

Consult 4 Kids Lesson Plans

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

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 caring 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 caring 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 caring 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 caring. 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 caring?”
 - 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:	Caring Around the World: Ryan's Well
Focus:	Caring

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper for each student
- Pens/pencils for each student
- Colored pencils, crayons, markers
- Atlas, map, globe, Google maps, etc

Opening

State the objective

Today we will:

- Learn about a young man who cares about people and changed the world.
- Discover ways you can show you care by helping others.

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

Who is someone you know who is a caring person? What makes that person a caring individual?
 What do you do to show that you care about other people?
 Who do you know that could use your help?

Content (the "Meat")

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

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well)
2. Ask students, "Does anyone know about the story of Ryan's well?"
3. Share the story of Ryan:
 - a. In 1999, Ryan was seven years old. He learned from his 1st grade teacher that there were developing countries in the world that faced a great challenge: they lacked access to clean and safe water.
4. Pause from the story and have a discussion with students about the importance of water:
 - a. "When do we use water?"
 - b. "What do we use water for?"
 - c. "How often do we use water?"
 - d. "What would it be like without water? What would it be like without clean water?"
 - e. "So, what is important about having access to water?"
5. Continue with Ryan's story:
 - a. Ryan decided that he wanted to help bring this basic need to the people who

*Activity → Teachable Moment(s) *throughout*

→ Take a moment identify the continent of Africa, then the country of Uganda on a map, atlas, globe, Google maps, etc. Explain that there are lots of people all over the world that are in need, and that one person, even a child, can make a difference.

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<p>needed it. He decided to raise money for those in need. He did extra chores around the house for four months and earned \$70 . With the help of that \$70, a well was built at a school in a Ugandan village in the continent of Africa. That well continues to bring clean, safe water to thousands of people. →</p> <p>6. Have a discussion about Ryan’s story. Ask students,</p> <ol style="list-style-type: none"> a. “What do you think about Ryan’s actions?” b. “What about Ryan’s story makes him a good example of a caring person?” 	
<p style="text-align: center;">Students practice (“You do”)</p> <p>7. Next, explain to students that part of what Ryan did, and part of being a caring person is thinking about the needs of others and providing help without being asked. Ryan was not asked to do extra chores and give his money to build a well – he just did it because he cared about the well-being of people in need.</p> <p>8. As a class, in small groups, partners or individually (depending on the grade level), have students think about and make a list of all the people they know who could use help. (Examples: parent at dinner time; younger student doing homework; friend who is going through a hard time, etc).</p> <p>9. Next, have the students write and draw a timeline of how they can help:</p> <ol style="list-style-type: none"> a. Before: What is the challenge that needs a caring person to help with? b. During: What can the student do to help? / What does it look like when the student is helping that person or people? c. After: What changed as a result of the help that was provided? <p>10. After students have completed their timelines, have them share with their classmates.</p> <p>11. Encourage students to act on their plans, if possible.</p>	

Closing
Review
<p>Ask students what we learned today.</p> <p>Ask students to give a thumbs up, thumbs in the middle or thumbs down if they think we achieved each of our objectives: Today we will:</p> <ul style="list-style-type: none"> • Learn about a young man who cares about people and changed the world. • Discover ways you can show you care by helping others
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 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?

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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!)

Consult 4 Kids Lesson Plans

Component:	Character Education
Grade Level:	K-5
Lesson Title:	Sharing My Talents
Focus:	Caring

Materials:

- Paper for each student
- Pens, pencils for each student
- Crayons, markers, colored pencils, etc

Opening

State the objective

Today we will:

- Identify special talents and skills of each student.
- Discuss what is important about using our talents to help others.

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

What do you know about a baseball team? Do players usually play every position? What would it be like if every player on the team had the same skills and talents – for example, every player was a great pitcher? What if everyone in the world had the same skills and talents?

