Tell Me; I’ll Listen

For ages 6-9, Language Arts

Overview
Children learn the importance of listening, a hallmark of respect.

Materials
- Angel Child, Dragon Child by Michele Maria Surat (or any story that points out the role listening plays in understanding)
- Drawing paper
- Crayons

Procedure
1. Read or summarize Angel Child, Dragon Child by Michele Maria Surat.
2. In this story, a Vietnamese girl named Hoa is teased and ridiculed at her new American school because of her language and dress. In one instance, she is taunted by a classmate and fights back. To settle the dispute and teach the children a lesson, the principal orders the two children to complete an unusual assignment. The girl must tell her tormentor about Vietnam, and the boy who teased her must listen and write down her story. This leads to a friendship between the two children — and ultimately to the whole school creating a fundraiser to help reunite Hoa’s family.
3. Discuss how this story illustrates the importance of listening and how our viewpoints about other people change if we take time to understand them better.
4. Inform the students that they will practice listening. Divide students into pairs. Instruct them to tell each other about their family and what they like to do together. Have each child draw a picture of an activity that their listening partner shared about his or her family.
5. Have the children share with the class what they learned about their partners from listening to them. If possible, have the children share pictures of their partner’s family.

This lesson is from the Good Ideas book, available for purchase from the CHARACTER COUNTS! online store: http://www.charactercounts.org/materials
Wall of Respect

For ages 6-9, Arts

Overview
Children discuss the difference between respect for authority figures and respect for peers. After citing examples of how they can show courtesy and respect to their peers, they express these ideas in drawings of respectful behavior that are posted on a "wall of respect" as a reminder of appropriate behavior.

Materials
- One photocopy of Respecting My Friend worksheet for each child
- Enough markers, crayons, and/or pencils for all children to draw and color pictures at the same time

Handouts

Procedure
1. Ask: Who usually tells you to show respect, and what do they mean? Solicit answers (they will probably mention authority figures such as parents and teachers) and discuss why these people deserve respect.

2. Say: We all know it's important to show respect for adults, but it's also important to respect our friends. This means treating them as we would like to be treated and being polite. What are some ways you can be respectful to your friends? Discuss their comments before moving on to the drawing activity.

3. Distribute copies of the Respecting My Friend worksheet. Tell them you’d like to see pictures of what they’ve said so far. Have each child draw a picture of being polite or showing respect to a friend.

4. Have them share their pictures, describing what they drew and why it’s important. Post their pictures on a "respect wall" as a reminder. If a conflict arises between students or one is spotted acting disrespectfully toward another, refer to relevant drawings.

This lesson is from the Good Ideas book, available for purchase from the CHARACTER COUNTS! online store: http://www.charactercounts.org/materials
Contributed by Candace Lamma, Rappahannock County Elementary School (Washington, VA).
Financial Plans

For ages 6-9, Mathematics

Overview
Capitalize on the energy students bring to class by instituting an economic system based on responsibility and caring. With this classroom management strategy, students will gain a greater understanding of the value of money by exploring its various forms: coins, bills, checks, and credit cards.

- Compare different forms of currency
- Appraise the value of objects and services
- Create an expense report accounting for imaginary purchases
- Collaborate with students of different grade levels to model financial exchange situations

Materials
- Character Currency handout
- Scissors
- Crayons
- Pens
- Paper

Handouts
- Character Currency Handout

Procedure
Tell students

> You are going to have the chance to earn and exchange Character Currency, which is fake money that works a lot like real money.

1. Distribute one Character Currency handout to each student. Direct them to fill in their names and pictures where appropriate, color, then cut out each shape.
2. Ask students to identify and explain how each of the currencies work. Invite students to act out each type of transaction.
3. Tell the class that, for this activity, they will practice using this money for a good cause. If possible, invite a class of younger or older students to join your students in this activity.
4. Encourage students to brainstorm different charities they would like to help and record the responses on the board.
5. Pair students by age. The older students will pretend to be bankers, helping the youngsters donate their Character Currency.
6. Direct younger students to select three of their favorite charities and decide how much of their Character Currency they would like to donate. Explain that they have a budget of $100, and cannot spend more than this amount. Students can write checks, charge money on credit, and withdraw money with their debit cards.

7. Meanwhile, older students will record these transactions on paper by writing the amount spent next to the name of the charity. They must add the values as they go along to be sure they are staying within budget.

