

Life Skills Curriculum

YEAR 3 - YEAR 5

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BEING RESPONSIBLE



STANDARDS ADDRESSED

Objectives

Students will recognise the behaviors of a responsible student and the importance of responsibility.

Students will be able to identify actions that would result in negative consequences.

Students will be able to verbally explain an appropriate way to accept responsibility for their actions and/or respond to a consequence that is blamed on them.

Students will be able to explain what could happen if no consequences were attributed to inappropriate behaviors.

Materials Needed

- “The Ant and the Grasshopper: An Aesop Fable” found at the back of this lesson (“Starter”)
- Board or butchers paper and markers (“I Do”)

Starter (10 minutes)

Ask the class, “Do you ever feel like you have a lot of rules that you have to follow? Do you feel like you are told a lot of the time that you need to do certain things?” Read aloud Aesop’s fable *The Ant and the Grasshopper*. (See “*The Ant and the Grasshopper: An Aesop Fable*” educator resource for the text.) Following the reading, ask students to share their reactions to the story. Prompt a discussion by asking questions such as, “Have you ever been like the ant? Like the grasshopper? How did you feel?” Tell students they are fortunate that they do not have to work to prepare all the food they will need for the winter. However, they do have important tasks for which they need to take responsibility.

Teacher Presented Knowledge/I Do (10 minutes)

Say, “As a class, we are going to come up with steps that we can follow to help us take responsibility for our actions and accept our consequences.” With help from the students, create steps on a chart. Guide students to think of the following steps:

1. Tell the truth.
2. Apologise to those hurt by your actions (*write a letter, clean up a mess*).
3. Accept the consequence without excuses, getting mad, talking back, or blaming others.
4. Reflect on what you learned. (*Will I do this again? What could I have done differently?*)
5. Move on—everyone makes mistakes.
6. Don’t let it ruin your day!

Guided Student Practice / We Do (15 minutes)

Once the steps have been created, model to the class how you would follow the steps. Then, give students a chance to practice the steps by providing them with a scenario. Say, “You have been told several times to stop talking to your neighbor. You were also told that the next time you were caught talking, you would have to move to a different seat in the classroom. I just caught you talking again. What can you do to accept responsibility?”

Student Independent Practice/You Do (30 minutes)

Students can act out scenarios from school, home, and the community where they take responsibility for their actions and accept consequences appropriately. You can provide students with scenarios and consequences, or the students can come up with their own.

Closure *(5 minutes)*

Review with students the importance of taking responsibility for our actions and accepting the consequences of our actions and decisions. Encourage the students to practice these steps.

Student Assessment

1. What does it mean to be responsible?
2. What are some responsibilities of students your age?
3. How can you show responsibility at home and at school?

LESSON EXTENSIONS

Art Extension

Have students create short comics depicting someone demonstrating responsibility.

Drama Extension

Have students create and present brief skits following the format of “The Ant and the Grasshopper.” The skits could show behaviours of careless students as compared to responsible students.

English Extension

Students can analyse and document the various responsibilities they have for themselves, their family, and their community. Students can work solo or in pairs to fill out the “Circles of Responsibility” activity sheet.

English Extension

Read *The Emperor’s Egg*, by Martin Jenkins, and ask students to listen for ways that penguin parents show responsibility in the story. Following the reading, share examples of how penguin parents show responsibility (*for example, females lay eggs, males keep the eggs warm and dry for two months in the winter, females feed and fatten up during the winter in order to provide food for their young, males feed the chicks and keep the chicks warm until the females return*). Record examples on an anchor chart.

Music Extension

Have students bring in songs where time is the main theme. Have students compare the lyrics and consider why time was so important to the writer of each song. The class can create a playlist of its favourites, or students can make up lyrics of their own about time.

Civics and Citizenship Extension

Have students identify jobs within the community and the responsibilities of each job.

THE ANT AND THE GRASSHOPPER: AN AESOP FABLE

In a field one summer's day, a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you do the same."

"Why bother about winter?" said the Grasshopper. "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came, the Grasshopper had no food and found itself dying of hunger—while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: it is best to prepare for days of need.



CIRCLES OF RESPONSIBILITY



EMPATHY



STANDARDS ADDRESSED

Objectives

Students will be able to understand what empathy means.

Students will be able to explain why it is important to be empathetic toward others.

Students will demonstrate knowledge of ways they can show empathy toward others.

Students will be able to express how someone would feel in various presented scenarios.

Materials Needed

- “6 OR 9?” and “5 Steps to Empathy” activity sheets for each student (“We Do”)
- “Empathy Scenario Cards” and “Empathy Scenario Analysis” activity sheets (“You Do”)

EMPATHY

Starter (5 minutes)

Walk to the front of the classroom to address the students and, while doing so, dramatically trip, stumble, and almost fall to the ground. Take some time to regain your composure, and perhaps say something like, “I could have fallen and really hurt myself! Gosh, now I’m so embarrassed...” Then, look up at all the students to see their responses or reactions. Tell students that you feel really embarrassed that happened to you. Then, ask students, “Do you know how I feel? How would you feel if something like this had happened to you?” After a few students respond, explain that if they know what you must feel like after that incident, then they are feeling empathy. Then, tell the class, “Today, we are going to learn about empathy and what it really means.”

Teacher Presented Knowledge/I Do (5 minutes)

Ask students if they have ever heard of empathy before today. Listen to a few students’ responses and then say, “Empathy is understanding or knowing what another person must feel or think, even if you are not the person experiencing what they are going through. You can do this by thinking of a time that you were in a similar situation. Or, if you cannot picture a time like this, then you must try to imagine what it might be like to be in that person’s position.”

Guided Student Practice/We Do (15 minutes)

Show the class the “6 OR 9?” activity sheet. Tell the students to take a minute to look at the picture. Then, have the students talk about the picture with a partner. After the students have had enough time for a discussion, ask them, “Why are the two people in this picture arguing? If the two people put themselves in the other person’s place, do you think it would help them to understand better?” Identify the five steps to empathy using a chart or a student handout (see “5 Steps to Empathy” activity sheet). Then, tell the students that they are going to be given a scenario card and they will be asked to put themselves in the place of the person on their card by using the five steps to empathy.

Student Independent Practice/You Do (20 minutes)

Give each student a scenario card. (*You may create your own empathy scenario cards that relate to the needs of your classroom. Alternatively, you can use the scenarios provided in the “Empathy Scenario Cards” activity sheet.*) The same cards can be used with several students because they will be working on this independently. Instruct students to read their cards and put themselves in the other person’s place. Remind students of the following questions: “How do you think the person in this scenario feels? How would this situation make you feel? If you observed this situation in real life, what could you do to show empathy?” Direct students to answer the questions on the “Empathy Scenario Analysis” activity sheet.

Closure (5 minutes)

Call on a few students to read their scenario card and share what they wrote down on their worksheet. Then remind students, “Showing empathy for others is an important part of a classroom community. When classmates are upset or experiencing challenges, it is important that we put ourselves in their place in order to support them and make them feel accepted and cared for. Using the Five Steps to Empathy will help you be more compassionate and empathetic.”

Student Assessment

1. What does empathy mean?
2. Why is it important to show empathy for others?
3. How can you be more empathetic toward others?

LESSON EXTENSIONS

Drama Extension

Have students form small groups and then perform short role-plays showing what empathy looks like.

English Extension

Have students write thank-you notes to their family, their classmates, or the school staff as a small act of kindness to build empathy.

English Extension

Read the book *One*, by Kathryn Otoshi, to the class. Then, ask the students to raise their hands and explain what happened in the story. Give students time to respond, and then, tell students that in the story, One had empathy. Discuss with the class how One stood up to Red. Ask the students questions such as, "How did Red make the other colours feel? Did the other colours like Red? If not, then why did they do what he said? How did One stand up to Red? After One stood up to Red, what happened? Why wasn't One mean to Red?" Guide students to understand that One cared about the others' feelings. He cared about the colours that were getting bullied and the colour doing the bullying. Explain that One knew what it was like to get bullied, and he was not going to do that back to Red.

English Extension

Explain to the students that you have a great picture book to read to them that they can relate to, and the title is *Stand in My Shoes*, by Bob Sornson. Pause throughout the reading to ask engaging and critical-thinking questions about the character and her feelings of empathy:

Pages 4–5: How does Alicia define empathy? What is she asking Emily to do? Why?

Pages 6–9: Why is Emily’s dad stressed and in a hurry? How does Emily empathise with him and show him that she understands his feelings?

Pages 10–11: What happens to Rosie? How does Emily “stand in Rosie’s shoes” and help her out?

Pages 16–17: How does Emily help Tommy to “stand in Samantha’s shoes”? What happens when Tommy does empathise with Samantha’s feelings?

Pages 22–25: Who always notices how you feel? What are some ways you can be empathetic toward your loved ones?

Pages 26–30: What did Emily do throughout this book? What did she learn after her day of caring for others’ feelings? What does “standing in another’s shoes” truly mean?

Music Extension

Create a song, chant, or cheer about the “5 Steps to Empathy.”

Service Learning Extension

Have students participate in a Service Learning project. Students can do things such as visit a nursing home, collect clothes or food for a homeless shelter, serve food at a shelter, or write letters to essential workers.

EMPATHY SCENARIO CARDS



Your best friend, Sara, is jealous of the new friend you have made, Leah. One day during the carpool line, Sara begins to snicker and make mean comments about the car Leah's mum drives. Leah overhears and is embarrassed; you know Leah's mum lost her job. What should you do?

Your best friend, Matt, has started to make fun of Chris for being a slow reader. At first you thought it was funny, but Matt's comments to Chris have become meaner. In fact, Chris is embarrassed now to read aloud to the class, and he puts his head down whenever he is called on to answer a question. Other students in the class still think Matt's comments and sneers are funny when Chris has to read. What should you do?

A bully at school and several of his friends are surrounding a student at lunch. They are making fun of his dirty shoes. What should you do?

Children are picking teams for a basketball game during PE. Two students are left, but the captains don't want to pick them. What should you do?

