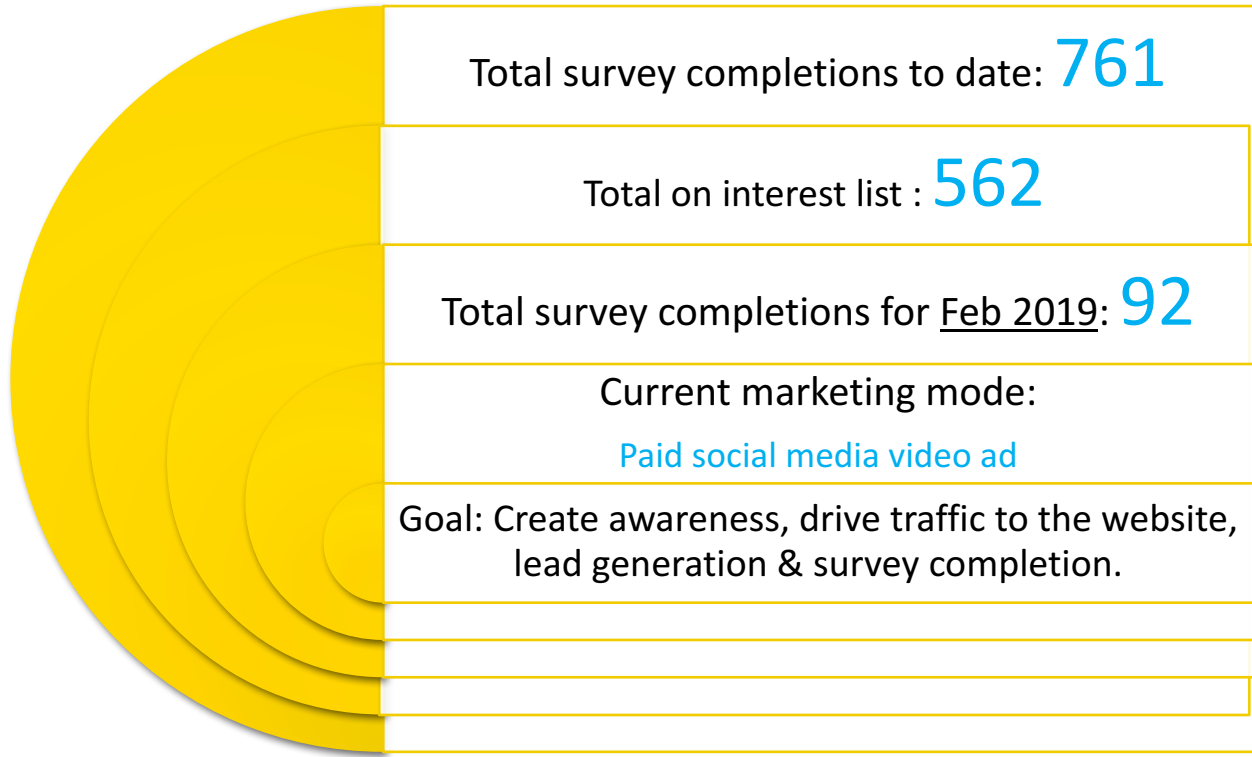




Marketing Metrics

WPA



Survey Questions

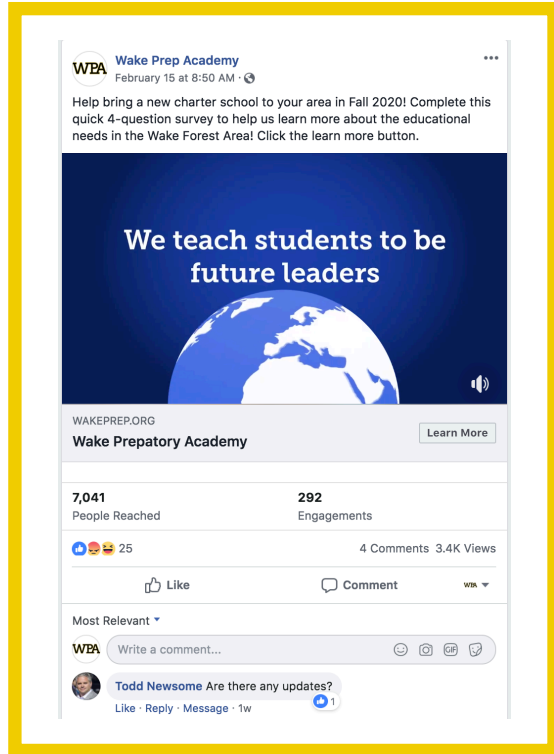
Complete this quick 4-question survey to help us learn more about the educational needs in the Wake Forest Area!

If a new K-10 tuition free public charter school opened in your area, how likely would you be to send your child to that school?

Are you satisfied with your current school options?

What do you feel is the MOST IMPORTANT reason to open a charter school in our community?

Which type of school model interests you more?



Paid Social Media Ad (video)

Total Feb Spend - \$700

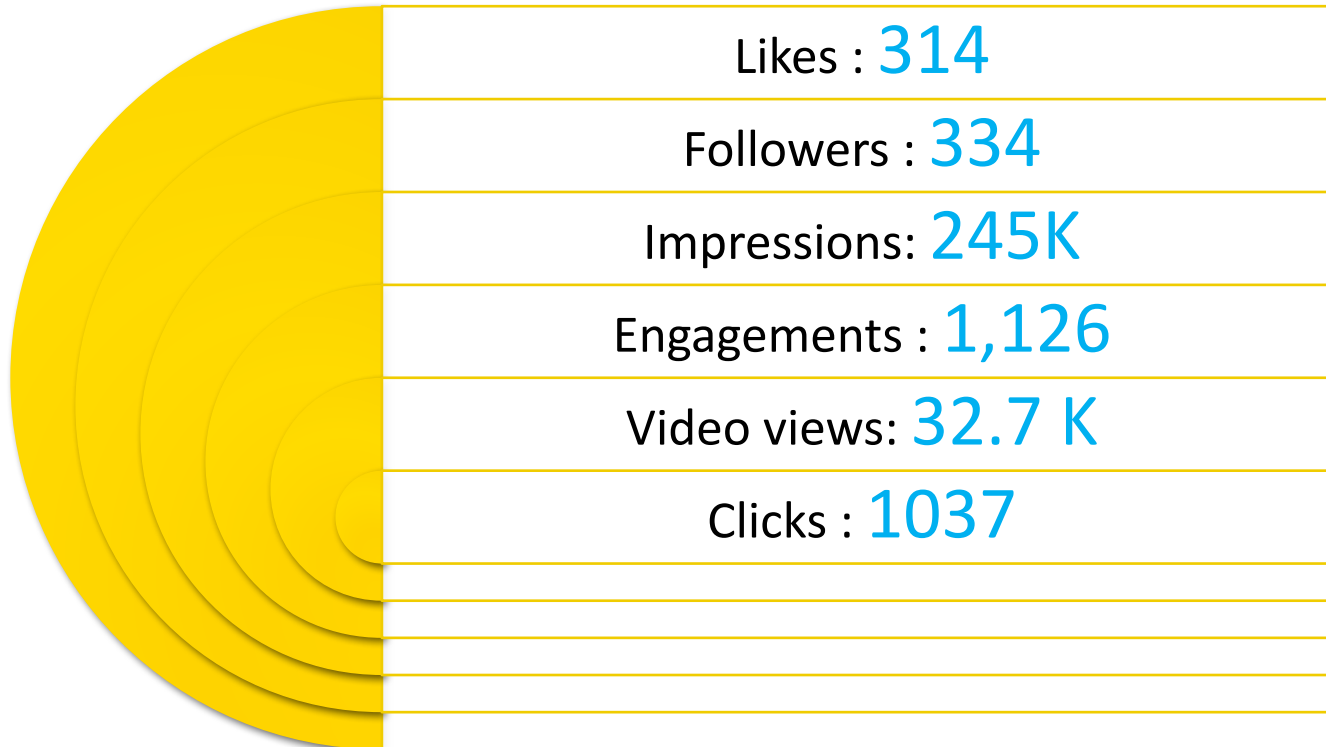
CTR-2.3%

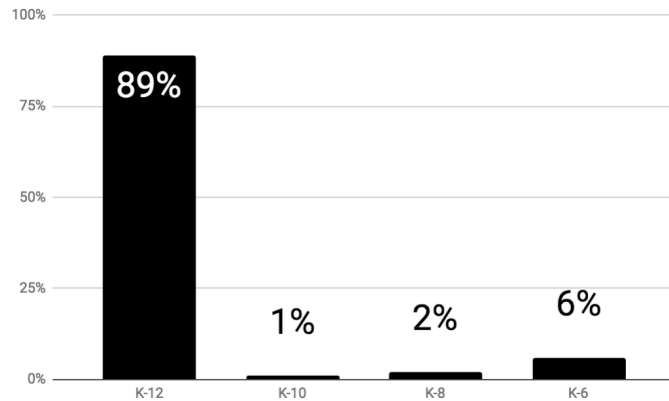
CPC- \$.71

27 Likes

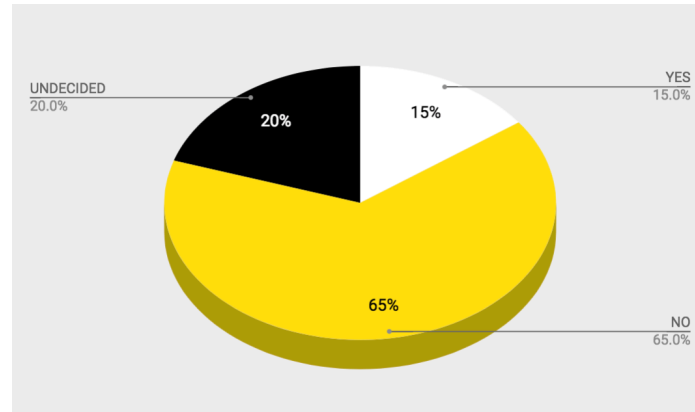
Organic Social Media Stats

Year to Date

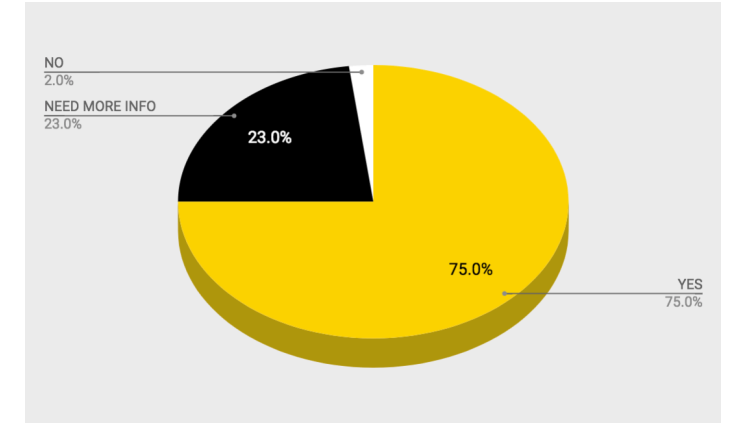




What school model survey respondents are most interested in.



Percentage of survey respondents who are satisfied with their current school options.



Percentage of survey respondents who indicated they we're interested in a new charter school opening in their area.

Top Survey Results

Community Outreach

FAMILY FRIENDLY EVENTS

- Exclusive Event Sponsorships at:
 - Neighborhood & City seasonal & summer events
ie. Spring festivals, summer bashes,
 - Vendor tables at local YMCA's, Boys & Girls Clubs, Churches



POLITICAL LEADER ENGAGEMENT

- Outreach and networking with the leaders of the community



Website

- Bi-weekly updates & enhancements
- Migration to new website platform in (less than 6 months) with a new look
- Continuous updates to back end of website to increase to speed
- Heat mapping to determine most visited pages.
- Most visited pages now:
 - #1 - Environment Page
 - #2- Contact Page, Leadership & Academics (Tied)





Lead nurturing

- Starting email drip campaign to families who :
 - Completed the survey
 - Signed up to be added to the interest list
 - People who attended past events
 - Contacted us

Thank you from your Charter One Marketing Team!

○ Q & A



Claire Beuden
Graphic Designer



Shae Arellano
Director of Marketing



Caitlin Bohrer
Communications Specialists



Wake Preparatory Academy (WPA) Clarification Document

This clarification document addresses some of the larger concerns and additional questions highlighted by the Charter School Advisory Board. WPA's Board is prepared to discuss any concerns and questions orally during our interviews. However, we thought addressing some of them here would be helpful to the CSAB. In addition, we have uploaded our RAISE curriculum for K-5 and our enrollment figures to the portal. Thank you for your time.

I. Application Contact Information:

Enrollment:

WPA selected Charter One as their EMO because the organization has unique experience in starting and operating K-12 charter school campuses. Survey results reveal that over 1,200 families want the full K-12 charter school experience for their students. Charter One is accustomed to opening and operating full K-12 campuses with enrollment at this level (and beyond). Given the demographics of the area and the confirmed interest from local residents, we're confident we'll hit the targeted enrollment.

The anticipated enrollment numbers are very realistic. As mentioned above, WPA has generated an interest list of more than 1,300 families. This interest list is not just a "Facebook like." Interested persons are required to fill-out a survey, select their interest in the school, and subscribe. The list also represents households, many of which have more than one child in the home. Such interest indicates that the school will have little difficulty in satisfying enrollment estimates.

Additionally, surrounding charter schools have significantly large waitlists. We will be pursuing articulation agreements with charter schools in the area who end at grade eight. Furthermore, a significant number of surrounding LEAs are also over 100% capacity.

We believe this type of rapid growth does align with the school's vision of culture and quality. The demand of such a school is indicative of this. We have found that households are desperately searching for, not only a high-quality school of choice but, a school that teaches moral and wholesome values. Such values are imbedded in the fibers of the charter.

II. Mission, Purpose, and Goals:

Mission Statement:

WAKE PREPARATORY ACADEMY

Wake Preparatory Academy will provide a challenging, individualized education program with a moral focus while preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

Wake Preparatory Academy will accomplish the “moral focus” portion of its mission by implementing the RAISE curriculum in all grades, K-12. RAISE (Respect, Accountability, Integrity, Service, Excellence) includes 5 universal core values that society depends on in order to function properly. Students will learn about these values at WPA and will then enact these values in their daily lives, thereby improving their community through their examples.

By “paths to acceptance,” students will either have been accepted to colleges of their choice, jobs of their choosing, or internships for their anticipated careers. If not, they will be on the right track to secure these placements to have success after high school. Each student will be expected to complete two AP courses in order to graduate from WPA with a high school diploma. With this minimum requirement, students will be better prepared for college-level coursework. Additionally, students will gain valuable preparation for college through group work in all other classes where individual responsibility in a group setting is expected.

The combination of RAISE character education, technology focus, and PBL make Wake Preparatory Academy a unique offering. Over 1,300 families want Wake Preparatory Academy in their area.

Educational Need and Targeted Student Population:

Unfortunately, Rolesville HS and Wakefield HS (both WCPSS) did not meet minimum rates for 11th grade Math and ACT participation in the 2017-18 school year. Further, research into WCPSS aggregated student performance data for the 2016-17 school year revealed that 35%-48% of students are not at grade-level proficiency.

WPA’s mission differentiates it from area LEAs. Students will find a school that improves their prospects of being college and career-ready through Project-based Learning, aided by technology in a distraction-free environment where the RAISE values are taught and exhibited daily by students, teachers, and staff. Wake Preparatory Academy does not believe area students lack a moral focus, but we do believe we can contribute to positive student behaviors through character education via the RAISE curriculum.

WPA’s interest list, which is still actively growing, now includes over 1,300 families, many of which have multiple students. We anticipate little problem meeting enrollment projections, as a result.

III. Education Plan:

Instructional Program:

ALA, operated by Charter One, consistently score higher on the AZMerit test (End of Year test) than their neighboring LEA's. With expert curriculum specialists working in tandem with dedicated teachers, a distraction-free learning environment where students take accountability for their learning, and PBL where students have voice and choice, we have every reason to think that the education outcomes for the community will improve.