8. After students have completed this activity, encourage them to write a few sentences reflecting on what they learned while spending money to help others.

This lesson is from the Josephson Institute Foundations For Life essay-writing program. For more details on this maxim-based program, visit our website:

http://www.ffl-essays.org/
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<table>
<thead>
<tr>
<th>Area: BATHROOM</th>
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<tr>
<th><strong>I Am Responsible</strong></th>
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<tr>
<th><strong>Teaching Examples</strong></th>
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<tbody>
<tr>
<td>Example: When Sandy washes her hands, the water splashes the wall. She cleans it up before going back to class.</td>
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<tr>
<td>Non Example: Sam drops several paper towels on the floor when pulling one out to dry his hands. He walks off and leaves them.</td>
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<td>Example: Tom notices a puddle of water on the sink. He tells his teacher so no one will slip.</td>
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<thead>
<tr>
<th><strong>Kid Activity</strong></th>
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<tr>
<td>1. Make a chart of situations that need cleaning up in the bathroom.</td>
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<tr>
<td>2. Discuss situations in the bathroom that may need to be reported.</td>
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<td>3. Discuss the custodian’s job. Examine how leaving or making a mess on purpose impacts his/her job.</td>
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<th><strong>After the Lesson</strong></th>
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<td><strong>(During the Day)</strong></td>
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<tr>
<td>1. Provide opportunity and time for students to clean up after themselves.</td>
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<td>2. Discuss why things have a place (i.e. trash in trash can, not in toilet).</td>
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Setting: Bathroom

Skill and Critical Rule:
“Today we are going to talk about ways to be “RESPECTFUL” in the bathroom.

What are some ways that we can be “RESPECTFUL” in the building?

Ask students to define what being RESPECTFUL means. Shape their responses into observable behaviors (e.g. if they can say to be “nice”, ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play…).

What are some ways we can

- Respect others privacy
- Use a quiet voice
- Keep environment clean

Review above key behaviors and any other skills the students identify

Ask students to.

Shape their responses into observable behaviors.

There are several different times we can be RESPECTFUL
For example:

Demonstration and Role Playing

Demonstrations:

I am going to show you some ways to be RESPECTFUL and some ways to be DISRESPECTFUL. I want you to watch me and see if you can tell me if I am being DISRESPECTFUL.

After each example ask the student if you were BEING RESPECTFUL. Ask what you might do instead during non-examples.

Examples

- (E) Stay focused on what your’re doing instead of focusing on others
- (E) How to flush a toilet
- (N) Watching others in the bathroom

If you choose to use role-playing, remember that students may only model positive behaviors. Teacher should always model negative behaviors.
**Role Plays:**

Set up a few practice sessions with your students. Students to role-play appropriate examples of a skill.

Following each role play, review with all students

Was he/she safe?
How do we know?

**Role Play Examples**

**Review and Test**

Ask students to identify key behaviors to being RESPECTFUL.

**Homework**

Write down 3 examples of what RESPECTFUL BEHAVIOR looks like.
STAR Quality Expectations

Week 10: I am Safe in the Cafeteria

I will keep my hands and feet to myself; I will keep food on my tray; I will ask an adult before leaving the table; and I will walk to clear my tray

Tell-Show-Practice-Feedback-Reteach

Tell: Read the weekly expectation from matrix. Discuss the rationale behind our expectation. (Being safe is a part of being a star quality learner. When we are safe in the cafeteria, careless accidents won’t occur and we can have a peaceful lunch.)

Show: Invite a small group of students to model being safe when having lunch in the cafeteria. Discuss with the class what they saw, and why it was a model of being safe in the cafeteria.

Practice: Role play-What does being safe in the cafeteria look like?

Example: George is waiting in line for his lunch. He picks his lunch tray up with two hands and notices a spill on the floor. He walks to his table and tells one of the adults in the room about the spill.

Non-Example (TEACHER MODEL): Jordan and Gina see a spill on the floor and decide to slide through it instead of walking around it.

Feedback: Continue to look for students who are showing our expectation of being safe in the cafeteria. Pass out star cards using positive performance feedback.

Reteach Ideas:

• Use morning announcements as a discussion launch pad to remind students how to be safe in the cafeteria by following rules without reminders, being honest and following transition routines.
• Brainstorm what it means to be a safe student. Write these guidelines on the board. Have the children make posters of these behaviors to put on around the school.
• Write about someone you think is very safe. What do you like about that person?
STAR Quality Expectations

I am Safe on the Playground

I use equipment appropriately. I stay in designated areas. I walk to line when the whistle blows. I keep woodchips on the ground. I request help when needed. I wear the correct shoes for outdoor play.

