

Habits of Helpers

A Full-Circle Learning Manual

*With Lesson Plans for the
Preschool – Kindergarten Classroom*

Includes 165 linked activities, 15 teaching strategies
and 22 song lyrics

Plus Additional Worksheets and Booklist
and Team Planning Model

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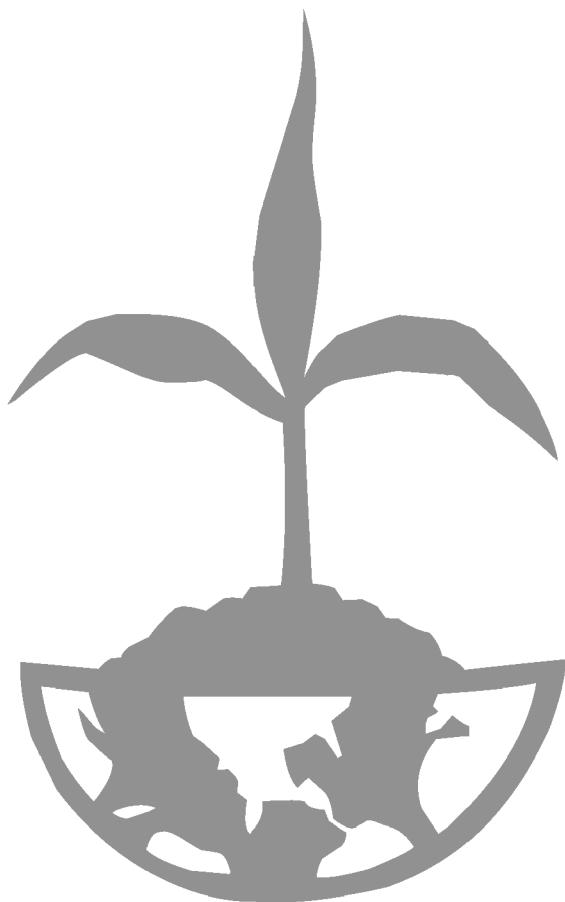
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Part 1

**Full-Circle Learning:
Integrating Education from the Start**



The Case for Integrated Curriculum

We live in a world increasingly knit together by environmental factors: by the transportation of technologies as well as the transporting of disease agents; by the twin extremes of over-consumption and poverty; by fuel consumption as well as the fuel of new ideas.

The age of specialization taught people to apply technologies specific to their proclivities but not to their emotional identities, and especially not to identities carefully crafted to create an attitude of global altruism.

As our destinies on the planet increasingly collide to affect the sustainability of life, the time has come to create sustainable models of education that help each member of humanity embrace a sense of global responsibility and see the connection between the applications for learning and the health and well being of the entire human family.

When global development education is fully integrated to link emotional intelligence with cognitive development, process learning, multiple intelligences, the arts, project-based learning and a commitment to world

citizenship, then a generation of students can grow up intuitively applying lessons across the globe that serve a sustainable society. The practices that become habitual for these students may affect their perspectives and collaborations throughout their careers, bringing prosperity not only to their countries but to humankind.

Integrated curriculum means more than interdisciplinary curriculum (which means to integrate two content areas such as math and music or literature and history). Cross-pollination may help students contextualize their learning, but the role of integrated education is to go much farther, toward providing deep meaning and a higher purpose for education. It honors the search for life's meaning by connecting the participant to other members of the human family and to a sense of participation in their well-being and ultimate destiny. It does so by helping students define their moral code, aspire to acts of service based on that code and construct their knowledge, skills, creativity, and curiosity through projects that help them better serve. Many sages over the ages have honored just such a life.

What to Integrate

Integrated education begins with a values-based concept or theme and extrapolates it from that which is moral or ethical to that which is cognitive and creative, crossing multiple academic and arts disciplines along the way. With the introduction of each new character education theme, students learn to close the gap between a belief and the many ways to exercise it through applied behavior. As defined by Full-Circle Learning, integrated education then goes two steps farther. It also applies the character concept to the principles of peace-making, to help the student address inevitable

conflicts in the world as they relate to personal life and to the content areas (such as history, science or literature). Finally, the theme is applied through service to the family and to the local and global human community. Integration of the theme becomes so thorough that it permeates the consciousness and influences the actions and identity of and processing of the learner, who truly feels like a participant in his own destiny and in the future of the global society. This cycle brings the learner full-circle and prepares her for the practical application of a new character goal and study unit.

Full-Circle Learning: Its Model and Mission

The Full-Circle Learning model exists to help students embrace their role as society's helpers and healers. Therefore, every Full-Circle Learning unit for students of varying age levels contains the following elements.

- 1. Character education.** Curiosity-invoking events and interactive processes such as role plays help students define and apply the habit-of-heart or positive personal trait as the introductory theme of the study unit. As students are perpetually involved in a state of becoming, and all learning springs from this desire, the teacher and lesson plans challenge them to apply the current character goal to the academic and artistic processes that lie ahead in the learning unit;
- 2. Academic events.** Projects and processes link the caring emotions with a community need that involves cognitive problem solving and requires skills development and/or building new knowledge in the basic content areas of language arts, math, science and social studies.
- 3. Arts enrichment.** Students learn and perform songs and complete art projects that help them exercise creativity in relation to the positive theme of the unit and advocate for a meaningful cause or purpose.
- 4. Peacemaking or conflict resolution skills.** Guided imagery exercises help students visualize their way to acquiring the trait; paired peacemaking exercises help students learn to effectively communicate and empathize with others, applying the trait and making correlations between interpersonal, community-based and international interactions.

5. Humanitarian service. Culminating local or global projects offer students authentic opportunities to apply the character trait to make a difference in the world by connecting all the processes above. They may do this in a number of ways, such as:

- a. an offsite field trip
- b. teaching what they have learned to other classes
- c. making a presentation for a guest presenter
- d. sending a challenge to distant students
- e. sending messages or gifts to guest presenters who are professionals in a field
- f. conducting experiments or challenging a sister site in a two-part knowledge exchange
- g. producing a class newspaper on a theme (even preschoolers can submit art work)
- h. creating a technology product, etc., and
- i. reflecting on who benefited from their action, to complete the cycle of: conceptual understanding → practice/ classroom interaction → introspection/ home interaction → skills building and knowledge application → community interaction → reflection on the process

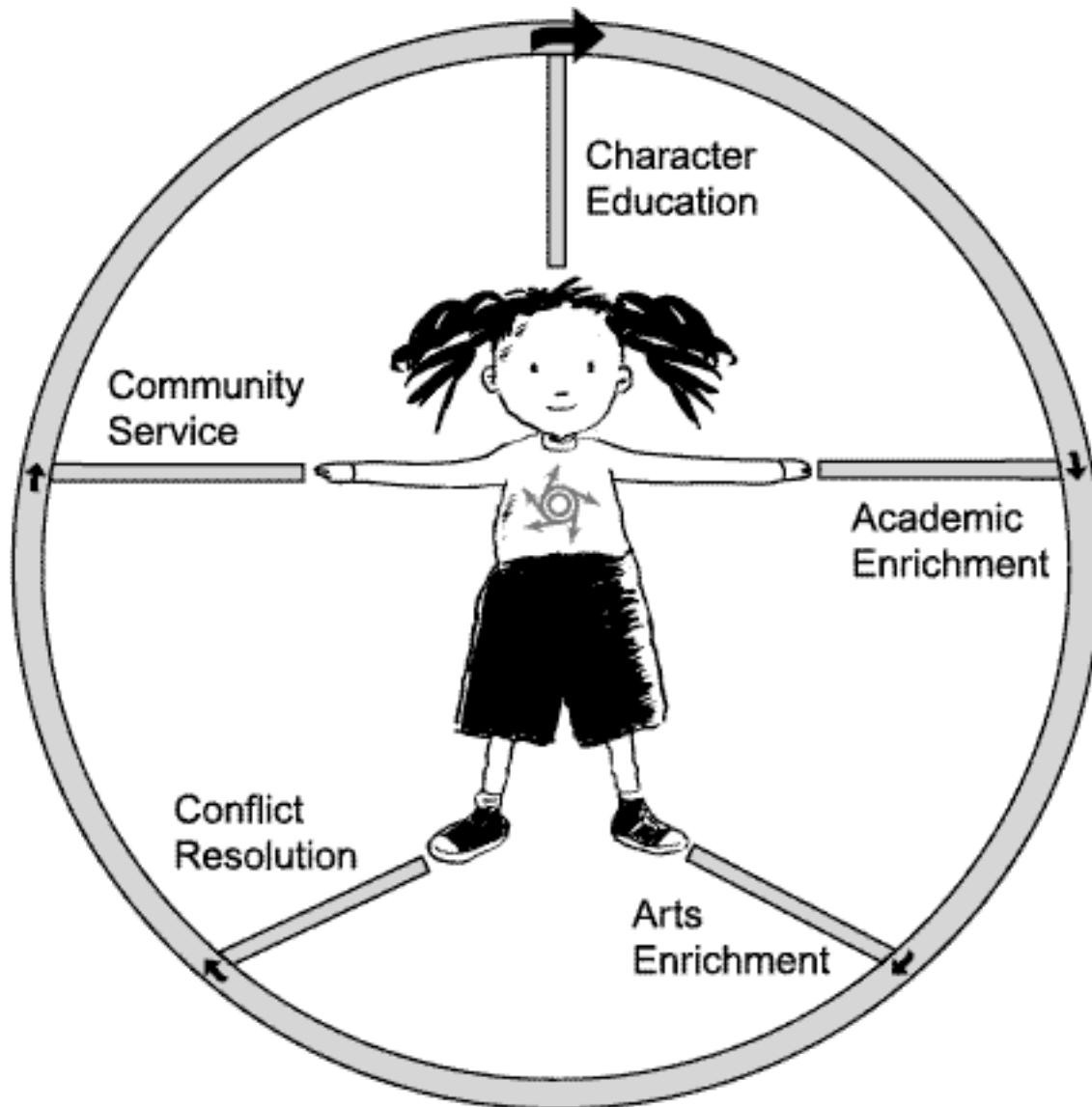
Only after this final step is complete should the students move on to develop a new learning unit and a new personal quality.

The Full-Circle Learning model is often represented by a student in a wheel with the head, arms and legs each representing an area of integrated focus. The head is pointed at

character education or moral instruction. This element provides the impetus to acquire skills for the purpose of serving humanity and the earth we live in. The left hand represents academics and those skills needed to apply character goals. The left foot enhances the hand with art or music, provided publicly to address the same theme. The right foot is the conflict resolution piece. The student is ready to walk across the conflict bridge. The right hand is the essential service component, where all the other elements are applied in an authentic service to

another person or group in the community or across the globe. (See Figure 1.)

The premise of Full-Circle Learning embraces this concept: When character development becomes the impetus for learning, and service to a sustainable world civilization becomes the outcome of the learning, the students' motivation to achieve increases in the short term, and the world and its peoples benefit in the long term.



Sharing a Human Identity with a Cultural Identity

Think of the human being as a tree, growing from a sapling not by simply growing taller but by adding layers. When you cut a tree, you see its rings. Each of these layers is an identity. The roots of cultural identity are those we may first recognize in a child's approach to learning and to life, yet the emerging person also has a family identity, an ethnic identity, an identity springing from personality and a human identity linking the self to everyone else on the planet. The world has become more complex precisely because we live in an age when technologies and other factors have brought us closer as a human family. No longer distant cousins, we see the impact of our global interactions, economic activities and educational alliances across borders more easily than in ages past. We migrate and send correspondence more easily. With the threat that the influx of outside cultures will dominate indigenous cultures also comes an opportunity sometimes overlooked—the chance to identify the post positive common threads in the world's cultures and integrate them into early childhood education.

If we do so effectively, as the consciousness expands and the child grows, then rather than select one identity or another, the child has the opportunity to strengthen these parallel identities—to identify with the noblest aspects of the human family in a manner that supports the traditional value system deeply embedded in his or her cultural roots—and still be friendly to the inevitably multicultural world. This is the challenge each of the world's peoples faces, for once the wheels of communication and technology are set on a path connecting each generation increasingly to the outside world, it seems unlikely that the gears will suddenly slip into reverse. Instead, each country will face the task of finding educational values

that look for the best attributes in the human family as they support the roots of that country's core values.

The farm workers' leader Cesar Chavez remarked that "The goal of all education is service to humanity." He lived centuries after the Chinese philosophers who discussed the eternal Li, a call to wisdom and understanding, and later defined The Great Learning, in which cultivation of intuition put into action brought peace to families and to the world. African leaders and indigenous tribal leaders along with luminaries and teachers from every culture in every century have conveyed a similar message, recommending the integration of practical skills and a higher purpose. Wang Shou-jen's followers declared that the streets were full of sages because all possessed intuitive knowledge. Only in the 20th century, with the introduction of Social Darwinism, did the disintegration of cognitive skills and life skills become commonplace. The results have proven to be less than ideal for children as well as for communities. Today, the message of other sages from all backgrounds are resurfacing to suggest the value of educational models aimed at cultivating the highest, most altruistic aspects of human nature.

"Human virtues are the bright candles of civilization," wrote the Eastern philosophers of a century ago, (1) who recommended cultivating excellence in the sciences and arts while carrying forward an ever-advancing civilization. The theme of doing good for others is echoed by the luminaries in the ancient traditions of almost every culture. The somewhat universal value suggested here is that cognitive development becomes heightened when the fruiting of each person's inner life and the outcome of service to humanity are not

only integral to each aspect of the academic and artistic environment but threaded through them as a connector, to offer a meaningful motivation for learning new skills.

Process theory and other models broke ground for project-based learning with a higher purpose. The strategies recommended in the Full-Circle Learning model take these theories into the practical realm, link them to commonly accepted educational standards and developmental capacities and place the teacher in a role of importance in this process, as a planner and a guide in providing opportunities that lure students toward their highest potential rather than emphasizing tests that threaten students away from failure.

Research compiled by the American Commission on At-Risk Youth (2004) examined the increase in behavioral disorders, attention deficit, depression and attempted suicide in children and youth in America over the past decades. The study, conducted by physicians and scientists, identified an unmet need in the educational and social environment, and stated that children are neurologically hardwired to connect to other

human beings as role models for how to live positive lives and to look for deeper purpose. (2) The researchers recommended creating learning environments in which children bond with people who help them identify what it means to live a good life.

Doing so in a context that provides them access to their own cultural heritage but does not exclude them from the broader world in which they will circulate affords them greater flexibility as they enter their school years and beyond.

In 2003, the Academy of Educational Development (A.E.D.) a U.S. national accrediting agency, identified the program developed by Full-Circle Learning as a promising practice for nurturing altruistic identities. In 2004, the curriculum received the John Anson Ford award for fostering harmonious intercultural relationships and lifelong service while helping students achieve academically. (3) The model challenges teacher to turn the classroom into a culture of its own, with the high positive expectations of a nurturing home but a scope of possible connections as large as the human family.

When to Begin

How early is too early to begin an integrated global education curriculum? To answer that question, we asked the question of not only when does learning occur, but when and how does identity form?

Many parents have said they intended to raise children without gender biases, only to find, upon giving birth, that their boys picked up objects and turned them into cars as soon as they could crawl and their little girls ignored the cars and manifest verbal skills—long before

research bore out the differences in the way boys and girls decode messages, develop reading and speaking skills and pursue other activities that are both cognitive and personality driven in nature. What parent has not observed a child who, as a toddler, was experimenting with language and is now a linguist while another, at the crawling stage, was experimenting with light sockets and flushing toilets and is now a physicist or electrician? Often the personalities and identities match the skills from the earliest stages of development.

If you want to influence a child's method of perceiving the world's possibilities and the child's own capacities, start now, whenever now is. By shaping the child's opportunities to contribute to the world in a meaningful way, you automatically shape a child's identity in a positive way.

In some homes and schools, the very young are protected from negative experience and inadvertently protected from the empowering process of problem-solving. Psychologists who cited research on young children after the tsunami of early 2005 in Southeast Asia and again after Hurricane Katrina in August of 2005 claimed that in surveys taken in the years following a devastating natural disaster of a certain magnitude, 100% of the very young suffered from post-traumatic stress disorder. After a disaster that lasted only four hours, as many as 40% of young children were diagnosed. Psychologists reported that while it is best to protect children from severe suffering, protecting them completely from the realities of the world's hardships does not inoculate them nor prepare them for success but, rather, stunts their growth. Helping them understand and cope with the suffering of others by becoming a part of the solution is increasingly the method selected to treat children associated directly with trauma as well as those watching from a distance on television. (4)

The origins of Full-Circle Learning stemmed from the theory that not only do traumatized children feel empowered when their capacity to change their society is recognized but that children who are already high achievers see their creativity and curiosity thrive even more when they sense a higher purpose for their learning. Even very young children, viewing a tragedy, have a desire to, first, feel safe and, second, to help others feel safe. When their emotional intelligence and ethical impulses

provide the throttle for their accomplishments, even the brightest children seem to become brighter. More important, their early patterns of development establish an inclination toward altruism that can have beneficial effects on their own sense of happiness and on the societies they will serve for a lifetime. This model was developed in the aftermath of a period of civil unrest, when children were gradually trained to address the ills in their own environment by becoming the helpers and healers of the community in which they lived. As a result, over a five year study, three of every four students improved their academic skills and virtually all the students improved some of their social skills and motivation to learn. (5)

This experience is born out by other studies that follow the development of an identity into adulthood. Research conducted at Humboldt University by Samuel and Pearl Oliner (6) examined early childhood experiences to identify the prerequisites for leadership through altruism. They interviewed adults in midlife or beyond whose humanitarian achievements that shaped their communities in positive ways. Without prior knowledge of the purpose of the survey, the subjects gave responses that led the researchers to strong conclusions about the altruistic orientations formed in early childhood, regardless of the varying levels of hardship suffered or the outward differences in cultural backgrounds, religious belief systems, ethnicities and geographic locations.