Some critical indicators used to assess the college prep aspect of the school will include enrollment in AP courses, the Pass/Fail rate of our AP courses, and the progression through prerequisites for AP courses. Since all of our students, unless indicated by an IEP and approved by administration, will graduate with a NC Future Ready Core Course of Requirements plus an additional two credits in World Languages, this will also be an indicator that our mission is being executed effectively.

In regard to PBL, when planning PBL projects, teachers begin with the end in mind. They will follow their curriculum guides which are aligned with the state standards and plan projects that when completed by the students, illustrate how the students have absorbed and learned those standards.

WPA will follow the required state testing and other metrics that will determine whether it is meeting the NC Accountability Model. Based on our beliefs in our curriculum, that we will hire qualified teachers and provide them with training and professional development, and the success that PBL schools in the state have had, we have no reason to believe that PBL would detract us from meeting the NC Accountability Model. For example, The Duke School which uses systematic instruction and integrated project work (PBL) has shown that PBL is one of the reasons its students go on to have high GPAs, test well, and get accepted to select colleges. Voyager Academy, one of the only other K-12 PBL charter schools, has a school report card of a B, has exceeded growth each year, 3 out of the last 4 years (in 2015-16, it met growth).

The instructional programs and our PBL model increase the use differentiation of learning materials, provides scaffolding, student choice and engagement, and allows for varied level group learning - all of which will help close achievement gaps and teach our students how to learn.

WAKE PREPARATORY ACADEMY

According to “Project Based Learning Research Review: Evidence-Based Components of Success” by Vanessa Vega on the Edutopia website: “Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments (Johnson, Johnson, & Stanne, 2000; Springer, Stanne, & Donovan, 1997; Terenzini, Cabrera, Colbeck, Parente, & Bjorklund, 2001; cited in Oakley, Felder, Brent, & Elhaji, 2004). Collaborative learning promotes time on task as well as friendships across diverse groups, such as race, ethnicity, gender, or school cliques (Johnson & Johnson, 2009). Collaborative learning benefits students across grade levels, academic subjects, gender, ethnicity, and achievement level (Slavin, 1996).

Frequent feedback enables teachers to adapt their instruction to target students' learning needs, while providing students with information to develop their work. What's more, by emphasizing the process, effort, and strategies involved in accomplishing a task -- as opposed to focusing solely on the final product -- students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000).” There is a plethora of other peer-reviewed and respected articles on the success of PBL available from sites like the Buck Institute and Edutopia.

Since WPA won't be solely focused on PBL, PBL will not be the sole basis for instruction. At least one unit per semester will be PBL. Teachers can collaborate on these unit/projects as well. For example, when an English II class read *Things Fall Apart*, they studied symbolism (specifically African symbolism) and character analysis. Therefore, they created a mask that was representative of a character in the book on one half and themselves on the other, highlighting how they were similar or different to the character. In Chemistry class, the students used different formulas to create different types, textures, and colors of paints that the students then applied to their masks. While this was a longer unit for English II and one that met many standards, it was a much shorter unit in Chemistry, lasting only a week. Traditional learning still occurred (teacher-focused lessons on symbolism, reading groups for the novel, chemistry concepts, etc.) but students still applied voice and choice, persistence/accountability, flexible thinking, and other elements of PBL to their work. They had to understand the elements of chemistry to make paint that would work on their masks and they had to have read *Things Fall Apart* and analyze the characters but making this a PBL unit forced the students to learn more deeply - even about themselves.

Another example project shows what PBL would look like, how it would be taught, and how it can connect across subject areas. In a collaboration between the English I and World History class, the students answered the essential questions: “What is the



anatomy of a revolution” and “How can allegories show history?” In English class, students read George Orwell’s *Animal Farm* and charted its allegorical components while simultaneously learning about the Russian Revolution in World History. When the book and Russian Revolution lessons were complete, students were assessed through a traditional test. Then, in groups, they chose from a list of revolutions around the world provided by their history teacher. Students used English and World History time to research the revolutions and create an allegory to explain them. As an added bonus, in physics class, these students created a 3D bust of their most symbolic animal from the allegory and enhanced it with an electrical component, answering the question, “how do you create an electrical revolution” and meeting the physics objective of understanding how electricity works. For English and World History, the project met the following state standards: [CCSS.ELA-LITERACY.RL.9-10.6](#), [CCSS.ELA-LITERACY.W.9-10.9](#), WH.H.1.1, WH.H.1.4, and WH.H.6.2. You can see how the PBL project was assessed here: <https://docs.google.com/document/d/17YXhVMv-UQLxJ03AScsyDIYqhv3kQT0NL-Rvc1WlokI/edit#heading=h.q0bu6vnp2kb>, highlighting the student choice, 21st century learning, inquiry and innovation that were used, as well as the PBL traits and how they were assessed.

Exceptional Children:

WPA will follow standard protocol for the identification of students with existing IEPs including, primarily, the review of student records from previous schools. Often, parents of students with IEPs discuss this with teachers and administrators prior to the first day of school, which will also aid in identification.

IEPs will be entered into and tracked through the use of CECAS or ECATS. WPA’s duly-licensed EC staff will follow standard policies and procedures in the evaluation, intake, and appropriate service/accommodations for each individual student. For more details, please see the charter application.

As noted in the application, “All school personnel will receive compliance training and ensure that all IEP and 504 records remain confidential. These documentations will be kept in a separate filing location with access granted only to EC teachers, administration, the counselor, and teachers of the EC student.” EC personnel and administration will keep the key to the locked filing location in their possession and allow counselors and teachers of the EC student access only under their supervision. Everyone will be required to log entry into the filing location.

Allocation of personnel will be based on the needs of the students, which will not be evident until enrollment is complete. WPA will gather all necessary information, including IEP documentation, etc., and determine appropriate staffing levels to best



serve the needs of the students and meet applicable requirements. WPA will adjust staffing levels according to enrollment, as required.

WPA will rely on specialized curriculum for EC students (from Houghton Mifflin Harcourt, or “HMH”), which will be implemented by licensed EC teachers. Based on the large number of positive outcomes for students achieved through a “pull out”, or “inclusion” approach to EC, as evidenced by many studies, WPA will pursue this model.

The beauty of PBL is that the projects are fully customizable to meet the students where they are while challenging them the correct amount. At other PBL schools, like Voyager Academy, for example, students in self-contained classrooms have still been able to fully participate in the PBL instructional model by completing carefully designed projects that match their curriculum. During a health unit on hygiene and food safety, the students ran a “restaurant” during one of the teacher appreciation lunches. During a math unit on pricing, decimals, and budgeting, students set-up and ran a school store, offering snacks for sale during lunches. Students will participate in the college prep aspects and special education classes as determined by their Individualized Education Plan.

We expect EC students to be mainstreamed as much as possible allowing for a higher EC Teacher: Student ratio. Additionally, we will contract out certain EC student services to outside service professionals. Furthermore, we will modulate our hiring of regular teachers and EC teachers as we see how our enrolled EC student population unfolds.

IV. Governance and Capacity (and Organization):

Proposed Management Organization (EMO/CMO):

Charter One was formed in 2017. Prior to Charter One, the leaders of Charter One had 10 years prior experience managing ALA charter schools. The executives and partners who have formed this entity have over 40 years of combined experience in education management services.

The EMO will present school-wide updates to the Board at the BOD meetings, including financial, marketing, enrollment, test scores, disciplinary actions, etc. The WPA Board of Directors is the governing entity and will continue to be. If things are out of line, the Board has every right to demand better results in whatever category they deem necessary. The EMO must deliver on its promises and assurances in executing the Charter according to the Mission and vision of the Charter. To assist in this, the board will have a rubric based on evaluative questions they use to assess the EMO. Mainly, is the EMO honoring its service agreement?

WAKE PREPARATORY ACADEMY

It was mentioned in the rubric that an evaluator believes “the Board does not have the capacity to adequately and carefully structure the evaluation and performance of the [CMO]. We respectfully disagree with this assumption. As indicated in our Board members bios and resumes, this Board is extremely experienced in finance, nonprofit management, and charter school oversight.

It was also mentioned in the rubric that “because Charter One is owned by ALA schools the Board needs to describe and disclose any related party transactions.” Charter One is not owned by ALA schools, however the WPA recognizes the need to disclose any and all related-party transactions and will adhere to all laws and best practices surrounding such transactions. No members of the WPA board have any interests in Charter One or Schoolhouse Development and, therefore, has no transactions to report in this regard.

V. Financial Plan:

Here are some more details about the management fee, growth metric, and accountability agreement between WPA’s Board and the EMO: Measurements will include the growth metric of the school, the grade of the school, student test scores, the 5-year renewal of the school, and more. The board as a whole will evaluate the EMO. The agreement between WPA and Charter One involves EMO accountability, specifically in student performance measures, financial performance, etc.

WPA will pay a management fee to Charter One of 15%, not the surplus after expenses are paid. This 15% is paid if students “meet growth.” WPA has negotiated an arrangement that incentivizes Charter One to maintain student academic performance as their top priority. Measures of student growth will be determined by performance on EOG assessments, relative to benchmark/formative assessments. Negotiations for WPA were led by the Board president in coordination with the Board’s legal counsel. Should expenses exceed revenues at any time, Charter One will ensure that WPA can cover its costs.

An evaluator also noted that “The lease payments are high and without justification and appear to be evidence of double dipping by Charter One and ALA Schools. The rationale for the 15% management fee is unrealistic and evidences a fundamental lack of understanding of finance and school management by the WPA Board.” However, Lease payments do not go to Charter One or ALA Schools. ALA Schools has no involvement with the decisions of Charter One. Charter One is a separate entity from ALA Schools. Thus, there cannot be any “double dipping.” The contract with Schoolhouse Dev East, LLC is separate and distinct from WPA’s contract with Charter One. Furthermore, the WPA Board has significant finance, nonprofit, and charter school experience as evidenced by their resumes.

WAKE PREPARATORY ACADEMY

Regarding food sales in “Other Funds,” The school will operate a cafeteria that will provide meals at a low price. The kitchen will be operated by an outside vendor with expertise in food services. In Arizona ALA uses Sodexo, which is one of the largest food service providers in the US. The contract with Sodexo is structured such that Sodexo receives a fixed % of food service dollars received. (We expect approximately 95 cents of every dollar received for sale of meals will be paid to Sodexo). The value of this approach is that the risks associated to operating the cafeteria (volume of meals sold, increases in cost of food, labor costs, etc.) are shifted to Sodexo. As a result of this arrangement Sodexo is incentivized to provide high quality, high value meals to increase student participation. The increase from \$65,000 to \$135,000 is a recognition that percentage of students purchasing lunches typically increase over time. But irrespective of the amount of “food sales” there will be a commensurate “food service expense.” This arrangement ensures regardless of the number of meals sold it will not have a material effect on WP financial performance.

RAISE

CURRICULUM

Teacher Manual

3rd-6th Grade



CHARTER ONE

Copyright © 2019 by Charter One

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the publisher except for the use of brief quotations in a book review.

Printed in the United States of America

First Printing, 2019

TABLE OF CONTENTS

Introduction	6
--------------------	---

Respect

Lesson 1 - I know what respect is	9
Lesson 2 - I will respect my peers	10
Lesson 3 - I will respect myself	11
Lesson 4 - I will respect my teachers	12
Lesson 5 - I will respect others' personal space	13
Lesson 6 - I will respect my family members	14
Lesson 7 - I will respect my surroundings	15

Accountability

Lesson 1 - I will understand what accountability means	17
Lesson 2 - I will do what I say I will do	18
Lesson 3 - I will be a good listener	19
Lesson 4 - I am responsible for my words	20
Lesson 5 - I am responsible for my actions	21
Lesson 6 - I can recognize my emotions	22
Lesson 7 - I can find solutions to problems	23

Integrity

Lesson 1 - I will tell the truth	25
Lesson 2 - I can apologize	26
Lesson 3 - I can be trustworthy	27
Lesson 4 - I can trust others	28
Lesson 5 - I know when to tell an adult	29

Lesson 6 - I will do the right thing at all times 30

Lesson 7 - I will be true to myself 31

Service

Lesson 1 - I will be kind to others 33

Lesson 2 - I will develop empathy and think of others 34

Lesson 3 - I will celebrate the success of others 35

Lesson 4 - I will serve others in my family 36

Lesson 5 - I will serve others at my school 37

Lesson 6 - I will serve others in my community 38

Lesson 7 - I will leave a place better than when I found it 39

Excellence

Lesson 1 - I will be thankful 41

Lesson 2 - I can be a good example 42

Lesson 3 - It's okay to make mistakes 43

Lesson 4 - I will learn to set goals 44

Lesson 5 - I will learn to never give up 45

Lesson 6 - I will try new things 46

Lesson 7 - I will always do my best..... 47

INTRODUCTION

“Intelligence plus character—that is the true goal of education.” — Martin Luther King, Jr.

At Charter One, we believe that an education is more than the memorization of facts and figures but a building up of a person, preparing them to contribute to society. Thus, a well-rounded education must include the instruction of reading, writing, arithmetic, and values. We believe this type of education should begin with the youngest of students, so that they might grow up with a positive outlook and the leadership skills to handle whatever may come their way.

We have chosen five core values that we believe must encompass all that we do as teachers and staff—leaders of the students we are here to help in their journey to learn and grow. The values are Respect, Accountability, Integrity, Service, and Excellence. The basis for these RAISE values can be found in the Charter One Leadership Handbook.

This Teacher’s Manual provides lessons for each of the RAISE values. The lessons do not need to be taught in any particular order (unless otherwise indicated) and are designed to be taught once a week in 20 minute sessions.

We recognize that this is not nearly enough exposure to the values we embrace. Thus, we ask that you keep in mind that the lessons that are taught every day in every subject should be intentionally infused with the RAISE values. The lessons contained in this manual simply give you, the teacher, a chance to take 20 minutes a week to focus on one value and the application of such in the lives of the students. We hope that you will seek to involve other teachers, administrators, parents, and community members in the development of these young leaders.

You will find each lesson has the same basic structure, which will help you maintain consistency throughout the year. We hope that you will recognize the specific needs of your class, grade level, and school and will adapt these lessons to fit those needs.

We thank you for your valiant efforts and wish you the best as you work together to help the youth of today prepare for the future.

Sincerely,

The Charter One Team



R ESPECT
A CCOUNTABILITY
I NTEGRITY
S ERVICE
E XCELLENCE

RESPECT

“

If we don't respect everyone
then we can respect no one,
including ourselves.”

-Ben Moody

Respect Lesson 1 | *I know what respect is*

Prep: Select a song about respect

Materials: Projector or TV for showing video; speakers for song

Clear learning objective: At the end of this lesson, students will be able to explain what respect is.

Anticipatory set:

Play a song about respect (R-E-S-P-E-C-T, A Little Respect, etc.). Ask the students if they know who the artist is.

Review: (2 mins.) Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives. As you discuss, write two lists on the board of 'What Respect Looks Like' (sharing, waiting your turn, looking at someone who is speaking, etc.) and 'What Respect Sounds Like' (Please, thank you, excuse me, etc.).

- *What is respect?*
- *What does it look like?*
- *What does it feel like when someone respects you?*
- *How do you show respect to others?*
- *What does it sound like when you show respect?*

Activity (7 mins.)

Stomp out Disrespect. Have the students trace one of their shoes on white paper, write "Stomp out Disrespect" inside the foot and then decorate the footprint. Have them write one way they can show respect at school. If time allows, play Aretha Franklin's "RESPECT" and have a 3 minute dance party.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

What does RESPECT mean to me?

How can I show respect to those around me?

Respect Lesson 2 | *I will respect my peers*

Prep: Bring or have a small ball or toy to pass around a group; Write I am statements on sticker name tags

Materials: Lined paper to write a letter to themselves; Sticker name tags

Clear learning objective: At the end of this lesson, students will be able to explain what self-respect is.

Anticipatory set:

Have sticker name tags to give to students as they walk in that have positive I am statements such as: I am awesome, I have many talents, I am a good friend, I am kind, I am hard working, I am helpful, I have big dreams, I am fantastic, I am creative, I am unique, etc. Discuss how these phrases make them feel. What would happen if they repeated these phrases to themselves each day?