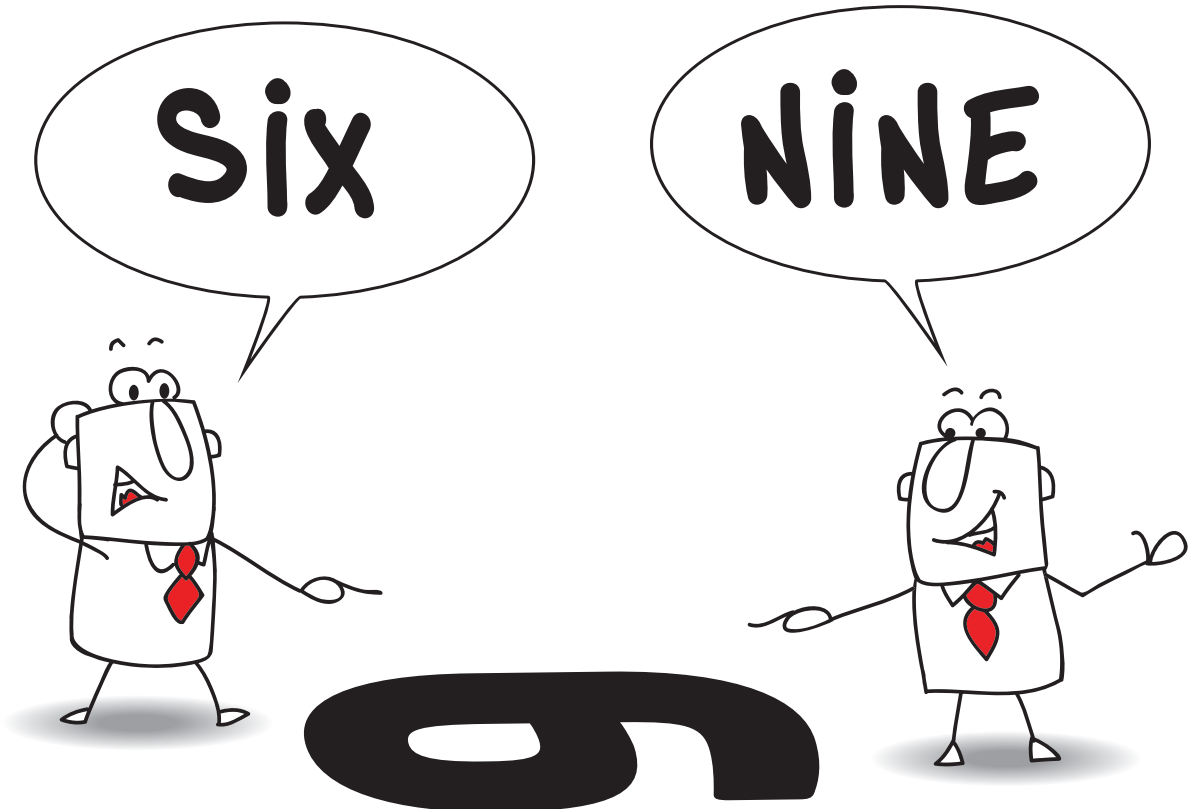
Shane is having a birthday party. The whole class is invited except for one student. What should you do?

A new student comes into your classroom with big glasses. Some of the other kids in the class start to laugh. At lunch, he sits by himself. What should you do?

A message making fun of a classmate has been sent to you and other students in your class. The classmate who is being made fun of does not know about the secret group message. What should you do?

Kayla got a new haircut, and the hairdresser accidentally cut her hair shorter than she wanted it. All of your friends are saying she looks like a boy. Kayla is upset. What should you do?

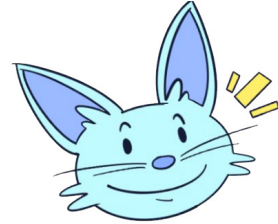
6 OR 9?



5 STEPS TO EMPATHY

STEP 1: PAY ATTENTION!

- What is your friend saying?
- How would you describe their body language?



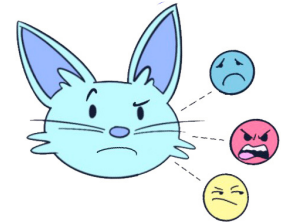
STEP 2: CONNECT!

- Make a personal connection to how your friend is feeling.
- When have you experienced a similar feeling?



STEP 3: IMAGINE!

- How do you think your friend feels right now?
- How would you feel if this were to happen to you?



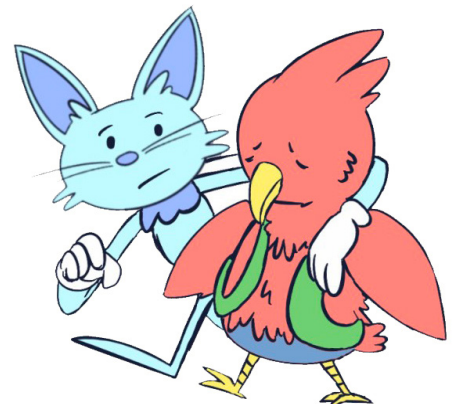
STEP 4: ASK!

- Ask your friend how they are feeling.



STEP 5: ACT!

- Listen attentively to your friend talk about their feelings.
- Use your words and actions to show your friend that you care.



STANDARDS ADDRESSED

Objectives

Students will be able to understand what stress is and identify its effects in their lives.

Students will be able to identify techniques and strategies in order to cope with stress-inducing situations.

Materials Needed

- Board or butchers paper and markers (“We Do”)
- Paper, about three sheets for each student (“We Do”)
- Colouring supplies for each student (“We Do” and “You Do”)

Starter (5 minutes)

Ask students to raise their hand if they have ever had a bad day, or a day when they felt like things just kept getting worse and worse and nothing went right. Then ask students if they have ever heard of stress or can explain in their own words what stress means. After taking a few student responses, explain that stress is when a person feels worried about things in their life or is uncomfortable with a situation. Tell students that stress and worry are emotions that can have both physical and mental effects on a person. A physical effect is when a person's body feels sick or bad, and a mental effect is when a person feels sad or upset in their mind.

Teacher Presented Knowledge/I Do (10 minutes)

Ask students to stand up and to follow your instructions carefully. Instruct students to breathe slowly in through their noses and out through their mouths. Demonstrate this technique dramatically to students so they can see how you take time with each breath and are intentional in how you breathe. Do this five times as a class. Tell students they did great and that you want to do one more activity with them standing next to their seat. Tell students to make their bodies very rigid and tight, as if their whole body is one big, straight board. Demonstrate. After the class holds this position for a few moments, instruct students to make their bodies very loose, like wet noodles. Demonstrate by loosening your body and wiggling all around, letting your arms jiggle. Tell students to make their bodies tight again, and loosen and jiggle. Do this a few times. After this is complete, ask students to return to their seats.

Ask students how they feel after this breathing and body movement activity. One or two students should suggest that they feel relaxed, but if they do not, prompt the class toward this response. Explain to the class that those two body activities are examples of ways to cope with our emotions, calm down, and relax.

Guided Student Practice/We Do (15 minutes)

Say to students, "It is important to manage and handle the stress in your life. In order to do this, we must examine the things that cause stress to see if there are healthy ways to handle them. We are going to create a list of skills and strategies that can help all of us cope with the things that cause stress in our lives."

Ask for volunteers to give an example of something that worries them or might cause stress in their lives. As students give examples of stressors, write them on the board or on butchers paper. Next to the list of stressors the students suggested, create a new list on the board of stress relievers and coping skills. Ask students to help think of ideas. If students have trouble, suggest the following:

COPING SKILLS

1. Play outside or exercise
2. Stretch
3. Read a book
4. Doodle/draw/start an art project
5. Talk to someone about how you feel
6. Practice slow-breathing techniques (like the one you led in “I Do”)
7. Practice body-relaxing techniques (like the one you led in “I Do”)
8. Play music and dance
9. Think about things that make you happy
10. Spend time with a pet
11. Take a nap
12. Take a bath or shower
13. Count backward from 10 slowly
14. Journal or write down your feelings
15. Close your eyes and visualise a safe, calm place

Explain that sometimes people may need to use more than one strategy to help them, or sometimes a strategy that works for one person will not work for another. Also, explain that a person might still feel stress even after using the strategy, but it might not be as strong as it was before. Stress how important it is that people learn strategies that help when dealing with these emotions.

Guide the students through creating a “Coping with Emotions” book. Pass out three pieces of paper to each student and have them fold the pages into a book. Tell the students that they will pick an emotion for each page in the book and write the name of the emotion at the top of the page. Underneath the emotion, the students will write the strategies they use to cope with this emotion. Walk the students through the activity by having them all do the same emotion for the first page. Have the students write “anger” at the top of the first page in their book and then, as a class, discuss strategies they could use to help them cope with this emotion. Direct students to write down the strategies they discussed. (*They do not need to be exactly the same.*) Stress the importance of using communication as a strategy to help them cope with the emotion of anger.

Student Independent Practice/You Do (20 minutes)

Have the students complete a few more pages in the book independently or in small groups. Encourage the students to pick emotions they feel that they experience often and for which they may need better strategies to help them cope. Walk around the room and monitor the students as they are working. Let students use their colouring supplies to create art and designs in their books.

Closure (5 minutes)

After the students have been given enough time to complete their books, allow students to share an emotion they experience and the strategies they identified to help cope with this emotion. After a few students have shared, recap the lesson by stressing the importance of communicating how one is feeling.

Student Assessment

1. How can you cope with stress and worry in a healthy way?
2. What coping strategies can you use?
3. Do you think that using a coping strategy is going to completely stop you from feeling that emotion?
4. Should we make fun of someone for sharing their emotions with us? Do you think it takes courage to talk about our emotions?

LESSON EXTENSIONS

Art Extension

For this extension, you will need two paper plates and a fastener for each student. Tell students that, in order to remember some of the ideas on how to cope with stress or worry, they will create a wheel of coping skills. Guide the students through the following steps to make the wheel of coping skills:

- Take the first paper plate and cut out a small triangle/slice toward the middle in order to be able to see the plate that will be fastened underneath it.
- Insert a paper fastener into the first plate with the triangle cut out and then into the second plate so the top plate can spin over the bottom plate.
- Spin the top plate, and each time a new section of the bottom plate is exposed, write one of your favourite coping skills from the list that was created on the board into each section of the bottom plate. *(The students will write 10 of their favourite coping skills from the class-generated list on the bottom paper plate.)*
- Once all the coping skills have been written down on the bottom plate, decorate!
- Ask students to write their names on the bottom of their wheel so they know it is theirs, and tell them they can take it home with them or keep it in school in order to help them remember how to cope with stress and worry.