Tell-Show-Practice-Feedback-Reteach

Tell: Read the weekly expectation from matrix. Discuss the rationale behind our expectation. (Being safe on the playground is a part of being a star quality learner. When we are safe on the playground we can have fun and no one gets hurt.)

Show: Invite a small group of students to model correct way of being safe on the playground. Discuss with the class what they saw, and why it was a model of being kind on the playground.

Practice: Role play-What should being safe on the playground look like at McAuliffe?

Example: As soon as the whistle blows, Zach stops bouncing the ball, walks to the line holding the ball with two hands. This allows for the quick re-entry into the building so the next class may come out and students are not late to transition to other classes or activities.

Non-Example (TEACHER MODEL): When the whistle blows, students continue to shoot baskets and the teacher must leave the group and go and get the students still playing ball.

Feedback: Continue to look for students who are showing our expectation of being safe on the playground. Pass out star cards using positive performance feedback.

Reteach Ideas:

- Use morning announcements as a discussion launch pad to remind students how to be safe on the playground.
- Continue to remind students of expected behaviors each time they are on their way to the playground.
- Make posters illustrating how students should be playing on the playground using our playground safety expectations.
Accountable, Responsible
Secondary, Hallway, Classroom

Skill: Being on Time

Rationale: Being on time to class demonstrates you are responsible and accountable for your own actions. Being on time to class demonstrates you have effective time management skills.

Skill Steps:
1.) Know exactly when you need to be where you are going and how long it will take you to get there.
2.) Know how much time you have in between classes.
3.) Go directly to your next class without unplanned diversions.
4.) When you arrive to class, gather materials and begin entry activity immediately.
*Skill Steps should be posted and practiced.*

Teaching Examples:

Example: Students will utilize their schedule to plot restroom and locker breaks. Students will use a map of the building to figure out which classes are close in proximity and allow time for breaks. Students will practice the first week of school while tardies do not count their new plan to incorporate restroom and locker breaks. Cooperating teachers will mark on calendar days the tardies that are experienced during the trial time. Students will revisit and revise plans where tardies are noted. The advisory or first hour teacher will individually check the students on time plan to see if it is reasonable, and if tardies were avoided during the trial period. This plan will be revisited and possibly revised by administration if a tardy problem ensues.

Non-Example: The teacher will take her class into the hallway and demonstrate poorly planned breaks. The teacher will use a stop watch to demonstrate how going to a locker or taking a restroom break, and having a class in the opposite end of the building will cause tardies. The teacher will also model how standing in the hallway talking to friends will cause the student to lose travel time to their next class, and may cause a tardy.

Example: Students will be taught the walk and talk strategy to keep them moving from class to class. Students will be taught the hallway expectations in the hallway setting. Students will be taught how to walk and talk and keep moving to class while they socialize. Students will walk with friends who have similar destinations. Students will view friends’ schedules and decide who is heading in similar directions. Those students will walk together to class to avoid tardies. Students will learn from previous role play the time they can have a standing conversation, and not be tardy.

Student Activity:
1.) The students will develop and scribe a schedule in their planner of when locker and restroom breaks will fit into their daily schedule. The advisory or first hour teacher will accept this plan based on the number of tardies in the first trial week of the plan. When the plan is approved it will be kept on file with the cooperating teacher.
Title of Lesson: Showing Caring—Sing an African Greeting Song!

Teacher: Calista Martin

Objective (from the Expectations Matrix): Caring—Include Others

Procedure (teach, show):
1. Learn the Song “Jambo” from the 3rd grade curriculum
2. Practice patting the beat with the song.
3. Explain actions: students will walk around the room shaking hands with each person the pass on the beat. Students will observe music room rules. Students will try to include as many other students as they can before the song ends.
4. Practice the actions one time with the teacher walking and shaking hands with students on the beat and students standing still.
5. Class discussion about including everyone in the class.