Review: (2 mins.) Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to respect myself?*
- *What does it look like?*
- *What does it feel like when I disrespect myself?*
- *Define self-respect.*

Activity (7 mins.):

Have all students stand in a circle or several smaller circles and pass a ball or toy around or across the circle (think 'hot potato'). Whoever receives the object should say something they like/nice about the person who passed it to him/her. Ensure each student receives it several times. When finished, ask/discuss how they feel when people say good things about them.

Reflection Question: (5-7 mins.)

Have the students write a letter to themselves that lists or explains their positive traits for 5-7 minutes:

I am good at...

I like how I...

I like myself because...

Respect Lesson 3 | *I will respect myself*

Prep:

Materials: Blank paper for each student and pencils, crayons, markers, or colored pencils

Clear learning objective: At the end of this lesson, students will be able to explain what it means and how to respect friends and peers.

Anticipatory set:

Play a game of Simon Says by giving commands such as: Simon says everyone with brown hair, stand up; Simon says everyone who likes to play basketball, stand on one foot; Simon says everyone who enjoys math, turn around; and so on. Try to help the students see that although we are all different, we have many similarities too.

Review: (2 mins.) Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *How can I respect my friends?*
- *How can I respect peers/people who are not my friends?*
- *What is the Golden Rule?*
- *How can I respect someone who is different from me, or who I don't like?*

Activity (7 mins.)

Have the students sit in small circles of 4-5 people each. Have a piece of paper that they can draw on. Have each student start by drawing a head, then have them pass the paper to their left and draw a body. Depending on how large the groups are, have them draw different parts (face, ears, hair, etc) of the person until each student has their original drawing back. Discuss how we are all unique and each one of us is like our drawings: with unique features and special talents and abilities.

Reflection Question: (5-7 mins.)

Have the students spend 5-7 minutes doing the following activity:

Have each student write his/her name on the top of a sheet of paper. Pass it to each member of the class, and ask each student to write a compliment about the owner of the paper. Each student should write a compliment for every other student. (The teacher should also write a compliment about each student.)

Respect Lesson 4 | *I will respect my teachers*

Prep:

Materials: Blindfold; Blank paper cut into strips (3 strips per student), pencils

Clear learning objective: At the end of this lesson, students will be able to explain what respectful behavior toward adults looks like.

Anticipatory set:

Bring one person to the front of the room. Have them close their eyes or give them a blindfold (sleep masks work well too). Spin them around and tell them to walk to the light switch and turn the light off and on again. Don't give them any other assistance. Then, have them sit down and have someone else try the same thing, but this time with someone telling them where to go and what to do. Try again with another student blindfolded, but this time have someone hold their hand, leading them to the light switch. Discuss which option was the easiest and why. Relate this experience to listening to adults and respecting what they tell us.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to respect adults?*
- *When is it okay to tell an adult no?*
- *How can I show respect to my teachers?*
- *How can I show respect to senior citizens?*

Activity (7 mins.)

Have the students write down three things that adults ask them to do on strips of paper (eg. Teacher tells me to sit still, Grandpa asks me to stop running, Principal asks me to be kind). Gather all of the requests into a bowl. Then, divide the class into teams of 3-4 students each. Disperse the strips of paper to each group and have them come up with a good response to each request. Have the teams choose one or two requests and responses to share with the entire class. Discuss how responding with a positive attitude demonstrates respect. If the class struggles with any of the requests ask them why an adult might ask them to do that thing.

Reflection Question: (5-7 mins.)

Write for 5-7 minutes to answer the following questions:

Why should I respect adults?

How can I better show respect to adults?

Respect Lesson 5 | *I will respect others' personal space*

Prep: Print or bring in photos of families (doesn't have to be yours, but can be).

Materials: Paper and writing instrument (pen or pencil).

Clear learning objective: At the end of this lesson, students will be able to discuss why respecting family members is important.

Anticipatory set:

Give each student a slip of paper that has a family member/role on it (grandma, grandpa, dad, mom, uncle, aunt, sister, brother, cousin). Put the students in pairs and have them try to guess the other person's role. The person holding the piece of paper needs to give the guesser clues without saying the word on the paper. For example, if the paper says sister, the clues could be: I play with dolls, I sometimes bother you, I could be younger or older than you, I really like helping my mom and dad, etc. Once the guesser gets the correct answer, the partners switch roles.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Do I treat my family members the same way I treat my friends?*
- *Why should I respect my family members?*
- *What can I do to show respect to my family?*
- *How can I show respect to my parents?*

Activity (7 mins.)

Divide the class into groups of 3-5 students. Assign each group a family member. Have them make a list of all the things that this person does for the students in the class. For example, if the family member assigned is Grandpa, a few suggestions could be that he tells good stories, he knows a lot about history, he builds a playhouse for me, etc. Then, have all the groups list the good qualities of each family member on the board. Discuss how much our family members do for us and how we can show them respect.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

Why should I treat my family as well as or better than I treat my friends?

How can I treat my family like my friends?

Respect Lesson 6 | *I will respect my family members*

Prep:

Materials: Bags for trash

Clear learning objective: At the end of this lesson, students will be able to explain what personal and public property is and how to respect it.

Anticipatory set:

Have one or two students go to the desks of others and take things that do not belong to them without asking permission or acknowledging the owner's questions or protests. Have them return to their seats and use the items for a minute or two before you begin discussion. Be sure to return the items!

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Can I respect a 'thing' instead of a person?*
- *How do I feel when someone treats my property poorly?*
- *What should I do if I damage someone else's property?*
- *How can I respect public property?*

Activity (7 mins.)

Take a walk around the school and look for ways to show respect for the school and other people's property. You may find PE equipment out that you can put away, weeds to pull, or trash to pick up. Take bags to pick up litter and take note of the suggestions the students come up with on your walk.

Reflection Question: (5-7 mins.)

Write for 5-7 minutes to answer the following question:

How do I feel when someone doesn't respect my personal belongings?

How can I better respect others' property?

Respect Lesson 7 | *I will respect my surroundings*

Prep: If possible, invite a police officer or other public safety officer to be a guest speaker. If not possible, prepare two videos: one of a busy traffic intersection, the other of traffic accidents (URLs below).

Materials:

Clear learning objective: At the end of this lesson, students will be able to explain why it is important to obey the law.

Anticipatory set:

Introduce the visiting police officer/public safety official. If not available, show the video of smoothly flowing traffic at a busy intersection, followed by the accident video. You may want to preview the accident video before showing it. Although no one is visibly hurt, it may cause fear and anxiety in your students.

Smooth: <https://www.youtube.com/watch?v=ufK2XRGUjuc>

Accident: https://www.youtube.com/watch?v=WkT_Ax8JBvQ

Review: (2 mins.) Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to respect the law?*
- *What if everyone disobeyed traffic laws? What about other laws?*
- *How can I show respect to police officers?*
- *What can I do if I disagree with a law?*

Activity (7 mins.)

If a police officer/public safety officer is available, give them time to speak about why we have laws and how they help us. If not, find a space (in the classroom, outside, gym, etc.) to play 'Red Light, Green Light.' The object is to get across the finish line without being caught moving after 'Red Light' has been called. One student is in charge and the others line up at the starting line facing the finish line. The leader calls out 'green light!' and all students can move until the leader calls 'red light.' If caught moving after 'red light' is called, the student is out. The first one to successfully cross the finish line can be the next leader.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

What happens if one person disobeys the law?

What happens if everyone disobeys the law?

Why is it important for me to obey the law?

ACCOUNTABILITY

“
It is not only what we do,
but also what we do not do,
for which we are accountable.”

-Molière

Accountability Lesson 1 | *I will understand what accountability means*

Prep:

Materials: Hook video clip: <https://www.youtube.com/watch?v=e02eQxxDtSc>

Clear learning objective: At the end of this lesson, students will be able to explain what accountability means.

Anticipatory set (2-5 mins.):

Watch this short video clip from the movie Hook <https://www.youtube.com/watch?v=e02eQxxDtSc> then discuss what the father meant when he said, “my word is my bond”. Discuss how the son felt when his dad didn’t do what he said he would. You can also write “My word is my bond” on the board and then discuss what it means. Define accountability as accepting responsibility for your words and actions.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you’re discussing in their own lives.

- *What does it mean when someone says, “my word is my bond”?*
- *How can you make sure you do what you say you will do?*
- *What does accountability mean?*
- *Why should I be accountable?*
- *How do you feel when someone says, “I know I can count on you.”?*

Activity (7 mins.)

Play a game of Simon Says. Have the students take turns being Simon. Then, discuss what it feels like when someone “messes you up” by not saying Simon. How is that similar to not doing what you say you will?

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:
Why is it important for me to do what I say I will do?

Accountability Lesson 2 | *I will do what I say I will do*

Prep:

Materials:

Clear learning objective: At the end of this lesson, students will be able to explain why being obedient is being accountable.

Anticipatory set:

Have the students come up with a list of adults in their lives. Then, have them come up with the last thing each one asked them to do. Did they do it? Why or why not?

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Why should I obey my teacher and parents?*
- *What does obedience look like?*
- *How do you feel when you are obedient? Is it different if you are rewarded or not?*
- *How can you show obedience in the classroom? At home?*

Activity (7 mins.)

Play a game of Mother May I. Have one student play the Mother and the other students try to get to the Mother first. The students will ask something like, "Mother may I take three steps forward?" The Mother can respond with a "yes" or "no", but you may take three steps backward" or something else. The Mother should have their back facing the students so they can't see how close they are. Whoever makes it to the Mother first, wins, and anyone who doesn't follow the Mother's instructions will be out.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

Name one person to whom you could show more obedience. Then, come up with three ways that you can show more obedience to them. Describe how that will help you and them.

Accountability Lesson 3 | *I will be a good listener*

Prep: Make copies of a daily planner page with time increments for each student

Materials: Stick (or broom handle, ruler, etc.)

Clear learning objective: At the end of this lesson, students will understand that every decision made comes with a consequence.

Anticipatory set:

Challenge several of the students to try to pick up only one end of the stick. (Hint: the other end always comes with it!) Decisions always have consequences: some good, some bad; some immediate, some not for a long time.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to be responsible for your actions?*
- *How do consequences relate to choices?*
- *What actions have you taken that have had immediate consequences?*
- *Have you ever done something you wish you hadn't? Explain.*

Activity (7 mins.)

Have each student write out their daily routine/schedule. Be sure to include their morning (before school). For each event, have them think of a decision they made. After everyone has completed their list, go back and have them think of the consequences of each decision. For example, wake up: I was tired, so I got up late and had to rush; getting dressed: I wore shorts and it rained, so I was cold; eat breakfast: I skipped it because I got up late, and now I'm hungry; on the playground: I played soccer in dressy shoes and slipped and scraped my knee; etc. Have the students share some of their choices and their consequences with the class.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

How do my actions and decisions affect my daily life? How do they affect my long-term goals?

Accountability Lesson 4 | *I am responsible for my words*

Prep:

Materials: Escalator video clip: https://youtu.be/VrSUE_m19FY

Clear learning objective: At the end of this lesson, students will be able to discuss the importance of finding solutions to problems.

Anticipatory set:

Watch the following video clip about people getting stuck on an escalator: https://youtu.be/VrSUE_m19FY. Then, discuss what happened. How can we relate this video to our own lives and the problems we face?

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What problems do you have in your life?*
- *How do you find solutions to those problems?*
- *Do you ever blame others for your problems? Why?*
- *What can you do to make finding solutions a habit?*

Activity (7 mins.)

Divide the class into groups of 3-5 people each. Have the groups come up with a list of all the problems they are currently facing. Then, have them come up with solutions to each problem they've listed. Have the groups share with the class the problems and their solutions.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following prompt:

List three problems you're facing now. Then, write the steps you'll take to solve each problem.

Accountability Lesson 5 | *I am responsible for my actions*

Prep: Make copies of I am In Charge of My Feelings worksheet

Materials: Mindfulness music, yoga videos;

Clear learning objective: At the end of this lesson, students will be able to understand that they are in control of their emotions and actions.

Anticipatory set:

Practice mindfulness by putting on some relaxing music, doing some yoga, or meditating as a class. Ask the students to regulate their breathing for several minutes. Then, discuss how they felt before, during, and after the activity.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Name all of the emotions you can feel (list them on the board)*
- *What happens when you feel these emotions?*
- *How do they affect you?*
- *Who is in charge of your emotions?*
- *What does it mean to cope?*
- *How can you cope with your emotions?*

Activity (7 mins.)

Divide the class into groups of 3-4 students. Give the class an emotion to discuss and have the groups come up with positive ways to cope with that emotion. For example, once in groups, tell the class that the emotion is: sadness. Give the groups 1-2 minutes to come up with ways to cope with sadness. Then, list several of the ideas on the board. Continue to give the groups different emotions to discuss. Help the students understand that it is okay to have all of the mentioned emotions, but that it is important to recognize the emotion(s) they are feeling and look for positive ways to cope with them.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to fill out the I'm In Charge of My Feelings worksheet.

Accountability Lesson 6 | *I can recognize my actions*

Prep: Make copies of the Social Media Post worksheet

Materials:

Clear learning objective: At the end of this lesson, students will be able to understand that they are responsible for their own lives.

Anticipatory set:

Write the following quote on the board:

“No one cares as much about your life as you do.”

Discuss what this means and how the students feel about this quote. Do they believe it is true?

Why or why not?

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Who makes the decisions for your life?*
- *Who makes friends for you?*
- *Who does your homework for you?*
- *Who plays sports for you?*
- *Who decides how hard to work on your tasks for you?*
- *The answers to all of these should be YOU. You are in charge of your life--of course, you have parents, teachers, and others to help you along the way, but ultimately, your life is dependent on the decisions you make and the actions you take each day.*
- *What will you do with that information?*
- *How would you like to change your life?*
- *What will you do to make those changes?*

Activity (7 mins.)

Have the students create a social media post to promote responsibility for your own life. Use the social media post template. You may choose to hang these up in the classroom or around the school.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

How will you take responsibility for your life? What will you change, if anything?

Accountability Lesson 7 | *I can find solutions to my problems*

Prep: Make copies of the Self-Evaluation checklist; Find video clip of someone doing the same thing over and over, expecting different results

Materials: Projector

Clear learning objective: At the end of this lesson, students will be able to conduct a self-evaluation and review their behavior.

Anticipatory set:

Watch a short video of Charlie Brown when Lucy tricks him (again) into trying to kick the football: <https://youtu.be/TjLc4z7hQtw> or other video clip that shows someone doing the same thing over and over and expecting different results. Then, discuss how conducting a self-evaluation might be helpful in these situations.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is a self-evaluation?*
- *Why is it important to review my own behavior?*
- *What are some signs my behavior might need to change?*
- *What are some ways I can improve my behavior? (set goals, develop routines/habits, talk with a teacher or parent, etc.)*

Activity (7 mins.)

Have the students fill out the self-evaluation checklist. Then, have them make a list of ways they can improve this next week.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes answers to the following statement:
Make a list of three areas you would like to improve. Then, set SMART goals to make the improvements.

INTEGRITY

“
An individual is whole and complete
when their word is whole and complete,
and their word is whole and complete
when they honour their word.”

-Michael C. Jensen

Integrity Lesson 1 | *I will tell the truth*

Prep:

Materials: The Empty Pot book; Butcher paper, poster making supplies

Clear learning objective: At the end of this lesson, students will be able to explain what integrity is.

Anticipatory set:

Read the book, *The Empty Pot*, to the class. Then, proceed to the discussion.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is integrity?*
- *How can I have integrity?*
- *What does it look like when someone shows integrity?*
- *Can you think of famous people who are known for integrity? (George Washington, Abraham 'Honest Abe' Lincoln...)*

Activity (7 mins.)

Have the students make posters to promote integrity. Display them around the classroom or the school, if permitted.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:
Why is it important for me to have integrity?

Integrity Lesson 2 | *I can apologize*

Prep:

Materials:

Clear learning objective: At the end of this lesson, students will be able to explain what it means to 'keep our word.'

Anticipatory set:

Have the class help you make a list on the board of all the people who have committed something to them. For example, their mom said they would pick them up from school today. Then, discuss what would happen if these people didn't keep their word.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to 'keep your word'?*
- *What happens if someone makes a commitment and doesn't keep it?*
- *How does that affect others?*
- *Has that ever happened to you?*
- *Have you ever made a commitment and not kept it? If so, explain what happened and how it affected others.*

Activity (7 mins.)