Drama Extension

Role-play different situations or scenarios involving controllable and uncontrollable worries. Be sure to remind students to utilise the coping skills they learned during the lesson.

English Extension

Create a synonym chart for the saying “calm down.” What specific things can be done to help you “calm down”?

English Extension

Read the book *Is a Worry Worrying You?*, by Ferida Wolff and Harriet May Savitz, to the class. Then, ask students the following questions: What were some of the worries that bothered the main character? What did the main character do to get rid of the worries? Can you relate to the main character's worries? What are some things or situations that worry you or add stress to your life?

English Extension

Read *Thunder Cake*, by Patricia Polacco, and ask students to think about how Thunder Cake brings the main character comfort during the storm. To spark student thinking, you can ask the following questions during and/or after the reading:

- What is the main character scared of, and how do you know she is scared?
- Can you relate?
- What does her grandmother tell her to do each time she sees lightning?
- How does her grandmother's suggestion help?
- What things does the main character have to do in order to gather the ingredients?
- Why do you think the main character is willing to gather all the ingredients, even with the storm approaching?
- Why does her grandmother say she is brave?
- How did making Thunder Cake help lessen the main character's fear of the storm?

Discuss how all people go through stressful, sad, and scary situations. However, it is important for one to focus on what brings them happiness as a way to cope with difficult situations.

HPE Extension

Play a guided relaxation audio clip (*found online*) and lead your students through the exercise.

STANDARDS ADDRESSED

Objectives

Students will be able to define what respect means.

Students will be able to give examples of ways we show respect at school, at home, and in the community.

Students will be able to identify consequences that can happen when they are not respectful at school, at home, or in the community.

Materials Needed

- Board or butchers paper and markers (“I Do” and “We Do”)
- “Showing Respect” activity sheet (“I Do”)
- “Showing Respect” activity sheet for each student (“We Do”)
- “Respect Scenario Cards” activity sheet (“You Do”)

RESPECT

Starter (10 minutes)

Say to students, “Respect is a word that you have all probably heard before. It is a word that your teachers and parents use a lot. You probably have heard it used by your coaches or maybe from other adults. Raise your hand if you have heard the word before. Now, I want you to turn to a classmate and talk about what it means to be respectful.”

Allow students a few minutes to do this, and then call on students to share what they discussed.

Teacher Presented Knowledge/I Do (15 minutes)

Define respect. (Respect is a person’s feelings and/or actions toward other people, ourselves, and things.) Say, “Today, we are going to talk about ways that we show respect at school, at home, and out in the community.”

Display the “Showing Respect” activity sheet where students can see it. Give an example of how people show respect in each area on the activity sheet. (If using butchers paper, duplicate the “Showing Respect” activity sheet before the lesson.)

Guided Student Practice/We Do (20 minutes)

Pass out the “Showing Respect” activity sheet to each student. Ask students to share ways they show respect at school, at home, and out in the community.

While students are brainstorming, direct them to fill in the activity sheet with some of their favourite examples so that they can refer to it whenever they need a “respectful reminder” of how to act appropriately.

Student Independent Practice/You Do (15 minutes)

Break students into small groups, and provide each group with a Respect Scenario Card. (You can opt to create your own scenario cards to address behaviors in your classroom, or you can use the scenarios that are provided in the “Respect Scenario Cards” activity sheet found at the end of this lesson.)

Direct students to read the card in their group. Then, have them work together to determine if the character in the scenario is being respectful. If they are not being respectful, the students are to determine what the character should do to be respectful.

Closure (10 minutes)

Have students read their scenario card to the whole class and then share what they determined with their group. If the group determined the situation was not respectful, have students share what the character can do so that they are being respectful. Then, lead the class in a discussion about some consequences that could happen in each area if a person is not respectful.

Student Assessment

1. Why is it important for us to be respectful at school, at home, and in the community?
2. What rewards could we receive for showing respect in these areas?
3. What consequences could we receive if we do not show respect in these areas?

LESSON EXTENSIONS

Art Extension

Divide students into seven teams. Provide each team with a piece of construction paper with a block letter from the word RESPECT. Team 1 has the letter “R.” Team 2 has “E,” continuing to spell “RESPECT.” Have students find magazine photos of people showing respect, words that describe respect, people who they respect, etc.; cut them out; and paste on their team’s letter to make a collage. Before beginning, remind students to show respect to their teammates as they make decisions about which photos to use and where to place them on the letter. When complete, assemble the individual letters on a banner to spell out “RESPECT” and display as a reminder.

Culture Extension

Spark a discussion about the importance of respectful listening when communicating and tell students that there are three simple things they can do to show that they are respectfully listening: focus, confirm, and respond. To focus on the speaker, one should make eye contact and give the speaker their undivided attention; to confirm to the speaker, one can summarise what the speaker has said; and to respond to the speaker, one can ask questions, make comments, or continue the conversation. After discussing, have students stand up and take two minutes to go around the room and shake hands with their peers. Each handshake must include eye contact between both people, a smile, a verbal greeting, and a compliment. Following the activity, ask the students how being noticed and respected made them feel.

Drama Extension

Have students “mime” a situation showing respect. Then, have them add dialogue.

English Extension

Discuss with students respectful ways of speaking (for example, saying “please,” “thank you,” “you’re welcome,” and “excuse me”). Ask when are the appropriate times to use these “magic” words.

English Extension

Have students create artistic RESPECT acronyms. Have each letter stand for something related to the idea of respect or something discussed in the lesson.

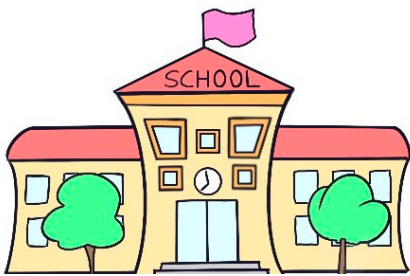
English Extension

Students can identify characters who show respect in the literature they are reading at school and at home.

SHOWING RESPECT

How Can I Show Respect?

At School



At Home



In the Community



RESPECT SCENARIO CARDS

Card 1

Johnny's teacher asks the class to take out their math books and pencils. Johnny is mad because he forgot to do his homework and does not take out his math book or pencil. When his teacher reminds him of the directions, he still does not follow them. Is Johnny being respectful? What should Johnny do to show respect to his teacher?

Card 2

Sarah is at the park; she throws her rubbish on the ground when she is done and runs to play on the swings. Is Sarah being respectful? What should Sarah do to show she is being respectful in the community?

Card 3

Ben is running in the hallway on his way to the bathroom. A teacher he does not know asks him to walk. Ben ignores the teacher and keeps running. Is Ben being respectful? What should Ben do to show respect at school?

Card 4

Anna's teacher tells the class to put their devices away and go back to their seats. Anna really wants to finish the game she is playing, so she ignores the direction and continues playing on the device. Is Anna being respectful? What should Anna do to show respect to her teacher?

Card 5

Eric's baseball team did not win the big game. Eric was very mad. When it was time for both teams to shake hands, Eric sat on the bench and refused to shake hands with the other team. Is Eric being respectful? What should Eric do to show respect?

Card 6

Sean's mum told him that he could not go play with his friends until he cleaned his room. Sean did not want to clean his room, but he really wanted to play outside. Sean went upstairs and cleaned his room like his mum asked. Is Sean being respectful?

Card 7

Serena's grandma made pasta for dinner. Serena does not like pasta. At the dinner table, she yells at her grandma for making pasta and tells her that she is the worst cook ever. Is Serena being respectful? What should Serena do to show respect to her grandma?

Card 8

During Show and Tell, two boys start laughing when their classmate is sharing what her favourite movie is. They laugh and say that it is a boring movie. Are these students being respectful to their classmate? What should the boys do to show respect?

INTEGRITY



STANDARDS ADDRESSED

Objectives

Students will define the word integrity and explain why it is an important life skill.

Students will identify ways in which they can show integrity in school, at home, in the workplace, and in the community.

Students will discuss the benefits of showing integrity.

Materials Needed

- “Sample Quotes about Integrity” activity sheet (“Starter”)
- Two pieces of butchers paper, one labeled as “CHOICE 1” and the other as “CHOICE 2,” markers, and the “Integrity Challenge Scenarios” activity sheet (“We Do”)

INTEGRITY

Starter (20 minutes)

Ask students what they think the word integrity means, and write student responses on butchers paper. Then, place students into small groups and assign each group a famous quote about integrity. (See “*Sample Quotes about Integrity*” activity sheet.) Direct students to discuss what they think the quote means.

Have each group share their quote with the class and discuss their thoughts as to the meaning of each quote. As a class, define integrity by drawing on all quotes shared with the class. Write the class-made definition on a chart. (*The definition should be something similar to “total honesty, always doing the right thing, being fair, respectful, and trustworthy.”*)

Teacher Presented Knowledge/I Do (10 minutes)

With the students’ help, generate a list of behaviors of someone who demonstrates integrity in a classroom, in a job, in a family, in sports, and in the community. Record student responses on either an anchor chart or board.

Guided Student Practice/We Do (20 minutes)

Place two pieces of chart paper (*one labeled “CHOICE 1” and one labeled “CHOICE 2”*) on opposite sides of the room. Tell students, “You are going to participate in an ‘integrity challenge.’ To play this game, you need to listen carefully to what I’m about to read to you. After each scenario that I read, you will make a decision about which choice you would make if you were in the scenario. If you think you would do the first choice, then walk to the ‘CHOICE 1’ side of the room. If you think you would do the second choice, then walk to the ‘CHOICE 2’ side of the room.” Direct students to quietly stand in the middle of the room to begin the activity.