Content (the “Meat”)

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

1. From the discussion above, explain to students that everyone has unique skills and talents. When they are shared with others, the world is a diverse, exciting and refreshing place. If everyone were an amazing basketball player, Michael Jordan wouldn't be so special. If every person could sing and dance like a star, Michael Jackson wouldn't be so brilliant. Everybody's unique talents contribute to the excitement that there is in the world.
2. Next, have students share, in partners, things that he or she believes is a unique and special talent or skill.
3. As a class, ask, “What made or makes you so interested in that talent or skill? How did you discover your talent and what do you do to cultivate that talent?” Ask for a couple examples, and then have the class continue the discussion with partners. →

*Activity → Teachable Moment(s) throughout

→ Give an example of something that you are talented and passionate about. Explain that you spend time practicing, improving, etc. that talent because you care deeply about it. Have students think about how much time they spend on their special talents and passions. If they spend time on it, they probably care about it.

Students practice (“You do”)

4. Now, have students pick a special talent that they can “contribute” or “donate” by sharing it with someone else. For example, someone who is very good at math can tutor a classmate or younger student, or another student who is a great soccer player can give lessons. Let students know that by sharing what you care about with others lets those people know that you care about them, too.

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| <p>5. Have students fold a piece of paper in half. On one half, have students draw or illustrate what the world would be like if no one had his or her special talent. On the other side, students should draw or illustrate what the world would look like after sharing their talent with others. Students should imagine what it would feel like after sharing his or her talent, and also what others might feel, too.</p> <p>6. Have students share their drawings with others.</p> | |
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Closing

Review

Ask students what we learned today.

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

Today we will:

- Identify special talents and skills of each student.
- Discuss what is important about using our talents to help others.

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:	Team Challenge – Caring for Others
Focus:	Caring

Materials:

- Tape to mark boundaries
- Cones, toys, other objects to be obstacles
- 3 squeaky toy (or other objects that make noise when stepped on)
- Blindfolds

*Set up: you will need a fairly large open space. Use the tape or other marker to create an hourglass type shape about 10-15 feet long with straight lines as the “start” and “end” lines and a narrow part towards the center (see image attached). Randomly place cones or toys to serve as obstacles inside the hour glass. In the center, create a line of obstacles. Also place the 3 squeaky toys in the center. Make sure that there is not an easy straight path from start to finish.

Opening

State the objective

Today we will:

- Work as a team to get each person from start to finish through the minefield.
- Discuss the importance of caring for others to be a successful team.

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

What is a minefield? What is dangerous about minefields? How do you think the entire class can get through a minefield successfully?

Content (the “Meat”)

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

1. Explain to students the instructions for the activity:
 - a. The objective is to get every student through the minefield.
 - b. If you are in the minefield, you must be blindfolded.
 - c. If you are in the minefield and you step on or outside of the boundary line, he or she is frozen. If you are in the minefield and you run in to or step on one of the obstacles, you are frozen.
 - d. Someone else in the field may unfreeze anyone who is frozen by stepping on a squeaky toy. Hovering over the squeaky toys is not allowed.
 - e. Teammates outside the minefield can guide the blindfolded people, but only verbally – they can’t touch teammates in the minefield →

***Activity → Teachable Moment(s) throughout**
 → Ask students if anyone has ever participated in an activity like this and what kinds of strategies worked / didn’t work.

Students practice (“You do”)

2. Have students do the activity (*You may want to monitor how many students are in the minefield at one time. Start with 5 or 6 at a time.
3. After each student makes it across the minefield, have a discussion about the activity. Ask students:

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<ul style="list-style-type: none"> a. "What was difficult about getting all students across the minefield?" b. "What made it easy or easier to get students across the minefield?" c. "What does caring have to do with this activity?" d. "Would the team have been successful in getting everyone across if people only cared about getting themselves across? Why or why not?" e. "What is another time that you can think of where it has been important to care about others so that an entire group or team can be successful?" 	
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Closing

Review

Ask students what we learned today.