These altruists mentioned that their significant childhood experiences included bonding relationships, opportunities to empathize with and care for others and problem-solving opportunities. Education that specifically provides paths to these avenues of development serves the child as it serves the whole society.

Part 2

Adapting the Model for Early Learners: **Learning English through the 13-S Formula**



Full-Circle Learning for Preschool

Full-Circle Learning, as applied at the earliest levels, engages the senses, incorporates various learning modalities and stimulates thinking processes needed to prepare students for later coursework in school. It also teaches the habit of preparing work in class, practicing collaboration and seeing the outcome of both individual and group work as students' efforts benefit the community. By the time students prepare for elementary school, their world has expanded to include a broader range of society, preparing them for lives of altruistic service and personal fulfillment.

Each lesson plan in the book includes the steps outlined in Figure 1. To adapt the formula for lesson content not in the book, a teacher would start with a habit-of-heart and apply it through the activities listed.

Full-Circle Learning for preschool children need not sacrifice any of the elements of a full program (character education, academics, the arts, conflict resolution practices and community service). It does require a specific set of steps geared to the cognitive goals and developmental capacities of the students.

A very important element of the lesson plan, the anticipatory set that introduces the lesson,

engages the senses or imagination to incite interest in the life skill or character trait. It often uses an object lesson that sets the tone for the academic concepts that will thread through the unit, and link to a purposeful service learning outcome. Visual and music art forms enhance the service.

Schools adding additional drills-based classes are encouraged to do so at the end of the Full-Circle Learning period and to study each lesson plan and look for thematic links, to reinforce the concepts presented in the lesson plans. For example, if there is a strong math or reading component or calligraphy class or dance class or crafts program in your existing school, it can become an accent to the curriculum and instead of a departure and can enhance the character education discussions and ultimate service projects. If any of these classes are taught by specialists, each supplementary teacher can study the same curriculum and consult about ideas at the beginning of the learning unit. It is often quite feasible to remain faithful the education standards while attaching intention and outcome to the learning activity, as in the example of math students weighing rice who add the topic of compassion and the outcome of sending the rice in bags to a needy institution at the end of the day.

What Is a Habit-of-Heart?

A habit-of-heart is the name offered to students for whatever character trait they are currently practicing. This term implies to them that they are all well equipped to cultivate the quality with practice and that it must come from the heart. The habits-of-heart listed in this book appear in the table of contents. Students who participate in Full-Circle Learning modules at all age levels have had an opportunity to practice 56 habits-of-heart over time.
(See Figure 2.)

The Full-Circle Learning preschool curriculum assumes an interest in teaching pre-reading or early reading skills and English Language development through direct instruction, through reading or storytelling and through music. In addition to the language arts components in the lesson plan, thematically linked songs reinforce the introduction of word and letter patterns.

Optional song sheets (in Appendix A) enable teachers to combine pictures and words for students who already recognize some words in English. The formula also promotes quick language immersion for students who become ready to write their own correspondence to add to the items that are given as gifts to foreign pen pals, local guests or at community events. The curriculum formula is sequential, but steps can be omitted if they are not relevant to the group using the curriculum.

When teaching the habits-of-heart to preschoolers with little exposure to English, some program elements may need to be taught in the child's native tongue, depending on the standards in the school district or country of origin. For instance:

Regarding music: The meaning of a song can be introduced in the more familiar language, then a few simple words and pictures introduced in English using the lyric sheet as the child listens to the song in English. In this way, the child does not miss meaningful content but is slowly immersed in the new language.

Regarding phonemic awareness activities: The activities regarding phonemic awareness help children recognize the habit-of-heart in English but can be supplemented with word or letter recognition exercises for smaller words

and also with exercises for learning the language of the child's country of origin.

Regarding read-aloud books: Suggestions regarding books refer to those obtainable through online sources and children's bookstores but need not be limited to those. The activities in this area are designed to be flexible enough to adapt to other books, cultures or languages, as needed. Ancillary reading books, if provided as take-home books, offer the family at home to reinforce children's skills or for the child to teach the family.

Use among other family members

Older students and adults may learn English along with young children by using this curriculum, focusing on the activities and concepts that link daily life and word usage to skills development, character building and service. The songs listed can transcend age barriers. Multi-age learning often has advantages as children see role models identifying common values.

Compare your school's standards with those in the back of this book (Appendix B) to see whether they can be achieved through activities suggested in this learning model and curricula your school will add through traditional sources.

Recommended Action Research Plan:

To pursue a path of continual growth, present Full-Circle Learning in a preschool program by taking the following steps:

1. Encourage each teacher to read and consider acting on the strategies in the sections that follow.
2. Next, each teacher should set aside time to read and prepare each learning unit, stretching it out over as much time as is needed rather than focusing on accomplishing the goals of the learning unit quickly. Depth over breadth is the focus of the program. Together, teachers may plan group service projects.
3. At the end of the first learning unit and periodically throughout the book, return to the strategies and rubrics to discuss, self-evaluate or to conduct peer reviews.
4. Encourage teachers to vary their teaching styles also based on evaluations of the children's motivation to learn and to monitor the amount of additional time needed to reinforce students' understanding of the concepts and education standards reinforced by the Full-Circle Learning model. (See the education standards in Appendix B.)
5. Add activities according to the needs of your community and students.
6. Continually celebrate the successes of both teachers and students. Include at least one parent survey at the end of each learning period (can be one-month to one school year.) Add additional training and make adjustments based on this input, to give the project the chance to mature over time.

(Figure 1)

13-S Formula

Applying the Full-Circle Learning Curriculum For Preschool-Kindergarten and English-Language Learners

Lesson plans for preschoolers or English Language Learners follow this basic formula.

1. Sense it.

Present an anticipatory set or attention-getting activity that piques curiosity or connects to prior knowledge to explain the significance of the habit-of-heart, using as many of the senses as possible.

2. See it.

Write the habit-of-heart on the board in large letters.

3. Say it.

Clap out the number of syllables. Have the students clap with you.

4. Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or let a volunteer offer an appropriate melody). Synchronizing pitch and syllabic sounds is especially effective with long words.

5. Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or for young preschoolers, provide a paper with the word prewritten) and draw the shape around it. Explain that this box is not part of the written word but will help them recognize the word.

6. Symbolize it.

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word. Challenge students to draw a symbol next to the word that will help them remember what it means. You may offer several symbols as suggestions.

7. Storytell it.

Read aloud a story about the trait, engaging age-appropriate learning skills among the students. Discuss how the story would have ended differently if certain characters would have used the habit-of-heart differently. (Literacy take-home books may be available for the youngest preschoolers.)

8. Show it.

Assign role plays, demonstrations, and conflict bridge exercises associated with the word. Using puppets may help young children overcome shyness. Older students apply the trait to interpersonal, community-based and international scenarios. Also use guided imagery to help all students envision the application of the quality in their lives.

9. Sing it.

Teach students a Habit-of-Heart song about the current habit. Students will rehearse it frequently, for enjoyment as well as for performance, with an emphasis on the idea that music is a gift they give to teach others what they have learned. (In a preschool class, the shyest students may hide behind props they

wave and still feel they are participating.) English language learners will focus on identifying words on the song sheet as they listen to the music.

10. Supplement it.

Extend the learning concepts in the story or the role plays to social studies, science and math concepts. Offer raw materials for students to research and make gifts based on these themes. Apply process-based learning and project-based learning where possible, as suggested in the lesson plans or as your age-appropriate content suggests. For free time activities, provide space in the classroom where students may invent new products, create art independently and explore concepts based on their learning. These artifacts too may become gifts to teach others.

11. Send it.

Students may learn a quote or learning concept about the habit and make pictures that depict the concept. Send the pictures to international pen pals or friends and ask for feedback or provide a joint service goal as the outcome of the mailing. If possible, include photos of the students and artifacts of their learning, and ask for information about the other students.

12. Share it.

Students have already experienced global connections on a small scale. They now need to

see the value of their teaching and learning in their own community. They sing and present their learning and give handmade gifts to an audience of adopted grandparents or to someone in the community who needs their service, or they teach the concepts to students in another classroom by singing or pantomiming songs and displaying artwork. (In one school, the youngest students taught the older students their songs periodically, and vice versa.) In a school or setting where all students are presenting, students may participate in a school-wide museum or other off-site service field trip. Also have students return their Habits-of-Heart homework depicting how they practiced the habit at home.

13. Sustain it.

Allow circle time and for the younger students, pass a stuffed animal with whom the students may share their feelings. (Older students may pass a talking stick to take turns sharing their feelings.) Discuss the feelings associated with the act of using skills to help, teach or serve. Especially discuss benefits to communities. Continue to reinforce the concepts through server time nominations and other practices that sustain the classroom culture. Provide further connections between project-based classroom content and character lessons with service to humanity as the outcome.

Sample Lesson Plan Unit

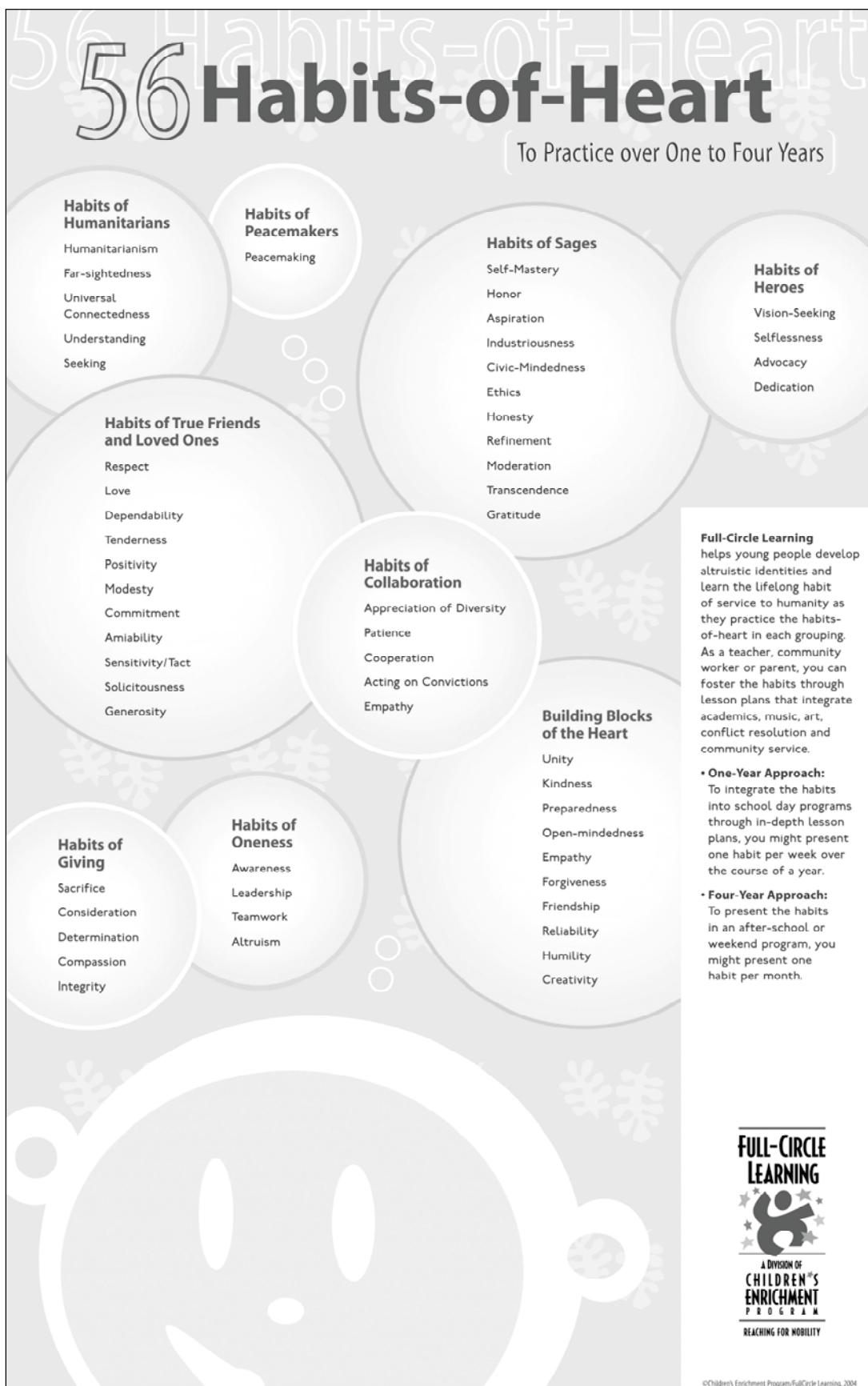
The lesson plan units in this book incorporate activities from each of the five Full-Circle Learning categories, implementing them through the 13-S steps.

A teacher at a school adding one Full-Circle Learning activity to its daily agenda might develop a sample lesson plan calendar that looks like the one pictured here. As you can see, some types of activities should be repeated or reviewed within a unit, so the numbers may appear out of order. Educators can and should embellish the plan as spontaneous local opportunities arise, especially with related activities on the *Supplement it*, *Send it* and *Share it* steps.

For full-day learning programs and other scheduling options, read Part 5.

Monday	Tuesday	Wednesday	Thursday	Friday
Step 1. Sense it. Introductory activity - Bring 2 bowls of artificial fruit	Steps 2. - 6. See it, Say it, Synchronize it, Shape it, Symbolize it (Phonemic and art activities - try fingerpaints)	Step 7. Storytell it. (Reading/Literacy) Use book cited and our librarian's choice	Step 8. Show It. Role Plays with costumes, puppets Guided Imagery	Step 9. Sing it. Teach one new song (from CD listed)
Step 10. Supplement it. Project-based science components relate to the habit-of-heart (Bring magnets and paper clips)	Step 10. Supplement it. Turn science into art project to make gift and certificate for guest presenter (Bring glue and tagboard, etc.)	Step 9. Sing it. Rehearse music for guest presenter and learn a second song. (Song from same CD)	Step 10. Supplement it. Guest presenter talks about service through science (Link it to habit-of-heart and add layer cake strategy) Students give gifts, certificates	Step 8. Show It. Hypothetical conflicts - including one relating to topic covered this week—resolved on conflict bridge Guided Imagery
Step 10. Supplement it. Take nature walk. Draw maps and local landscapes.	Step 10. Supplement it. Math activity to show blueprints or connect with issue in lesson plan manual	Step 10. Supplement it. Process table - includes last week's and this week's learning Ancillary Reading: Take-home books	Step 9. Sing it. Rehearse music and oral presentations. Collect completed homework.	Step 11. Send it. Students write picture-letters to pen pals abroad and decorate notebooks with the naturescapes.
Step 10. Supplement it. Students prepare art materials, certificates, presentation for field trip.	Step 10. Sing it. Rehearse both songs, with choreography Guided imagery.	Step 9. Share it. Students make presentation to another class.	Step 12. Share it. Take field trip to senior center and park - present to park officials.	Step 13. Sustain it. Students evaluate and reflect in a circle. Celebrates completed homework.

(Figure 2)



Part 3

Recommended Teaching Strategies



Planning the Approach

Great possibilities lie behind those smiling eyes when we look at a bubbly four-year old. Already, the patterns of learning, working and thinking are churning. How we shape them will influence not only how the child learns and lives but the joy with which the child gives his or her learning back to the world.

Multiple intelligence and learning styles theory, along with process theory, form the basis for offering a variety of activities that reach a variety of students, from the hypothetical thinker to the linear thinker, that invite the experimental mind to explore as well as build the skills and memory base needed in early childhood. (5) The flow of activities selected in each of the lesson plan units in this book was selected with these process overlaid over the goals of Full-Circle Learning, with the dominant learning that takes place in each activity indicated. (A chart listing the types of learners, Full-Circle Learners, appears among the strategy sheets, on page 28.)

Using this chart as a guide, and following the 13-S Formula, teachers can adapt other content beyond the lesson plan manuals into creative Full-Circle Learning lesson plans that reflect the region's needs and the capacities of the children.

Before beginning to present the lesson plans, it is important to understand the processes at work in the child and the teacher interactions that foster them. Each child, despite unique differences, is part of a classroom culture. The strategies used by the teacher from the start initiate that culture. Throughout the year, the culture of the Full-Circle Learning classroom should support the curriculum.

Study and practice the strategy sheets on the following pages. Teachers can make them a part of the daily regimen in any classroom, but in the Full-Circle Learning classroom, they often make the crucial difference in the level of success the teacher experiences over time.

Learning the Strategies

The Strategy Sheets in this section offer tools to incorporate into each school day. These reproducible sheets will assist with the training process for teachers, directors and planners.

