

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Campus Improvement Project
Focus:	Citizenship

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Paper for each student
- Pens/pencils for each student

Opening

State the objective

Today we will:

- Walk the school grounds and identify what can be done to improve the school.
- Choose a project and develop a plan of action to carry out the project.

Gain prior knowledge by asking students the following questions

- What do you like best about the school?
 How do you think the school can be improved?
 How is the school cared for now?

Content (the "Meat")

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

1. Take students for a walk around the school campus. Be sure to visit indoor and outdoor spaces.
2. As you are walking the campus, stop at various destinations and ask students again,
 - a. "What do you like about this part of the school?"
 - b. "How can this part of the school be improved?"
 - c. "What would we need to do to help improve this part of the school?"
3. After walking the campus, return to the whiteboard and chart suggestions for improving the school.
4. Let the students know that helping to improve the school is showing good citizenship towards the campus. It shows pride in being a member of the school's community or student body.
5. By a vote, decide one thing that your class can do to improve the school (*you may need to help narrow down suggestions to things that the class can do as immediately as possible)
6. As a class, create a plan of action to carry out the improvement project and be sure to discuss:
 - a. Activities that need to be done
 - b. Who is going to be responsible for completing each activity
 - c. Supplies or materials needed for each activity
 - d. Timeline of when each activity will be completed

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

1. When the class action plan is completed, have each student create their individual action plan on their own piece of paper.
2. Complete the project based on the created timeline.

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three question:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Citizenship at School
Focus:	Citizenship

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:

- Learn what being a good citizen at school means.
- Learn where bullying happens and what good citizens can do.

Gain prior knowledge by asking students the following questions

Do you feel like you are a citizen of your school? How?

How do you show good citizenship towards your school?

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,
 - a. “What do you like best about your school?”
 - b. “What are some ways to show good citizenship toward school faculty?”
 - c. “What are some ways to show good citizenship toward other students?”
 - d. “What are some ways that are poor examples of citizenship at school?”
3. After collecting students’ responses, ask students if they haven’t already identified it already, if bullying is an example of good or bad citizenship? Why?
4. Explain to students that when bullying occurs, it can often be looked at as a triangle with three points or people. One is the bully, the second is the person being bullied and the third are the bystanders - all of the other people watching.
5. Explain that the bystanders can sometimes be described as followers.
6. Ask students, “What is a follower?”
7. Ask, “When is it a good thing to be a follower?”
8. Ask, “When is it a bad idea to be a follower?”
9. Now make a chart on the board with three columns.
10. For the first column, ask, “What are some reasons why bystanders or followers might not do anything to help when someone else is doing something unkind, like bullying?” (Chart responses)
11. For the next column, ask “What can bystanders do when they see bullying happening?”

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

<p>12. For the final column, ask “Where on the school campus can bullying occur?” Ask, “Are adults present at every location? Why or why isn’t that important?”</p>	
Students Practice (“You do”)	
<ol style="list-style-type: none"> 1. Next, have students split their paper into 4 quarters. Have students draw a comic that illustrates one place where bullying might take place at school, one situation of bullying that depicts followers or bystanders, and two things that bystanders can do to help stop or prevent bullying. 2. Have students share their drawings with each other. 	

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

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

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Everyday Citizenship
Focus:	Citizenship

Materials:

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

Opening

State the objective

Today we will:

- Discuss why it is important to know about your country.
- Learn about what we do every day to be good citizens.

Gain prior knowledge by asking students the following questions

What do you know about the Constitution of the United States?

What is important about the Constitution?

What would the country be like if none of its citizens abided by its laws?

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, (Chart responses)
 - a. “Why is it important to know about your country?” (to learn the rules and responsibilities that come along with being a citizen; to build a sense of pride for your country; to learn about what you can do to make it better, etc).
 - b. “What would happen if you grew up not knowing anything about the country you live in? Would it be easy or difficult to live?”
 - c. “What can you do to learn about your country?”
 - d. “What is important to you about your country?”
3. Next, ask students “What kinds of things can you do everyday to be a good citizen?” As students respond, write their suggestions on index cards.

*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. Split students in to small groups (depending on how many suggestion cards you have) and give each group a card.
2. Give teams a couple minutes to come up with a skit to demonstrate what it says on their card.
3. Have students perform their skits for each other and discuss each skit.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Good Neighbors
Focus:	Citizenship

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:

- Learn that getting to know your neighbors is part of being a good neighbor.
- Identify others that live in your neighborhood and how they should be treated.
- Create an A-Z book about how neighbors should be treated.

Gain prior knowledge by asking students the following questions

How many neighbors in the area that you live in do you know?
How is being a good neighbor showing good citizenship?

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,
 - a. "Why is it important to know your neighbors?"
 - b. "What can you do in your neighborhood to show that you are a good neighbor?" (Chart responses)
 - c. "What else lives in your neighborhood, besides people?" (what kinds of plants, trees, flowers, insects, animals, etc) (Chart responses)
 - d. "How should these be treated?"
 - e. "What is important about all of these other things that live in your neighborhood?"

*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, assign a different letter of the alphabet to each student.
2. Have students come up with a way to be a good neighbor using their assigned letter. For example, A – Ask, "How are you doing?" every morning; B – Bake a cake for my neighbor on her birthday, etc.

Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> 3. Have students design a page for an A-Z alphabet book that includes an illustration or drawing and a caption for their letter on each page (you may need to ask some students to use two letters or come up with the drawings and captions for leftover letters as a class). 4. Put the book together and have it available in the classroom for students to share and read. | |
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Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

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

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	National Holidays
Focus:	Citizenship

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:

- Describe patriotic holidays and why they are important.
- Identify how to be a good citizen on national holidays.

Gain prior knowledge by asking students the following questions

What is your favorite holiday that you celebrate?

What do you like about it?

How do you celebrate?

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 to brainstorm as many holidays as they can. As they brainstorm ask students if it is a patriotic holiday that celebrates the country, and how. Put suggestions in one of two columns – patriotic national holidays and non-patriotic.

***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, explain to students that they are going to pick a holiday and create a poster encouraging people to be good citizens on that holiday.
2. Students should include at least one thing a person could do on that holiday on their poster.
3. Students should use symbols and pictures to represent how to be a good citizen of the United States. *Older students add captions to explain their illustration.
4. Have students share posters.

Consult 4 Kids Lesson Plans

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| <p>5. Display students' posters as reminders of how they could display good citizenship on Special national holidays.</p> | |
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Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

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

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Neighborhood Mapping
Focus:	Citizenship

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:

- Identify what it means to be a good citizen in your neighborhood.
- Illustrate a map of your neighborhood and how you are going to be a good neighborhood citizen.

Gain prior knowledge by asking students the following questions

What do you like most about your neighborhood?

What do you think could be improved in your neighborhood?

How is your community currently cared for?

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,
 - a. “Do you feel you are a citizen of your neighborhood? Why or why not?”
 - b. “What does it mean to be a good citizen in a neighborhood?”
 - c. “What kinds of things do you do that make you feel like a citizen of your neighborhood?” (Chart responses)
 - d. “Are there things that you see in your neighborhood that aren’t acts of good citizenship? What can be done to improve this?”
3. After collecting students’ responses, let students know they haven’t already identified it themselves, that part of being a good citizen is showing respect and pride in the neighborhood or community you live in.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Have students draw a map of their home and surrounding neighborhood. Students should be as detailed as possible and include places and things that they like most about their neighborhood, as well as places and/or things that could be improved.

Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> 2. Using arrows, captions or other symbols, students should clearly identify one place or thing that could be improved. 3. Students should also depict <i>how</i> they will help to improve their neighborhood. 4. Have students share their illustrations and explain what they are going to do as a good neighborhood citizen. | |
|--|--|

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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	President for a Day
Focus:	Citizenship

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:

- Learn about how the President is a model citizen.
- Learn about the importance of voting as a citizen.
- Demonstrate what it would be like to be President of the United States.

Gain prior knowledge by asking students the following questions

What do you know about the President of the United States?

What do you know about how the President and other lawmakers get chosen for their position?

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, (Chart responses)
 - a. “How does the President of the United States exemplify good citizenship?”
 - b. “Why would he be called a ‘model’ citizen?”
3. Explain that the President of the United States and other lawmakers are elected through a vote for their position.
4. Ask students, “What is important about voting?”
5. Ask, “Do you think voting should be mandatory? Why or why not?”
6. Ask, “Do you think voting should be a right of every citizen? Why or why not?”
7. Explain that until not too long ago, voting was not a right that every American citizen had. While some people may think that voting should be mandatory for every citizen (meaning everyone has to vote according to law), voting is a right for all, but not mandatory.
8. Ask, “What does it mean for voting to be a right and a responsibility versus a right and a law?”

*Activity → Teachable Moment(s) *throughout*

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

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

1. Next, explain to students that they are going to imagine themselves as President of the United States.
2. Have students create a journal of a day in the life of a President.
3. Students should include a short bio about themselves, including what state they come from, what is important to him or her as President, what his or her family consists of, hobbies...and don't forget, a favorite pet!
4. Remind students that the President has busy days almost every day that usually start at 6 am and end at midnight, or even later!
5. Remind students that the president needs to stay in good health by exercising and eating healthy meals, but also attend to meetings, host visitors to the White House, travel, respond to messages, letters and emails, handle crisis situations, and take care of family!
6. Younger students might draw their entire journal which might be one page, while older students should draw and write their journal entries which could be multiple pages.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

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

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Is Citizenship?
Focus:	Citizenship

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:

- Identify what citizenship means.
- Identify what it means to be a good citizen in this country.

Gain prior knowledge by asking students the following questions

What do you like most about living in the United States?

What does it mean to be patriotic?

When do you hear the word “citizen”?

When do you hear the word “citizenship”?

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, (Chart responses)
 - a. “What does citizenship mean?”
 - b. “What does it mean to be a good citizen?”
 - c. How can you show that you are a good citizen?”
3. After collecting students’ responses, let students know they haven’t already identified it themselves, that part of showcasing good citizenship is showing respect and pride in being part of a community.
4. Next, come up with a class definition of what good citizenship means. (Being a member of a community; showing respect and pride in being a member of a community, etc).
5. Now, have students brainstorm symbols and patriotic words or phrases about the United States. (Chart responses)

*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

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Students Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Next, have students draw symbols and pictures that represent being a citizen of the United States. *Older students add captions to explain their illustration. 2. Have students share their illustrations and explain what they like best about being a citizen of the United States. 3. Close the discussion having kids share what other communities they might consider themselves to be a citizen of (school, neighborhood, city, county, state, etc). 	<p>student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<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> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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