Read the examples from “The Integrity Challenge Scenarios” activity sheet. After each is read and the students have made their choices, analyse, with the class, which choice shows the most integrity. Ask one student from each side why they made that choice. Then, ask students to think about which choice enables them to be the most honest with themselves and others, and is the most fair and responsible choice. Guide students to realise which choice shows the most integrity and why. (*An alternative way to implement this activity is to have students divide a blank sheet of paper in half and to label one side “CHOICE 1” and the other “CHOICE 2.” You can call out the scenarios and have students check which choice they would choose on their own papers. This way, students will not be influenced to make a choice based on a classmate’s decision or be embarrassed by a choice they make.*)

INTEGRITY

Student Independent Practice/You Do (20 minutes)

Have students choose a quote from the “Starter” activity that they particularly liked. Then, have students think of a person from their own lives, pop culture, or history who is the essence of a person with integrity. Direct students to independently write a paragraph explaining how their chosen person displays integrity in their life and the character traits this person possesses that reveal integrity. (*You may want to provide students with a copy of the “Sample Quotes about Integrity” activity sheet so they can see all the quotes.*)

Closure (10 minutes)

End the lesson by allowing students to share parts of their paragraphs. Finally, remind students that integrity means total honesty. It is doing the right thing when no one is looking. Integrity is the foundation of good leaders. It is composed of many other powerful life skills, including honesty, patience, responsibility, and accountability.

Student Assessment

1. How would you define integrity?
2. How can you keep your integrity?
3. Who is a person you know who displays integrity? How does he/she display integrity?
4. How can you display integrity in the classroom or at home?

LESSON EXTENSIONS

Art Extension

Have students bring in pictures of people they feel lead lives of integrity, quotes about integrity, news articles about integrity, etc. and make an “Integrity Collage.”

Drama Extension

Have students role-play situations involving a decision that tests their integrity.

English Extension

Have students write about a time they demonstrated integrity or a time someone they know demonstrated integrity. Have volunteers share their work with the class.

English Extension

Read *A Day's Work*, by Eve Bunting, to your class and direct students to listen for examples of characters showing integrity and characters who are dishonest. After the reading, ask students to share examples of integrity and dishonesty from the story. Then, as a class, discuss the consequences, both positive and negative, that each character faced. (To spark discussion, ask questions such as: Why did Francisco tell Ben that Abuelo is a gardener? What happens to Abuelo and Francisco's work? What does Francisco have to give up as the “price of lying”? Why does Ben respect Abuelo at the end? How does Abuelo show integrity?) Ask students what they think was the moral or lesson of the story.

Civics and Citizenship Extension

Students can choose a famous historical figure who lived a life of integrity and research their life. They can write a biography about their chosen person and/or create a presentation that explains the person's historical significance and how the person lived a life of integrity.

Technology Extension

Download the “Interactive Marble Jar” for a smart board. Each time a student reports another student displaying integrity, add a marble to the jar. When the jar is full, give the class a reward.

THE INTEGRITY CHALLENGE

Read these scenarios to your class. Students are to choose what they would do for each scenario and go to the corresponding side of the room—1 or 2.

1. Your friend has come over, and you are both on your mum's computer. Your friend wants you to go to a website that you know your mum doesn't want you to visit. However, your mum has run over to your neighbour's home for a few minutes, so you and your friend are alone. Would you...

Choice 1: ...visit the website? Your mum is not home now, and she may never know you visited it.

Choice 2: ...tell your friend that you should go to another website or do something else? You may get in trouble if you visit the website.

2. You did not find the time to study for your vocabulary test, and your grandmother told you that you must get an "A" on the test to go to the shops with her this weekend. During the test, you notice that you can easily see the answers of the student who is sitting next to you. Would you...

Choice 1: ...cheat off the student's test? You know she studied and probably has the correct answers.

Choice 2: ...choose to do your own work? You may not get an "A," but you didn't cheat.

3. You saw your best friend steal some money out of the bag of another student in your class. Would you...

Choice 1: ...report what you saw to your teacher? You know your friend may be mad, but the student in your class now doesn't have money for lunch.

Choice 2: ...not say anything? You weren't the one who stole the money.

SAMPLE QUOTES ABOUT INTEGRITY

“Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.”

“Integrity is choosing your thoughts and actions based on values rather than personal gain.”

“Whoever is careless with the truth in small matters cannot be trusted with important matters.”

“The time is always right to do what is right.”

“Integrity is doing the right thing, even when no one is watching.”

“Wisdom is knowing the right path to take...integrity is taking it.”

“It is not what we profess in public, but where we walk and what we practice in secret that gives us integrity.”

“Being honest may not get you a lot of friends, but it’ll always get you the right ones.”

HAVING A POSITIVE ATTITUDE



STANDARDS ADDRESSED

Objectives

Students will be able to give positive statements about themselves and others.

Students will be able to explain how a positive attitude changes how we feel/act.

Students will turn a negative thought or experience into a positive thought.

Students will understand the importance of a growth mindset through positive self-talk.

Students will develop strategies to help them overcome challenges and mistakes.

Materials Needed

- “Positive Thoughts” and “Negative Thoughts” activity sheets for each student (“Starter”)
- Blank paper and colouring supplies for each student (“You Do”)

Starter (10 minutes)

Show a list of words to students either on a SMART Board or on a handout. (You can opt to use the “Positive Thoughts” and “Negative Thoughts” activity sheets, or come up with sayings you have heard students say.) The first list of words will be positive sayings. After giving the students a few minutes to read the words, ask the class how those words made them feel. Then, give the students a list of negative sayings and a few minutes to read these words. Ask the class how these words made them feel. Ask the class what the difference was between the two sets of words that they just read and how the two different lists of words made them feel.

Teacher Presented Knowledge/I Do (10 minutes)

Say to students, “Having a positive attitude is an important character trait to have. Thinking positively can be hard to do sometimes, but when we think positively, we feel better about ourselves. Often, people who think positively are able to experience more success in life than those who are always negative.” Then, ask students to explain why they feel people who think positively are often more successful. Lead students to understand that positive people are often happier than those people who think negative thoughts more frequently.

Guided Student Practice/We Do (20 minutes)

Pose the following question to students: “How can the brain grow?” Give students a few minutes to respond, then say, “We’re going to learn to make our brains grow through positive self-talk!”

Share the following two definitions with the class:

Fixed mindset—the belief that one has traits and talents that are fixed and cannot be changed, and that success is created through talent alone.

Growth mindset—the belief that one can become smarter and improve through hard work; can learn, change, and develop new skills; and can be better equipped to handle setbacks.

After sharing the definitions, stress that one way to have a “growth” mindset is to develop *positive self-talk*. Then, create a T-chart with “Fixed Mindset” at the top of the left column and “Growth Mindset” at the top of the right column. Together with the class, list common fixed mindset comments that the students say to themselves when faced with a challenge. (An example might be “I stink at math” or “I can’t do this.”) Then, brainstorm positive self-talk for each fixed mindset comment and list it in the growth mindset column on the chart. (An example might be “I can work to improve my math skills” or “I will try.”)

Student Independent Practice/You Do (20 minutes)

Hand out blank pieces of paper to each student and colouring supplies. Instruct students to draw pictures of themselves and to write down one positive thing about themselves on their paper. Once everyone has finished, tell students that they are going to walk around the class and write one positive thing on each of their classmates' papers. You can write a positive comment on each student's paper as well. Once everyone has had a chance to write something positive on one another's papers, instruct the students to go back to their desks and read the positive comments that were left by their classmates.

Closure (5 minutes)

Ask the students how reading all of these positive comments made them feel. Say, "Are there some positive thoughts that you have never had about yourself before? Do you think these comments will help you think more positively about yourself in the future?" Then, remind students, "Thinking positively about ourselves is something that is very important. When we think positively, it makes us feel better about ourselves. When people say positive things about us, it makes us feel good. My challenge for you tonight is to go home and to say one positive thing to each member of your family and see how they react."

Student Assessment

1. Do you have more negative thoughts or positive thoughts? After today, do you think you can change these negative thoughts into positive ones?
2. Have you ever been around someone who is always negative? How did it make you feel?
3. What can you do in the future to help make your brain stronger and smarter?

LESSON EXTENSIONS

Art Extension

Have students depict people, places, and things that give them positive feelings.

Drama Extension

Have students perform short role-plays that demonstrate the power of positive self-talk.

English Extension

Have students write letters about challenges in their current grade and how having a growth mindset helped them to overcome the challenges.

English Extension

Have students analyse quotes about having a growth mindset. (*For example, "It's not that I'm so smart; I just stay with problems longer."*)

Music Extension

Have students create a "Positive Songs Playlist." The playlist will consist of all the songs they listen to when they are feeling down and need a boost of positivity. Allow students time to share their playlists with the class and to explain why each song boosts their positivity.

Technology Extension

Have students use the internet to research famous people who have experienced failure (e.g., *Oprah Winfrey, Steve Jobs, Michael Jordan, Albert Einstein*). Then, have students choose one "famous failure" and create a slideshow presentation to show how positive thinking influenced the chosen person's success.

POSITIVE THOUGHTS

I am smart.

I am a hard worker.

I am a good friend.

I am responsible.

I am dependable.

I am funny.

I am brave.

I am good at sports.

I am a great reader.

I am helpful.

I am great at math.

I am respectful.

I am liked.

I am kind.

I am artistic.

NEGATIVE THOUGHTS

I am stupid.

I never do anything right.

I am terrible at sports.

No one wants to be my friend.

Everything is hard.

I can't draw.

Everyone is mean.

My teacher always yells at me.

I hate math.

My big brother never wants to play with me.

Lunch time is boring.

I am the worst reader.

I am going to fail school.

I always get yelled at to do my chores at home.

I never do anything fun.

PERSEVERANCE & PERSONAL BEST



STANDARDS ADDRESSED

Objectives

Students will be able to define the word perseverance.

Students will be able to make and set goals.

Students will be able to list examples of things one can do to show perseverance.

Materials Needed

- Board or butchers paper and markers (“We Do”)
- “The Goals of Perseverance” activity sheets for each student (“You Do”)

Starter (10 minutes)

Ask students what challenges they face in their lives and invite students to share their stories. (*You may need to share an example to spark discussion.*) Following the discussion, tell students that perseverance is the ability for one to do their best in order to reach a goal, even if it is challenging.