A suggested plan of action follows:

1. Read the strategies. Make certain strategies a part of every day (such as server nominations before snack time or lunch time).
2. Discuss the strategies with a partner (another teacher or classmate).
3. Apply a new strategy each day with students and document successes. Discuss what worked best with the same colleagues.
4. Conduct peer reviews.*
5. Observe students in your own classroom and in other classrooms to see what practices most readily influence the peer culture. Adjust your style too obtain results that are not merely conducive to classroom order but that inspire your students.
6. Use parent surveys to measure progress over time. (See page 51.) Work with other teachers to monitors students' growth over years.

*Ask a colleague or supervisor for a peer review, by exchanging classroom visits for a day and using the rubrics provided (on pages 47, 48 and 49) for instruction (Lesson Plan Activity)

and for teaching strategies (Preserving the Culture of Full-Circle Learning) to assess and provide suggestions for enhancing the

classroom culture for each of the teachers involved in the classroom exchange or mentorship review.

Practicing Conflict Resolution

Tools needed by the assessor: Two Rubrics, a copy of the 13-S formula and (optional) the lesson plan

After you have studied the sheets, get with a partner to copy and lay out the steps of conflict resolution associated with the conflict bridge. (You may want to use plastic sheet protectors or laminate the sheets for future use.) Lay the sheets on the floor. Act out the sample conflicts included with a colleague or friend. Use the rubric at the end of the strategy sheets to self-assess your performance or to have a supervisor assess you. Discuss the reasons for your responses.

Even though the conflicts you resolved ***are more complex than those offered to preschoolers***, once you understand the goals and challenges of crossing the bridge and the need to alter the approach according to the specific character theme of the moment, it will be easier for you to guide students through this process.

Another value of this process lies in its capacity to set a tone for consultation among staff. Practice holding planning meetings in which everyone abides by a code of ethics:

- When an idea is put forward, it belongs to the group, so one cannot be offended if it is not accepted.
- When introducing a new idea, a person states the feelings or opinions expressed by the last person, to acknowledge good listening, then builds on those ideas, so everyone feels accepted.
- The goal of meetings is not to win nor to compromise alone but to listen and come up with creative solutions that address the needs of all.

When teachers can model these consultation practices, it will be easier for them to teach them to students.

Parents as Teachers and Assessment Partners

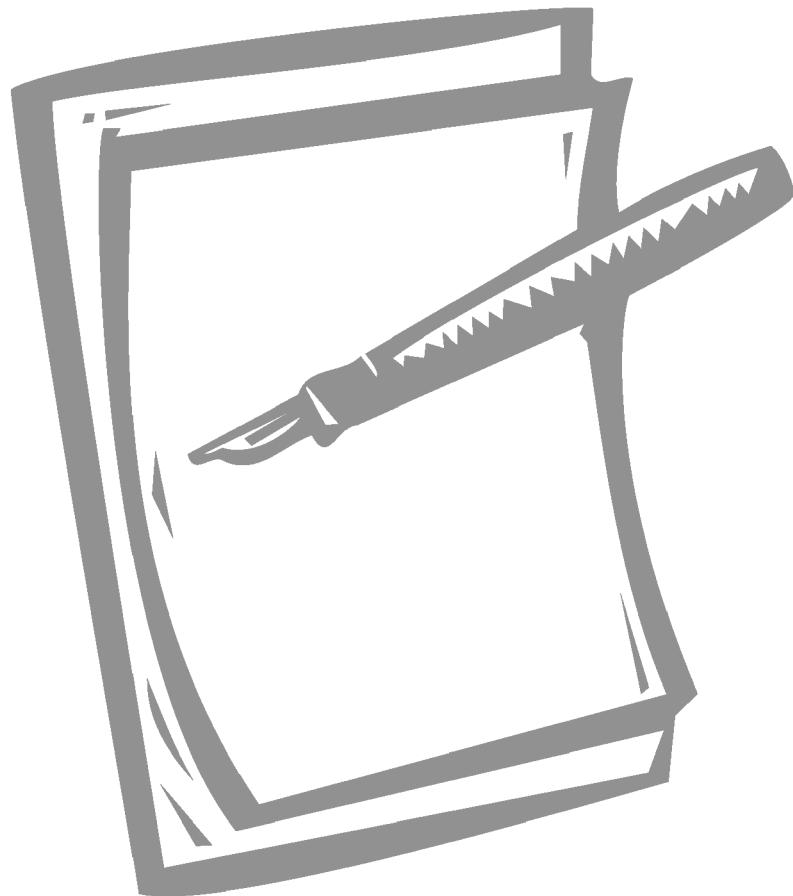
Assessing the involvement of parents and the value of community projects is a continual process. In Full-Circle Learning projects with older students, Field Trip Reflections and journal writing enable students to assess the experience. With preschoolers, it may be more important for the teachers to evaluate the benefits of the project before and after its completion. The rubric for Service Projects on page 50 will assist with this process. The parent surveys will also assist.

Parents are an integral part of their children's learning when teachers remember to distribute and collect the Habit-of-Heart homework for each unit. The parent helps or encourages the child perform some action to develop the habit at home. The child draws a picture of what he or she did and describes it to the parent, who writes the description on the lines under the picture and signs the form. This interaction helps parents process the child's aspirations and perceptions pertaining to the learning goals.

Part 4

Strategy Sheets

For Teachers of All Age Groups



FULL-CIRCLE LEARNER

Collaboration Connector



Helps students learn to work together and appeals to students who learn best by interacting with others.

Imagination Stoker



Increases visionary, creative and hypothetical thinking skills and appeals to students who may otherwise seem to be daydreamers.

Memory Builder



Helps students understand patterns and contexts and appeals to students who base their learning on prior knowledge.

Movement Maker



Gives restless students a chance to simultaneously stretch their minds and bodies.

Oratory Appeal



Helps the shy child overcome self-consciousness and engages the storyteller in the verbal learner.

Critical Thinking Incubator



Challenges students to use reasoning power, strategic thinking or organizational skills.

Visual Vistas



Taps the artistic potential of students whose esthetic sense can enhance their capacity to learn and contribute.

Cadence Kernels



Strengthens phonemic awareness or sense of the musicality of language and taps audio learning, which influences abilities in language arts as well as in math and performing arts.

Leader Lurer



Helps students work out solutions to issues they will face as future community leaders and envision their potential to improve conditions in the world.

Empathy Escalator



Helps students feel compassion and find joy and fulfillment in service.

Strategy Sheet - Server Nominations

Habit-of-Heart Server Nominations are essential to any Full-Circle Learning program in which food is served. If food is not served, there may be another time of day for which this activity can be adapted. It has truly proven to be the most important part of the day for many children, whether food is served or not.

This strategy:

- Encourages a peer culture in which service to others is the highest reward.
- Helps students observe practical ways to apply the habits-of-heart.
- Helps students learn to recognize the good in others.
- Fosters teamwork, patience, humility and courtesy.

To present the server nominations, first:

1. Seat the students and have the items to be served on hand and ready.
2. Next, announce that the nominations are open. Ask who has observed someone practice the current habit-of-heart. Please note that the goal is to assist students in their deliberate application of the habit-of-heart, so it is best to first start with the current habit. If no one has observed a behavior, then you may ask if someone has observed a student practicing another habit-of-heart.
3. Call on a student with a hand raised. That student must tell not only who is being nominated, but what act he or

she saw them commit as evidence of their practicing the habit-of-heart. Once this has been told, the student nominated comes forward.

4. Two more students can also be nominated, or as many as you need to efficiently serve the snack. Remind students that they will need to nominate new students the following day, so they will need to begin watching for others who practice the habit-of-heart. Those nominated are now congratulated and given specific tasks in terms of passing out the snack. (If no food is served, they can be the ones who pass out math books or whatever is a daily routine in class.)

Please note that there two important rules for server nominations:

- Students may not nominate themselves.
- Students never, ever vote on those nominated. The nomination stands. A student may have misbehaved all day or may be the most unpopular student in the class, but if one child saw him commit an act of kindness, receiving this honor will reinforce that quality in the child—and it has, many times!

Strategy Sheet - Building a Layer Cake

Students need to see their knowledge gathering as a collective process. Teaching and learning from each other is part of the experiential Full-Circle Learning process and reduces the sense of competition that comes with “right” or “wrong” answers. It also avoids the danger of always calling on the students who raise their hands for attention and ignoring the shy child who has valuable input for the rest of the class.

- Whenever appropriate, ask an open-ended question and start at one end of the room to ask for the first response.
- Challenge each student to add to the answer until we build a many layered cake. Illustrate this with your hands or draw it on the board the first time or two it is introduced. This encourages students to listen to each other so they do not replicate answers. You may want to have a student artist draw another layer on the cake each time a student adds an answer.
- If a student cannot think of a response, say “I’ll come back to you,” to allow more thinking time, then remember to return to that student at the end.
- Use this strategy in situations that call for brief but thoughtful responses. Even in a group of 30 students, a practiced classroom can quickly go around the room without a repeat answer.

Examples of Usage:

1. A guest presenter such as a journalist, activist or pediatric nurse visits the class. After his presentation, the students collectively thank him. The teacher leads them in building a layer cake on the board as they quickly name the habits-of-heart he has demonstrated. This activity has sent many a presenter away with a glow after hearing as many as 30 positive qualities associated with his or her character and work.
2. A teacher wants to clarify students’ understanding of the applications of a habit-of-heart. For instance, she says, “We are learning what it means to practice peacemaking, and yesterday we made anger management watches. Today, let’s build a layer cake. Will each person please tell one peaceful thing you can do when you are angry?”
3. Students have completed group work to learn academic concepts. They come together in the larger group and share their learning. For instance, the teacher might say, “Each group has researched coral reefs in a different country. Tell one thing you learned about how healthy coral reefs in your area are important to the rest of the world.”
4. A student is moving away. Each person names something they appreciate about the student.

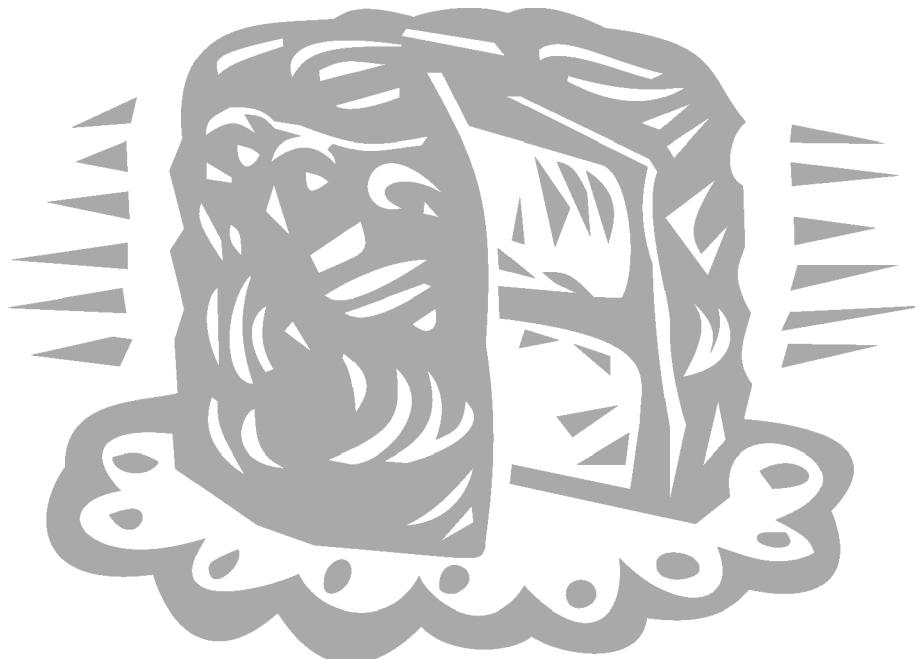
Example of How the Layer Cake Can Lead to New Learning

Often teachers use the layer cake strategy for review or to honor someone. At other times, it can be used to move the class forward toward a new level of thinking. This example from the lesson plan on Advocacy illustrates such an occasion.

After simply asking, What is Advocacy? and getting a blank stare, a teacher gave the following challenge: “Let’s build a layer cake of responses. Name one thing families will need who suffered a loss during the recent natural disaster.” Each student had to name something that had not been repeated as the responses were recorded.

These 11 year-olds named food, clean water, temporary shelter, new homes,

education for orphans, family support, grief counseling, and several other things. The teacher then challenged them to determine which items on the list a friend or relative could easily provide and what kind of support would require the help of a broader range of people. A distant relative could send loving letters but may not be able to put in a new water system for the whole town or raise money to educate the town’s children, for instance. The teacher pointed out that individuals who act with charity can be humanitarians, but people who speak out to gather support for those in need are also called advocates. The layer cake strategy helped students understand the distinction.



Strategy Sheet - Art as Service

Many students learn to communicate through art before they develop extensive verbal skills or reasoning skills. This valuable form of communication is important for engaging every type of learner and often connects the learners to those they serve in meaningful ways. For these reasons, art projects almost always enhance the most successful Full-Circle Learning projects.

The art projects are built into the lesson plans and sometimes appear in additional appendices in the Full-Circle Learning manuals. Engaging a volunteer or paid art teacher can enhance these activities, or the artist may have a unique skill to teach. The essential need is to unite the artist's esthetic teaching goals with the service-learning goals of the program. Here are a few examples of terrific art projects:

- An artist helps students learn to paint portraits and lets them march with him in a parade with their portraits of missing children.
- Children draw black and white designs to make greeting cards about the habits-of-heart. The card packets are used as gifts for guest presenters and sold to raise money for causes the students study.
- Students create book covers for a book on habits-of-heart sent to children in developing communities lacking in library resources.

- Students make place mats for a new school cafeteria for students in a developing country and laminate the placemats.
- Students make water colors of an enlarged human cell. They display the art while studying cancer prevention and research.
- Students learn handicrafts such as cross stitch and create pillow cases for patients who are ill.
- Students learn sculpture, landscaping or other skills from local artists and make gifts to honor members of a local indigenous people or local leaders who have shown a habit-of-heart.

These are just a few ways in which art that springs from the academic work sews the character and service goals of the projects together. For more examples, see the lesson plan books.





Strategy Sheet - Teaching Music

Habits-of-Heart Songs CDs have been recorded to enable educators to teach music that reinforces positive habits-of-heart, connects instructional themes to service projects and provides students with appropriate material for public performances on the causes they will advocate in the community. Nothing cements memories and messages like music, and nothing entertains like music, so the songs provide a way to universally engage audiences and students in reflecting on the meaning of the service work and its social significance. Each of the recorded songs is adaptable for multiple habits-of-heart, allowing planners to include a combination of previously and newly learned songs in each performance.

Preparing to Sing:

1. Refer to the songs listed within the lesson plans or to the chart in the music manual, to reinforce the current study unit with appropriate music.
2. Print the lyrics on a flip chart for use each time you practice the song or reproduce the lyrics in the book to distribute among the students. (Students look up and follow direction better if the lyrics appear on the flip chart than if you distribute printed song sheets.)
3. As students begin to study the habit of heart, plan a lesson period to introduce the song and its lyrics.
4. Play the version of the song with vocals. Ask students to listen carefully to the words.

5. Hold a class discussion to explore ways the lyrics relate to the current habit-of-heart. Have students share experiences in their own lives—as a group or as individuals—that the song lyrics suggest.
6. Ask students how they feel they can help the community by sending this message in song. Ask how they can use the song personally to remind themselves to practice the habit-of-heart. Discuss ways in which the song relates to the current service projects, academic themes, conflict resolution practices and character goals.
7. On the same day or a different day, relate the song to any relevant academic content, such as current themes in social studies or literature.

Singing the Songs:

1. Teach the song to students using the recording with vocals. Encourage students to think about the words and sing with feeling as they learn it.
2. Each time students begin a rehearsal, we suggest starting with a warm-up session including one or more of the following exercises:
 - a. Students practice scales by pretending their voice is walking up and down a staircase.
 - b. Students sit up straight and hold a note to hear the difference in the quality of the sound when they strive for erect posture.

- c. Students practice breathing through the diaphragm rather than through the throat.
- d. The teacher demonstrates the difference between shrill and resonant sounds and challenges students to practice creating open-throat, open-jawed vowel sounds.
- e. Students practice using their ears to identify pitch. They sing a scale, staying on the same note until everyone is singing in unison.
- f. The teacher emphasizes the body parts needed for good singing: Eyes on the director; ears attuned to pitch; lungs breathing properly; mouth slack-jawed.
- g. The teacher introduces a new concept about pitch, harmony or rhythm.
3. Once the students have learned the song, you may choose to have them rehearse it to the instrumental-only version to prepare for their performance. However, some groups prefer to keep using the version with vocals and sing along.

Performing for Creativity and Service



Now that you've planned a sample rehearsal, consider the purposes for that rehearsal. When students know they are learning a song for a real-world outcome, as all full-circle learning outcomes have a purpose in the real world, they tend to listen more intently to the goals and themes of the song. Here are some examples of how music has enhanced student projects:

- Students conducting awareness of girls' education in a sister-project in another country sang *Yes, I Care* for women's gatherings.
- Homeless students sang *Rise Above* at a presentation in a park, where they presented an official with their plans for ways to help public spaces better address community needs. They sang the song again for a Peace Corps representative on another field trip, in three-part harmony.
- Students sang *Integrity Doo-Wop* in a courtroom to thank the judge for letting them view a trial during Jury Appreciation week. (They also distributed *I Practice Civic-Mindedness* buttons, as Civic-Mindedness was the habit-of-heart.)
- A class raising money for a research vessel trying to save the coral reefs held a special program to share their learning about coral reefs and environmental issues. They charged a small admission, prepared mini-museum exhibits and sang *Look Ahead* to reflect the importance of long-range planning in environmental issues.
- An indigenous population had difficulty with the issue of domestic violence. When the program was invited to present a violence prevention program, students learned the song *When Somebody Wrongs You* to perform for parents. It also helped students resolve issues with friends.
- Students from two different sites—and two different cultural backgrounds and language groups—came together for a knowledge exchange. They stood together onstage and sang *Harmony* for the audience to demonstrate what they had learned about becoming members of one human family.