Divide the class into groups of 3-5. Have the groups play I Spy. During one round, secretly tell each spy to change their item during the guessing. Then, discuss how difficult it was to guess the item spied when the person changed it. Compare this to keeping your word and the difficulties encountered when you can no longer trust someone to keep their word.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

Make a list of all the commitments you've made for this week, month, and year. Are you keeping your word? If not, make a plan to keep it. How will you continue to keep your word?

Integrity Lesson 3 | *I can be trustworthy*

Prep: Set up an area with obstacles for the students to navigate through backward with guidance from a partner. Make copies of the Trustworthy Quiz for each student.

Materials: Trustworthy Quiz for each student.

Clear learning objective: At the end of this lesson, students will be able to describe what it means to be trustworthy.

Anticipatory set:

Give each student a copy of the Trustworthy Quiz and have them perform a self-evaluation of their own trustworthiness. Do not collect the papers.

Review: (2 mins.)

Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is trustworthiness?*
- *What does it look like?*
- *How does someone who is trustworthy act?*
- *How does it feel when someone can trust you?*

Activity (7 mins.)

Divide the students into pairs. One person will be the walker and the other person will give directions. Set up a "minefield" with a variety of obstacles that the students must avoid. You can use desks, backpacks, chairs, paper, or any other available objects. The walker must walk backwards through the minefield without stepping on or bumping into anything. They must also avoid bumping into other students who are walking through the minefield. They must trust their partner to guide them safely through the minefield telling them how many steps and in which direction. If a walker gets nervous and turns around, the pair has to start over. When a team successfully makes it through, have them switch places and repeat the exercise.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

What can I do to be a trustworthy person or friend?

Integrity Lesson 4 | *I can trust others*

Prep: Print the What would happen if scenarios

Materials:

Clear learning objective: At the end of this lesson, students will be describe ways to tell someone when you don't keep your word.

Anticipatory set:

Have 3-5 scenarios set up for the students to read. Discuss briefly what happens when someone doesn't keep their word.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to keep my word?*
- *What happens when I don't keep my word?*
- *What does it feel like when a friend doesn't do what they say they will do?*
- *How does this relate to honesty? (Not dishonest, but unreliable...)*
- *Why should you tell someone when you don't keep your word?*
- *What can you say or do when you don't keep your word?*

Activity (7 mins.)

Divide the class into groups and have the students discuss examples of when it is difficult to keep your word. Have them share the examples with the class. Discuss how we can keep our word, even in difficult situations. Then, explain that we should tell others immediately when we don't keep our word.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

Write three examples of what you can say when you don't keep your word following the outline below:

1. State what you said you would do, but didn't.
2. State how your actions affect others.
3. Apologize.
4. State how you will fix it.

For example, You asked me to feed the dog last night, but I forgot to. I recognized how hungry he was and fed him this morning. I'm sorry I didn't keep my word. To remember to feed him next time, I will set his food out until I've fed him.

Integrity Lesson 5 | *I know when to tell an adult*

Prep: Preview the “Do the Right Thing Story.” Print or display (projector) the Integrity Proverb slide.
Materials: Paper and pens/pencils

Clear learning objective: At the end of this lesson, students will have a deeper understanding of integrity.

Anticipatory set:

Post or show the PowerPoint slide “Integrity Proverb” (If you don’t want anyone to find out, don’t do it.)

Review: (2 mins.)

Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you’re discussing in their own lives.

- *What is the root of integrity? (Integer = whole; you either have integrity all of the time or you don’t have integrity)*
- *Who will know if I don’t do the right thing when no one else is around? (I will!)*
- *What are some examples of when it would be hard to do the right thing when someone else is watching me? (all of your friends are doing something wrong and expect you to join them, etc.)*

Activity (7 mins.)

Read the “Do the Right Thing Story” about Butch O’Hare, a WWII hero, and Easy Eddie, Al Capone’s lawyer, and discuss with the students.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

Why is it important for me to do the right thing when no one is watching?

How can I have courage to do the right thing when everyone is watching?

Integrity Lesson 6 | *I will do the right thing at all times*

Prep: Preview the Big Mouth Fox story.

Materials:

Clear learning objective: At the end of this lesson, students will be able to explain what trust is.

Anticipatory set:

Read the 'Big Mouth Fox' story to the students.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is trust?*
- *What does it look like?*
- *How do you feel when you know you can trust someone?*
- *How does it feel to lose trust in someone? Is it easy to get it back?*
- *Define trustworthy.*

Activity (7 mins.)

Make two lines of students facing each other about a foot apart with no gaps between students (shoulder to shoulder). To start, one person stands at one end of the line and spins around 10 times while everyone counts the turns. The person must then attempt to run down between the lines of students as straight as they can. The students on either side stand with their arms out ready to catch and protect the person from falling. Have as many students as possible do the spin/run. The point is for the students to know that they can trust their classmates to keep them from falling.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:
What does trust mean to me?

Integrity Lesson 7 | *I will be true to myself*

Prep: Print copies of the Mirror Self-Evaluation Checklist for each student.

Materials: Bring small mirrors to class.

Clear learning objective: At the end of this lesson, students will be able to honestly and objectively reflect on their own behavior.

Anticipatory set:

Have each student look at his/her reflection in a mirror for 20-30 seconds without saying anything. When everyone has had a turn, ask them what they saw.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Why is it important to be honest with myself?*
- *Why is it sometimes hard to be honest with myself?*
- *Is it possible to look at myself objectively (with no emotion)?*
- *How can I look at myself from another person's point of view?*

Activity (7 mins.)

Have the students pair up and take the Mirror Self-Assessment Checklist. This checklist asks them to answer questions about themselves from another person's point of view. Then discuss how the answers might or might not be different if they answered the questions from their own perspective.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to reflect on the following statement:
What I think of myself matters more than what others think of me.

SERVICE

“ When we are willing to serve others,
we find our voice and our greatest selves.”

-Stephen R. Covey

Service Lesson 1 | *I will be kind to others*

Prep:

Materials:

Clear learning objective: At the end of this lesson, students will be able to explain what service is.

Anticipatory set:

For two minutes, have the class do a speed cleanup of the classroom.

Review: (2 mins.):

Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Do you like surprises?*
- *How do you feel when someone helps you?*
- *How do you feel when you help someone else?*
- *Can you think of a time when someone surprised you with a good deed?*

Activity (7 mins.)

Brainstorm with the class ideas that they can do individually or in small groups for others in the class or friends and family around them. Make a list on the board or another large surface. Ideas might include picking up trash on the playground or a park, tidying up their home or a sibling's room, leaving a nice note for a family member or a friend, etc. Make a plan as a class to do a service project for your school or community.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

What does service mean to me?

Service Lesson 2 | *I will develop empathy and think of others*

Prep: Find a video clip or a picture book that demonstrates an act of selfless service

Materials: Poster-making supplies

Clear learning objective: At the end of this lesson, students will be able to explain what selfless service is.

Anticipatory set:

Watch a short video clip that demonstrates selfless service. Discuss what you see in the video and how it makes the students feel. You may also want to read a picture book about service such as *The Giving Tree*.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is service?*
- *Can service be fun?*
- *How does it feel when someone serves you?*
- *What does it mean to be selfless?*
- *Have you ever served someone else?*
- *How does it feel to serve someone?*

Activity (7 mins.)

Explain that one great example of service is kindness. Make posters that the students can post around the school and classroom to promote kindness. You can choose to place the students in groups of 2-3 or have them work individually. Have them keep the posters simple with one message of kindness.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

Make a list of three people whom you could serve. Describe what you will do to serve each person selflessly.

Service Lesson 3 | *I will celebrate the success of others*

Prep: Write on the board or project the Abraham Lincoln quote below (Anticipatory Set).

Materials: Paper, projector.

Clear learning objective: At the end of this lesson, students will be able to list the strengths they find in others.

Anticipatory set:

Discuss this Abraham Lincoln quote and its opposite: “If you look for the bad in people, expecting to find it, you surely will. Then, discuss the opposite: If you look for the good in people, expecting to find it, you surely will, also!

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Note: This lesson complements Excellence Lesson 3 - I will look for and learn about my strengths and weaknesses. You may want to plan to teach them close to one another.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you’re discussing in their own lives.

- *What is teamwork?*
- *What is synergy? (the sum is greater than just adding the parts)*
- *How good would a basketball team be if they only had point guards?*
- *How can people with different skills make a team better?*
- *Why is it okay to be different?*

Activity (7 mins.)

Have each student write his/her name at the top of a piece of lined paper. Pass each sheet around the classroom and have each student write something they think the owner of the paper is good at. Return the lists to the owners at the end of the exercise.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to complete the following statements:

I can recognize the strengths in those around me when I...

I can find strengths in my peers by...

Service Lesson 4 | *I will serve others in my family*

Prep: Print pictures of People to Care For; Make a plan (or a list of ideas) to care for others in your school or community

Materials:

Clear learning objective: At the end of this lesson, students will be able to demonstrate how they can care for others.

Anticipatory set:

Show pictures of babies, elderly people, kids, and others. Discuss what these people have in common. Try to point out that each one needs someone to care for them.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to care for someone?*
- *Who cares for you?*
- *Do you care for anyone?*
- *Do you have anyone in your family who needs someone to take care of them?*
- *How can you help take care of others?*
- *What skills, talents, and abilities do you have that can help you care for others?*

Activity (7 mins.)

Look for people in your school who the students could help “care for” by reading to them, doing some of their tasks for them, or any other way. One specific way to help care for others might be to read to younger students. If this is a possibility, have the students make a plan to take care of others in their school. If not, find ways to care for others in their community. Another idea is to have the students plan to read to the elderly in a senior care facility near the school. Arrange for this event beforehand so you can explain the event to the students and have them prepare for it.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

How can I take care of others in my home? Make a list of who you could care for and how you plan to do it.

Service Lesson 5 | *I will serve others at my school*

Prep: Make copies of Maslow's Hierarchy of Needs

Materials: Projector

Clear learning objective: At the end of this lesson, students will be able to understand what priority needs are.

Anticipatory set:

Display a picture of Maslow's Hierarchy of Needs. Discuss the image with the students.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is a need?*
- *How are needs different from wants?*
- *Is friendship a need? (Yes!)*
- *How can I know if someone needs something that I can't see?*

Activity (7 mins.)

Discuss Maslow's Hierarchy of Needs with the class. Explain the difference between basic or physical needs (food, shelter, safety, etc.) and psychological needs (acceptance, friendship, love, etc.). What needs are the easiest for the students to fulfill? How does this breakdown of needs help them fill the needs of others?

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following prompt:

Write a story or journal an experience about helping someone who does or did not have his or her basic physical needs met.

Service Lesson 6 | *I will serve others in my community*

Prep: Select several pictures of fans supporting their favorite sports team

Materials: Basket (can be a garbage can) and balls (foam, plastic, or crumpled paper).

Clear learning objective: At the end of this lesson, students will be able to describe ways to help others do their best.

Display/project pictures of fans supporting their favorite teams. You may want to find local sports teams and their fans.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What does it mean to DO your best?*
- *What does it mean to BE your best?*
- *Can you help someone who doesn't want help?*
- *Does doing your best mean setting a new record every time? (No! Best effort is doing your best.)*

Set up a basket (can be a garbage can) on one side of the classroom. Have a student stand 10 feet or so away and throw things (crumpled paper, foam/plastic balls, etc.) into it (make baskets). Keep the rest of the students silent. After two or three students have made baskets, do the same activity, but have all the students cheer them on and encourage them very enthusiastically. After the activity, discuss the differences with and without cheering, if any. Explain that doing your best doesn't mean you can't make mistakes. In fact, we can learn a lot from our mistakes and even from the mistakes of others.

Have the students write for 5-7 minutes to answer the following questions:

How can I help my friends to do their best? How can I help my friends be their best selves?

Service Lesson 7 | *I will leave a place better than when I found it*

Prep: Write thank you notes for each student for something they have done in the classroom.

Materials: Prepare cardstock or paper for students to make Thank You notes.

Clear learning objective: At the end of this lesson, students will be able to understand why gratitude is important.

Anticipatory set:

Place a small thank you note on each desk, thanking the student for something he/she has done recently in the classroom or on the playground. Point out specific details of small acts, and praise them for it.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is gratitude?*
- *How do you feel when someone says 'Thank you?'*
- *How do you feel when you do something for someone and he doesn't say anything?*
- *How can you show gratitude for someone without saying the words, 'Thank you?'*

Activity (7 mins.)

Make Thank You cards that you can give to others who help you or you want to thank.

Reflection Question: (5-7 mins.)

Have each student make a list of people he/she would like to say 'Thank you' to.

Make a plan to tell those people you appreciate them and what they have done. Using the Thank You notes they just made, have the students write notes to the people on their lists.

EXCELLENCE

“

We are going to relentlessly chase perfection, knowing full well we will not catch it, because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence.”

-Vince Lombardi

Excellence Lesson 1 | *I will be thankful*

Prep: Take a picture or make a list of the 'Self-Help' section at a bookstore or library; Find a picture or video of a champion athlete and a notable scholar

Materials: Print or write on the board, "That which we persist in doing becomes easier for us to do; not that the nature of the thing has changed, but our ability to do it has increased."; 10-12 basketballs

Clear learning objective: At the end of this lesson, students will be able to explain what 'self-help' means and why we want to improve.

Anticipatory set:

Show a video or picture of a champion athlete (olympics, NBA, other) and a scholar (nobel prize winner, etc.).

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives. Show pictures of the Self Help sections and share that many people try to improve themselves in a variety of areas.

- *What does "practice makes perfect" mean?*
- *Why does practice help you improve?*
- *What are some areas/skills we can improve by practicing? (Math, reading, basketball...)*
- *Discuss what improvement means.*
- *Discuss the difference between doing your best and being the best.*

Activity (7 mins.)

Have 10-12 balls (basketballs work well). Get the students to stand in a circle. Tell them that you will be passing someone a ball, which they then have to pass to someone else and that person will pass to someone else, and so on. Then, explain that you will add another ball. You will always pass it to the same person as will each other student. Add as many balls to the circle as possible until the balls begin to drop. Stop the game and discuss how you could improve the game. Talk about each person's role and how they can do their best. Try the activity again. Discuss the improvements made and their effects on the activity.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

What do I want to improve in my life?

What changes need to be made to make those improvements?

Excellence Lesson 2 | *I can be a good example*

Prep: Find a video of a Model-T car, a Nascar race, or self-driving car, or use these:

(<https://www.youtube.com/watch?v=UD9LM7Fu948> Model T

<https://www.youtube.com/watch?v=Bbc2gMSYy5k> Nascar

<https://www.youtube.com/watch?v=aaOB-ErYq6Y> self-driving car)

Materials: Read story of Einstein's work to improve the light bulb (<https://www.inspireyoursuccess.com/inspiring-perseverance-stories/#6>.)

Clear learning objective: At the end of this lesson, students will be able to explain why process improvement is important.

Anticipatory set:

Show a video of a Ford Model-T car. Then show a clip of a Nascar race or a self-driving car. Ask if anyone is happy with improvements made in automobiles since the age of the Model-T.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

Read a short version of Einstein's effort to make a better light bulb. Get the whole class involved in discussion by asking these questions. Help students think about how they can apply what you're discussing in their own lives.

- *What if we just accepted everything as 'good enough?'*
- *What are some example of things that have improved or changed in your lifetime?*
- *What are some of the benefits of improving what we do? (cost, size, time savings...)*
- *Define improvement*

Activity (7 mins.)

Divide the students into small groups of 3-4. Have each group pick an object in the classroom (projector, computer, desk, pencil sharpener, etc.) and discuss ways they can make an improved version of it. Have them present their conclusions to the class.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

What do I want to improve in the world? Why? How will I do it?

Have the students write one thing they will do to be a good example to others.

Excellence Lesson 3 | *It's okay to make mistakes*

Prep: Write on the board or project the Gandhi quote below.