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

Today we will:

- Work as a team to get each person from start to finish through the minefield
- Discuss the importance of caring for others to be a successful team

Debrief

Three Whats

Ask the following three "what" questions:

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

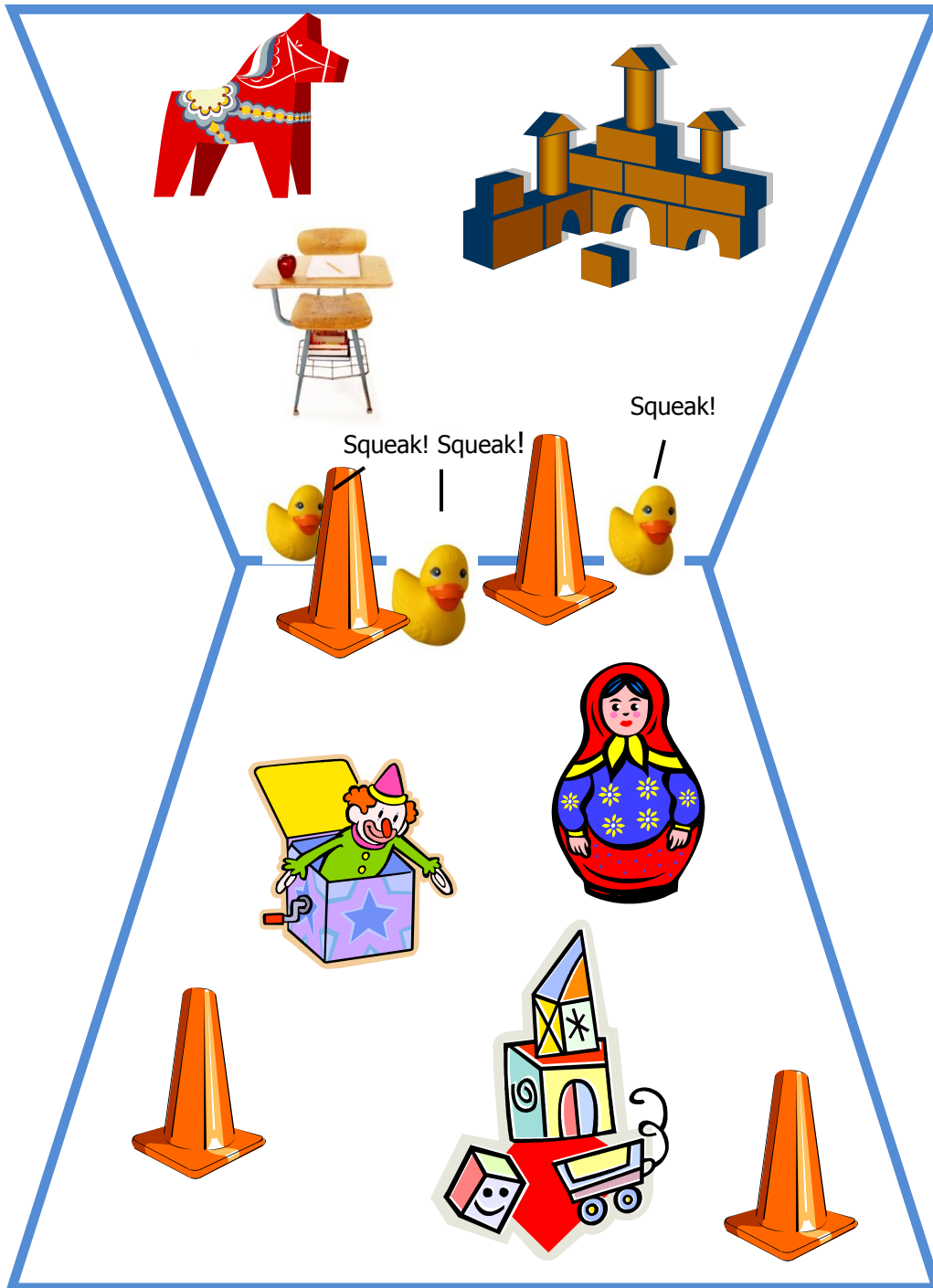
Reflection (Confirm, Tweak, Aha!)

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

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Minefield Layout

START



FINISH

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Component:	Character Education
Grade Level:	K-5
Lesson Title:	What Do You Care About?
Focus:	Caring

Materials:

- Paper for each student
- Pens, pencils for each student
- Crayons, markers, colored pencils, etc (for younger students)

Opening

State the objective

Today we will:

- Identify famous people or celebrities that have used their success to help others.
- Create stories about how we would help others in need.