Strategy Sheet - Teaching Music continued



- A Thanksgiving celebration at a homeless shelter included the song *Gratitude*.
- Students at one site sing about the current habit-of-heart for their adopted grandparents each quarter. They learn new songs all the time, accordingly.
- At a Storytelling for Peace festival hosted by the program at a shopping mall, students sang songs to promote peace.
- Art projects, science projects and service projects all came together as the students learned the song,

I Am a Twig, which they sang in a spring awards ceremony.

These are just a few ways in which students have strengthened their own convictions by adding music to hands-on service and other forms of learning and character building. You will find program ideas in the back of the book as well.

Look for far-reaching ways to extend students' influence on their own community through the use of the songs in Appendix A and you will, in turn, deepen your influence on the individual students.



Strategy Sheet - Full-Circle Service

The preschool ideas in this book are precursors for advanced service projects students will later perform. By the time Full Circle Learning students reach this fifth spoke of the Full-Circle Learning wheel, their service may have already been embedded in their integrated academic and arts projects, which often take the shape of:

- Guest presenters who come to the class to present but receive reciprocal services, gifts or performances from the students
 - Example: A nurse who saves the lives of premature newborns in a pediatric ward visits when students are studying Selflessness. She receives kits made by students to assist and comfort new parents.
- Service-learning oriented field trips

Example: Young students studying Patience visit a farmer and discuss agriculture. They help harvest pumpkins. They carve pumpkins for their adopted grandparents, make pumpkin pie for a homeless shelter and begin to research the relationship between farming and the causes of hunger locally and internationally with their pen pals.

- Research and letter-writing projects to professionals or to international pen pals
 - Example: Students write to physicians to ask whether their malaria research improved conditions after the tsunami; students write to pen pals to exchange knowledge about the topic across borders.
- Ongoing classroom activities

■ Example: Students pack lunches every day for children in a homeless shelter's summer school who have none or; children monitor the growth of a drought resistant plant as opposed to another plant to report back to pen pals in a deforested region.

- Public displays, traveling exhibits or mini-museums

■ Example: Students invite another school to a Nobel Prize fair, at which they must answer critical questions to compete for prizes.

■ Example: Students conducting a disaster relief fundraiser research how the money is being spent and the long-term needs of the people and how selflessness plays a role in medical and relief work. They take an exhibit out to the school grounds after school each day.

■ Example: Students share their knowledge about saving the coral reefs at a museum and performance they set up, inviting another school to come as guests for a day, in exchange for knowledge on the other school's habit-of-heart and related area of service.

■ Example: Students studying Seeking address new ways to cure cancer. They create cancer prevention posters and hang them in the local post office.

■ Example: Students asked to raise money to advance girls' education in a developing country create a special traveling exhibit for women's groups and weekend festivals. In some cases, small teams of students advocate for the

cause. Their math skills come into play as they create statistical charts. Their oratorical skills come into play as they explain the issue and discuss the items they are selling. Their musical talents become apparent as they sing about their cause.

Some of these service projects may sound extensive, but they can be quite simple. A thank you note to special people in the community can become a service project. Service can come as seeds sent in the mail to explore drought resistant crops or seeds planted in a paper cup and taken next door to an elderly neighbor. (Adopted grandparents may be as close as the nearest convalescent home or senior center. Request information about pen pals if you are in doubt about how to find an international partner.)

Before a field trip, always discuss the purpose of the trip and help students connect the service component (either their service or the service rendered by the field trip host) with the new educational vistas they see. Incorporate songs and student-made gifts as a thank you for every field trip or service offered.

After a field trip, always use the Field Trip Reflection Strategies to help students reflect on the service they offered, who benefited and how their offering made them feel.

Alternating Long- and Short-term Projects

Students need to learn long-term commitment as well as conducting a series of one-time service projects that expose them to an ever-widening range of life experiences and new fields of interest. For this reason, it

is best to include an anchor project such as an adopted grandparent relationship that emphasizes personal commitment and does not change over time, as well as shorter-term projects that offer a variety of new applications of the habits-of-heart in local community life and global interaction.

How to Conduct an Adopted Grandparent Relationship

1. Contact the director of the local nursing home or retirement center or club or gathering of elders in your community. Arrange for them to visit the students or the students to visit them on a regular basis (monthly or quarterly, at least).
2. Each visit will include three components:
 - a) A student presentation in which student share their learning and songs about the habits-of-heart and related issues; b) Students distribute artistic gifts related to their presentation; c) Students mingle and allow the elders to share their wisdom on the topic that was presented.

Some students who have developed this project over time have been influenced to go into medical fields and have developed a lifelong commitment to and respect for seniors as well as having an appreciative audience willing to share and receive their knowledge exchange. One boy came away from his first visit saying, “Can you believe that lady said I was the best thing that happened to her all year?”

One lesson plan introduces a motto that can become a mantra for all the lesson plans throughout the manuals. Help students memorize and apply this concept.

To lead is to serve: to serve is to lead.

Strategy Sheet - Modeling in the Moment

An effective Full-Circle Learning teacher amplifies the lessons in the curriculum with responsiveness in the moment. Watch for opportunities to reinforce the character goals, conflict resolution goals and community service goals. By doing so, you will be practicing preventive behavior management as well. Here are some examples of situations teachers have faced:

- When two children are struggling over a chair, remind them that one has the opportunity to practice sacrifice—and watch the mood shift.
 - When two students want the same colored marker, challenge them to practice the habit-of-heart generosity. If both rush to practice it, remind them that one person can practice gratitude.
 - Remember that saturation often affects a student's readiness or eagerness to apply the habits. When given a similar challenge to the one above on a day when there was not enough of a special art project kit to go around, the student with the most training in the program immediately sacrificed his kit. The one with a few months in the program considered it for awhile and then made the sacrifice. The one who had recently enrolled kept the materials and was not yet ready to sacrifice. This demonstrates that it takes gentle nurturing and modeling to help students see the honor in practicing the habits-of-heart.
- When a student asks for advice about his or her future, remind the student of a lesson about Acting on Convictions and the topics that seemed most moving to the student. Teach the student to listen to his or her conscience.
 - When a student comes to discuss a problem with a friend, remind the student of the words to the song, *When Somebody Wrongs You*. Challenge the student to go talk to the friend and teach them the song.
 - When two students argue, find the conflict bridge and quietly go outside with them if a backup teacher is available to assist with the class.
 - When a student has been apprehended for almost coming to blows, take the student aside and practice anger management techniques and guided imagery before asking the student to complete a reflection sheet.

These are just a few examples. There are countless others. Just remember that a teacher's interactions with the students should be a reflection of the principles the course teaches.

Preserving the Culture of Full-Circle Learning Through the Three Ps

To establish and preserve the culture of Full-Circle Learning, remember the Three Ps:

- 1. Preparation = Prevention**
- 2. Peer Culture**
- 3. Positivity with Accountability**

Preparation

- Teacher preparation helps you prevent many behavior problems based on boredom or distraction, as you maintain eye contact, engage all learning styles and use your creativity to tap student creativity. It also helps you use more intentionality in connecting habits-of-heart to content.
- Read through each learning unit start to finish, ensuring that the anticipatory set or attention-getting activity is followed up by a series of activities geared to all learning styles and service projects with real world relevance.
- Never read a lesson aloud. Tell it with feeling! Plan the strategies you will use to involve all students, such as building a layer cake, drawing names out of a hat to call on students or tossing a bean bag to call on students.

Peer Culture

- Use server nominations to help students see the good in others, shift the honor from giving to receiving and reinforce the personal application of the themes on a daily basis.

- Use classroom names and identities to reinforce group goals. Instead of calling the class the 5th graders, referring to them as Vision Seekers or Ambassadors has an amazing impact on their identity.
- Use group introductions and performances as an opportunity to emphasize the message that students are all members of one human family, to encourage respect inside and outside the classroom.

- Use recreational opportunities and student discussions to encourage collaboration over competition, with strategies such as habits-of-heart basketball and layer-cake discussions that reduce conflict-building tension and alter peer expectations.
- Implement a class code-of-ethics based on student participation from day one and remind students of their commitment to the code.

Positivity with Accountability

- When the majority of students in the room are showing disruptive behavior, call attention to the one showing listening behavior.
- When a student needs behavior management, have him think about how their action affected someone else and how they might have achieved a more positive result with a different approach.
- Offer consequences relevant to the action. For instance, when two students argue, rather than having them sit in the corner,

have them work out the conflict on the conflict bridge.

- Develop positive relationships with parents from the start, so they will consider themselves partners when called upon to discuss solutions in four-way conferences with parent/s, the student and program representative/s. Always incorporate Habits-of-Heart homework.
- Encourage students to develop their own inner locus of control whenever possible by exercising the least amount of authority possible to help them see the reasons for positive behavior. When intrinsic motivation does not kick in, escalate authority as needed, moving to the next intervention when one does not work. A typical pattern for classrooms might escalate like this, toward first:
 - a) citing a positive behavior of some students in the room;
 - b) using a hand signal to ask for all the students' attention;
 - c) looking at or moving toward the students creating a disruption while directly reminding students of the class code of ethics;
 - d) asking the student who has continued to create the disruption to fill out a reflection sheet or to verbally conduct the same exercise-to determine the impact of the action on others and the impact a more positive action might have had;
- e) asking the student to apologize to the class and for breaking the code of ethics before returning to the group;
- f) upon repeated episodes, to arrange a meeting with parents and student to hold the student accountable. Provide reproducibles for the student to use at home before returning, such as reflection sheets, anger management exercises or code of ethic contracts.
(Note: Parents should be called in after a prior positive relationship has been established with them.)

Summary

Prevention

- Prior preparation (adult homework!)
- Engaging lesson plans and teaching strategies
- Engaging projects
- Attention to diverse learning styles and multiple intelligences

Peer Culture

- Server nominations
- Habits-of-heart athletics
- Teachable moments peer-to-peer
- Establishing service as the goal of human endeavor through group identity

Positive Accountability Building

- Recognizing positive rather than negative behavior
- Accountability building through reflection sheets
- Habits homework
- Communicating high expectations

Reflection Sheet - The Keeper of Me Is Me

How my actions affected others:

What I could do to make the situation better:

What I could do for more positive results the next time:

A picture of my plans for positive change:

I pledge that I will:

Signature: _____ Date: _____

Strategy Sheet - Some Hows and Whys of Guided Imagery

Research among middle students, sponsored by Harvard Medical School and Beth Israel Deaconess Medical Center, confirmed that students who learn techniques for stress management over time improve their concentration, self-direction, and ability to focus on learning. Students who practiced guided imagery at least twice a week for at least two semesters found that their grades and academic scores improved.

Full-Circle Learning modules often include guided imagery components that reinforce the habit-of-heart studied. When they do not, the teacher can use the CD *Sweet Dreams* as a lesson component or draw on it to present a story of his or her own, using soft music and lighting when possible. (However, students who quickly learn that they do not need the supplemental music and lighting to recreate this experience in their heads may have the advantage.)

The exercises teach students to relax, which is helpful in terms of controlling adrenaline when practicing anger management, then help them visualize positive scenes that advance them toward a concept or goal related to the habit-of-heart. The following example is associated with the habit of Universal Connectedness. It has been translated for use in the East as well as in the West.

Guided Imagery - A Universal Song

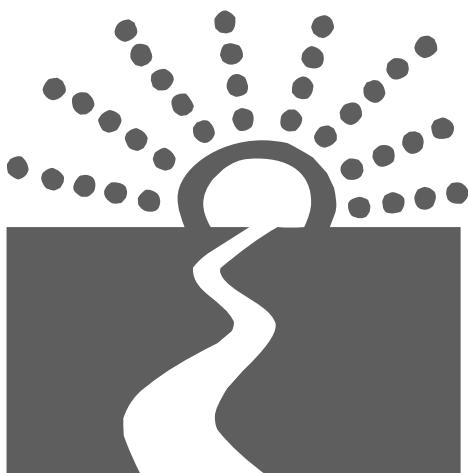
Utilize this at least twice a week during this unit or whenever students seem restless or unfocused. Remind students to apply this meditation on their own whenever they feel alienated, lonely or in conflict. Feel free to use or adapt the following script:

It is time to sit back and prepare for a special journey. First, we all need to relax and settle back in our chairs and close our eyes. We will keep them closed through this entire journey. Now, take a deep breath and hold it, then slowly let it out. Take another deep breath and slowly let it out. Tense your shoulder muscles and relax them. Now your leg muscles, and relax. Next, tense your stomach and back. Hold it, hold it, and relax. Let your arms fill with air as if they were balloons, and now, pop! The air has gone out of them. Your legs are filling up with air, and now, pop! Your legs are limp. Your eyes are closed and you are totally relaxed. Breathe in slowly. Breathe out slowly.

Now we can begin our journey. We are sitting on top of a very high mountain. It is so high, we can hear only the wind and the cries of birds. We look around us and see the distant peaks, with snowy caps white as an old man's beard.

We see lakes and rivers and distant waters of every kind, mirrors of the melting sunset above, like pots of boiling pink soup.

The spaces in between connect the waters with bands of green and gold—fields and hills and rice paddies and cities all lit by the same light at dusk. We sit at the top of it all, and we suddenly hear a voice singing. It is the voice of one child in one village by one distant shore. The sound bounces off a cave wall and reaches us in a beautiful echo. We immediately love this beautiful song, so we sing it a little louder, and when we do, it echoes off the walls of mountains on the far side of the world, and so the song sprays down like water upon the people in every land.



All movement stops—even the twinkling of light on the rooftops—as everyone listens, and suddenly, the whole world begins to sing with us. The whole world sings together, and now we know that it is up to us, to carry this tune wherever we go...to keep connecting the people together like this.

Now we know that the same song lives in the hearts of every soul. It is up to us to hear the song in the smallest voice and carry it to the farthest reaches, for without our universal connection, the song may be lost.

And so we go humming softly into the night, and when we awake, we find ourselves feeling very connected to each of the people next to us...to everyone in the room and to everyone in the world. We will take this feeling of peace wherever we go, and it will help us when we have a problem we think is ours alone, or when we have a chance to help someone else solve a problem. We will sing the song of universal connectedness.

Strategy Sheet -

Applying Habits-of-Hearts to the Conflict Bridge

Bridging conflicts is a skill, once learned, that students can use for life. The conflict bridge is a tool for exploring themes in the Full-Circle Learning lessons, in other school curricula, and as a tool for resolving real-life personal issues.

Full-Circle Learning classes regularly conduct formal exercises to help students connect conflict resolution strategies with what they are learning and with hypothetical life challenges and world affairs.

Each time the exercise is performed, three types of exercises are presented. The youngest students are generally called upon to resolve *interpersonal* conflicts until they are more familiar with the process. Older students capable of more abstract thinking processes are called upon to resolve *community-based* and *global* conflicts.

Two participants cross the bridge, while other students in the room have the opportunity to observe and give input when called upon. (Or smaller groups can use the bridge while the class is conducting another activity in a separate space.)

Teach students the following steps:

1. Two students remove their shoes and stand on opposite sides of the bridge. The one with the initial request states a want.
2. The one on the opposite states an opposing want. They each take a step forward and state an emotion. (Be careful

not to let them state a judgment such as, “I feel that you are...”)

3. On the third step, students must give enough information about their stories that they can generate empathy from the partner.
4. At any time, the teacher can “freeze” the participants and ask for input from these other classmates, or the participants themselves can ask for suggestions from the audience. This is important for the paraphrasing step, on which each partner expresses empathy for the feelings or situation of the other.
5. On the last step, the two each think of several solutions. If possible, they agree on more than one idea, to give each a chance for input. Help students see that there are often many solutions to a problem that can satisfy the needs of those concerned.

It is all right to have more than one pair of students enact the same conflict in succession, to demonstrate that there is often more than one creative solution to a problem. You may also want to introduce current events or conflicts that occur on the playground to the mix.

When a new habit-of-heart is introduced and has been taught through role plays, projects and other activities, reserve a day to get out the conflict bridge and apply that specific habit-of-heart to whatever conflicts are introduced.

The later modules include the conflicts in the book, although some lesson plans call upon the teacher to design some of his or her own conflicts based on current events. Teachers may also develop conflict that relate to their geographic region and culture.

Sample Conflicts to Resolve

Interpersonal Conflict

You are playing in the area where you and your friends always play. Someone approaches who you've been told not to play with by the other children. This person wants to share the courtyard with you, as he has no one to play with and nowhere to play. He lives in a crowded household. You are afraid you will make your other friends angry by letting him join you in your game. Can both of you show empathy or understanding as you cross the conflict bridge?

Community Conflict

Two communities each have a shortage of school text books. The children in both communities want to learn. One of the towns has many more students than the other. The school in this town has some books that have been donated, but they are outdated and some are in languages the

children cannot read. The school in the other village has fewer students but has no books at all. This new shipment would be just enough for the small school but would only serve the needs of the large school if the students shared books.