Materials: Projector

Clear learning objective: At the end of this lesson, students will be able to understand strengths and weaknesses, and list some of their own.

Anticipatory set:

Post/display the following quote, attributed to Gandhi:

Your beliefs become your thoughts;

Your thoughts become your words;

Your words become your actions;

Your actions become your habits;

Your habits become your values;

Your values become your destiny.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Note: This lesson may complement Service Lesson 3 - I will find the strengths of those around me. You may want to plan to teach them close to one another.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *Why is it important to know what I'm good or bad at?*
- *How can knowing my strengths and weaknesses help others around me?*
- *What if everyone had the same strengths and weaknesses?*
- *Discuss the merits of having people with different skills on a team (sports team example: different positions in basketball, baseball, or volleyball).*

Activity (7 mins.)

As a class, make a list of skills that they are good at. You may need to prompt them to think of things 'outside the box,' like 'I am a good friend,' or 'I am patient,' or 'I am good at taking care of my baby sister.' Also include basic and/or uncommon skills: I have good handwriting; I can braid hair; I can climb a tree; I can be quiet for a whole lesson; I'm good at painting my nails, etc. Encourage the students to think broadly and share anything they come up with. These skills can be used in answering the Reflection Question.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following question:

What are some of my strengths and weaknesses and how can I work to improve them? (Think of at least two strengths and two weaknesses and one idea to improve each.)

Excellence Lesson 4 | *I will learn to set goals*

Prep: Make copies of the SMART goal worksheet; Find a video clip that demonstrates goal setting

Materials: SMART goal poster

Clear learning objective: At the end of this lesson, students will be able to set a SMART goal.

Anticipatory set (2-5 mins.):

Watch a short video clip that demonstrates goal setting. Some examples are Zootopia (the rabbit sets the goal to become a police officer), The Sandlot (the kid wants to learn to play baseball), a famous athlete the students can relate to.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is a goal?*
- *How do you know if a goal is an effective goal?*
- *What goals have you set for yourself?*
- *What can you do to ensure that you achieve your goals?*

Activity (7 mins.)

Show the poster for SMART goals. Discuss what each component means and how setting a SMART goal is an effective way to set goals.

Reflection Question: (5-7 mins.)

Have the students spend 5-7 minutes writing down some long and short term goals they are working on or want to work toward. Make sure they follow the SMART guidelines.

Excellence Lesson 5 | *I will learn to never give up*

Prep: Write/refresh your own personal mission statement; Make copies of Mission Statement Match and cut apart

Materials:

Clear learning objective: At the end of this lesson, students will be able to write their own personal mission statement.

Anticipatory set:

Show video of President John F. Kennedy announcing the US commitment to land a man on the moon and bring him safely home. (<https://www.youtube.com/watch?v=RQAiir88IB4>)

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is a personal mission statement?*
- *How can a mission statement help us stay focused on our goals? (man on the moon)*
- *How might my mission statement change as I grow up?*
- *What areas of my life should be included in my mission statement?*
- *Do I have to share my mission statement?*

Activity (7 mins.)

Print out the Mission Statement Match and play a matching game where the students will get into groups of four and decide which mission statement belongs to each person. Once each group is finished, share the true sources of each mission statement and have the groups count how many they guessed correctly. Briefly discuss what makes each mission statement effective and what they have in common.

Reflection Question: (5-7 mins.)

Have the students spend 5-7 minutes writing a personal mission statement.

Excellence Lesson 6 | *I will try new things*

Prep:

Materials:

Clear learning objective: At the end of this lesson, students will be able to explain what a mentor is.

Anticipatory set:

Find a clip of a movie that demonstrates the mentor/mentee relationship. Some examples are: Yoda & Luke Skywalker in Star Wars, Professor Dumbledore & Harry Potter in the Harry Potter movies, Mushu the Dragon & Mulan in Mulan, Aslan & The Pevensie Children in The Chronicles of Narnia.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is a mentor?*
- *How can a mentor help me?*
- *How does a mentor benefit from helping/mentoring me?*
- *How can I share my knowledge with others?*

Activity (7 mins.)

Put the students in groups of 3-5. Have them review the Mentor Checklist and see if they can come up with people who might be good mentors. Have them share with the class who they come up with and why they might be a good mentor. Then, ask them to think about what the mentor could help them with.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

- Who do I know that could be a mentor?
- What do I want in a mentor?
- How could a mentor help me?

Excellence Lesson 7 | *I will always do my best*

Prep: Create pieces of paper with imperfections

Materials: Sheets of paper; Imperfect papers, tape, glue, scissors, markers, crayons, paints, etc.

Clear learning objective: At the end of this lesson, students will be able to explain what their best effort is.

Anticipatory set:

Have the students get into teams of 3-5 people. Instruct the teams that they are to hold up as many pieces of paper using only their bodies. Demonstrate with two volunteers who will hold up a piece of paper between their hands. The rules are that no two sheets of paper can touch, two people need to be touching each piece of paper, no adhesives may be used, and you cannot fold any sheets of paper. Give the teams two minutes and count how many pieces of paper each team is holding up. Then, discuss their strategies.

Review: (2 mins.): Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3-5 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included. Help students think about how they can apply what you're discussing in their own lives.

- *What is my best effort?*
- *What does it look like?*
- *What does it feel like when I don't give my best effort?*
- *What happens when I make mistakes?*
- *How can I learn from my mistakes?*

Activity (7 mins.)

Give each student a "messed up" piece of paper. The papers can be torn, taped, have ink blots, splashes of paint, or other imperfections. Then, ask the students to be creative and use the paper to create something new.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes to answer the following questions:

List your three favorite activities. Then, ask yourself if you try your best in each of those activities. Do you ever make mistakes in those activities? How can you handle those mistakes? Then, list your three least favorite activities. Ask yourself the same questions for those activities.



CHARTER ONE

RAISE

CURRICULUM

Teacher Manual

Kindergarten-2nd Grade



CHARTER ONE

Copyright © 2019 by Charter One

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the publisher except for the use of brief quotations in a book review.

Printed in the United States of America

First Printing, 2019

TABLE OF CONTENTS

Introduction	6
--------------------	---

Respect

Lesson 1 - I know what respect is	9
Lesson 2 - I will respect my peers	10
Lesson 3 - I will respect myself	11
Lesson 4 - I will respect my teachers	12
Lesson 5 - I will respect others' personal space	13
Lesson 6 - I will respect my family members	14
Lesson 7 - I will respect my surroundings	15

Accountability

Lesson 1 - I will understand what accountability means	17
Lesson 2 - I will do what I say I will do	19
Lesson 3 - I will be a good listener	20
Lesson 4 - I am responsible for my words	21
Lesson 5 - I am responsible for my actions	22
Lesson 6 - I can recognize my emotions	23
Lesson 7 - I can find solutions to problems	24

Integrity

Lesson 1 - I will tell the truth	27
Lesson 2 - I can apologize	28
Lesson 3 - I can be trustworthy	29
Lesson 4 - I can trust others	30
Lesson 5 - I know when to tell an adult	31

Lesson 6 - I will do the right thing at all times	33
Lesson 7 - I will be true to myself	35

Service

Lesson 1 - I will be kind to others	37
Lesson 2 - I will develop empathy and think of others	38
Lesson 3 - I will celebrate the success of others	39
Lesson 4 - I will serve others in my family	40
Lesson 5 - I will serve others at my school	41
Lesson 6 - I will serve others in my community	42
Lesson 7 - I will leave a place better than when I found it	44

Excellence

Lesson 1 - I will be thankful	46
Lesson 2 - I can be a good example	47
Lesson 3 - It's okay to make mistakes	48
Lesson 4 - I will learn to set goals	49
Lesson 5 - I will learn to never give up	50
Lesson 6 - I will try new things	51
Lesson 7 - I will always do my best.....	52

INTRODUCTION

“Intelligence plus character—that is the true goal of education.” — Martin Luther King, Jr.

At Charter One, we believe that an education is more than the memorization of facts and figures but a building up of a person, preparing them to contribute to society. Thus, a well-rounded education must include the instruction of reading, writing, arithmetic, and values. We believe this type of education should begin with the youngest of students, so that they might grow up with a positive outlook and the leadership skills to handle whatever may come their way.

We have chosen five core values that we believe must encompass all that we do as teachers and staff—leaders of the students we are here to help in their journey to learn and grow. The values are Respect, Accountability, Integrity, Service, and Excellence. The basis for these RAISE values can be found in the Charter One Leadership Handbook.

This Teacher’s Manual provides lessons for each of the RAISE values. The lessons do not need to be taught in any particular order (unless otherwise indicated) and are designed to be taught once a week in 20 minute sessions.

We recognize that this is not nearly enough exposure to the values we embrace. Thus, we ask that you keep in mind that the lessons that are taught every day in every subject should be intentionally infused with the RAISE values. The lessons contained in this manual simply give you, the teacher, a chance to take 20 minutes a week to focus on one value and the application of such in the lives of the students. We also hope that you will involve other teachers, administrators, parents, and community members in the development of these young leaders.

You will find each lesson has the same basic structure, which will help you maintain consistency throughout the year. We hope that you will recognize the specific needs of your class, grade level, and school and will adapt these lessons to fit those needs. Each lesson contains several books for you to choose from as we believe literature provides such rich context for learning. As you seek to build your classroom library with these and other character-building books, we hope that you will also look for resources at your local library, online in the form of videos, and other sources.

We thank you for your valiant efforts and wish you the best as you work together to help the youth of today prepare for the future.

Sincerely,

The Charter One Team



R ESPECT
A CCOUNTABILITY
I NTEGRITY
S ERVICE
E XCELLENCE

RESPECT

“

If we don't respect everyone
then we can respect no one,
including ourselves.”

-Ben Moody

Respect Lesson 1 | *I know what respect is*

Prep: Make copies of Respect Is... Worksheet; Find a short clip to demonstrate what respect looks and feels like

Materials: One of the following books: *The Berenstain Bears Show Some Respect*, *Do Unto Otters*, or *The Golden Rule*

Clear learning objective: At the end of this lesson, students will be able to explain what respect sounds like, looks like, and feels like to them.

Anticipatory set (2-5 mins):

Watch a short video clip that demonstrates what respect looks and feels like such as the Pixar short *For the Birds*.

Review: (2 mins.): Review the last leadership lesson taught.

Books to Read (3-5 mins):

Choose one of the following books to read to introduce the topic of respect: *The Berenstain Bears Show Some Respect*, *Do Unto Otters*, or *The Golden Rule*.

Discussion: (3-5 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives to show respect? (*Please, thank you, excuse me, hello, sorry, etc.*)

- *What are some things we can do to show respect? (Include others, acknowledge others' needs/wants, share, play with others, etc.)*
- *What are some characteristics that show respect? (honest, kind, considerate, thoughtful, etc.)*

Movement Activity (5-8 mins.)

Have the students stand in a circle. You will choose one person and then choose three other people to share what they like about them (I like ____ because ____). Go around the circle until each student has heard at least three nice things about themselves. You can have the chosen person stand in the middle. You can also make this a partner activity, depending on the time and space. However, be sure the students get up and move and aren't sharing only with their friends. At the end of the activity, ask the students how they felt when people said those things about them? How does it feel when others respect you?

Reflection Question: (5-7 mins.)

Fill out the Respect is worksheet.

Respect Lesson 2 | *I will respect my peers*

Prep: Make copies of I am a Good Friend worksheet

Materials: One of the following books: *The Recess Queen*, *Good People Everywhere*, *Whoever You Are*; Pencils, crayons, or markers;

Clear learning objective: At the end of this lesson, students will be able to explain how they can show respect to their peers.

Anticipatory set (2-5mins.):

At the beginning of the lesson, greet each student with a handshake, a smile, and say their name. Give them a compliment as well, if time allows. Then, ask them how they felt when you did that.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 mins.):

Choose one of the following books to read to introduce the topic of respecting their peers: *The Recess Queen*, *Good People Everywhere*, *Whoever You Are*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did you feel when I greeted you today?*
- *How did they show respect in this book?*
- *How do you show respect (Begin making a list on a board)?*

Movement Activity (5-8 mins.):

Have each student shake hands with every other student. Have them practice looking into each other's eyes, saying hello, and asking how they are and listening for their answer. Then, ask the class how these actions show respect to their peers. What other ways can they show respect to their peers?

Reflection Activity (5-7 mins.):

Give each student a copy of I am a Good Friend worksheet and pencils, crayons, or markers. Have them trace their hand on the paper and write something they do to demonstrate they are a good friend. If time allows, discuss how being a good friend is also showing respect.

Respect Lesson 3 | *I will respect myself*

Prep: Write a brief note with a genuine, specific, effort-based compliment for each student

Materials: One of the following books: *Chrysanthemum*, *Spaghetti in a Hot Dog Bun*, *I Like Me*; Blank pieces of paper, colored pencils, crayons, or markers

Clear learning objective: At the end of this lesson, students will be able to recognize their own talents.

Anticipatory set (2-5 mins):

Leave a note on each student's desk that gives them a genuine, specific, effort-based compliment (ie. I am really impressed with how hard you worked on your science project or I love to see the effort you're putting into listening during class or Thank you for taking the time to help me pick up the trash today. That really helped me.). Have them read it to themselves. Then, ask them what they thought about the note. Did they like it? How did it make them feel?

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of respecting themselves: *Chrysanthemum*, *Spaghetti in a Hot Dog Bun*, *I Like Me*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character feel about themselves? Why?*
- *How do you feel about yourself? Why?*
- *What can you do to love yourself more?*
- *Do you think it's important that we love ourselves? Why or why not?*

Movement Activity (5-8 mins.):

Have each student write down three things they are good at (sports, art, music, school subjects, listening, being a good friend, hugs, cooking, etc.). You may want to give them an example of three things you are good at to help inspire them. Then, have them go around the room and tell as many people as possible what they are good at. You can time each interaction for more excitement (eg. You have 10 seconds to tell your neighbor what you're good at. Then, switch and find a new person to share your talents with. Continue until everyone has spoken with every other student and you.)

Reflection Activity (5-7 mins.):

Give each student a blank piece of paper along with some markers, crayons, or colored pencils. Ask them to each draw themselves. Then, around their picture, draw things that they like, what they do, or other things that represent who they are.

Respect Lesson 4 | *I will respect my teachers*

Prep: Make copies of What Would it Be Like to Be a Teacher? worksheet

Materials: One of the following books: Miss Nelson is Missing, Lilly's Purple Plastic Purse, The Teacher from the Black Lagoon; Pencils; Blank pieces of paper

Clear learning objective: At the end of this lesson, students will be able to state three ways to show respect to their teachers.

Anticipatory set (2-5 mins.):

Have the students fill out the What Would it Be Like to Be a Teacher? worksheet. Then discuss their thoughts briefly.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of respecting their teachers: Miss Nelson is Missing, Lilly's Purple Plastic Purse, The Teacher from the Black Lagoon.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the student(s) treat their teachers?*
- *Did they show respect for them? Why or why not?*
- *What happened at the end?*
- *How can we treat our teachers with more respect? Make a list of ways to show respect to teachers.*

Movement Activity (5-8 mins.):

Play a few rounds of Simon Says and have different students play the role of Simon. Ask them what it felt like to be in front of the class. Did anyone talk while they were giving directions? How did that affect them? Try to connect the students' experiences to being a teacher and help them develop empathy for the teacher.

Reflection Activity (5-7 mins.):

Give each student a blank piece of paper folded in half. Have them create a thank you note for their teacher including one thing they are thankful for and one thing they will do to improve as a student. For younger students, write several example sentences on the board to copy:

Dear _____,

Thank you for helping me learn. I will listen in class.

Dear _____,

Thank you for teaching me. I will stop talking to my friends in class.

Respect Lesson 5 | *I will respect others' personal space*

Prep: Make copies of My Personal Bubble worksheet

Materials: One of the following books: *The Way I Act*, *Hands off Harry*, *Personal Space Camp*; Hula hoops; Pencils, crayons; Bubbles

Clear learning objective: At the end of this lesson, students will be able to recognize how much personal space other people need.