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

Share with students the following quote:

“From caring comes courage.” (Lao Tzu)

Ask students, “What do you think that quote means?”

What do you think the man that said it, Lao Tzu, did for a living? (He was an ancient-Chinese philosopher)

Content (the “Meat”)

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

1. Invite students to have a discussion by prompting them with:
 - a. Think about something that you may have heard on the news or read in the newspaper about a celebrity or famous person that helped someone or something else. What cause did they support or who did they help? →
2. Examples:
 - a. Lance Armstrong helps fund cancer research
 - b. Will.i.am supports many charities including the i.am.home Fund to help prevent struggling families from losing their homes
 - c. Mariah Carey help establish a camp called Fresh Air Fund that provides free summer vacations to children living in tough New York City neighborhoods
 - d. Matthew McConaughey founded the j.k.livin Foundation that promotes wellness and healthy lifestyles, including in afterschool programs!

*Activity → Teachable Moment(s) throughout

→Ask students, “Do you think famous people and celebrities have an obligation to support charities and causes? Why or why not?”

Students practice (“You do”)

1. Now, ask students, “What would you do if you had \$20,000 – but you had to spend it all to help other people?”
 - a. “How would you use it?”
 - b. “Why would you use it for that purpose?”
 - c. “What effect would it have on other people?”
2. Have students write a story using the questions above as prompts. →

→If some students are having a hard time, remind them to try to identify with people who are in need – imagine themselves in their shoes and try to see things from their perspective. That’s what caring people do.

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<p>3. Have students draw a picture or pictures to accompany their stories.</p> <p>4. Let students share their stories with one another and ask questions</p>	<p>→Ask students, “Was it difficult to know that you had all that money, but spend it all on helping other people? Why do you think it was difficult? Why was it easy? Remind students of the quote from the beginning of the lesson – from caring comes courage.</p>
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Closing

Review

Ask students what we learned today.

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

Today we will:

- Identify famous people or celebrities that have used their success to help others.
- Create stories about how we would help others in need.

Debrief

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

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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Component:	Character Education
Grade Level:	K-5
Lesson Title:	Who cares?
Focus:	Caring

Materials:

- Magazine or newspaper articles of people or organizations helping a cause (*for older students, include stories of people or cause that is in need of some kind of help as well)
- Paper for each student
- Pens, pencils for each student
- Crayons, markers, colored pencils, etc (for younger students)

Opening

State the objective

Today we will:

- Research and discuss current stories of people caring for others (or people in need)
- Determine how the people in the article are being cared for, or what kind of help is needed.
- Visually interpret current stories of people caring for others (or people in need).

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

Think about a time when you were in need of some help. What did it feel like? Who helped you and how? How did you feel after that person helped you? Why do you think that person helped you?

Content (the “Meat”)

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

1. For younger students, read a couple of short articles about people caring for other people as a class. Older students can read articles on their own.
2. Have students choose (as a class for younger students or as small groups for older students) a story that they are going to explore further. →
3. Give time for students to read their stories again, and determine:
 - a. What is the “before”? What was the problem or challenge?
 - b. What is needed to help overcome the challenge or problem – the “during”? Who is it that helped?
 - c. What is the “after” – what were the outcomes? Was the challenge or problem resolved?

*Activity → Teachable Moment(s) throughout

→Have students think about if the person or group that helped those in need were asked to do so, or if they just did it on their own. What does that say about that person or that group of people?

Students practice (“You do”)

4. Students will know take time to come up with a way of visually sharing their story to the rest of the class. (Younger students may want to draw the before, during and after, while older students can act the before, during and after out).
5. Have students and groups share their work with the rest of the class. After each presentation, ask the rest of the class to identify the before, during and after. →
6. *Note: if you are providing students with stories of people in need, students should imagine a solution and include that as a response to the challenge.

→Remind students that these are actual stories taken from current newspapers or magazines. Ask, “What if none of these people decided to care about others? What would the world be like if no responded to the question, ‘Who cares?’”

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Closing

Review

Ask students what we learned today.

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

- Research and discuss current stories of people caring for others (or people in need).
- Determine how the people in the article are being cared for, or what kind of help is needed.
- Visually interpret current stories of people caring for others (or people in need).

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.
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