A leader from each of the communities has come to collect the text books. How will they decide which community should receive the books? *[The two participants on the bridge can use their math skills and reasoning skills as they discuss the problem, but the most important challenge is to show consideration for the needs of the other as they cross the bridge. They can ask the class for input along the way.]*

Global Conflict

A hospital in the area has been set up by a particular country and has been treating the local people. After a battle for power on the outskirts of town, suddenly the hospital is filled with people from different places. Some are people who have been fighting for reasons you do not agree with. Others are foreigners you do not know. You are running out of supplies. You are two hospital officials who must decide whether to use up the medical supplies on those in greatest need or just to treat the people from the village. Each of you has taken an opposite position as you start out on the bridge.

Sample Conflict Resolution Bridge

I want (or my position is)...

I feel...

I feel this way because...

My understanding of you is..... (The Empathy Step)

Maybe we should try to...



Choose the best of three solutions and shake on it.



Maybe we should try to...

My understanding of you is..... (The Empathy Step)

I feel this way because...

I feel...

I want (or my position is)...

Evaluation Rubric—Conflict Resolution Activity

Presentation: <hr/> <hr/>	Level of Mastery (Give 1 - 10 points, 10 being highest)	Suggestions Toward Further Mastery
Selected conflict helps students connect the habit-of-heart with personal life, community roles and or global leadership		
Resolution shows understanding of the difference between judgments and feelings		
Resolution shows understanding of how to guide students to put ego aside and practice empathy		
Solutions generated show that there are many possible right answers to a problem		
Total Score		

Evaluation Rubric—Lesson Plan Activity

Presentation: <hr/> <hr/>	Level of Mastery (Give 1 - 10 points, 10 being highest)	Suggestions Toward Further Mastery
Teacher connected the content to the Habit-of-Heart		
Presentation appealed to more than one learning style		
Activity was interactive and challenging (stimulated intellectual curiosity or artistic passion)		
Delivery: Articulate but warm and friendly; presenter maintained eye contact		
Total Score		

Evaluation Rubric— Preserving the Culture of Full-Circle Learning

Presentation: <hr/> <hr/>	Level of Mastery (Give 1 - 10 points, 10 being highest)	Suggestions Toward Further Mastery
Strategies shows the teacher can act in the moment		
Role play shows the teacher understands the culture of full- circle learning		
Role play shows the teacher can practice positive, accountability- building strategies		
Total Score		

Evaluation Rubric—Service Project

Presentation: <hr/> <hr/>	Level of Mastery (Give 1 - 10 points, 10 being highest)	Suggestions Toward Further Mastery
Discussion of the project relates to the Habit-of-Heart		
Project shows response to a real community need		
Project helps students share knowledge, skills, and creativity around a meaningful cause		
Goals are idealistic but achievable		
Total Score		

Parent Survey

Over the period of your child's participation in the educational program, did you observe any improvement or difference in the following areas of capacity? Put a check mark by the areas in which you noticed improvements.

Improvement in Social Skills (check the specific items that apply):

- Ability to recognize that others have needs or to see others' points of view
- Desire to serve and help others
- Desire to participate in group activities
- Tendency to express compassion or generosity
- Desire to strive for leadership but not at the expense of others
- Ability or desire to peacefully resolve conflicts
- Tendency to take responsibility for his or her own behavior
- Sense of how his or her own actions positively influence others less fortunate.

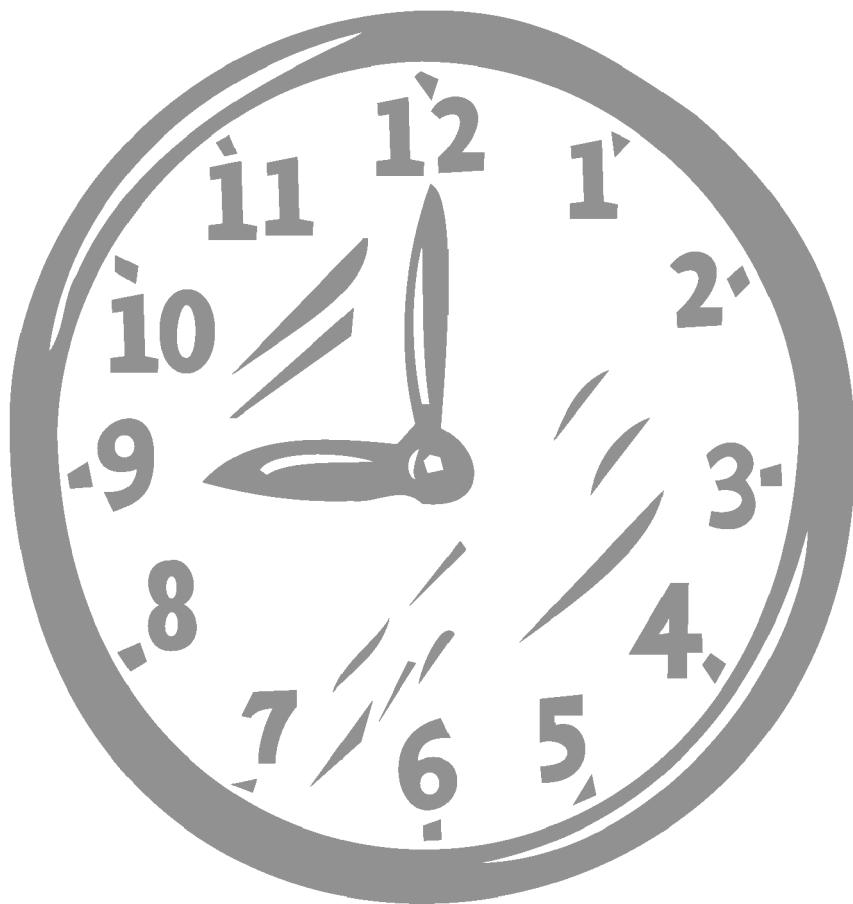
Improvements in Academic or Artistic Skills (check the items that apply):

- Overall motivation to learn
- Enhanced creativity or interest in visual arts
- Musical capacities or enthusiasm for music
- Understanding of language arts (reading, speaking or knowing sounds and letters)
- Organizing skills or ability to plan
- Critical thinking skills — seeing cause and effect
- Interest in numbers
- Interest in other cultures and places
- Interest in nature or biology
- Motor skills development in building or creating functional objects

Comments: _____

Part 5

Preparing and Planning



Before the First Day of Class:

(The teacher may also want to duplicate and provide a copy of the learning objectives for parents, upon request).

1. Make sure you understand the vision, purpose and objectives of the Full-Circle Learning program. Read through each learning unit before beginning the unit. Work with your school and plan ahead for the projects, guests and trips that will enrich the program for your students and that help them embrace their role as society's helpers and healers.
2. Introduce yourself to each parent and explain the goals of the program. Assure them that you want the best for their child.
3. Study the lesson plans and collect the needed materials. Make substitutions as needed. Make name tags for each child. Reproduce worksheets and assemble equipment such as a CD player before the days when you will need it.
4. Fill out a long-term calendar of activities before the learning unit begins. Note the following suggestions:

Repeat Certain Activities: Remember that repetition helps young children formulate patterns of thinking. Include the same guided imagery experience at least twice each week. Sing the same songs at least two or three times each week, if not daily. You may also want to repeat the same read-aloud books, to help students increase their familiarity with the concepts, process and fundamentals of reading.

Reserve Time for Process Discoveries and for Service Opportunities: Reserve a portion of the day for free time during which students may process the learning concepts introduced in the group or may learn to apply concepts through creative play, investigation and experimentation. During this period:

- allow for social situations that let them test the character education concepts they have learned;
- provide a space with tactile materials that invite them to experiment with the academic concepts they have learned; and
- include creative materials and time for students to supplement or refine the artistic creations they have begun in class.

These processes, in general, are important for the creative and cognitive development of the child but will be much more meaningful given the context of the day's lesson plans. The lesson plan may suggest that specific materials be added to this section of the room for the duration of the learning unit. During free time, teachers and assistants need not interfere with play but should remain available if needed to assist or answer questions and can watch for opportunities to reinforce the concepts or ethics taught in class.

Variations in the school day may occur for those who want to supplement the program with additional classes. For instance, you may allow additional time for visiting the school library or for introducing books that add regional flavor. You may add other activities that integrate local customs into Full-Circle Learning. One school added a period for dance lessons from an indigenous dancer who combined physical recreation with storytelling that reinforced traditional values as well as enhancing the program goals.

Most important of all, include service in every week and, if possible, in every day's activities. When students are unable to leave the grounds or invite in a guest, they can serve each other or they can serve by teaching what they have learned to another class. Almost every type of activity can be framed as an act of service by a creative teacher. Make sure you incorporate snack nominations into the school day and reserve time to properly use this strategy.

Scheduling a Full-Day Program

Some teachers may use Full-Circle Learning to launch their school day (in which case the curriculum will move at a slower pace), while others may carry it throughout the day as the sole curriculum, with students practicing a new habit-of-heart each week.

In this case, a preschool calendar might include the following types of activities:

Monday	Tuesday	Wednesday	Thursday	Friday
Introductory Activities	Supplementary Academic and Art Activities	Supplementary Academic and Art Activities, continued	Conflict Resolution	Preparation for Service Projects (or participation in teaching other student groups)
Learning about the word	Storytelling		Guided Imagery	
Art	Music	Guided Imagery	Music	
Habit-of-Heart nominations	Habit-of-Heart nominations	Habit-of-Heart nominations	Habit-of-Heart nominations	Habit-of-Heart nominations
Lunch or Snack	Lunch or Snack	Lunch or Snack	Lunch or Snack	Lunch or Snack
Free time to process learning	Free time to process learning	Free time to process learning	Free time to process learning	Circle Time
Outdoor time	Outdoor time	Outdoor time	Outdoor time	Outdoor time
Reading and Resting	Reading and Resting	Reading and Resting	Reading and Resting	Reading and Resting

Primary Language

When teaching the habits-of-heart to preschoolers, you or your school may determine whether to teach the content in the child's original language or, if the child is not a native English speaker, to use each lesson as an

English Language Learning opportunity. The answer may vary according to the current skill level of the child and the goals of the parent and school community.

How to Use the Lesson Plans

Read each unit and plan the culminating activities with colleagues and community partners before beginning the unit. The lesson plans for each habit-of-heart incorporate the steps of the 13-S formula outlined in the introductory chapter. Helpful features of each lesson plan unit include:

- Learning objectives to strive for at the front of the unit.
- Pictorial indications of the primary type of learning taking place within the lesson plan. (See the Full-Circle Learner chart for a key.)
- An anticipatory set (emotionally engaging or sensory stimulating activity) to introduce the habit-of-heart.
- Academic and arts activities and projects sequentially ordered to build on the themes and concepts that stem from the anticipatory set.
- Worksheets and other reproducible elements at the back of each unit, to make the teacher's task easier.

- Service project options that allow flexibility for the needs of the school and community partners.
- Flexible options for approaching read-aloud time (content within the manual, suggestions based on books that could be ordered online, ancillary booklets offered through Full-Circle Learning or books you may find in your own library).
- A suggested list of common materials to gather, to offer for use during "process time" (free time) and to effectively complete or enrich the lesson plan activities.*
- Substitutions of both materials and activities to meet the learning goals and adapt to the customs of the learning community but may prove most effective if they also support the goals of the particular step in the learning process.

Write in the special events such as service field trips and guest presenters on a planning calendar and schedule your other activities accordingly in order to prepare for these culminating goals.

Beyond the School Yard

Full-Circle Lesson plans are designed to give ideas and activities to teachers with limited time slots available as well as those with more flexible programs. The design allows for plenty of creativity for teachers who are able to customize and expand on their programs. Home Schooler Gretchen Newcomb reports:

"I am beginning my third year of using Full-Circle in my curriculum for my seven year-old daughter. This year I did something different. I started with an interest she expressed, to live and work on a real farm, and designed a habit-of-heart unit to meet that wish. We are studying Farsightedness this fall and focusing on sustainable farming practices, world hunger, and the work of Heifer project to educate and

support sustainable communities throughout the world.

We are using lesson plans from the Habits of Humanitarians lesson plans...we are conducting a Heifer-project sponsored Read-to-Feed project [raising funds to give a heifer to a family in need]...visiting LA's EcoVillage, a 20 year-old sustainable living experiment...and spending the night in the Global Village, which is a simulation of developing country's living conditions. Our guest speaker will be from the Global Water Trust organization...." This follows many creative projects Gretchen has planned with character development at their core, service as their goal and academic learning in their wake. Her outline looks like this:

FULL CIRCLE PLANNING SHEET:

HABIT OF HEART: Farsightedness

Farsightedness Introductions from Habits of Humanitarians:

1. Oh! Domino! P. 106
2. Farsighted Role plays p. 108
3. Farsighted homework assignment p. 110

SERVICE PROJECTS:

1. Recycling garage sale
2. Read to Feed program

FIELD TRIPS:

1. Malibu organic farm
2. LA EcoVillage
3. Ceres Center Farm

GUEST PRESENTERS FROM:

1. Global Water Trust Water for School Children
2. Second Harvest Organization
3. Organic gardening teacher

BOOKS TO INCLUDE:

1. Beatrice's Goat
2. A Drop Around the World
3. The Money Jar
4. Little Red Hen
5. Let's talk About Being Patient
6. Leo the Late Bloomer
7. Aurora Means Dawn
8. Can I keep Him?
9. Crow Boy
10. Farming books

MATH/SCIENCE PROJECTS:

1. Connecting Farsightedness to Science and Society p. 112
2. Make a solar cooker water purifier p. 119
3. A Drop Around the World lesson plans
4. Seeing Soil
5. Chewing your Cud
6. Beatrice's diet and food pyramid
7. Milk – Nature's most perfect food
8. Manure and Microbes

4. Factors of Production (economics)

5. Making Good Decisions (economics)

6. If We all Want It, Who should Get It? (economics)

GEOGRAPHY

1. Geography sets the scene
2. Geographic Alliterations
3. Biomes of the World
4. Mapping World Biomes
5. When the Goat gets Loose!

CONFLICT RESOLUTION:

1. Design projects around sustainable development

ART PROJECTS

1. Trash Truck

These ideas may give teachers an idea of how to use the unit as a springboard for further research into the resources within their own communities. Each lesson plan unit in this book will guide you from the integrated learning activities to potential projects that will help students approach their learning with intentionality.

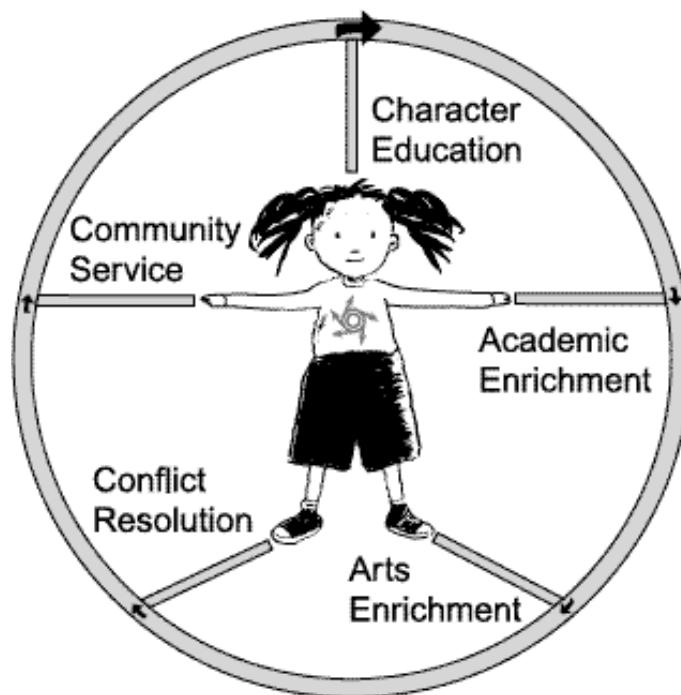
SOCIAL STUDIES

1. Understanding the relationship between drought and hunger p. 121
2. Vocabulary of Hunger p. 123
3. Making People Better Off (economics unit)
4. Producing and Consuming (economics unit)

Part 6

Lesson Plans





Unit I

Habit-of-Heart: Respect

Lesson Objectives

Character Education Outcomes

Students will:

- Sense and honor their commonalities with the rest of the human family.
- Value respect as essential for happiness within immediate families, classroom families and global families.
- Practice showing universal respect by 1. Speaking kindly; 2. Helping others; 3. Sharing; and 4. Listening.
- Self-evaluate and recognize others who show respect during a class activity.

Academic Enrichment Outcomes

Students will:

- Better understand the role of metaphor in poetry.
- Better comprehend the relationship between the people in a family, in a classroom and in a world community.

- Comprehend the significance of place names on a globe.
- Sense the differences between various textures and the vocabulary words associated with some of these differences.
- Understand that different textures serve different purposes and comprehend the reasons for the composition of a piece of fruit and its interior and exterior.
- Understand that the world is made up of earth or soil and experiment with similar substances to create their own objects.
- Use magnifying glasses to enlarge and examine porous and non-porous images and objects on a globe.

Arts Enrichment Outcomes

Students will:

- Learn songs that expand their comprehension of respect for humans and nature and enable them to teach others through music.
- Expand general vocabulary through music.