Anticipatory set (2-5 mins.):

Have the whole class stand in a circle. Then, start closing the circle until you form a block of bodies (without hurting anyone). Once you sit down, ask people how they felt in the circle and how they felt all squished together.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of respecting others' personal space: *The Way I Act*, *Hands off Harry*, *Personal Space Camp*

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What does it mean to have personal space?*
- *Why do you think people want to have a personal "bubble" (depending on text chosen, you may need to explain this)?*
- *How do you feel when someone is touching you too much or they stand too close?*

Movement Activity (5-8 mins.):

Place a hula hoop in the front or center of the room. Have one student stand inside and two other students stand on the outside edge of the hula hoop. Explain that this is a good distance to stand by someone. Have several hula hoops to create several groups of three. Have each student try standing inside the hula hoop as well as outside at least once.

For younger students, blow some bubbles in class. Have the students try to pop them. Then, talk about how we have a pretend bubble around us. We don't want to pop other people's bubbles, but, if we get too close, we will!

Reflection Activity (5-7 mins.):

Give each student a Personal Bubble worksheet. Have them fill out the questions and then color it.

Respect Lesson 6 | *I will respect my family members*

Prep: Write family roles on bits of paper, fold in half, and place in a jar or bowl

Materials: One of the following books: *Oh No George!*, *Tikki Tikki Tembo*, *A Chair for my Mother*; Props for charades; Blank pieces of paper, crayons, markers, or colored pencils

Clear learning objective: At the end of this lesson, students will be able to name one way to show respect to each person in their family.

Anticipatory set (2-5 mins.):

Play a quick game where you will tell the students to stand up (or sit down) if they have a (insert family member here). For example, you can say, "Stand up if you have a brother. Stand up if you have a sister. Stand up if you have a grandmother." Then, if everyone is standing, have them begin to sit down by saying, "Sit down if you have an aunt. Sit down if you have a dad. Sit down if you have a cousin." This will be best played if you are sensitive to the family situations of each students (i.e. if someone is an only child, if someone just had a family member pass away, if someone's parents are separated, etc.). At the end, explain that, although everyone's situation is different, we all have a family.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of respecting their family members: *Oh No George!*, *Tikki Tikki Tembo*, *A Chair for my Mother*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character treat their family members? Why?*
- *How did they change their behavior (if applicable)?*
- *How did the character show respect for their family members?*
- *How can you show respect for your family members?*

Movement Activity (5-8 mins.):

Play charades with family member names. Write the different roles on separate pieces of paper. Then, have each student take a turn acting out one of the roles. The first one to guess correctly, gets to choose a role and go next. You may find that you will want to limit the roles to the following: Mom, Dad, Sister, Brother, Baby, Grandma, Grandpa, Dog, Cat. If possible, have props from a dress up bin. When the role is guessed, have the rest of the class come up with three ways they can show respect to that person in their family.

Reflection Activity (5-7 mins.):

Give the students a blank piece of paper and some crayons, markers, or colored pencils. Have them draw a picture of their family and then write 1-3 ways they can show respect to their family members.

Respect Lesson 7 | *I will respect my surroundings*

Prep: Make the classroom messier than usual; Make copies of I Can Respect My Surroundings

Materials: One of the following books: Respect and Take Care of Things, Miss Rumphius, The Lorax; Pencils, crayons

Clear learning objective: At the end of this lesson, students will be able to identify at least one way they can show respect to their surroundings.

Anticipatory set (2-5 mins.):

Have a bunch of trash around the classroom and make it somewhat disorganized. Ask the students if they can tell what is different about the room. Ask them if they like it and to explain why or why not. Then have the students quickly clean it up. Then, compare the clean room to the messy room. What is different? Which do they prefer? Why?

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of respecting themselves: Respect and Take Care of Things, Miss Rumphius, The Lorax.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How do the characters in the book show respect to their surroundings?*
- *What are your surroundings? (Home, classroom, day care, playground/park, gym, stores, etc.)*
- *What could you do to take better care of your surroundings? (make your bed, pick up clothes, pick up trash, put toys away, etc.)*

Movement Activity (5-8 mins.):

Take the class around the school or outside and notice what could be done to take better care of the school. Have them pick up trash, or put recess equipment away, or anything else you notice that can be done immediately.

Reflection Activity (5-7 mins.):

Give each student a copy of the worksheet I Can Respect My Surroundings. Have them fill out the answers for each location and then color the worksheet if time allows.

ACCOUNTABILITY

“
It is not only what we do,
but also what we do not do,
for which we are accountable.”

-Molière

Accountability Lesson 1 | *I will understand what accountability means*

Prep: Make copies of the Accountability worksheet

Materials: One of the following books: *Berenstain Bears And The Blame Game*, *If You Give a Mouse a Cookie*, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; Straws, construction paper, hole punches, scissors, paper plates, playdough; Accountability worksheet, pencils

Clear learning objective: At the end of this lesson, students will be able to describe what accountability means.

Anticipatory set (2-5 mins.):

Write the word Accountability on the board. Then, explain that it means taking responsibility for your own thoughts, words, and actions. Give a few examples, such as, “If I’m accountable, I will get a substitute teacher if I am absent”. Then, ask the students how they can show accountability.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of accountability: *Berenstain Bears And The Blame Game*, *If You Give a Mouse a Cookie*, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

Discussion (2-3 mins.):

While you read, ask the following questions. Get the students to think about how they can apply what you’re reading to their own lives.

- *What happens in this book? Why?*
- *Did the character(s) take responsibility for their actions? Why?*
- *How did they show (or not) accountability?*

Movement Activity (5-8 mins.):

Put the students into groups of four. Tell the students they must work together as a team to make a sailboat as quickly as possible. Each person will have a different task to complete in order to assemble the boat, as follows:

Student A: Cut out a right triangle from construction paper to make a sail.

Student B: Punch three holes in the longest side of the triangle.

Student C: Thread the straw through the holes of the construction paper.

Student D: Place playdough or clay in the middle of the plate and stick the straw into the middle of the playdough.

The first team to assemble the boat wins. Once you’ve explained the roles, have each student choose their role quickly. Once the activity is complete, ask the students what occurred during

assembly. If anyone tries to blame one or more of their teammates, take the opportunity to ask questions such as, “do you think it was their fault? Why? What could you have done to help your teammate out?” Explain how being accountable means that we take responsibility for our own actions and don’t blame others.

Reflection Activity (5-7 mins.):

Give each student a copy of the Accountability worksheet. Have them write accountability statements such as: (copy the statements for kindergarten).

It’s not my fault → I didn’t cause it, but I can help fix it.

It wasn’t me → I don’t know how it happened, but I will help fix it.

They were talking to me → I was talking with them.

Accountability Lesson 2 | *I will do what I say I will do*

Prep: Print and cut out the What would happen if cards

Materials: One of the following books: *Do I Have To?*, *I Just Forgot (Little Critter)*, *Stanley and the Class Pet*

Clear learning objective: At the end of this lesson, students will be able to state the importance of doing what you say you will do.

Anticipatory set (2-5 mins.):

Print and cut out the What would happen if cards. Then, ask the class to respond to the question, what would happen if... for each scenario. For example, what would happen if the cooks in the cafeteria didn't make any food today? Then give the students 10-30 seconds to respond.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of doing what you say you will do: *Do I Have To?*, *I Just Forgot (Little Critter)*, *Stanley and the Class Pet*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What are some of the things he/she promised to do?*
- *How did it affect others when those things didn't get done?*
- *What kinds of things have you said you will do?*
- *What are you responsible for?*
- *How does it affect your family/friends/teachers/classmates when you don't do those things? When you do do them?*

Movement Activity (5-8 mins.):

Play the mirror game. Put the students in pairs. Have one student act as the mirror while the other student moves their face, hands, feet, etc. Before they make a movement though, they will first state what they will do. Then, on one turn, they will say one thing (like I will touch my nose), but they will touch something else instead. Then, switch roles. Once this has been played for a few minutes and everyone has had a turn, ask the class how difficult the activity was. Ask if it was harder or easier to follow when their partner said one thing but did another. Relate this to doing what you say you will in all areas of your life.

Reflection Activity (5-7 mins.):

Have each student write down 1-3 things they have said they will do today. Some ideas are: make their bed, eat their lunch, listen to the teacher, share with their friends, raise their hand, etc. Then, ask them when they will do these things. Older students can write full sentences such as: I will listen to my teacher in class all day today, or I will make my bed when I get home from school today. Talk about how doing the things we have said we will do is being accountable.

Accountability Lesson 3 | *I will be a good listener*

Prep: Make copies of the Good Listener worksheet

Materials: One of the following books: *That Is Not A Good Idea*, *The Rabbit Listened*, *Horton Hears a Who*; Crayons

Clear learning objective: At the end of this lesson, students will be able to name three aspects of being a good listener.

Anticipatory set (2-5 mins.):

At the beginning of the lesson, stand in circle and have each person say what they will bring on a picnic. The first person will only say what they will bring, but each person thereafter will need to repeat what the people before them are bringing. Once you've gone around the whole circle, talk about what made this challenging. Ask about the other cues that helped the students remember (facial expressions, silly sounds, hand gestures, etc.). Ask how being a good listener is helpful in this game.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 mins):

Choose one of the following books to read introduce the topic of being a good listener: *That Is Not A Good Idea*, *The Rabbit Listened*, *Horton Hears a Who*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *Did the character listen? How?*
- *What did they do to show they were listening?*
- *What happened that shows they were not listening?*
- *How did listening help the character(s)?*
- *How would it have helped the character if they had listened?*

Movement Activity (5-8 mins.):

Play the game red light, green light, but add in a few variations such as purple light (move in slow motion), yellow light (crab walk), etc. At the end of the game, ask how being a good listener in this game is helpful.

Reflection Activity (5-7 mins.):

Discuss the following three elements that help you become a good listener: make eye contact, listen, and use your heart to understand. Explain that when we use these skills, we will better understand what someone is saying. Then, have the students color the Good Listener worksheet.

Accountability Lesson 4 | *I am responsible for my words*

Prep: Make copies of the Accountable Words worksheet

Materials: One of the following books: *My Mouth is a Volcano*, *I Did it*, *I'm Sorry*, *The Grouchy Ladybug*; Pencils

Clear learning objective: At the end of this lesson, students will be able to explain that they are responsible for their own words.

Anticipatory set (2-5 mins.):

Play a quick game of telephone. Have the students sit in a circle and start by whispering the phrase or word in the ear of the person to their left. They will whisper it to the person to their left and pass it along around the circle. When the last person says the sentence they believe they heard out loud, state what the original sentence was. Then ask the students how they thought it got confused. Explain that you will be talking about how we are responsible for the words we say.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 mins.):

Choose one of the following books to read to introduce the topic of being responsible for the words we say: *My Mouth is a Volcano*, *I Did it*, *I'm Sorry*, *The Grouchy Ladybug*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What words did the character use?*
- *How did those words make others feel in the story?*
- *How would you feel if someone spoke to you that way? Why?*
- *How do your words affect other people?*
- *Who controls what words you use?*

Movement Activity (5-8 mins.):

Have the students get into groups of 3-5. Have one student go first in each group by choosing a word from a jar or bowl. They will need to get their group to guess the word by describing it--as long as they don't say the word on the card. For example, if the card says table, they can give hints such as: you eat breakfast on this; there are usually four chairs around it; most people have one in their kitchen; it has four legs.

Reflection Activity (5-7 mins.):

Give each student a copy of the Accountable Words worksheet. Have them answer the questions such as I can show responsibility for my words by saying: _____,

Accountability Lesson 5 | *I am responsible for my actions*

Prep: Blow up 2 balloons per student; Print, cut, and laminate Responsibility Cards; Make copies of I am Responsible for My Actions worksheet

Materials: One of the following books: *But It's Not My Fault*, *Peace Week in Miss Fox's Class*, *Strega Nona*; Pencils

Clear learning objective: At the end of this lesson, students will be able to recognize that they are responsible for their actions.

Anticipatory set (2-5 mins.):

Play a quick game of Simon Says. Make sure that the students who make a mistake sit down. This is how they show responsibility for their actions.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of being responsible for their actions: *But It's Not My Fault*, *Peace Week in Miss Fox's Class*, *Strega Nona*.

Discussion (2-3 mins.):

While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What happened in this story?*
- *How did the character's actions affect others?*
- *How did they fix the problems they caused?*
- *How do your actions affect others?*
- *How can you take responsibility for your actions?*

Movement Activity (5-8 mins.):

Give each student two inflated balloons. Have them pair up with another student. Their goal is to keep all of their balloons in the air for 30 seconds. Set the timer and let them begin. The rules are that the students can't hold the balloons and the balloons can't touch the ground. Have them try several times. Then, ask them what worked and why. Help them recognize the power of teamwork and how they are responsible for their own actions.

Reflection Activity (5-7 mins.):

Give each student a copy of I am Responsible for My Actions worksheet. Have them fill it out. Then, show them the Responsibility Cards for tasks they can choose to do around the classroom when they have extra time.

Accountability Lesson 6 | *I can recognize my emotions*

Prep: Print Emotions Cards; Make copies of I Can Control My Emotions worksheet

Materials: One of the following books: *When Sophie Gets Angry - Really, Really Angry...*, *Don't Think About Purple Elephants*, *Jilly's Terrible Temper Tantrums: And How She Outgrew Them*; Crayons, pencils

Clear learning objective: At the end of this lesson, students will be able to describe ways to control their emotions.

Anticipatory set (2-5 mins.):

Show the students emotions cards. Ask them what the person in the picture is feeling and have them explain why they think that.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of controlling their emotions: *When Sophie Gets Angry - Really, Really Angry...*, *Don't Think About Purple Elephants*, *Jilly's Terrible Temper Tantrums: And How She Outgrew Them*

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character feel in the story?*
- *Do you ever feel that way? Why?*
- *Did the character learn to control their emotions? How?*
- *Could you learn to control your emotions?*

Movement Activity (5-8 mins.):

Print some yoga cards or watch a yoga video for kids. Do yoga for at least five minutes. Then ask the students how they feel. Ask them what else they can do to regulate their emotions (listen to music, read a book, sit alone in a room for a few minutes, talk with a friend or family member, etc.)

Reflection Activity (5-7 mins.):

Have the students fill out and color the I Can Control My Emotions worksheet.

Accountability Lesson 7 | *I can find solutions to my problems*

Prep: Write scenarios on strips of paper; Make copies of Problem Solver worksheet (for younger students)

Materials: One of the following books: Prudy's Problem and How She Solved It, What Do You Do With a Problem, The Doorbell Rang; Pencils

Clear learning objective: At the end of this lesson, students will be able to talk about some of the problem solving techniques.

Anticipatory set (2-5 mins.):

Before class, switch the students' desks around to face a different direction or switch their name tags on their desks. Take note of what each student does when they walk in. Then, as the students begin to solve the problem, talk about what is happening.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of solving problems: Prudy's Problem and How She Solved It, What Do You Do With a Problem, The Doorbell Rang.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What was the problem?*
- *How did the characters solve it?*
- *How do you think the characters felt?*
- *What else could you do in that situation?*
- *Have you ever had a similar situation?*

Movement Activity (5-8 mins.):

Introduce the steps to problem solving and then have the students practice problem solving. You can print the scenarios on strips of paper for each pair to choose from, or you can have the students in groups to identify how they would solve the problem. You could also have two students stand at the front of the class while the rest of the students give them a scenario to solve.

- 1) Identify the problem
- 2) Think about solutions
- 3) Think about the consequences of your words and actions
- 4) Test the solution

Role play scenarios: (You can use these or create your own to fit your students)

1. You want to play with blocks, but the space isn't big enough for two people to play in. Someone else is already playing with the blocks. What do you do?

2. Your friend is playing with someone else at recess and tells you they don't want to play with you. What do you do?
3. Your brother is using the computer and you have an online assignment you need to complete. What do you do?
4. During PE, you were the last person to be chosen for a team. One team started making faces at you. What do you do?
5. During the spelling test, the person who sits next to you is looking at your paper. What do you do?

Reflection Activity (5-7 mins.):

Have the students think about the problems they had to face this week. Have them write 2-3 problems and how they solved them (or how they will solve them). For younger students, you may want to give them a copy of the Problem Solver sheet.

INTEGRITY

“
An individual is whole and complete
when their word is whole and complete,
and their word is whole and complete
when they honour their word.”