Teacher Presented Knowledge/I Do (10 minutes)

Before class begins, write the following quote on the board: "I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game-winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed." —Michael Jordan

Begin the class by asking students, "Do you know who Michael Jordan is?" Tell them that he is one of the most successful athletes in the world and spent 15 seasons playing basketball in the NBA, winning six national championships and three MVP trophies. Then, ask students to read the quote on the board and share aloud their thoughts on what they feel the quote means and how it may connect to their lives.

Then, tell the class, "Did you know that Michael Jordan did not make his high school basketball team? What if he had let that stop him? What if he had not persevered?" Allow students time to respond.

Guided Student Practice/We Do (20 minutes)

Discuss with the class things that they have done already that took perseverance (*for example, riding a bike, learning to tie their shoes*). On butchers paper, create a list of these events along with a description of what students needed to do to persevere and demonstrate success. Then, create a list of things that one can do to show perseverance in any situation (*for example, practice, have patience, ask for help, keep trying*).

Give students examples of things that they will likely experience in their lives that require perseverance to be successful. You may choose to post the lists in the class as perseverance reminders.

Lead the discussion toward goal setting, which is a very important skill students can use as a perseverance tool. Define short-term goals (*goals that do not take much time to complete*) and long-term goals (*goals that one hopes to accomplish in the future*) with students. Say, "Short-term goals are the stepping stones that lead to accomplishing long-term goals. By breaking a large goal down into manageable chunks, a person is more likely to persevere and accomplish a goal."

Have the class choose one of the examples that was given of an experience that requires perseverance and work together to think of the short-term goals needed to successfully complete the long-term goal. (*For example, if a student's goal is to make the basketball team, their short-term goals would be to practice each day, attend basketball workshops or camps during the holidays, keep their grades up during school, etc.*)

Student Independent Practice/You Do (20 minutes)

Direct students to think of a difficult goal they have in their life. Pass out "The Goals of Perseverance" activity sheets to each student. Have each student write their goal down on the first activity sheet, along with a drawing of their completing the goal. Then, instruct the students to identify and write on the second activity sheet the short-term goals they will need to complete to reach their long-term goal.

Closure (10 minutes)

Allow the students to share with one another what their goals are and what they need to do to reach these goals. Discuss with the students how it is easier to accomplish our goals or persevere when we have people cheering us on. Encourage students to cheer on one another when they notice that someone is having a difficult time. A little encouragement goes a long way. Remind the students how important it is to persevere and never give up because it will enable them to do great things and reach their goals.

Student Assessment

1. Why is perseverance such an important trait to have?
2. Do you think you can be successful in life without perseverance? Why or why not?

LESSON EXTENSIONS

Art Extension

Create a class collage using drawings, pictures, words, or magazine clippings representing “perseverance.”

Culture Extension

Bring in a challenging puzzle and invite the class to persevere and assemble the puzzle together. Ideally, this puzzle will take at least a few weeks to complete. It can be placed on a side table and students can work on it during any free time. Whenever the puzzle is complete, hold a class “perseverance” celebration.

Drama Extension

Have students perform short role-plays that demonstrate the effect of perseverance.

English Extension

Read the poem “Pretty Good,” by Charles Osgood. Then, have students write poetry about a time when they gave their personal best.

English Extension

Read *Unlimited: How Wilma Rudolph Became the World’s Fastest Woman* and discuss how she persevered to reach her goals. Research 2 Australian’s who have overcome adversity and have persevered to achieve their goals.

Technology Extension

Discuss with the class that there are many successful people who have failed before they succeeded, and it was their perseverance that got them where they are today. Research successful people who had to keep trying before they succeeded. Extend your research to discover some remarkable inventions by Australians. Eg. Professor Fiona Wood researched and patented her spray-on skin technique, now used worldwide for improving outcomes of burns patients.

THE GOALS OF PERSEVERANCE

When I complete my goal, it will look like...

<p><u>Short-Term Goal 1:</u></p>	<p><u>What I'll Need:</u></p>	<p><u>What I Need To Do:</u></p>	<p><u>VISUAL:</u></p>
<p><u>Short-Term Goal 2:</u></p>	<p><u>What I'll Need:</u></p>	<p><u>What I Need To Do:</u></p>	<p><u>VISUAL:</u></p>
<p><u>Short-Term Goal 3:</u></p>	<p><u>What I'll Need:</u></p>	<p><u>What I Need To Do:</u></p>	<p><u>VISUAL:</u></p>
<p><u>Short-Term Goal 4:</u></p>	<p><u>What I'll Need:</u></p>	<p><u>What I Need To Do:</u></p>	<p><u>VISUAL:</u></p>
<p><u>Long-Term Goal:</u></p>			<p><u>VISUAL:</u></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

COOPERATION & TEAMWORK



STANDARDS ADDRESSED

Objectives

Students will be able to state why working with others can make a task easier.

Students will value skills that are needed to be a good teammate.

Students will be able to list jobs that require people to work as a team.

Materials Needed

- Board or butchers paper and markers (“We Do”)

Starter (10 minutes)

Ask students if they have heard of Aesop's fables. Tell them that a fable is a story that teaches some type of moral, or lesson, in life. Explain that you are going to read a short fable to them, and they will need to guess what the lesson or moral is. Read the following fable:

"A Lion used to prowl about a field in which Four Oxen used to dwell. Many a time he tried to attack them; but whenever he came near, they turned their tails to one another, so that whichever way he approached them he was met by the horns of one of them. At last, however, they fell quarreling among themselves, and each went off to pasture alone in a separate corner of the field. Then the Lion attacked them one by one and soon made an end of all four."

Ask if anyone knows what the lesson in this fable is and discuss. Then, tell students that today they will learn about cooperation and working together as a team. In the case of the Oxen in the fable, they could have survived against the Lion if they stood united. Because they argued and refused to get along, they each were picked off one by one.

Teacher Presented Knowledge/I Do (10 minutes)

Lead a class discussion about behaviours that promote teamwork and cooperation. Ask the students, "What activities do you and your classmates do that require teamwork and cooperation?" (*Examples may include team sports, clubs, study groups, class projects.*) Record students' responses on a chart or a board. Then ask students, "What jobs do you think require good teamwork and cooperation?" Record these responses on a chart or a board as well.

Guided Student Practice/We Do (20 minutes)

As a class, come up with important skills to remember when working as a team so that the team can be successful and write them on a chart or board. (*For example, "When we work with others, it is really important that we are good listeners."*)

Student Independent Practice/You Do (20 minutes)

Tell students that they are going to get the opportunity to practice their teamwork skills. Divide the class into pairs and tell students that they will be drawing an elephant together. However, they cannot speak to their partner, and both partners must hold the pencil while drawing. (One can hold the pencil at the top, and the other can hold it at the bottom.) Partners will be given two minutes to draw their elephant. Once the timer has started, monitor the pairs, making note of the pairs who use the teamwork skills that were reviewed earlier. Have students share their drawings.

Closure (10 minutes)

Have students reflect on the previous activity. Ask the following questions to spark discussion: “What skills did you and your partner have to use to get the task completed? What were some problems that came up in your pairs, and what did you do to work through them?” Then, remind students that it’s not always easy working together in teams. However, sometimes in life, it is most beneficial for people to work in teams in order to accomplish a common goal. It is important to always remember to treat all team members with respect.

Student Assessment

1. Why is being able to work together with others an important skill to have?
2. Do you think when you are older you will have to work together with others to get a job done?
3. What would you do if someone in your group is letting everyone else do all the work?

LESSON EXTENSIONS

Art Extension

Have students work in small groups to design a poster that represents teamwork or cooperation.

Culture Extension

Remind students that an important part of teamwork is knowing the strengths of all members in the group, as well as your own personal strengths. Invite students to participate in a “strengths interview” where they interview a peer to determine three to five of their strengths.

Drama Extension

Have students perform short role-plays that show the power of teamwork.

HPE Extension

Have students work together as one large group on the following activity. Participants stand in a circle. Start with a ball of yarn and hold on to one end while tossing the ball of yarn to a student across the circle. One by one, the ball of yarn is thrown to a student until each is holding on to a piece so that it makes a huge web. Then, challenge the students to work together to untangle the yarn by stepping over, under, and through the web so that in the end, the entire class is standing, still holding their piece of the yarn in a circle. Remind students that the point of the lesson was to learn what teamwork looks like and why teamwork is important to achieve a goal. Even if the students were not able to complete the task, they should evaluate whether they used proper teamwork skills.

HASS Extension

As homework, students can research a current community problem that takes teamwork to solve and share their findings with the class.

RESOLVING CONFLICTS



STANDARDS ADDRESSED

Objectives

Students will be able to define the word conflict and the word resolution.

Students will be able to identify a conflict when they encounter one.

Students will be able to list different strategies that can be used to resolve a conflict.

Materials Needed

- Board or butchers paper and markers (“Starter”)
- Whiteboard (“I Do”)
- “Sample ‘You-Message’” activity sheet (“I Do”)
- Conflict ideas created by you to present to the class (“You Do”)
- An “I-Message” activity sheet for each student (“You Do”)

Starter (10 minutes)

On butchers paper or a board, create a T-chart with one side labelled “Words that Light Us Up” and the other side labeled “Words that Scorch Us.” (Optional: Draw or print out a picture of a light bulb and fire to go along with each side of the T-chart.) Ask students to brainstorm words that bring “light” (for example, joy and happiness) to their lives. To prompt their thinking, ask students, “What words make you feel good about yourself when someone says them about you?” Record student responses. Then, ask students to think of words that “scorch” (for example, burn, harden, sadden) their “feelings” (egos, hearts). Again, record the words the students suggest. Following the brainstorm, tell students, “As we have just shown on this chart, words have a very special power. They can either lift someone up or tear someone down. We have to be careful with how we use our words, especially when we are upset or angry. Today, we are going to learn the best way to communicate and use our words when faced with conflict.”