- Experiment using porous objects (apples) to soak up paint and transfer it to a paper surface.
- Make hats with varying textiles.

Conflict Resolution Outcomes

Students will:

- Receive an introduction to the process of expressing emotions, empathizing with others' emotions and seeking solutions to problems.
- Convey respect as they communicate emotions and wishes and discuss challenges.
- Internalize the importance of universal respect.

Community Service Applications

Students will:

- Show respect for elders by honoring grandparents with a special ceremony.
- Students will make pictures, vases or fruit basket liners for respected members of the community or for a school community abroad.
- Students will learn to serve each other.

Materials Needed:

- Name tags
- Large cardboard box
- Colored paper with precut shapes and symbols, as specified
- World globe
- Plastic clear bag of dirt, shaped into a ball
- Magnifying glass (if available)
- Reproducible worksheets
- Apples (at least one half per student, not counting those which are eaten during or after the activity, cut in half)
- Pre-drawn life-size tree trunk
- Tempura (dry powder) paint, water and brushes
- Porous and non-porous or heavily textured and smooth items for activity table



Activity Set I: Sense Respect

On the first day of school, it may be wise to spend more time on the anticipatory set and provide plenty of free time and resume a more normal schedule the second day. Introduce the program in the following way:

- 1) Ask each child to think about the members of their own family and the things they like to do together. Accept students' ideas or suggest some if students are non-verbal.
- 2) Explain that the class will be like a family, doing special things together and that this family has a name. The class's name will be the Helpers. (Or insert a name associated with the quality you most want the students to practice this year. Examples: The Peacemakers, the Givers, the True Friends, etc. The class name becomes significant if you are in a larger school, in which each class should have a slightly different group identity associated with a positive action rather than being associated with their grade level or age.)
- 3) Pronounce each child's name and welcome that child into the family. Distribute the name tags for each child accordingly.
- 4) Ask students to think about how the members of a happy family treat each other at home. Choose a few basic ways to treat family members, such as 1. Speak kindly; 2. Help each other; 3. Share. 4. Listen. Represent these with pictures or symbols. Draw the symbols on colored paper (or bring them in predrawn).
- 5) Present a large cardboard box. (If possible, use an appliance box large enough for children to play inside, with large holes cut for the doors and windows.) Explain that this represents the home for the Helpers. Everyone who owns the home must remember how members of a happy family treat each other.
- 6) Tape the symbols to the house. Let students attach colored paper cut in the shapes of doors, window shutters, plants or other items found on the outside of a home. Each time a student forgets how people treat others in the Helpers family, remind them of the special home the class built together and of how the family lives.
- 7) Next ask if students have ever seen a picture of the ground we walk on from very far away in an airplane or even farther?

- 8) Show a handful of dirt and compact it into a ball (wearing rubber gloves). Show a world globe to help children understand the concept that the earth is made of the ground we walk on. Show approximately where the school is on the globe. Use a magnifying glass, if possible, to show that each dot represents something much larger.
- 9) Explain that there are other rooms full of children all over the globe. There are also places where adults are at work or people are staying at home. Together, they all make up one very large family called the human family. The earth is the home for this whole family. It is also home to all the animals.
- 10) This human family has the same needs as each small family. To be happy, the people need food and water and clothing and sleep. To be happy together, they also need to 1. Speak kindly; 2. Help each other; 3. Share; and 4. Listen.
- 11) Explain that everyone is related because we are all humans living on earth, our home. We all share the same blue sky, the same rain and wind. We all see the same moon and stars at night.
- 12) Show the satellite photo on the worksheet, Earth, Our Home. Read the instructions to the students and help them fill out the worksheet.
- 13) Explain and give examples: We all have a family at home and a much bigger family called the human family. When you meet someone, you can say, "My name is _____ . I am a member of the human family."
- 14) Challenge students to all introduce themselves this way. Prepare them to make posters for an exhibit that will remind them of their identity throughout the year. The title of the exhibit-Helpers of the Human Family-may be posted where others will read it aloud when they enter the room and will see students' representations of themselves beneath it. Provide large pieces of butcher paper for every child to lie on, to make a recreation of himself or herself. Let each student lie on the floor as you trace the student's shape on the paper. Write the student's name on the tracing and let the student glue on eyes, nose and mouth and make other distinctions. Keep the posters and house in the room as long as possible.
- 15) Free time activities: Provide magnifying glasses for experimentation, with various types of objects for students to observe, such as different types of soil. Provide wet sand or clay for students to practice making their own earth shapes. Also allow play time in the Helpers' House and additional time for decorating the house.
- 16) When you enter the room the next day, remind students of your name and say that you are a member of the human family. Say, "Please tell me who are you," until students become accustomed to responding in the same way. If a new student enters the class, remind students to accept the newcomer as a member of their own family.



Activity 2:

Phonemic Awareness of the Word Respect

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write the habit-of-heart on the board in large letters. Introduce the sound of the initial consonant R and long E. (If students are advanced enough, introduce the short vowel sound made in the second half of the word. Speak and write the word respect on the board.)

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word. Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or provide copies of the word strip provided) and draw the shape around it. Explain that this box is not part of the written word but will help them recognize the word.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)



Activity 3: **Symbolize Respect**

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Respect: A nod or bow.

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions.

Introduce the idea that we can show respect for people with words. We can also show respect for people or for the earth with acts. Ask your parents to help you show respect at home and draw a picture of what you did.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children. Also reinforce the habit-of heart each day through server nominations.)



Activity 4:

Storytelling — Respect

Please note: A suggested book list, with publishers, appears at the end of the lesson plan section.

Some children are literal thinkers while others understand metaphor at a very early age. Stimulate creativity by reading the reproducible poem ***The Whole World, at Home*** as you show students the motions. Discuss the meaning after you have read the poem twice. Let the students go through the motions with you as you read the third time.

Discussion

Who were the imaginary characters in the poem? (Mama Night, Auntie Rain, Papa Wind and Grandma Sun.)

What are the things they did that made a difference in the world. (Help students name these things.)

When you do something again and again, it is called a habit. Sometimes a habit is good and sometimes it is not so good. We will talk about good habits called habits-of-heart. Choose one of the characters and draw what they did.

(Read the worksheet Story Poem and help students understand where to create their

drawings.)

Explain: We will talk about more good habits as we go! The first habit we have learned is Respect. When we can listen, share, speak kindly and help each other, we are showing respect. All other members of our family need respect, whether they are the family members at home, in the classroom or around the world. The earth needs respect too. We show respect by keeping it clean.

We heard about the Mama Night scattering stars that looked like sugar. Now we will hear a story about someone who scattered real seeds. Talk about respect for the earth and wanting to make it look beautiful. Point out the places on the globe where apples grow (climates that are moist and cool).

Read the book ***Johnny Appleseed***, if available.

Also read the appropriate take-home book available from the Full-Circle Learning series. Review the suggestions in Appendix D to determine how you will present the book.



Activity 5: Sing About Respect

Music may be taught in multiple sessions within a unit—every day, several times a week, or weekly. The students may focus on one song, learn several songs or listen to some for learning purposes only and practice singing others to teach their message to the community when they participate in service projects.

In each case, the teacher should:

- 1) introduce the song and its meaning in the language the child best understands;
- 2) connect the song to the habit-of-heart,
- 3) introduce key words in English, pictorially, verbally and, when appropriate, in writing;
- 4) play the song for listening purposes and have students follow along;
- 5) play the song and have students sing it;
- 6) review the song frequently and use it as background music during free time.

Several musical options are featured in this first session that connect thematically with the lessons that come before and after.

Play *Our Loving House*, from the CD Story *Songs for the Very Young*. Sing it together with the students. Each time you repeat the song, allow students to add a new item that a house needs in place of a floor. Mention

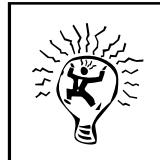
respect. Then remind them that respect means speaking and acting kindly.

Play the song, *Johnny Appleseed*, from the same CD. Talk about service and respect in relation to each other. We give service to the people and places we respect.

Follow up with a storytelling song, *The Willow Bows*, from the CD *Beauty Is What You Do*. Discuss the students' understanding of the willow tree's advice in each of the verses.

In another music session, play *Words You May Have Heard*, from the CD *Beauty Is What You Do*. Discuss the general meaning of the song. Help students think practice saying polite expressions. Give an example and go ask each student to repeat it. For instance:

1. Give a student a pencil, have him say thank you and hand it to the next student and say thank you, and continue through around the room.
2. Lightly bump elbows with the first student and say, "I'm sorry" or "Excuse me" and have the practice continue around the table.
3. Hold a piece of paper and have the first student say, "Please," then hand it to him or her. Before passing it on, this student must wait for the next to say, "Please," until each student has practiced.



Activity 6:

Using Apple Molds

Use butcher paper to create a large tree trunk before beginning this activity. Then begin the following steps.

Distribute cut apples halves for each group of students to touch.

- 1) Let the children look at the shapes and touch the surfaces of the apples and compare the cut side with the smooth side. Challenge them to close their eyes and touch the apple and tell whether they are touching the skin or the cut side.
- 2) Use the magnifying glass to help them look at the porous flesh of the apple where the juice seeps through compared to the tough skin of the apple and notice how nature protects the inside with the tough paper-like skin.
- 3) Have students look at the shape of the apple and ask if they would know it was an apple even if they saw it only from the cut side. Save the seeds for a future assignment before proceeding.
- 4) Mix dry green paint with water and provide cut apples as molds. Let children dip the apples in the paint and press the apples on

the paper near the branches to make the shapes of apples. Write words of respect on the branches.

- 5) When the paint dries, post the completed apple tree near the house or the figures of the children.
- 6) Discuss the way the children painted together. Encourage them to each think about whether they did the best they could to show respect.
 - a. Did they use only kind words?
 - b. Did they listen to the teacher?
 - c. Did they make room for others?

Ask students who saw someone else practice these acts of respect. Students who saw someone act respectfully. Those who did can now serve them an apple (on a plate or in a napkin). Point out that those who served apples have now done a respectful thing, so they too can now receive apples from others. (Keep coaching children until everyone has served someone else and has received an apple.)



Activity 7: **Textures of Textiles**

Place several items of differing textures at each table where the children are seated. (Use a number corresponding with the children's age.)

Have them touch each item. Use an appropriate word to describe each item, such as rough, soft, smooth, nubby, slick, satiny, prickly, etc. Test their memory by playing a game in which you describe a texture and they touch the item that best fits the word description. (Even students who cannot repeat the descriptor can often make distinctions between items upon hearing the word.)

Add items as they master the game. Use pieces of fabric or include items such as sandpaper, gift wrap, a sweater, leather gloves, netting, etc. Introduce the word porous (having many tiny holes). Hold up a magnifying glass to the different surfaces and let the children see whether each has holes.

Make these items available at the free time table. Also use them to decorate the item you will use for the service projects you will choose.



Activity 8:

Showing Respect at Challenging Times

Before class, reproduce the steps on the Conflict Bridge Steps sheet and laminate them if you like, or place them in plastic sheet protectors. Carefully read and practice the instructions on the strategy sheet in this manual.

- 1) Introduce the concept of peaceful resolution of conflict by explaining that respect is something we try to give at all times, even when we are upset. Sometimes we may feel like we want to hurt someone, but it is better to think our feelings through and think about how the other person feels, then use words to solve a problem.
- 2) Ask students if they have ever crossed a bridge to get from one side of a river to another. Explain that they will have a chance to cross a special bridge to get from one side of a conflict to another. Each time we cross the bridge, we will apply the habit we are working on to help us reach our friend in the middle of the bridge. (See the strategy sheet in Appendix B for using the conflict bridge.)
- 3) Place the steps on the floor. Have students arrange the steps in order so the facial

expressions change from sad to happy as they move closer toward the center. Tape the sheets together in this order. Read the steps on the bridge for the students.

- 4) Remind the students that right now we are practicing the habit of respect, so we will show extra respect as we cross the bridge to change an unhappy situation to a happy one.
- 5) Act out the conflict, using dolls if students are too shy, or helping them find the right words to say if necessary, until they can some practice and are comfortable with the process. Help them understand that this is a make-believe game.
- 6) For English-speaking students, introduce the song, *We Build Bridges*, from the CD **Beauty Is What You Do**. Explain the meaning of words in the song that students may not know and explain the general concepts. Allow students to listen and learn the song over time. (In all suggested applications of music in this curriculum, songs may be integrated on a regular basis and become an organic part of the learning process.)

Conflict Bridge Steps

- 1) Introduce the concept of peaceful resolution of conflict by explaining that respect is something we try to give at all times, even when we are upset. Sometimes we may feel like we want to hurt someone, but it is better to think our feelings through and think about how the other person feels, then use words to solve a problem.
- 2) Ask students if they have ever crossed a bridge to get from one side of a river to another. Explain that they will have a chance to cross a special bridge to get from one side of a conflict to another. Each time we cross the bridge, we will apply the habit we are working on to help us reach our friend in the middle of the bridge. (See the strategy sheet for using the conflict bridge.)
- 3) Place the steps in order on the floor, according to the strategy sheet. Read the steps on the bridge aloud. (After you have gone through a sample conflict, students may draw faces on the steps, from sad to happy, to show the range of emotions expressed on the bridge. Then the bridge can be taped together as a model for bridges students will make for themselves.)
- 4) Remind the students that right now we are practicing the habit of respect, so we will show extra respect as we cross the bridge to change an unhappy situation to a happy one.
- 5) Act out the conflict, using dolls if students are too shy, or helping them find the right words to say if necessary, until they can some practice and are comfortable with the process. Help them understand that this is a make-believe game.

Conflict Bridge

(See the reproducible Steps of the Bridge)

Challenge 1:

A child came to play who had a shirt of a different color than everyone else in class. No one wanted to play with him. He wanted to be respected anyway. You wanted him to go away, but you are wondering if this shows respect or not. Let's try it and see.

Challenge 2:

You did not like the kind of food your cousin gave you when she was tending you for your mother, so you did not say thank you after dinner. You said you would never eat it again. Your older cousin said she wants you to show more respect.

Challenge 3:

Your friend was angry with you because she thought you pushed her and made her fall. She called you a bad name. You became angry and then hit her. Now you are both crying. You want her not to hurt you any more but to find a way to show respect for your feelings.

Make sure their first visit to the conflict bridge ends happily. Help students see that they can often think positive thoughts that will help them feel respectful before they begin.

Guided Imagery

(Repeat at least twice a week)

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time and for taking an imaginary trip in our minds.

Adapt the following script for your purposes:

Now it is time for us to take a special journey. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

Imagine we are in a park, sitting on a blanket with our feet in the cool grass. We lie down and see the clouds floating along above our heads. Some of the clouds are rough. Some are smooth. They look like pillows floating in the air. We know they are the same clouds that will float beyond us all the way over to our friends around the world.

We will send a message on the clouds. We will whisper words of kindness, sharing, helping to all our friends everywhere, and as the clouds float away, all our good feelings will go to our friends. We will listen to you. We will treat you well, no matter where you live or who you are, we say. The clouds drift away with our words tucked safely under their covers.

We close our eyes and take a long nap, and when we wake, the same clouds have gone away and come back again with new messages from our friends! The messages say, we hear your voice. We are glad you are a member of the human family. We respect you, because we are members of the human family too. We are happy to know you and want to be with you.

It is a beautiful day because we share the clouds...because we share respect. We open our eyes and come back to class and we're all right here together again.



Activity 9:

Send Gifts of Respect

Find a class with whom you can exchange pictures and send the pictures the children painted in the beginning of the lesson, when they visually depicted respect.

You may want to make an item such as a decoupage vase with each of the paintings as a gift for an overseas classroom or for the principal of the school or respected members

of the community. The decorations can also serve as fruit basket liners for baskets of apples for respected members of the community.

To make a liner, use tissue paper and let each student cut and add a symbol in a different color, then glue each one to the piece of tissue providing the backing.



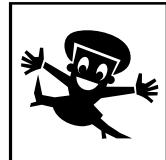
Activity 10:

Share Respect

Discuss the people who live in our human family and who hold a place of special respect. For instance, grandparents, teachers and parents are special to most cultures in the world. Plan a class celebration to honor grandparents. Ask the grandparents to bring photos and tell stories about when they were young. Prepare a parade for them. To prepare:

- Have the student rehearse songs they will sing at the event.

- Prepare for a grand entrance using textile hats. Give each child a paper plate. Let them glue different textile scraps on the hats or add different colors to represent grandmas from different parts of the world.
- Let the children wear the hats as in a fashion show, then ceremoniously present the grandparents with their hats.



Activity 11:

Sustain Respect

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Worksheet: Earth, Our Home

Instructions: Circle the home that looks the most like your family's home. Circle the home that belongs to you and the whole human family.



Poem

The Whole World, at Home

Mama Night sprinkles sugar across the sky.

The whole world sees.

Auntie Rain splashes perfume upon the flowers.

The whole world smells.

Papa Wind sweeps dust from every hill.

The whole world hears.

Grandma Sun tickles the top of my head.

The whole world laughs.