-Michael C. Jensen

Integrity Lesson 1 | *I will tell the truth*

Prep: Make copies of the Tell the Truth worksheet

Materials: One of the following books: *Lying up a storm*, *The Boy Who Cried Bigfoot*, *The Empty Pot*

Clear learning objective: At the end of this lesson, students will be able to describe some benefits of telling the truth.

Anticipatory set (2-5 mins.):

Tell the students to close their eyes and consider the following: Think to yourself of a time when you told a lie. Think about why you did it. How did it make you feel? How did it make others feel? Did anyone find out you lied? How did that make them feel? How did it make you feel? Now, think of a time you told the truth. Was it hard to do? How did it make you feel? How did it make others feel?

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of telling the truth: *Lying up a storm*, *The Boy Who Cried Bigfoot*, *The Empty Pot*.

Discussion (2-3 mins.):

While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What happened in the story?*
- *Why did the character choose to lie? (or Why did the character choose to tell the truth?)*
- *Have you ever chosen to tell the truth?*
- *What happens when you tell the truth?*
- *Is telling the truth ever hard to do? Why?*

Movement Activity (5-8 mins.):

Play truth tag where one player is the lie chaser and one player is the truth fairy (who cannot be tagged by the lie chaser). All of the other students go around saying crazy things that are not true (eg. I ate my library book, I have seven toes on one foot, My skin is green, etc.). When they get tagged by the lie chaser, they have to go to "jail" in a corner of the room. They can only be freed by the truth fairy, but once the truth fairy tags them, they become lie chasers. The game ends when everyone is a lie chaser (except the truth fairy).

Reflection Activity (5-7 mins.):

Have students fill out the Tell the Truth worksheet.

Integrity Lesson 2 | *I can apologize*

Prep: Make copies of the apology scenarios

Materials: One of the following books: *Zach Apologizes*, *David Gets in Trouble*, *Uh-Oh! I'm Sorry*

Clear learning objective: At the end of this lesson, students will be able to state the four steps of an apology.

Anticipatory set (2-5 mins.):

Think of something that you can apologize to the class for. Be sure that you follow the four steps. Then, ask the students how apologizing affects others.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of apologizing: *Zach Apologizes*, *David Gets in Trouble*, *Uh-Oh! I'm Sorry*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What happened in the story?*
- *How did they apologize?*
- *How did that help?*
- *Tell the class about a time you had to apologize. How did it help the situation? Did it help you?*

Movement Activity (5-8 mins.):

Explain that a good apology usually has the following four components (You may want to make a poster with these steps and display them in your classroom):

- 1) Say you're sorry
- 2) Explain what you're sorry for (I'm sorry for hitting you)
- 3) Recognize how it may have hurt them (I am sure that hurt you and embarrassed you.)
- 4) Tell them that you will not do it again

Then, divide the students into pairs and give each pair the set of scenarios. Then, have them practice apologizing to each other. For younger students, you can choose a scenario and read it to the class. Then have them practice one scenario at a time. Walk around and observe how the students are apologizing. Make sure they are using the apology steps.

Reflection Activity (5-7 mins.):

Have the students write an apology note to someone. Have them first think of a mistake they've made and then have them follow the apology steps in their letter.

Integrity Lesson 3 | *I can be trustworthy*

Prep: Make copies of the Trustworthiness worksheet

Materials: One of the following books: *The Signmaker's Assistant*, *Being Trustworthy: A Book About Trustworthiness*, *Ruthie and the (Not So) Teeny Tiny Lie*; Tower building blocks

Clear learning objective: At the end of this lesson, students will be able to explain what it means to be trustworthy.

Anticipatory set (2-5 mins.):

Leave the classroom for a few minutes. Ask the students to stay in their seats and work on an assignment or to complete a task. Then, sit outside the door and listen to what happens when you are gone. Then, after several minutes, come back into the classroom and discuss what happened. Ask the students to tell you first and then talk about showing trustworthiness.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of being trustworthy: *The Signmaker's Assistant*, *Being Trustworthy: A Book About Trustworthiness*, *Ruthie and the (Not So) Teeny Tiny Lie*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What does it mean to be trustworthy?*
- *How did the character show they were trustworthy?*
- *How did that affect the other characters?*

Movement Activity (5-8 mins.):

Divide the class into groups based on the number of tower building block sets you have. Using the tower building blocks, have groups build a tower out of the blocks. Then, have them take out one block at a time, trying not to knock the tower over. After several minutes, discuss how being trustworthy really affects others, just like when you take out a block, when you are not trustworthy, those who depend on you are affected by your words and actions.

Reflection Activity (5-7 mins.):

Give each student a copy of the Trustworthiness worksheet. Have them fill out and answer the questions about how they can show that they are trustworthy.

Integrity Lesson 4 | *I can trust others*

Prep:

Materials: One of the following books: Howard B. Wigglebottom On Yes or No, Chicken Chickens, Swimmy, Not Everyone is Nice; Paper, pencils

Clear learning objective: At the end of this lesson, students will be able to describe ways to identify a trustworthy person.

Anticipatory set (2-5 mins.):

Tell the students the following: I want you to close your eyes. Imagine you are in danger. You are alone, but you have a phone nearby. Who would you call first to help you? Now, think about how you feel about that person who helped you. Open your eyes. That is a person you trust. It is important to know that you have people you can trust around you.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of trusting others: Howard B. Wigglebottom On Yes or No, Chicken Chickens, Swimmy, Not Everyone is Nice.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What does it mean to be trustworthy?*
- *How can you tell when someone is trustworthy?*
- *When is it okay to trust others?*
- *How did the character(s) demonstrate trustworthiness? (Or not?)*
- *Who do you know that is trustworthy?*

Movement Activity (5-8 mins.):

Put the students into pairs. They will conduct a trust fall activity where one student will stand straight and fall backward with their partner (who is standing close behind them) catching them from behind before they hit the ground. Then, have the roles reversed.

Reflection Activity (5-7 mins.):

Have the students write down the names of five people they can trust. Then, if time allows, have them write one way to show respect to each person.

Integrity Lesson 5 | *I know when to tell an adult*

Prep: Write scenarios of common problems in your classroom on strips of paper; Make copies of When to Tell an Adult worksheet

Materials: One of the following books: Don't Squeal Unless It's a Big Deal: A Tale of Tattletales, A Bad Case of Tattle Tongue, Bully Beans; Pencils

Clear learning objective: At the end of this lesson, students will be able to describe ways to know when to report to an adult.

Anticipatory set (2-5 mins.):

Do a quick role play where one student is the teacher and the other students are observing (preferably sitting in a circle). Approach the "teacher" with a problem in a whiny voice. For example, "TEACHERRRRR, Susie took my toyyyyy." Ask the students what they think the teacher should do or say and to explain their thoughts. Do this a few more times to get the students to see the difference between tattling and reporting (tattling - telling an adult to get someone else in trouble, reporting - telling an adult to help someone get out of trouble eg. bullying).

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of when to tell an adult: Don't Squeal Unless It's a Big Deal: A Tale of Tattletales, A Bad Case of Tattle Tongue, Bully Beans.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What problem(s) did they have in this story?*
- *When did they decide to take it to an adult?*
- *How do you know when a problem should be brought to an adult?*
- *When did they decide to solve it on their own?*
- *How do you know when to solve a problem on your own?*
- *Is it ever okay to just let a problem go? How do you know?*

Movement Activity (5-8 mins.):

In this activity, you will help students understand how to decide if they should tell an adult, solve the problem on their own, or let it go. Prior to this lesson, think of some common problems that you hear in your classroom (eg. she pushed me, he took my toy, they won't play with me at recess, etc.). Come up with as many of these problems as you can and write them on strips of paper. Then, in this lesson, draw three columns on the board: Tell an adult, Solve it, Let it Go. Disperse the strips of paper (preferably one to each pair of students). Have the pairs or groups of students decide whether the problem should be taken to an adult, they should solve it on their own, or let

it go. Then, have one representative stand under the column with their strip of paper where they think the problem belongs. Then, discuss each problem and how to address it as a class. During this discussion, explain that problems that should be brought to an adult are those that are hurting someone either physically or emotionally. Problems that can be solved on their own are those that can be talked through (sharing, taking turns, etc.). Problems that can be let go are those that you can walk away from without affecting anyone.

Reflection Activity (5-7 mins.):

Have the students write three problems under each column describing what type of solution can be made for each problem.

Integrity Lesson 6 | *I will do the right thing at all times*

Prep: Make copies of Integrity is Doing the Right Thing

Materials: One of the following books: *The Rainbow Fish*, *Rabbit's Gift*, *A Bike Like Sergio's*, *The Three Questions*; Crayons

Clear learning objective: At the end of this lesson, students will be able to explain that doing the right thing is a way to show integrity.

Anticipatory set (2-5 mins.):

Use one of the following scenarios to ask your students. You may want to write it on the board and have your students ponder for a few minutes before you begin a brief discussion. Have the students explain why they would take the action.

What would you do if...

-you found a wallet with \$100 in it?

-you saw the last piece of chocolate cake in the fridge but knew your sister was hoping to have it for dessert?

-you jokingly said something at recess and later heard it repeated as a rumor?

-you witnessed a classmate being bullied in the hallway at school?

Feel free to add your own, if you have a more relatable scenario in mind, but try not to address anything that actually happened recently involving your students. The goal is to get them to think about their thoughts and actions, not past events.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of doing the right thing: *The Rainbow Fish*, *Rabbit's Gift*, *A Bike Like Sergio's*, *The Three Questions*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What did the character choose to do?*
- *Why do you think they did that?*
- *What do you think the right thing to do would be?*
- *Did the character choose to do the right thing in the end? How did that affect others?*

Movement Activity (5-8 mins.):

Divide the students into groups. Give the groups one situation at a time. Ask them to discuss each situation and what they would do. Be sure to walk around the room and listen to their discussions. Below are some suggested situations:

-Your best friend asks you to help her cheat on a test. She says she will never do it again,

but just needs help this time. What do you do?

-You are walking home from school and the crosswalk hasn't changed to walk yet. You've been standing there a long time and there aren't any cars coming. What do you do?

-You see a classmate take a toy from the classroom and play with it at recess. The rule is that you can't take toys out of the classroom. What do you do?

-There is a new student at school and he is sitting by himself at lunch. What do you do?

*Have the students make up their own situation.

Reflection Activity (5-7 mins.):

Have the students color the Integrity page.

Integrity Lesson 7 | *I will be true to myself*

Prep: Make copies of I Will be True to Myself worksheet

Materials: One of the following books: Stand Tall Molly Lou Melon, The Story of Ruby Bridges, Brave by Stacy McAnulty; Paper, scissors, pictures of each student; Pencils

Clear learning objective: At the end of this lesson, students will be able to describe what it means to be true to themselves.

Anticipatory set (2-5 mins.):

Write the words True to Yourself on the board. Ask the class what they think it means. Give some examples of others being true to themselves from the class, school, or community that the students can relate to.

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of being true to yourself: Stand Tall Molly Lou Melon, The Story of Ruby Bridges, Brave by Stacy McAnulty.

Discussion (2-3 mins.):

While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What made the character unique?*
- *How did they embrace their uniqueness?*
- *Do you think it was hard for them to stand up for themselves? Why?*
- *In what ways are you unique?*

Movement Activity (5-8 mins.):

Talk to the students about how beautiful snowflakes are, yet how different each snowflake is. Then, have each student create their own snowflake. Place a picture of each student in the middle of their snowflake. Display the snowflakes on a class bulletin board and write something to the effect of "Each of us is beautiful, just like every snowflake". You can also choose to do flowers, stars, or something else that reflects the season or something you've been studying recently.

Reflection Activity (5-7 mins.):

Have the students fill out the I Will be True to Myself worksheet.

SERVICE

“ When we are willing to serve others,
we find our voice and our greatest selves.”

-Stephen R. Covey

Service Lesson 1 | *I will be kind to others*

Prep: Make copies of the I Will Be Kind worksheet; Make copies of the Kindness Bingo sheet

Materials: One of the following books: *Stick and Stone*, *The Smallest Girl in the Smallest Grade*, *Be Kind*; Pencils, crayons

Clear learning objective: At the end of this lesson, students will be able to list ways to show kindness to others.

Anticipatory set (2-5 mins.):

Have the students think about the last person they were with. Were they kind to them? Have them think about what they said and did with them. Could they have shown more kindness? How? Then, ask for a few volunteers to share their thoughts.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of being kind to others: *Stick and Stone*, *The Smallest Girl in the Smallest Grade*, *Be Kind*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character(s) show kindness?*
- *How did that affect others?*
- *What can you do to show kindness?*
- *How does being kind provide service?*

Movement Activity (5-8 mins.):

Give the students a copy of the Kindness Counts bingo sheet. Explain that this is a month-long (or longer if you choose) activity that the whole class will participate in. You may want to display a poster size of this bingo sheet in the classroom as well. Have them get with a partner and think of ways to complete each activity. There are blank spaces that the students can fill in with their own ideas.

Reflection Activity (5-7 mins.):

Have the students fill out and color the I will be kind worksheet.

Service Lesson 2 | *I will develop empathy and think of others*

Prep: Print and cut out Empathy Charades; Make copies of the Empathy worksheet

Materials: One of the following books: *We're All Wonders*, *Leonardo*, *The Terrible Monster*, *Stand in My Shoes*, *Chrysanthemum*; Jar or bowl; Pencils

Clear learning objective: At the end of this lesson, students will be able to explain how their words and actions affect others.

Anticipatory set (2-5 mins.):

Have the students sit at their desks and answer this question: How are you feeling today? Why? Then ask if anyone would like to share their thoughts briefly.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of developing empathy and thinking of others: *We're All Wonders*, *Leonardo*, *The Terrible Monster*, *Stand in My Shoes*, *Chrysanthemum*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character(s) feel in the story?*
- *Do you think people around you feel that way?*
- *Have you ever felt that way?*
- *How do your words and actions affect others?*
- *Define empathy as "the ability to understand and share the feelings of others".*
- *How can we develop empathy?*

Movement Activity (5-8 mins.):

Play a game of empathy charades. Have one student choose an emotion (written on strips of paper and placed in a jar) and act out the emotion without words. Have the other students guess what emotion the student is "feeling". Whoever guesses correctly first, gets to act out the next emotion.

Reflection Activity (5-7 mins.):

Have the students fill out the Empathy worksheet.

Service Lesson 3 | *I will celebrate the success of others*

Prep: Make copies of Winning and Losing worksheet

Materials: One of the following books: *Pete the Cat: Play Ball!*, *Number One Sam*, *Sam is Not a Loser*; Music; *Optional: clip of a winning team*

Clear learning objective: At the end of this lesson, students will be able to explain one way to be a good sport.

Anticipatory set (2-5 mins.):

Have the students close their eyes and imagine they are on a sports team. (You can also watch a brief clip of a team winning and cheering.) Tell them their team just won the championship. How do they feel? Now, take that same scenario, but imagine they are on the losing team. How do they feel now? Have them open their eyes and discuss what it feels like to win and to lose. You can write their comments on the board under two columns to facilitate the discussion.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of celebrating the success of others: *Pete the Cat: Play Ball!*, *Number One Sam*, *Sam is Not a Loser*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *Did the character win?*
- *How did that make the character feel?*
- *How do you feel when you win?*
- *How do you feel when you lose?*
- *How do you feel when other people win?*
- *How can you celebrate when other people win and you lose?*

Movement Activity (5-8 mins.):

Play musical chairs. When someone wins, have the rest of the class give them a high five and say "great job!" to practice good sportsmanship. If time allows, discuss that it's okay to want to win, but that we can celebrate even if someone else wins.

Reflection Activity (5-7 mins.):

Have the students fill out the Winning and Losing worksheet.

Service Lesson 4 | *I will serve others in my family*

Prep:

Materials: One of the following books: *A Chair for my Mother*; *Too Many Tamales*; *A Family is a Family is a Family*; Hula hoop; Paper and pencils

Clear learning objective: At the end of this lesson, students will be able to name several ways to serve members of their family.

Anticipatory set (2-5 mins.):

Write the word Family on the board. Discuss for two minutes what this word means to the students. Have them define the word (eg. people you live with who you love and who take care of you.)