Teacher Presented Knowledge/I Do (30 minutes)

Ask students if they have ever been accused of something and how it made them feel. After listening to a few student responses, show students the “Sample ‘You-Message’” activity sheet. Have students read the text conversation between Naomi and her friend. After reading the text messages, analyse the conversation by asking the following questions: Why is Naomi upset? How do you think she is feeling? How do you think her friend felt when she read Naomi’s messages? Which word is repeated the most in this conversation? (Answer is “you.”) What types of adjectives do Naomi and her friend use to describe each other? (Answer could be liar, mean, worst friend ever.) Could Naomi have talked to her friend in a better way?

Lead the class to understand that effective communication is the key to resolving conflicts. Explain to students that whenever people are upset or angry, they often accuse others of doing things and use “You-Messages” instead of explaining how a person’s actions made them feel. When accusations and hurtful words (“You-Messages”) are used by the speaker, more conflict is often triggered because the listener feels as if they are being attacked. Instead, the best way to effectively communicate during a conflict is to use something called an “I-Message.”

Explain how an “I-Message” contains three important pieces.

1. Begin the statement with “I” instead of “you,” and a statement of feelings. (Write “I feel _____” on the board.)
2. Include a statement about the problem or what happened, but only stick to the facts! Do not use any hurtful words, accusations, or insults. (Write “when you _____” on the board.)
3. End the message with why the person’s behavior has affected you and made you feel certain emotions. (Write “because _____.” on the board.)

RESOLVING CONFLICTS

When finished writing all of the parts of an “I-Message,” the final formula should look like the following: “I feel _____ when you _____ because _____.”

Inform students that the way a person says their “I-Message” is very important. Tell students, “An ‘I-Message’ should always be said in a calm voice with eye contact, confidence, and respectful body language.”

Guided Student Practice/We Do (20 minutes)

Direct students to revisit the text conversation between Naomi and her friend. Ask students to think of several different ways Naomi could have used an “I-Message” instead of a “You-Message.” As a class, have students work together to craft an “I-Message” from Naomi. To prompt their thinking, ask students to recall why Naomi is upset: What is the main problem? How does Naomi feel? Why does she feel that way? (e.g., “I feel hurt that you did not attend my party and went to the shops instead because I thought you had soccer and feel like I was lied to.”)

Student Independent Practice/You Do (30 minutes)

Hand each student the “I-Message” activity sheet. Direct students to work in pairs to come up with an appropriate “I-Message” for each conflict situation you created before class. (For example, a friend says something hurtful without intending offense, someone jumps in front of you in the tuckshop line, a younger sibling breaks something of yours.) Then have students role-play the conflict scenario and practice saying their “I-Messages.”

Closure (5 minutes)

Close the lesson by reminding students that words are very powerful and must be used wisely. When faced with conflict, it is important to use an “I-Message” to express one’s concerns without hurting anyone else and causing more conflict.

Student Assessment

1. What are three reasons why an “I-Message” is a great way to communicate?
2. How are words powerful?
3. Think of a miscommunication you have had with a parent, sibling, and/or friend. What happened? How did the words that you or the other person used affect the conflict?

LESSON EXTENSIONS

Addressing Multiple Learning Modes Extension

Select a brief clip from a movie or TV show portraying a conflict between two people. Play this clip in class with the sound turned off. Have students guess the emotions that the people in the scene might be experiencing. Then, play the scene again with the sound turned on.

Art Extension

Students can make a conflict resolution fortune teller to use when faced with a conflict. (See “Conflict Resolution Fortune Teller” activity sheet for the fortune teller template.)

Drama Extension

Students can role-play scenarios where they present a conflict and then proceed to resolve it.

English Extension

Students can analyse a conflict faced by a character in a book the class has read. Then, the students can decide the best solution the character could have chosen. They can even rewrite the ending to a story if their “best solution” differs from the solution the character in the book decided upon.

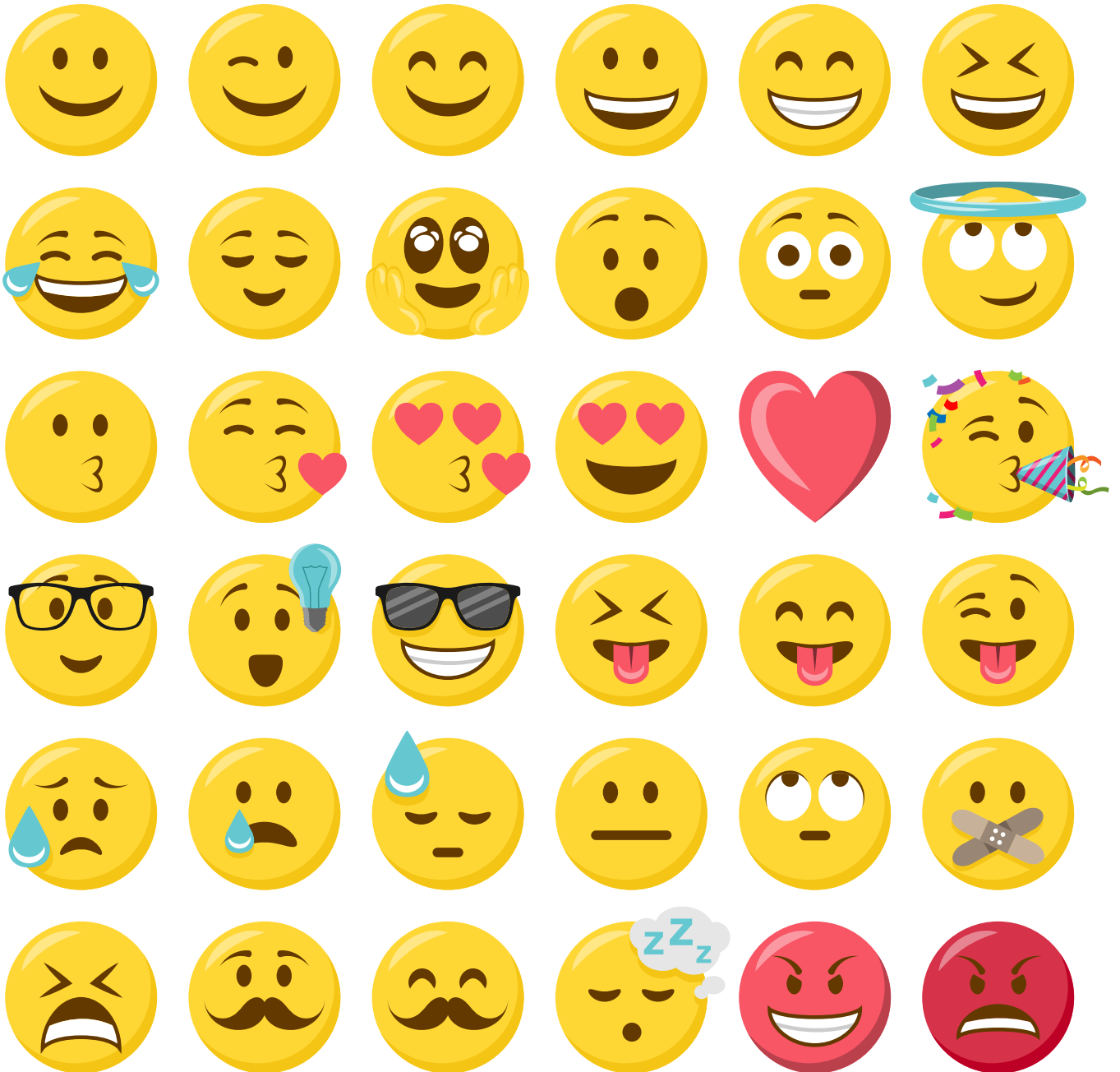
HASS Extension

Find a historical instance where conflict resolution could have been used to resolve a situation.

Technology Extension

Have students identify the emotions that common emojis are used to communicate. (See “*Emotional Emojis*” activity sheet.) Then, have students reflect on how they feel when they receive emojis like these in messages sent from others. Have them analyze communication via text messaging and the conflicts it can create versus face-to-face communication.

EMOTIONAL EMOJIS



CONFLICT RESOLUTION FORTUNE TELLER

87	Blue Say sorry	Yellow Share it!	56
Green Talk about it with someone		Get help or ask for advice	Brown
Orange Take turns/switch off		Compro-mise	Pink
12	Red Come to an agreement	Purple Let things cool down	43

“I-MESSAGE” PRACTICE

Directions: Read the following examples. Imagine they were happening to you; then, write your own “I-Message” for each example.

EXAMPLE

Your mum is making you cut your hair before you visit your grandparents. But you want your hair to stay how it is.

I feel upset
 when you make me change my hairstyle
 because I like the way my hair looks.

Fill in the blanks for the following I-Messages:

1. A teammate has been making fun of the shoes you wear to practice.

I feel _____
 when you _____
 because _____

2. Your classmates won't let you join their game at lunchtime.

I feel _____
 when you _____
 because _____

3. Your sibling calls you a “nerd” because you like to read.

I feel _____
 when you _____
 because _____

SAMPLE "YOU-MESSAGE"

Read the text conversation between Naomi (*messages in white*) and her friend (*messages in blue*).

How would you feel if you were Naomi's friend?



HANDLING PEER PRESSURE



STANDARDS ADDRESSED

Objectives

Students will understand and identify examples of positive and negative peer pressure.

Students will develop strategies to help prevent them from giving in to negative peer pressure.

Materials Needed

- Board or butchers paper and markers (“We Do”)
- “Peer Pressure Scenarios List” activity sheet (“We Do” and “You Do”)

Starter (10 minutes)

Begin by asking students how they would feel going to school all year, giving up summer vacation. After students respond, ask them, "What if this idea was popular and other students were trying to get you to change your mind? Would you?" Allow students time to respond.

Point out to students that even though the idea may have been popular with others, that did not change how they personally felt about it. Explain that they just went against peer pressure. Define peer pressure by saying, "The decisions you make help determine the type of person you will become. Whether something is popular and other people are doing it should not be the deciding force in your life. It is important to avoid the pressure to do things that you may not feel comfortable doing."