We are the human family, and

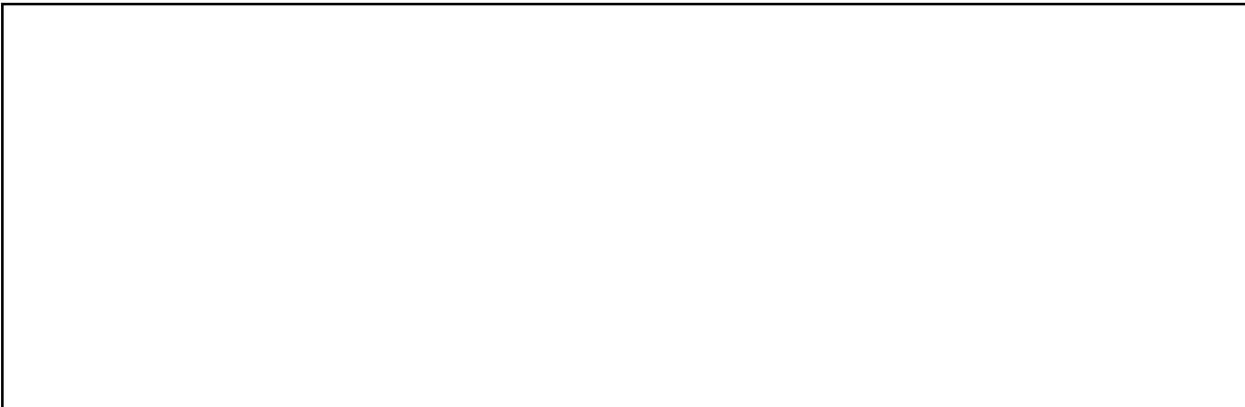
We share our home with

The whole world.



Worksheet: **Story Poem**

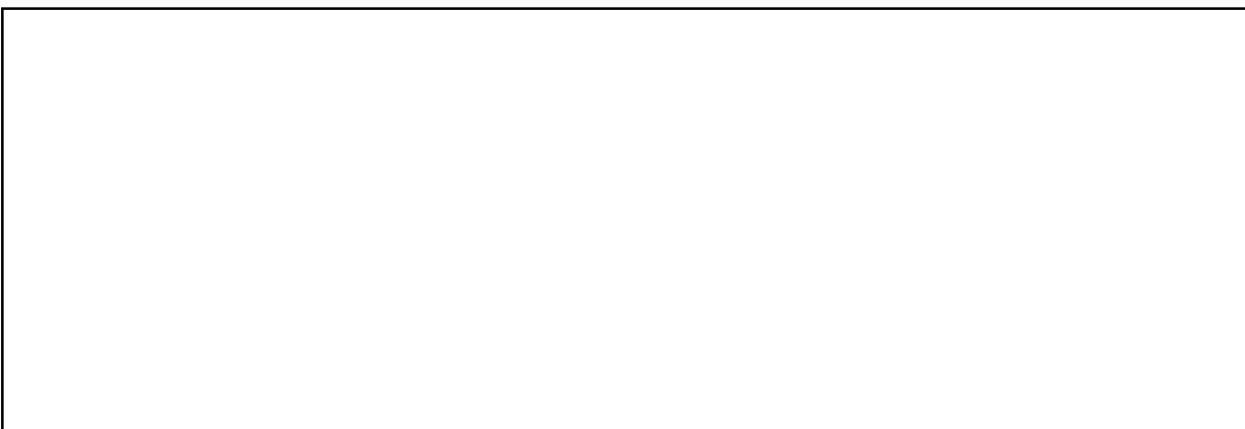
Draw one of the characters from the poem in this box.

A large, empty rectangular box with a black border, intended for a child to draw a character from the story poem.

In this box, draw the thing this character did for humans.

A large, empty rectangular box with a black border, intended for a child to draw something a character did for humans.

In the next box, draw the people with whom we share our whole world.

A large, empty rectangular box with a black border, intended for a child to draw people who share their whole world.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Respect**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

**respect
respect
respect
respect**

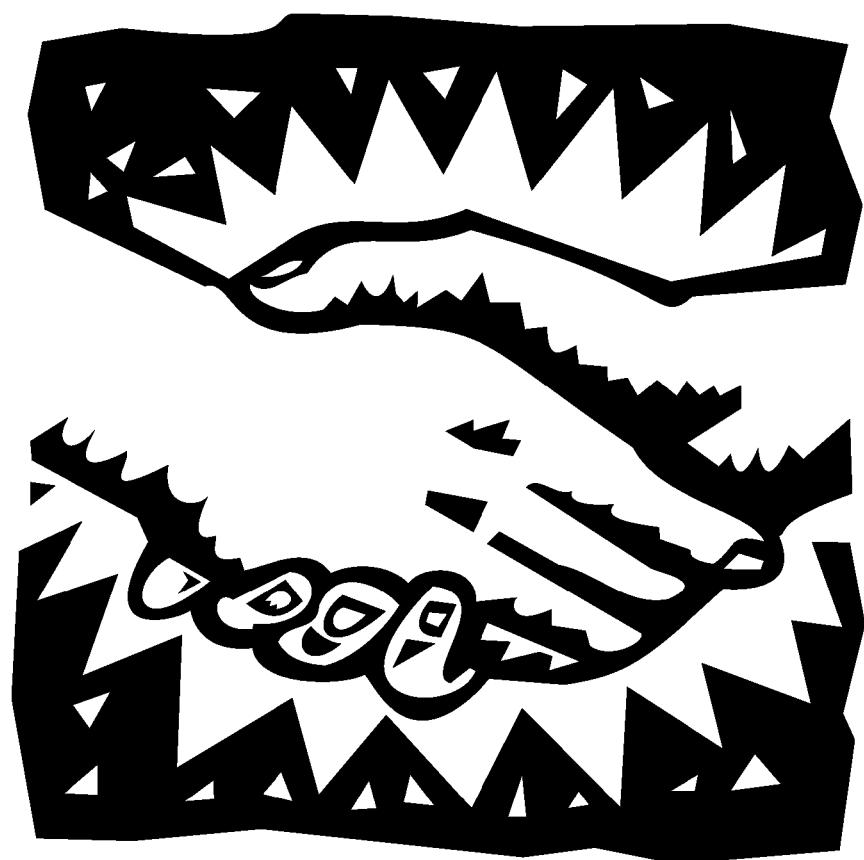
I want...

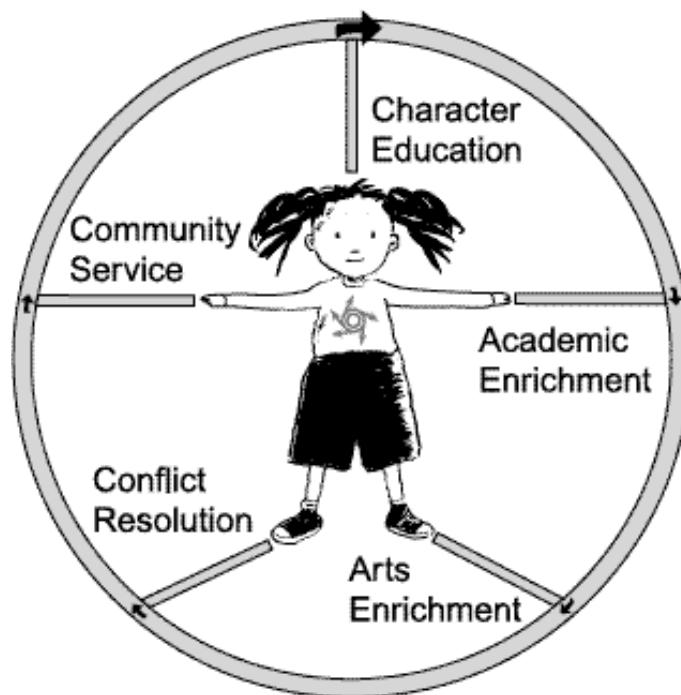
I feel...

I feel this
way
because...

Maybe
we should
try to...

**Let's
agree
to...**





Unit 2

Habit-of-Heart: Kindness

Learning Objectives

Character Education

Students will understand that kindness has a reciprocal effect and is the basis for positive community relationships and demonstrate ways to show kindness to family, friends and community through:

- Role plays
- Homework assignments
- Field trips and service projects

Academic Concepts

Students will:

- Understand that foods grow in stages.
- Understand the relationship between the seed and the rest of a plant.
- Classify differences among vegetable and fruit seeds and among flower seeds and link seeds with their end products

- Sound out the letters I and K and be familiar with the sound and appearance of the word Kindness
- Demonstrate a conceptual understanding of the actions within a story that show kindness.

Arts Concepts

Students will:

- Learn and perform songs that teach kindness to humans and animals.
- Express their understanding of the concept of kindness through abstract paintings and by illustrating common acts of kindness.
- Learn to make mosaics and give them as gifts.
- Learn to finger paint and give their paintings as gifts.
- Understand and implement elements of storytelling, both musical and dramatic.

Conflict Resolution

Students will:

- Practice applying kindness to the resolution of basic interpersonal challenges.
- Visualize themselves in a story in which they make the world beautiful through acts of kindness.

Community Service

Students will participate in giving gifts and performances to some combination of:

- Guest presenters from operas or singing troupes or local musicians
- Adopted grandparents (optional)
- Foreign or local friends in other classrooms (if possible)
- Community members such as flower growers or florists on a field trip

Materials Suggested

Reproducible Worksheet (located at the end of the learning unit)

Pencils

Supplementary books listed in the chapter or your favorites

Finger paints

Seeds of various varieties, some in jars

Plants (see details in lesson plans)

Butcher paper

Art paper

CD player

Suggested reading books or literacy books or books from your library

Conflict bridge (can be made by students)

Soft music CD for guided imagery (optional)

Stuffed animal

Boxes and postage for shipping (optional)



Activity I: Sense Kindness

Anticipatory Set

Discussion

Place a baby's picture on one side of the room and a picture of the same person grown on the other side. Explain that babies grow into adults. Ask if students know what we need to grow. (Good food, water, sleep and time.)

Place a picture of a plant next to the adult's picture. Place an edible seed next to the baby's picture. See if students can tell what the seed is by looking at the picture.

Explain that seeds grow into something bigger later on. They need certain things to grow. We will learn more about those things later on. Today we will learn about the seed itself.

What happens if we bite into a seed? (Pass around seeds.) How does it taste? Do we feel stronger and better after we eat it?

When we plant seeds in the ground, they grow into bigger plants. Some seeds we can eat without planting.

Sometimes there are things we can do for other people that are not big things but can make a big difference in someone's day. They can make people feel good inside and can turn into big things later. Here is a story that shows how. (Tell the following story using stick figures or acting out the story with your fingers. Invite students to do the same. Begin to teach them the gestures associated with storytelling techniques.)

Story: Kindness Comes Full-Circle

A child sat alone. He felt lonely. He had a ball, but no one could play with him that day. Another child came and sat beside him. After awhile, they played ball until it was time for the new friend to go.

Having a friend made the boy so happy that he wanted to do something kind, so he gave his ball to his new friend.

The friend felt so good, she went home said kind words to her mother and offered her help. This made her mother's work easier, so her mother made a special treat for the family and invited the neighbors to share it.

The neighbor boy felt so good that on his way home, he sang a song to his grandfather. His grandfather felt so happy, he reached up and patted a kitten in a tree as he listened.

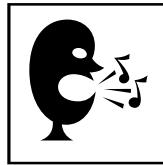
The kitten felt so good, it purred for a long time afterward and ran to sit in the lap of whoever he could find. Who did he find?

The kitten found the boy who sat alone in the park. Now he had a kitten! The first seed of kindness he planted grew and grew and finally came back to him!

Help students repeat motto: **A kind act is a seed we plant that grows into something beautiful.**

What can you say or do today to help someone else? Let your parents help you show this habit at home this week.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children.)



Activity 2:

Develop Phonemic Awareness of Kindness

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write the habit-of-heart on the board in large letters. Introduce the sound of the letters K and I.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.



Activity 3: **Symbolize Kindness**

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Kindness: Choose students' favorite action from the story.

Challenge students to draw or paint a symbol next to the word that will suggest its meaning

and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.



Activity 4:

Storytelling — Kindness

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

Choose books from your own library with a main character who shows kindness. Examples include *Sitting Down to Eat, Heartprints*. Many other books from your local library will work for this habit-of-heart. If possible, include a book with stories from different cultures.

There are many approaches to storytelling for preschoolers. You may tell the story using the book to illustrate your own dramatic presentation, for greater eye contact.

For students old enough to begin reading, you

may have certain words in the story prewritten on cards and hold them up at certain points in the story. Teachers with artistic skills have found it helpful to pre-draw larger figures before presenting the story to a large group or to allow free time for some students while taking others into a quiet circle to read the story.

For very young students, repeated readings are often acceptable to help them identify the concepts. The first time, read for meaning. The second time, point to the words as they watch.

Worksheet: Friendliness Story

Read the instructions on the worksheet and provide materials for students to identify the main characters in the story and sketch their kind actions.

Ancillary Storytelling Activity

Explain that there are many ways to tell a story. Sometimes we use books, sometimes we use music and sometimes just words. Review the story told in conjunction with the song *The Willow Bows*. Have students demonstrate the motions of sagging, bending and bowing to act like a willow tree. Teach them the word for each gesture, then play the music and have them add these gestures as the song tells the story.



Activity 5:

Exploring Seeds in Nature

Discussion and Worksheet:

Introduce the words seedling, sprout and roots. Show students a root plant, such as a potato or carrot that has just been pulled from the ground. Explain how plants grow both below and above the ground and that the roots underneath the ground need darkness and moisture.

Dissect a piece of fruit, such as an apple or pear. Show the seeds inside. See if students can

tell where the seeds were connected to a larger plant.

If possible, bring in seeds of different sizes and shapes. See if students can tell what grows from each seed.

Give students the worksheet ***Making a Mosaic***. Put small containers of glue at each table. Have them use different seeds to create a mosaic picture.



Activity 6:

Seeds of Kindness Role Plays

Give students role plays. Each time a child completes a role play, they put a seed aside. You may repeat the role plays with new children after you have finished them.

Examples of role plays:

1. You see that your mother needs help setting mats on the table. Show what you will do.
2. You see that friend is crying because she is afraid of a spider. What will you do?
3. Your cousin has lost his gloves in the snow. What will you do?
4. Your father has answered the telephone just before dinner. You see that a fly is trying to eat his food. What will you do? (Fan away the fly.)
5. You have stepped on a cat's tail by mistake. What will you do?

Take the seeds that are set aside and give each child a leaf made of paper. They may write their name on the leaf, with or without help. Put a string through the end. Hang each leaf on a kindness tree you have drawn on butcher paper or that is made of a potted plant.

Challenge students to spend a few minutes doing kind things for others. Each time they do something kind, they can choose another leaf and put it on the tree. The teacher can put a leaf on the tree when she makes such an observation as well.



Activity 7: **Processing Seed Identification**

Keep seeds on a table in clear jars. Have students sort them into categories in their free time, by fruit or vegetable or by color, based on

the level of the students' learning. Allow them to make other mosaics out of seeds.

Notes:

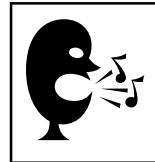


Activity 8:

Seeds Become Flowers

Continue strengthening classification skills. Identify several types of locally grown flowers and their names. Discuss whether there is a relationship between the color of the seeds and the color of the flowers. Help students use finger paints to paint the flowers.

Introduce other types of storytelling through music, such as opera. Prepare to use the paintings as gifts for guest presenters who tell stories through music, or prepare to take students to a performance of a musical or opera for children. Give parents plenty of notice regarding any preparations for a field trip.



Activity 9:

Sing About Kindness

Present and practice one or more of the following songs to reinforce the goals of the learning unit:

Rising Tall, from the Full-Circle Learning CD Series #3 **Beauty Is What You Do**.

Be Kind, from the Full-Circle Learning CD Series #3 **Beauty Is What You Do**

Tenderness, from the same CD

The Giving Tree, from the CD **Beauty Is What You Do**

When I Can Share, from **Story Songs for the Very Young**

Play the songs and present song sheets with a combination of pictures and words to help students listen and learn words. (See Appendix A: Song Sheets.) Discuss the meaning of a song as you teach it.



Activity 10:

Showing Kindness in Challenging Times

Conflict Bridge

Present the conflict bridge. Use the conflict bridge to reenact a conflict in one or more of the stories you have read to the students.

Guided Imagery

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

You are walking along the garden wall. A little bird comes singing along on the pathway. You follow the bird along the path of beautiful flowers. You have never seen so many flowers. They are everywhere. The bird says that all the flowers grew because someone planted seeds of kindness in the garden. You ask, which ones did I plant? The bird says, You will never know. You must plant more seeds every day. Just then you are about to step on the tail of a squirrel sitting in the sun. It scampers up a tree. You kindly say, "I'm sorry." You pick up a piece of paper so it will not get in the way of a lizard slithering by. You help a grandmother walking past who is pushing a cart up over a curb. You turn around and the garden is bigger and brighter. The bird laughs and says, "See? You can make the world better every day with kindness." You want to tell everyone what you saw. You come rushing back to the classroom and open your eyes.



Activity III:

Send Packages

Identify another group of students who need kindness, such as a distant classroom with fewer resources or one that can benefit from a cultural exchange. Write a cover letter explaining the project and enclose some of the students' art work, with a photo, if possible. Encourage the other school to write back. Let

students help prepare the package to send. Explain that reaching out in friendship is a gift of kindness we will learn more about.

Remind them also to return the Habits-of-Heart Homework activity.