Check for Understanding (practice):
Students walk around to the beat and sing while shaking hands with their classmates. Teacher watches for correct interpretation of the beat, and caring behavior shown by shaking hands with every child near by. Teacher also watches for understanding of the three music room rules.
### Teaching Rules & Behavior Expectations Lesson Plan

<table>
<thead>
<tr>
<th>Step 1: Identify &amp; Provide rationale for teaching the rule</th>
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<tbody>
<tr>
<td><strong>Respect Yourself &amp; Others</strong></td>
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<tr>
<td><strong>Rationale:</strong> Expectations for interacting with others will aide in promoting a calm, positive learning environment.</td>
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<tr>
<th>Step 2: Lesson plan objective(s)</th>
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<tbody>
<tr>
<td>1) When asked, 5 randomly chosen students will recite the specific behavioral expectations for this rule, with 100% accuracy.</td>
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<tr>
<td>2) When quizzed, the class will complete the expectations grid with 80% accuracy</td>
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<tr>
<td>3) When asked, all students will recite the 4 school-wide rules with 100% accuracy.</td>
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<th>Step 3: Identify a range of examples</th>
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<tr>
<td><strong>Positive Teaching Examples</strong></td>
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<tr>
<td>1) Speak using kind words only</td>
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<tr>
<td>2) Follow directions the FIRST time</td>
</tr>
<tr>
<td>3) Listen while others speak</td>
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<tr>
<td><strong>Negative Teaching Examples</strong></td>
</tr>
<tr>
<td>1) Swearing (in an isolated manner or at others), name calling, cracking, etc.</td>
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<tr>
<td>2) Arguing with teacher, refusal to comply, waiting until your friends comply</td>
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<tr>
<td>3) Interrupting, talking to others, looking at or playing with other materials</td>
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<tr>
<th>Step 4: Practice/Role-play activities</th>
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<tr>
<td>Role-play:</td>
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<tr>
<td>1) Teacher reads a scenario of students being disrespectful in classroom. Students raise hand and suggest (using positive teaching examples) how to correct the situation.</td>
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<tr>
<td>2) Students act out positive behavioral expectations as teacher re-reads each scenario.</td>
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<tr>
<td>Practice:</td>
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<tr>
<td>Across several routines through the day, students will practice each of the behavioral expectations for respecting self &amp; others</td>
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**All demonstrations of positive behavioral expectations will result in verbal praise & points toward a larger class incentive**

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<tr>
<th>Step 5: Assess student progress</th>
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<tr>
<td>Students will recite behavioral expectations specific to this rule. Also, students will be responsible for demonstrating behavioral expectations through role-plays &amp; practice opportunities across daily routines. Lastly, students will complete the behavioral expectations grid. When all lessons are complete, students will be asked to recite all four school-wide rules.</td>
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<tr>
<th>Step 6: Evaluation</th>
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<tbody>
<tr>
<td>Follow-up evaluation of office referral forms, progress toward meeting classroom incentive goals. Review academic achievement for first marking period.</td>
</tr>
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</table>
Simón dice "¿Quién eres tú?" de Linda Starr, fuente: Education World

**Subjects**

Health, PE

**Grade**

K-2, 3-5

**Breve descripción**

Los estudiantes juegan una variante de Simón dice que resalta sus similitudes y diferencias.

**Objetivos**

Los estudiantes explorarán sus similitudes y diferencias.

**Palabras clave**

Simón dice, tolerancia

**Material necesario**

Ninguno

**Plan de lección**

- Explica a los estudiantes que jugarán una versión de Simón dice en la que solo algunos estudiantes responderán a cada comando.
- Dile a los estudiantes que deben observar con atención mientras juegan el juego porque al final, cada estudiante debe decir una nueva cosa que aprendieron sobre un compañero.
- Lleva un juego de Simón dice. Da tales instrucciones como
  - Simón dice "Todos con ojos marrones, levántense.
  - Simón dice "Cada uno con un perro como mascota, pon tu mano derecha en tu cabeza."
  - Simón dice "Todos cuyos deportes favoritos son fútbol, círculo por un pie."
  - Simón dice "Todos que hablan más de una lengua, salta arriba y abajo."
- y así sucesivamente. Elige categorías apropiadas para tus estudiantes.
- Al final del juego, haz que los estudiantes se sienten en un círculo. Pide a cada estudiante que mencione una manera en que él o ella y otro estudiante son parejos. La característica que comparten debe ser algo que no sabían antes de jugar el juego. Los estudiantes podrían decir, por ejemplo, "No sabía que Katie hablaba español" o "No sabía que Jose era zurdo."

**Evaluación**

Los estudiantes serán evaluados informalmente durante el juego.