Teacher Presented Knowledge/I Do (10 minutes)

Tell students that you are going to list ways to avoid negative peer pressure. Review each strategy so every student understands what it means and what it looks like in their life:

1. Say "no" in an assertive way and show others that you mean what you say. If you appear confident, people won't be so eager to try to influence you.
2. Be kind and turn the situation into a more positive one. If you are trying to go against what others are doing or saying, give an example as to why you feel the way you do.
3. Be repetitive. Do not change your mind. Make how you feel clear by repeating yourself if you need to. If you practice saying "no" around people you trust, then you will feel more confident in saying it when you're feeling peer pressure.
4. Walk away. If you can, walk away from whatever is making you feel pressured.
5. Turn to a trusted friend or friends for help. If you have friends who you know will stand by your side and stick up for you, allow them to help you stay confident in how you feel.
6. Find help from a trusted mentor or adult. If the situation is serious and you don't think you can handle the pressure alone, talk to a trusted adult, like a parent or teacher, about what you're going through.
7. Speak up if you see peers trying to pressure others. If you aren't feeling pressured, but you know someone else is, it is likely they could use a friend and a confident supporter.
8. Check your friendships. Ask yourself if the people you hang out with are good or bad influences on your life. If you feel like they pressure you instead of making you confident in who you are, then you need to decide if they are truly good friends.
9. Make new friends. If you think your friends are not good people to keep around, then find people who respect you and share the same values and interests as you. You will be happier with these people as friends!

Guided Student Practice/We Do (20 minutes)

Inform students that peer pressure can be classified into two categories: verbal peer pressure and nonverbal peer pressure. Tell students that verbal peer pressure is pressure from friends that results from spoken words. It happens when someone says something to a person that directly puts pressure on them. Verbal pressure can include threats, mockery, or insults. Nonverbal peer pressure is pressure from friends that results from unspoken words. It happens indirectly. Nothing is said to a person, but when a person sees others doing it, the person feels the pressure to do it, too. Nonverbal pressure includes the stare down, fitting in with the crowd, and the cold shoulder.

On butchers paper or a board, create a T-chart with one side labeled “Verbal Peer Pressure,” and the other side labeled “Nonverbal Peer Pressure,” and ask students to provide examples of each. Tell students that while peer pressure is mostly viewed as negative, sometimes your friends’ influence can be a good thing; they may stop you from doing something that you may later regret, or they may encourage you to do something you were nervous about. Both verbal and nonverbal peer pressure can influence a person to make a choice or decision that can either be good or bad.

Next, ask for student volunteers to role-play a peer pressure scenario. (*Choose from the “Peer Pressure Scenarios List” activity sheet provided with this lesson or generate your own scenario.*)

Role-play the scenario and then discuss using these question prompts:

1. Was this peer pressure? How do you know?
2. Was this pressure positive or negative?
3. Was the pressure verbal or nonverbal?
4. In the future, what can be done to resist this type of peer pressure?

Student Independent Practice/You Do (30 minutes)

Direct students to work in groups to plan and act out various peer pressure scenarios (*use the “Peer Pressure Scenarios List” activity sheet for scenarios*). Inform groups that they can decide if the main character will give in to the peer pressure or will resist the peer pressure in their scenario. Hold a discussion after each group presents their scenario to the class. Ask the following questions to prompt discussion: What type of peer pressure was represented in this scenario, verbal or nonverbal? Did the character give in to the peer pressure or resist the peer pressure? If the main character did give in to the peer pressure, what do you think the consequence(s) could be? In the future, what can be done to resist this type of pressure?

After scenarios are acted out and discussed, have students write a reflection about peer pressure. Students may write about what they learned from today’s lesson or reflect on a time when they experienced peer pressure.

Closure (5 minutes)

Say to students, “At one time or another, you will experience peer pressure. It is important that you are aware that it can be verbal or nonverbal. Peer pressure can also be positive and negative. Being aware of the different types of negative peer pressure is a great way to start resisting them.”

Student Assessment

1. What are examples of verbal and nonverbal peer pressure?
2. What are two ways you can resist peer pressure?
3. Which of your personal values and beliefs would you refuse to change or give up, even if you felt pressure from another person to do so?

LESSON EXTENSIONS

Art Extension

Read the story *One*, by Kathryn Otoshi. This story is about a blue circle named One who longs to be like other colours. Students can use primary and secondary colours to create paintings about positive or negative peer pressure. Allow the colours of the paintings to dictate the type of peer pressure.

Art Extension

Students can create slogans, bumper stickers, billboard signs, or license plates about peer pressure.

Drama Extension

Play charades using common peer pressure sayings such as “loser” or “I dare you.”

English Extension

Imagine you have a pen pal asking for advice on dealing with peer pressure. What would you write?

English Extension

A chapter book for an extension *Bully on the Bus* by Kathryn Apel or a picture book *Stanley Paste* by Aaron Blabey. Both explore how to navigate interactions with negative peers and strategies on how to come out on the other side.

HASS Extension

Explain to the class that they are going to start a class- and/or school-wide campaign to end negative peer pressure. Students will work in small groups to come up with a slogan, hashtag, or mantra that will remind students to stand up to negative peer pressure. Remind students to be creative and original, and provide students with supplies to create posters. Encourage students to create pictures that correlate with their slogans, hashtags, or mantras. Inform students that the goal of their posters is to convince their peers to not give in to peer pressure! Once the students have had time to create their posters, have the groups present theirs to the class.

PEER PRESSURE SCENARIOS LIST

1. You and a group of friends are playing soccer on a field near your house. You have been told to be home by dark. Just before dark, a popular kid in the neighbourhood invites you and your group of friends to go to his house to play night tag in his backyard. All of your friends decide to go, but you know you are expected to be home at dark.
2. During computer class, one of your classmates went to a website that you know you are not allowed to be on at school. She wants you to go to the website as well so that she can show you a “cool” video. Your classmate says you are a teacher’s pet if you follow school rules all the time.
3. Geraldo really wants a pair of soccer cleats. His grandma drops him off at a local shopping centre and gives him money to go inside and buy the shoes. As he is walking toward the shoe department, he notices a group of soccer players wearing the same pair of soccer shorts. Although he has been wanting the soccer cleats for a long time, Geraldo also feels pressured to be cool and fit in with the other soccer players.
4. On the bus ride to school, a classmate asks Naquan if he can copy his homework. Naquan wants to say no because he knows that is cheating. But his classmate tells him, “Only nerds refuse to share answers. Do you want to be called a nerd?”
5. When DeAnna is at a school dance, the new girl at her school tries to come up and join her friends’ dance circle. All of DeAnna’s friends roll their eyes and move around so that they block the new girl out. DeAnna notices that the new girl looks really lonely but doesn’t want to appear “uncool” to her friends.
6. Rachel was sitting quietly in class, reading a book like her teacher instructed her to do. Suddenly, her best friend sitting beside her asks her to pass a note down to another student. Rachel is nervous about getting into trouble, but Leilani threatens to not be her best friend anymore if she doesn’t pass the note.

BECOMING A GOOD FRIEND



STANDARDS ADDRESSED

Objectives

Students will identify the attributes of a good friend.

Materials Needed

- Board or butchers paper and markers (“Starter”)
- “Attribute Pie” activity sheet for each student (“You Do”)

Starter (10 minutes)

Choose a best friend duo from a TV show, movie, or book with which the students are familiar. Then, create an attribute web on chart paper for each character, using examples from the TV show, movie, or book. (See the “Attribute Pie” activity sheet for the structure of the web.) List all of the attributes that best describe these best friends.

Teacher Presented Knowledge/I Do (20 minutes)

Next, tell students that you are going to read short scenarios in which friends are the main characters. The job of the class is to identify whether the friends are being good/giving friends and are filling one another’s lives with happiness, or are being bad/taking friends and are tearing each other down. After each scenario is read, pause to ask students whether they think the children are acting as good, giving friends, or bad, taking friends. If they think the students are not being good friends, ask how they can change their behavior or words in order to be good, giving friends. You can use the following scenarios or choose to use scenarios that are more relevant to your class.

Scenario 1:

Two students are eating together at lunch and are chatting. A new student is walking around and doesn’t know where to sit because she doesn’t know anyone yet. The two friends invite the new student to sit with them.

Scenario 2:

Two friends are sitting next to each other while taking a test. One of the friends whispers to the other, asking his friend for the answer to a question. The friend with the answers to the test is not sure how to respond because he doesn’t want to hurt his friend’s feelings or ruin their friendship, but he knows it is wrong to cheat.

Scenario 3:

A boy is playing baseball with his friends. He is at bat, and the pitcher strikes him out. One of his friends who is playing on the opposite team starts teasing him, saying he stinks at baseball.

Scenario 4:

A girl is practicing gymnastics with a friend of hers. She is having a lot of trouble mastering a back handspring. Her friend helps her by walking through the move, step by step, and spotting her as she tries it again and again.

Scenario 5:

A group of friends are playing tag at lunchtime. One boy has been “it” for a long time and is having trouble tagging another child. His friend approaches and allows him to tag her so that he can have a break from being “it.”

Scenario 6:

A girl is excited to wear her new dress to school. When she arrives, she realizes another girl in her class is wearing the same dress. She is a little disappointed to not be the only person wearing the dress, but she compliments the other girl on her style and says that they can be twins for the day.

Scenario 7:

Two boys are playing a math game where they need to race to see who can answer multiplication facts first. One boy is clearly doing a better job and is winning the game. He begins to tease his friend by saying that he isn't as smart and he needs to go home and practice before he can play the game again with him.

Guided Student Practice/We Do (20 minutes)

Tell students that, often, being a good friend may not come as naturally as they would think. Tell them that being intentional with one's words and actions is very important. Explain that intentional means that a person thinks about what they say or do beforehand, and then acts in a way that is mindful of others and is thoughtful of how one's behavior may affect others.

Next, tell the students that they are going to brainstorm ways their good friends are good, giving friends. Tell them about a good friend of yours and make a list of ways your friend "gives happiness" to others. (*For example, "My friend is a generous person. When we had only three cookies to share, he gave me two and just took one for himself."*) Then, guide each student to think of a good friend of their own. Have students write the name of the friend and make a list of ways their good friend "gives happiness" to other people. They should be sure to cite an example. As a group, the class will share their results.

