specific actions or behaviors. Ask “What about that action makes you a responsible role model?”

Students practice (“You do”)

1. Explain to students that we’ll now make actual hats out of newspaper (or whatever other materials that you choose to use) to be our Role Model hats for the next activity.
2. Ask students if they’ve ever made a hat made out of newspaper or paper. Ask if they think we can make hats without using any glue or tape.
3. Using the Make Your Own Pirate Hat template (attached) as a guide, walk the students through the steps of making their own hat.
4. After each student has created their own hat, remind them that this will be their “Role Model” hat and have them decorate it however they want. →

→As students are decorating their hats, pay attention to what they are including. Ask, “How can you make this your Role Model hat?” or “What can you include to make this your Role Model hat?”

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 5. Have students share their hats with partners or small groups, including what makes their Role Model hat unique. 6. Wearing the newly made hats, tell students that now that everyone has their Role Model hat on, we are going to practice being responsible Role Models by responding to different scenarios. 7. Ask a volunteer to go to the front of the class. Read them a scenario. Ask what they would do in this situation, remembering that they have their responsible role model hat on. Have the student also act out their response. 8. Continue having students being role models. During the activity, ask if students have other ideas about how they could be responsible in these situations. 	
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Closing

Review

Ask students what we learned today.

Today we will:

- Discover how we wear our “Role Model” hat when we act responsibly.
- Make a newspaper hat.
- Practice making responsible choices while wearing our “Role Model” hats.

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.) Use 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



Modification of lesson:

Additional Hat ideas (that use few materials):

Easy Newspaper Hats http://www.makingfriends.com/d_60sechats.htm

Graduation Cap http://familycrafts.about.com/od/graduationcrafts/ss/Wearable_Graduation_Cap.htm

Cone Clown Hat <http://familycrafts.about.com/od/circusthemedprojects/a/clownhatcraft.htm>

Milk Jug Helmet <http://familycrafts.about.com/cs/groundtrans/a/blbikehelm.htm>

Paper Plate Bonnet <http://familycrafts.about.com/od/paperplatecrafts/a/PaperPlateEasterBonnet.htm>

Additional C4K resource:

For more on how to support students in learning “responsibility,” check out the Class for Program Leaders, “*Release of Responsibility*,” in the Online Instruction videos

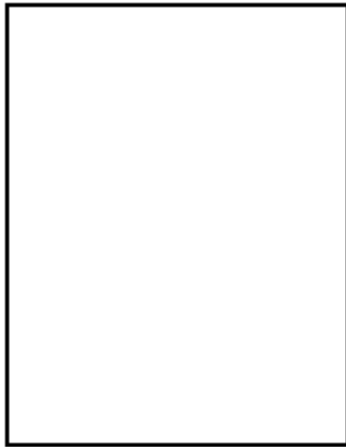
Consult 4 Kids Lesson Plans

Make Your Own Pirate Hat!

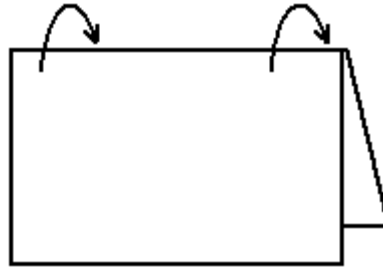
Follow the directions on this page to make your own pirate hat! (Via uggabugga.com)

Materials:

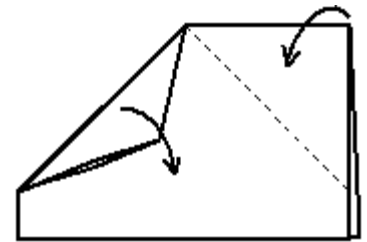
- Paper (newspaper works great!)
- Scotch tape (optional)



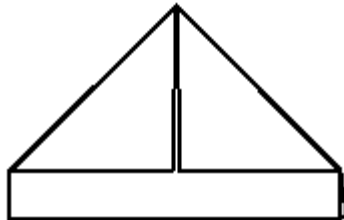
Start with a piece of paper.
(A sheet of newspaper makes a nice, big hat!)



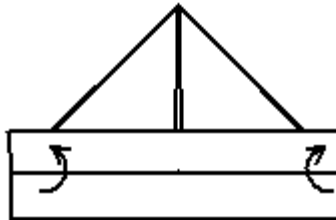
Fold the sheet of paper in half.



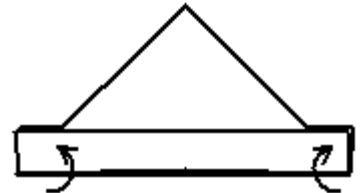
Fold the top corners down towards the center of the page.



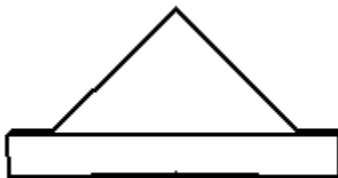
Your paper should look like this.



Lift the front bottom flap and fold it up.



Flip the paper over, then lift the bottom flap and fold it up.



Your pirate hat is complete!

Consult 4 Kids Lesson Plans



What would you do if...	How about trying to...
You found an expensive phone at the library?	Turn it in to the lost and found
You had to cancel plans you had with a friend?	Call to let them know and apologize for canceling, reschedule
Your friend was pressuring you in to doing something that you didn't really want to do?	Tell them "I really don't want to do that. Please stop pressuring me."
You owe money to a friend?	Let them know when you expect to have enough money to pay them back; do extra chores to earn the money
You borrowed a toy from a friend, and accidentally broke it?	Tell them the truth, apologize, and offer to replace it with another one
You always seem to be late getting ready in the morning because all of the things you need for school are all over your house?	Pick out your clothes and pack all of your school supplies before you go to bed so you don't have to do it in the morning
You constantly forget to feed your pet?	Leave reminder notes to yourself
You get due dates for homework assignments mixed up, so sometimes don't get credit for certain assignments?	Write a list of all of the assignments and the date they are due
You really, really want a new toy, but don't have enough money to buy it yourself?	Save allowance from chores until you earn enough money; save money instead of buying candy every time you go to a store
You stayed up late watching TV and fell asleep before finishing your homework?	Finish all of your homework first, and then watch only a certain amount of TV
You were playing at a friend's house and lost track of time. You were supposed to be home 15 minutes ago?	Call home and let them know you will be late; set an alarm on your watch
You get a permission slip for a special fieldtrip that you are supposed to take home and get signed?	Show it to your parents as soon as you get home and talk about if you can go on the trip
The area around you is always full of trash during recess?	Get a couple of your friends to help you pick up the trash during the last 5 minutes of recess everyday