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of serving family members: *A Chair for my Mother*; *Too Many Tamales*; *A Family is a Family is a Family*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character help their family member?*
- *How did that affect their family?*
- *How would your family feel if you helped them?*
- *What could you do to serve your family members?*

Movement Activity (5-8 mins.):

Play a game of pass through the hula hoop. For this game, have the class stand in a circle holding hands. Then, tell them that you will pass around a hula hoop that each person will need to pass through--without letting go of their neighbors' hands. You may want to give an example to show how to get through the hula hoop (step through with one foot and one arm, then your head, then the other foot and arm). Have the observing students cheer their classmates on. If time remains, you can pass the hula hoop around again, but time it this time.

Reflection Activity (5-7 mins.):

Have the students list the members of their immediate family. Then, have them write one way they can serve each member of their family.

Service Lesson 5 | *I will serve others at my school*

Prep: Make copies of the If You Knew Me worksheet; Make copies of the Service Project Plan sheet

Materials: One of the following books: *Maddi's Fridge*, *A Sick Day for Amos McGee*, *Each Kindness*

Clear learning objective: At the end of this lesson, students will be able to name ways to serve others in their school.

Anticipatory set (2-5 mins.):

Take a minute and have the students close their eyes. Have them think of all of the people they see at school. Have them raise their hands (eyes remain closed) and name some of the people they see at school: friends, teachers, administrators, janitors, cafeteria workers, etc. Write the groups of people on the board as they are mentioned. Then, have the students open their eyes. Can they think of anyone else? How do they interact with these people?

Review (1-2 mins.):

Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of serving others at school: *Maddi's Fridge*, *A Sick Day for Amos McGee*, *Each Kindness*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How did the character serve others?*
- *Was it helpful? How?*
- *In what ways do our words and actions affect others?*
- *How could we serve others here at school?*
- *Who could we serve?*

Movement Activity (5-8 mins.):

Have the students fill out a list of things others should know about them. Then, divide the class into pairs. While Partner B listens, have Partner A state, *If you really knew me, you would know that...* and name the things that others could know about them from their list. After 30 seconds, have the partners switch roles. If time allows, have the pairs switch so the students can share twice each. Briefly discuss the importance of knowing someone so that you can serve them better.

Reflection Activity (5-7 mins.):

Have each student plan at least one service project they can do to serve someone at school.

Service Lesson 6 | *I will serve others in my community*

Prep: Contact parents and members of the community for possible service opportunities; Cut construction paper into strips

Materials: One of the following books: *Extra Yarn*, *One Love*, *Sidewalk Flowers*; Glitter in a bowl; Markers, strips of construction paper;

Clear learning objective: At the end of this lesson, students will be able to recognize how one small act of kindness can affect their community.

Anticipatory set (2-5 mins.):

Have a small bowl of glitter in front of the class. Have one student come to the front of the class and dip their hands in the glitter. Then, have them shake hands with another student. Have that student shake hands with another student and have each student shake hands with other students. Eventually, all of the students should have some glitter on their hands. Talk about how kindness can spread just like the glitter did.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of serving others in their community: *Extra Yarn*, *One Love*, *Sidewalk Flowers*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What did the character do in the story to help others?*
- *Who was affected by their kindness?*
- *Who could be affected by your kindness?*
- *Who are members of your community?*
- *How could you serve them?*

Movement Activity (5-8 mins.):

Prior to this lesson, contact parents and other community members to understand the needs of the community. Find one to three projects wherein your class could help solve a local need. It is best if it is a project that the students can be fully involved with, for example, making cards for soldiers, visiting a local nursing home or hospital, helping a family in the neighborhood, cleaning up a park, etc. During this portion of the class, explain the different needs of the people that you've found and have the students choose one and plan the project. You will likely need extra time to fulfill the service project.

Reflection Activity (5-7 mins.):

Cut out strips of construction paper. Give the students several strips. When they complete a small

act of kindness, have them write it on a strip of paper. Have them think of something they did today or recently and write it on their first strip. Then, make a chain out of the paper strips (looped into links) and begin to hang the chain in the classroom or hallway. Add to the chain as the students complete more acts of kindness.

Service Lesson 7 | *I will leave a place better than what I found it*

Prep: Make copies of Make the World a Better Place

Materials: One of the following books: *The Gardener*, *How Will You Leave the World Better Than You Found It?*, *Miss Rumphius*

Clear learning objective: At the end of this lesson, students will be able to name a few ways they can make the world a better place.

Anticipatory set (2-5 mins.):

Watch a video clip of the Lorax when Ted Wiggins tells the townspeople that they can help the world by planting a seed. Discuss what Ted does to help his town improve their world. You may choose to find a similar clip of a video demonstrating the small acts that can change the world (MLK Jr, Rosa Parks, or other historical figures are also great examples).

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of leaving the world better than you found it: *The Gardener*, *How Will You Leave the World Better Than You Found It?*, *Miss Rumphius*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What did the character do that improved the world around them?*
- *How much effort did this take?*
- *How did it help?*
- *How did their actions affect others?*
- *What could you do to improve the world around you?*

Movement Activity (5-8 mins.):

Take a walk around the school and look for ways to improve what you see. This could be picking up trash, pulling weeds, stacking chairs, or some other simple task. You may want to talk with various school leaders and/or the janitor about any needs they have beforehand and see what your class could do to help.

Reflection Activity (5-7 mins.):

Have the students draw a picture and answer the question, What can I do to make the world around me a better place?

EXCELLENCE

“

We are going to relentlessly chase perfection, knowing full well we will not catch it, because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence.”

-Vince Lombardi

Excellence Lesson 1 | *I will be thankful*

Prep:

Materials: One of the following books: *The Thankful Book* by Todd Parr, *Bear Says Thanks*, *The Thank you Book* by Mo Willems; Paper, markers, pencils

Clear learning objective: At the end of this lesson, students will be able to write a thank you card.

Anticipatory set (2-5 mins.):

Play a game with the students where you imagine what life would be like without certain items. For example, you can start the game by asking, “What would life be like if we didn’t wear shoes?” Have the students give some answers. Then, when they have given some answers, have a student ask the next “what would life be like” question. Continue for several questions. Let the students know you will be discussing gratitude today and share your gratitude for the things you have. For older students you may want to discuss how other people actually live without those items.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of being thankful: *The Thankful Book* by Todd Parr, *Bear Says Thanks*, *The Thank you Book* by Mo Willems.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you’re reading to their own lives.

- *How did the character show gratitude?*
- *How did that affect others?*
- *How do you show gratitude?*
- *What are you thankful for?*

Movement Activity (5-8 mins.):

The following activity can be done as a whole class or divided into groups. Have the students get into teams. Have them come up with as many people they can think of in one minute (they don’t need to name specific people, but can name roles--mom, dad, teacher, etc.). Then, have them write the names on the board. Then, have them discuss what each of those people does for them (eg. Mom makes me dinner, Dad plays with me, Teacher teaches me, etc.). Discuss the number of people who are in our lives who help us every day. How can we show them gratitude for what they do? Name some ways to show gratitude.

Reflection Activity (5-7 mins.):

Have the students create thank you cards for one to three people. Help them by writing some lines on the board such as: Thank you for..., I appreciate you because...

Excellence Lesson 2 | *I can be a good example*

Prep: Make copies of I Will Be a Good Example worksheet

Materials: One of the following books: *What if Everybody Did That?*, *Each Kindness*, *The Invisible Boy*; Plate or pie tin, whole milk, food coloring liquid, q-tips, plastic cup, dish soap; Butcher paper, paint, wet wipes or paper towels

Clear learning objective: At the end of this lesson, students will be able to describe how their actions affect others.

Anticipatory set (2-5 mins.):

Pour milk on a plate. Tell the students that the milk represents the world around them. Have 3-4 students take one bottle of food coloring and add a few drops of each color in one section of the plate, keeping the colors separate (see image below). The colors represent the people you interact with. Then, have one or two students take a q-tip and dip it into a cup of dish soap. Each q-tip represents an individual person and the soap represents your actions. Have one student take their q-tip and stick it in the middle of the plate of milk. Watch as the colors swirl around showing how our actions affect others.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of being a good example: *What if Everybody Did That?*, *Each Kindness*, *The Invisible Boy*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *How was the character an example to others?*
- *How did their actions affect others?*
- *Did they choose to be a good example or a bad example?*
- *How can you be a good example to others?*
- *What small actions can you take each day to be a good example?*

Movement Activity (5-8 mins.):

Have a long sheet of butcher paper to make a poster. Then, have students paint the bottom of one foot (or use a template for them to paint a foot directly on the paper) and stamp their foot on the poster. Once the paint is dry, have each student write one thing they can do to be a good example. The top of the poster can say something like, "Ms. K's class will be a good example by..." or "Follow in our footsteps and be a good example".

Reflection Activity (5-7 mins.):

Have the students write one thing they will do to be a good example to others.

Excellence Lesson 3 | *It's okay to make mistakes*

Prep: Take one piece of paper for each student and “make mistakes” on them (eg. rips, poke holes, put tape on in various places, blobs of ink or paint, etc).

Materials: One of the following books: *It's Okay to Make Mistakes*, *The Girl Who Never Made a Mistake*, *Beautiful Oops*; Papers with mistakes on them, paints, paintbrushes, crayons, scissors, markers, and other art and craft supplies

Clear learning objective: At the end of this lesson, students will be able to recognize that making mistakes is part of learning.

Anticipatory set (2-5 mins.):

Have the students think of a big mistake they've made. Think of some you've made. Try to show how silly some of those mistakes were and create a light mood.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of making mistakes: *It's Okay to Make Mistakes*, *The Girl Who Never Made a Mistake*, *Beautiful Oops*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What mistake(s) did the character make?*
- *How did the mistake affect them?*
- *What mistakes have you made?*
- *Do you think it's okay to make mistakes? Why or why not?*

Movement Activity (5-8 mins.):

Before your students arrive, prep various pieces of paper with “mistakes.” Blobs of paint, rips, pieces of tape stuck in weird places, holes, etc. Then, when the students are ready, have them take a piece of paper and make a work of art out of it. Have paints, paintbrushes, crayons, scissors, markers, and other art and craft supplies on hand for the students to be as creative as possible.

Reflection Activity (5-7 mins.):

Have the students think about the funniest mistake they've made today (or this week)? What can they learn from their mistake? Have them write down their thoughts.

Excellence Lesson 4 | *I will learn to set goals*

Prep: Find a short video clip about setting goals; Make copies of Goals worksheet; Print Goals poster

Materials: One of the following books: *A Chair for My Mother*, *The House That Jane Built*, *Salt in His Shoes*; Pencils

Clear learning objective: At the end of this lesson, students will be able to set a goal.

Anticipatory set (2-5 mins.):

Watch a short video clip about setting SMART goals or goal setting.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of setting goals: *A Chair for My Mother*, *The House That Jane Built*, *Salt in His Shoes*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What goal did the character set?*
- *How did they reach their goal?*
- *What did they have to do to accomplish their goal?*
- *What goals can you set?*

Movement Activity (5-8 mins.):

Introduce SMART goal setting (Specific, Measurable, Attainable, Realistic, Time-bound). Put the students in groups of 3-4. Have them come up with goals. Then, have them present their goals to the class and see if they meet the SMART checklist from the Goals poster. If not, help the group come up with a SMART goal.

Reflection Activity (5-7 mins.):

Give the students a goal chart worksheet. Have them write three goals (they can also draw a picture). Then, as they accomplish each goal, they can check the box.

Excellence Lesson 5 | *I will learn to never give up*

Prep: Find a short video clip about never giving up; Freeze pennies inside an ice cube

Materials: One of the following books: *The Thing Lou Couldn't Do*, *The Most Magnificent Thing*, *Mia Hamm: Winners Never Quit*, *Brave Irene*;

Clear learning objective: At the end of this lesson, students will be able to recognize the power of perseverance.

Anticipatory set (2-5 mins.):

Watch a short video clip about never giving up. Then, ask the students what it means to “never give up”.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of never giving up: *The Thing Lou Couldn't Do*, *The Most Magnificent Thing*, *Mia Hamm: Winners Never Quit*, *Brave Irene*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What did the character want to do?*
- *How did they work to make that happen?*
- *What obstacles got in their way?*
- *Did they ever give up?*
- *Why would it be important to never give up?*

Movement Activity (5-8 mins.):

Have the students get into pairs. Then, give each pair an ice cube with a penny frozen inside. Tell them that the task is to get the penny out without smashing the ice cube or putting it into their mouths. Give them a time limit. Then see what the teams come up with. Discuss their strategies.

Reflection Activity (5-7 mins.):

Have the students each write one thing they really want to accomplish this year. Have them break the goal into monthly, weekly, and daily milestones to help them see what they can do to never give up on their goal.

Excellence Lesson 6 | *I will try new things*

Prep: Make copies of *This year, I will try...*

Materials: One of the following books: *The Pink Refrigerator*, *Everyone Can Learn to Ride a Bicycle*, *Sergio Makes a Splash*; Activity supplies

Clear learning objective: At the end of this lesson, students will be able to describe how they feel when they try something new.

Anticipatory set (2-5 mins.):

Greet the students as they come to class in a different way. If possible, make it something that is a little out of your comfort zone. For example, if you typically just say hello to each student, try giving them a high five or dancing as they walk in. You can also set a different mood by playing some music to introduce the lesson. Then, discuss what you did and how it was different. *Did the students like the change? Why or why not? Was it hard for you to do something different? Why or why not?*

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of trying new things: *The Pink Refrigerator*, *Everyone Can Learn to Ride a Bicycle*, *Sergio Makes a Splash*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What did the character try that was new?*
- *Was it hard for them to try? Why?*
- *Have you tried something new before?*
- *What was it like?*
- *Do you enjoy trying new things? Why?*
- *How do you feel after you've tried something new?*

Movement Activity (5-8 mins.):

Have the students engage in an activity they've never tried before. Some suggestions are: building a tower of blocks like they've never built before, getting to know their neighbors (providing them with a short list of questions is helpful), balancing on a strip of painter's tape on the floor, trying to jump rope, lining up dominoes in a pattern and letting them fall over, playing a new game, dancing to a new song, etc. Choose something that works for your class, then discuss how it felt for them to do something new.

Reflection Activity (5-7 mins.):

Have the students write down one activity they would like to try this year. Then, they can draw a picture of themselves doing that activity.

Excellence Lesson 7 | *I will always do my best*

Prep: Blow up two balloons; Make copies of Try my Best page

Materials: One of the following books: *The Mighty Street Sweeper*, *The Empty Pot*, *Rosie Revere, Engineer*; Balloons or beach balls; Crayons

Clear learning objective: At the end of this lesson, students will be able to describe ways they can be their best self.

Anticipatory set (2-5 mins.):

Have the students close their eyes and think of a time when they were their best self. Where were they? What were they doing? How did it feel? Then, have them describe their thoughts. List the words they use on the board (kind, sharing, thoughtful, brave, strong, etc.). Then, look at the words and talk with the students about what they've shared.

Review (1-2 mins.): Review the last leadership lesson taught.

Book to read (5-7 minutes):

Choose one of the following books to read to introduce the topic of doing their best: *The Mighty Street Sweeper*, *The Empty Pot*, *Rosie Revere, Engineer*.

Discussion (2-3 mins.): While you read, ask the following questions. Get the students to think about how they can apply what you're reading to their own lives.

- *What did the character do to do their best?*
- *How do you know they did their best?*
- *In what ways can you show you are doing your best?*

Explain that only the individual person knows if they are actually doing their best and that being your best self doesn't mean being the best. (This is a great time to talk about perfectionism.)

Movement Activity (5-8 mins.):

Divide the class into two teams. Then, give each team one balloon (blown up) or beach ball. Have them do a relay race where each member of their team must race with the balloon between their knees from one end of the classroom to the other and back again, without dropping the balloon. Once they return to their team, they hand off the balloon to the next person and they do the same thing. Once every member of the team has completed the relay race, the game is over. Whoever has all of their team members finish first, wins.

Reflection Activity (5-7 mins.):

Have the students color the page Try my Best.



CHARTER ONE