Student Independent Practice/You Do (20 minutes)

Have students create attribute webs about their friends by filling in the premade web on the "Attribute Web" activity sheet. Direct students to not only state their friend's attributes but also give an example of how their friend shows that attribute. Then, have students who would like to share describe their webs to the class. While students share their webs, listen for and jot down common attributes. Conclude the lesson with a discussion about the common qualities found with all of the students' friends. Ask students, "What qualities did you find common among all of your friends?" You may want to chart these similar qualities found among all friends. Vote on the top five attributes that the students find to be the most important.

Ask the class, "Can you be friends with someone who doesn't like all the same things as you?" After the students share some responses, say, "Friends may change and may even grow apart, but the most important thing is that you always remain a good friend and show those character traits that we all look for in our friends." Lastly, discuss with the class how it is always good to make new friends, even if a person already has friends.

Closure (5 minutes)

To close the lesson, tell students, “Sometimes making new friends is difficult, but the rewards are worth it. It is important that we recognise the qualities we find important in our best friends and emulate those same qualities. To have a friend, you must learn how to be a friend. Even if someone isn’t our best friend, we still need to treat people kindly. We always need to be kind to people and mindful of people’s feelings. When we are kind and include others, we learn more about different people. We may even find that we have a lot of things in common with those people and could end up being friends with them. Making new friends is always a good thing.”

Student Assessment

1. Why is it important to have friends?
2. What can you do to be the best friend possible?
3. What qualities make up a best friend?

LESSON EXTENSIONS

Art Extension

Have students brainstorm a list of tips for developing friendships. (*For example, offer to help someone with their homework, offer a seat at your lunch table.*) Divide students into small groups. Have the groups create posters showing a few of these tips. Display the posters around the classroom.

Art Extension

Have students create a “Key to Friendship” bulletin board. Provide students with a key template and, on each template, direct students to write a character trait they feel is critical to being a good friend. Have students decorate the keys and make the bulletin board.

Drama Extension

Have pairs of students plan and present a skit/charade portraying a good friend trait. Then, the classmates will try to guess the trait.

English Extension

Have students write about what they think makes someone a good friend.

English Extension

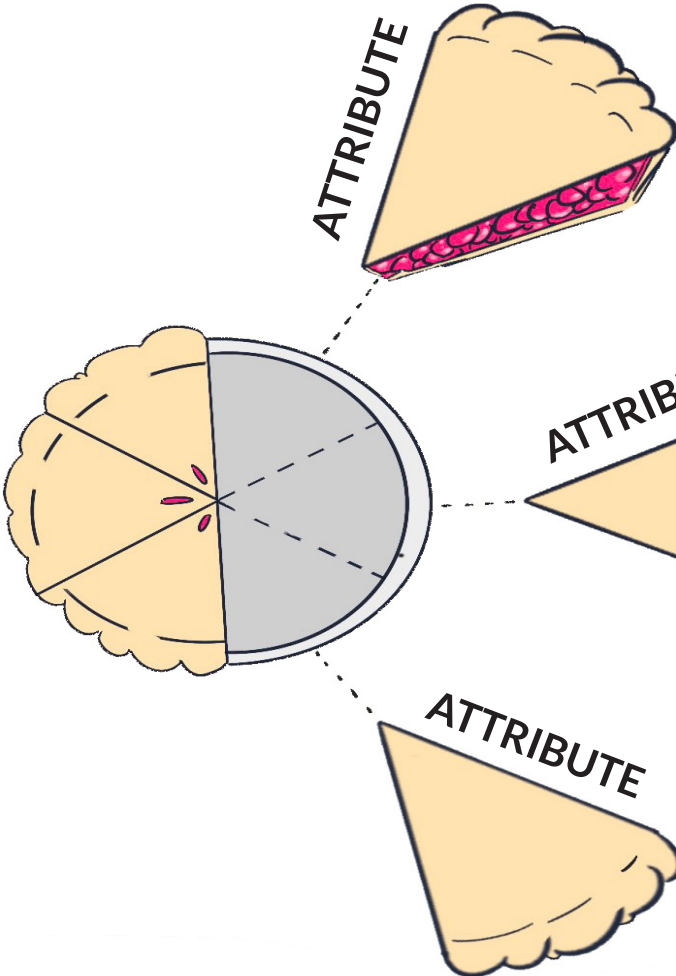
Read *Enemy Pie*, by Derek Munson, to the students. Ask students to listen for the event that caused the “perfect” summer to turn into a not-so-perfect summer. Upon completion, have the class create a cause-and-effect chart listing the effects of Jeremy Ross’s move into the neighbourhood, the “enemy pie” plan, and the day the main character spends with Jeremy Ross. Focus the discussion on the lesson the main character learns about friendship by turning his “best enemy” into his best friend. Ask how this happened and direct students to think about their best friends. Ask students, “What makes your ‘best friend’ your best friend? What attributes do best friends possess?” Have the students name characteristics and talk about why those are important traits for friends to have.

English Extension

Dub Leffler, who descended from the Bigambul and Mandandanji people of south-west Queensland authors and illustrates, *Once There Was a Boy*. It follows a story of friendship, trust, forgiveness and reconciliation.

<https://www.youtube.com/watch?v=NqyVPGHg xv0>

ATTRIBUTE PIE



Example(s)

- _____
- _____
- _____

Example(s)

- _____
- _____
- _____

Example(s)

- _____
- _____
- _____



STANDARDS ADDRESSED

Objectives

Students will become aware of how their background and experiences affect the way they view the world and interact with other people.

Students will identify and practice the behaviors of a “Good Digital Citizen.”

Materials Needed

- Butchers paper and colouring supplies for each student (“Starter”)
- Board or butchers paper and markers (“We Do”)
- “Citizenship Chart” activity sheet for each student (“You Do”)

Starter (10 minutes)

Begin the lesson by explaining to students that everyone has their own experiences, their own personal history, and their own filter through which they see the world. These experiences are like eyeglasses through which a person sees everything. (*Distribute the butchers paper and colouring supplies to students.*) Direct students to draw their own large pair of eyeglass frames, designing them in any fashion they choose. In the lenses, students should depict items, people, etc. from their lives, such as favourite foods, family, pets, sports, books, musicians, and books—anything that reflects their experiences. They may include words but should be encouraged to draw pictures. Tell students as they are drawing, “These glasses represent the experiences through which you see the world.”

Teacher Presented Knowledge/I Do (20 minutes)

Allow students to look at their peers’ glasses and notice the similarities and differences between glasses. Tell students, “Each of us has our own glasses. Every time someone looks at you, they are seeing you through their own glasses. Our view and understanding of the world are changed by the experiences we go through. As a good citizen, it is important to respect others’ different experiences and views of life.”

Then, tell students, “Another way we view the world and reflect ourselves to the world is through social media and the Internet. Can anyone tell me what I mean when I say this?” Allow for student responses and guide students to understand that what a person does on the Internet is often the only reflection others may see of them. (*To help students understand, ask if any of them follow a celebrity on Instagram or streamer on Twitch or YouTube. Ask students if they feel that they “know” them due to their social media account/streaming account. Guide students to understand that these platforms (and the Internet in general) are a “lens” through which others can get a glimpse of a person’s life.*) Tell students, “It is not only important to be good citizens in public, but it is also important to be good citizens online.”

Guided Student Practice/We Do (20 minutes)

Tell students that they are going to come up with their own class definition of “Good Digital Citizenship.” In order to do so, ask students to describe ways they can be kind, careful, and responsible on the Internet. Write students’ responses on butchers paper or on the board. (*Sample responses could include not posting anything mean about others, not messaging strangers online, not logging on to someone else’s account without permission, reporting inappropriate things.*) Remind students that it is very important, as a “Good Digital Citizen,” to always be respectful of other people online. They must remember that everyone has their own glasses, and the Internet is not a place to tease others for their life experiences and/or views of the world. Tell students to treat anything they say online as if they will be there forever.

GOOD CITIZENSHIP

Following the brainstorm, direct the class to come up with their own definition of a “Good Digital Citizen.” Write this definition at the top of the paper, and then, underneath the class-made definition, write “As Good Digital Citizens, We Will...” and make a bullet point for each way the students suggest a “Good Digital Citizen” can be kind, careful, and responsible. (*You can choose to have students “pledge” to be a “Good Digital Citizen” by signing their names on the butchers paper.*)

Student Independent Practice/You Do (20 minutes)

Stress to students that, in addition to good digital citizenship, there are many other ways they can show good citizenship. Direct students to work in small groups to brainstorm ways that they can be good citizens by making the world a better place at school, at home, and in their community. Have students write their group responses on the “Citizenship Chart” activity sheet.

Closure (5 minutes)

To close the lesson, remind students that each person in our community has their own unique life experiences that shape who they are. It is important to respect all our differences and to work together to make the community, including the online community, better. Also, tell students, “How you behave online can be a major reflection of who you are. ‘Good Digital Citizens’ always strive to be kind, careful, and responsible online.”

Student Assessment

1. What are three ways you can be a “Good Digital Citizen”?
2. Why is it important to be a “Good Digital Citizen” online?

LESSON EXTENSIONS

Art Extension

Have students work as a group to create a poster, collage, or comic strip depicting good citizenship.

Drama Extension

Role-play being a good citizen in school, at home, and in the community. Using butchers paper, write down the ways that students show good citizenship.

English Extension

Have students write about what “good citizenship” means and how they can be good citizens.

English Extension

English extension: *Old Enough to Save the Planet* by Loll Kirby explores 12 children from around the world who are making a difference and taking action in their communities and how they became campaigners for our Planet.

English Extension

Read *Only One You*, by Linda Kranz. Direct students to listen for the advice that Adri’s parents share with him. After reading the story, write the advice on butchers paper or on pebble-shaped construction paper. Ask the students, “Which of the following words of wisdom do you find to be the most important and why?” Allow students time to share. Then, focus the discussion on the part of the story where Adri is told, “There’s only one you in this great big world...make it a better place.” Explain to the class that when someone does something to make our world a better place, they are being a good citizen or showing good citizenship.

HASS Extension

Host a weekly “Current Events Day” and assign each student a week to bring in a current events news article of interest. Have students write a brief summary of the article and why they chose to share it, and allow them time to present articles to the class.

CITIZENSHIP CHART

I am going to make this world
a better place by...

At school	At home	In my community