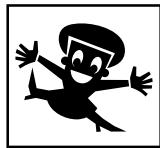
Activity 12:

Share Kindness

Incorporate teaching as a part of the learning experience in each unit. Go to a local flower market, nursery or florists' shop. Have the students present a kindness award to the people who make others happy by giving them flowers. Let them make a musical performance, tell a story through music and give paintings or mosaics they have made.

Let students help decorate the certificate. If they purchase or are given flowers there, they can give them to elderly or adopted grandparents in the community.

If a field trip is not possible, invite a florist or botanist to class as a guest presenter.



Activity 13:

Sustain Kindness

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Kindness**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

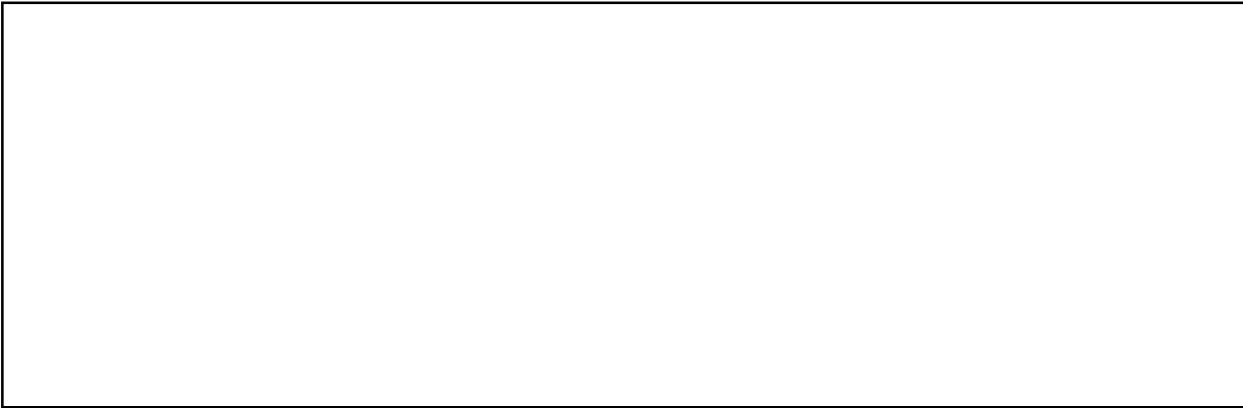
Parent's or Adult's Signature

Date

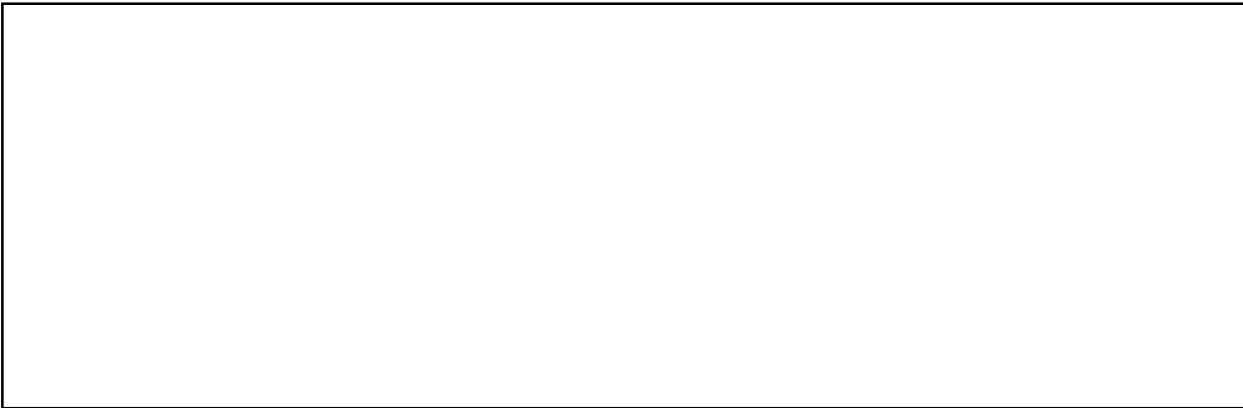
**business
model
inquiry**

Worksheet: **Storytelling**

Who showed kindness in the story? Draw the friend in this box.



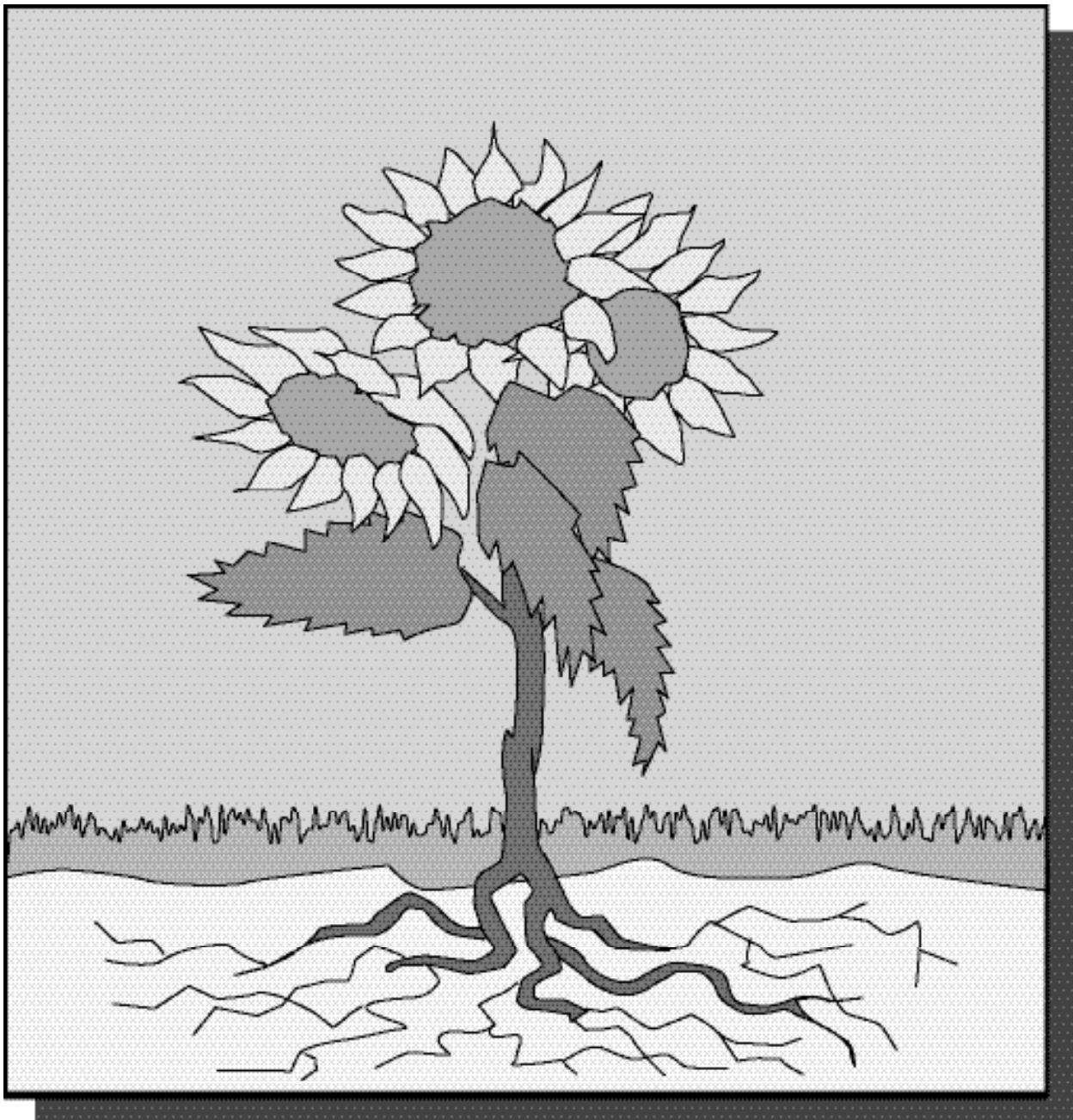
Draw the things they did to show kindness in this box.

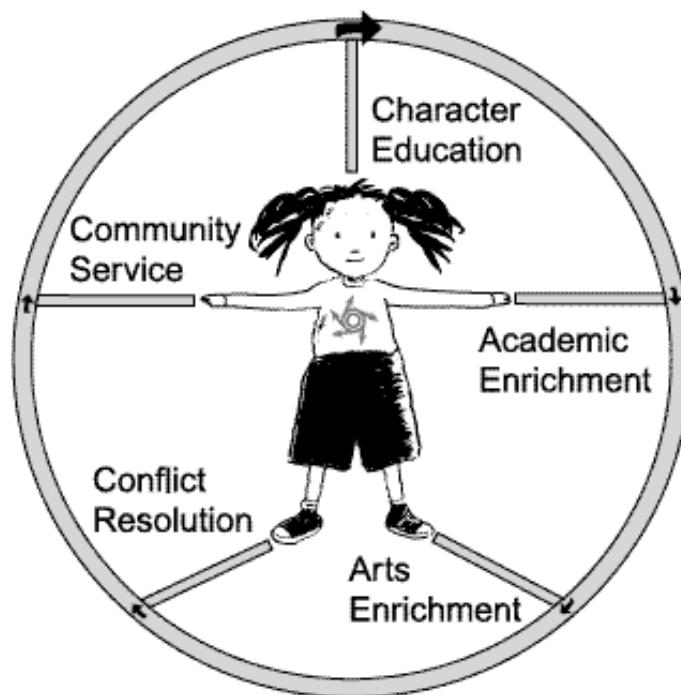


Show how it made the characters feel.



Worksheet: Making a Mosaic





Unit 3

Habit-of-Heart: Friendliness

Learning Objectives

Character Education

Students will understand that friendship is the basis for community life and will demonstrate ways to show friendliness to:

- Other children in classroom
- People of other ages in the community
- Friends around the world
- Animals
- Family friends

Academic Concepts

Students will:

- Demonstrate facility matching lids and containers of varying proportions.
- Experiment with simple machines using parts that work in pairs, such as batteries or wheels.
- Demonstrate an understanding of the distinctions among things in nature that come

in twos and are alike and animals that have symbiotic (supportive) relationships although they are not alike.

- Sound out the letter F and be familiar with the sound and appearance of the word Friendliness
- Demonstrate a conceptual understanding of the actions within a story that show friendliness.

Arts Concepts

Students will:

- Learn and perform a song that teaches greetings in several languages and/or a song that teaches appreciation for a variety of friends and/or a song about the importance of kindness to others.
- Express their understanding of the concept of friendliness through abstract paintings and by illustrating common acts of friendship.
- Learn to use stencils for tracing (with help from a teacher or aid).

Conflict Resolution Outcomes

Students will:

- Practice applying friendship to the resolution of basic interpersonal challenges.
- Visualize themselves in a story in which they learn sharing as a tool for finding fulfillment through friendship.

Community Service Applications

Students will participate in giving gifts and performances to some combination of:

Guest presenters

Adopted grandparents

Foreign friends

Community members on a field trip

Students in another classroom

Materials Suggested

Reproducible Worksheet (located at the end of the learning unit)

Pencils

At least two or three inexpensive flashlights with two easily removable batteries

Plastic food containers of varying sizes, with lids (minimum one per student)

Supplementary books listed in the chapter

Paints or crayons

Butcher paper

Art paper

CD player

Suggested reading books or literacy books or books from your library

Scissors

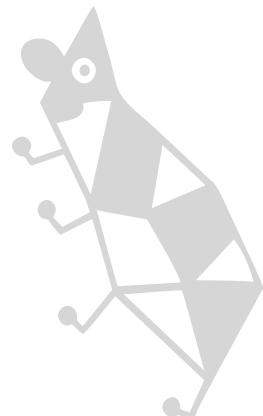
Conflict bridge (can be made by students)

Soft music CD for guided imagery (optional)

Photos from used magazines

Stuffed animal

Boxes and postage for shipping (optional)



Activity I:

Sense Friendliness

Anticipatory Set

Present the concept that communities start with pairs. When two people work together, they become friends. When more friends work together, they become a community.

Show students a flashlight that requires two batteries. Explain that the batteries are like two friends. They can do nothing alone, but watch what happens when they get together.

(Show how to put them in a flashlight and turn it on. Take one battery out and let the student observe that the battery no longer works.)

Now watch what happens when many batteries get together.

(Hand out several flashlights and let students shine them at one focal point in the room together.)

Each of these flashlights has pairs of batteries working together to spread more light.

(Collect the flashlights quickly. Set aside a display to be used in free play time where students can experiment with batteries. Before break time, show them the components of the battery and flashlight or other items and invite them to play there.)

Ask student to work in pairs for the following activity:

Show how friends greet each other. (Allow students to make contact with each other in positive ways.)

Show how friends treat each other when one is hurt. (Encourage role play.)

Show how friends share space if there is not very much space at the table or in line.

Show how friends act if one accidentally hurts the other one. (Encourage one to say I'm sorry and the other to forgive.)

Discussion:

Batteries work together to bring us light and music and many good things.

What about people. Do they work together? What friends can you think of? (They may list fathers and mothers or a special friend they have.) Do these friends work together and do kind things for each other? To have a good friend, you must give and not just take.

Even animals like to have friends. Some animals treat each other kindly. Which ones?

(Distribute the worksheet ***How Friendly Are These Animals?***)

On the worksheet, put a mark by the picture that shows the best animal friendship.

(Discuss the worksheet with them until they understand the differences in the three photos and select the first photo.)

Ask, Do you think the fact that the two animals in the first photo were different from each other made them better friends? Why or why not?

We are not always just like our friends. Sometimes we can do things they cannot do and they can do things we cannot do. That's why we can help each other.

Can people from different places be friends? Sometimes they are the best friends of all. One person can bring a certain food or music to share with someone from another place. They become friends by sharing things that are interesting and different, and yet they are members of the same human family.

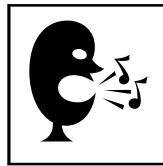
When we act as friends to other members of the human family, we are practicing friendliness.

We can show friendliness:

- to other children in class
- to people our parents introduce to us
- to people our teachers introduce to us
- to friends around the world.

Let your parents help you show friendliness to someone who comes to your house this week or to someone you see, so they will feel welcome as a member of the human family.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children. Also reinforce the habit-of heart each day through server nominations.)



Activity 2:

Phonemic Awareness of Friendliness

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write the habit-of-heart on the board in large letters. Introduce the sound of the initial consonant F. (If students are advanced enough, introduce the vowel sound made by the letters IE. Explain that in this word, only the E makes a sound. Speak and write the word friend on the board. Then add the suffixes as you speak them.)

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)



Activity 3:

Symbolize Friendliness

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Friendliness: A wave hello.

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions.

Vary the use of this assignment for each unit. One class used these images as book covers for notebooks they made for children in an orphanage in Afghanistan. Another group had them laminated as placemats and sent them to a school in Belize for its new lunch room. Students might also use the images as gifts of friendship for students to give to the friends who help out at the school, such as custodians and cooks.



Activity 4:

Storytelling — Friendliness

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

If available, obtain a book such as *What Makes a Rainbow*, *My Friends*, *Ma'ii* and the *Cousin Horned Toad* or *Frog or Toad Were Friends*. You may select or supplement with books from your local school library.

There are many approaches to storytelling for preschoolers. You may tell the story using the book to illustrate your own dramatic presentation, for greater eye contact.

For students old enough to begin reading, you may have certain words in the story prewritten on cards and hold them up at certain points in the story. Teachers with artistic skills have found it helpful to pre-draw larger figures before presenting the story to a large group or to allow free time for some students while taking others into a quiet circle to read the story.

For very young students, repeated readings are often acceptable to help them identify the concepts. The first time, read for meaning. The second time, point to the words as they watch.

Discussion:

What makes people friends?

How many kinds of friends can we have?

Do friends look alike? If not, how do they show they care?

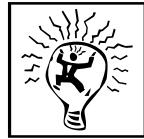
What new words did we learn in the story?

Worksheet: Storytelling

Read the instructions on the worksheet on page 125 and provide materials for students to identify the main characters in the story and sketch their friendly actions.

Ancillary Reading Activity

Literacy booklets for take-home use may be available through Full-Circle Learning for take-home use. If so, *Cooperation* may be an appropriate book to help beginning students practice counting as well as learning basic words.



Activity 5:

Exploring Pairs in Nature

Discussion and Worksheet:

Some things come in twos. Can everyone show me two fingers? Another word for two is pair, as in a pair of shoes or a pair of gloves. What other things come in twos? Let's find out.

After a few guesses, present the worksheet, ***Two Friends Can Have More Fun***. Read the worksheet instructions so the students and discuss the items aloud until they have circled everything but the sun and the ocean.



Activity 6:

Exploring Fasteners and Spatial Relationships

Display a plastic food container with a lid.

Discussion:

Sometimes when we put things away, we put them in a container with a lid. Are these two objects alike or different? How are they different?

Because the lid and container are different in shape but the same size at the top, they work together like friends. Without the container, the lid could not work very well. When we snap them together, they work together like friends holding hands to keep the food inside. (Show how they snap together.) We will see if we can find the right sizes for the containers.

Instructions for Group Activity

1. If possible, seat children in small groups.
2. Give each student either a lid or a container. Mix the sizes of lids and plastic containers at each table, so students will have to trade to find the one that fits.
3. Challenge students to work cooperatively and share or exchange objects to discover which lids fit properly.

4. Explain: It is important to find the right size lid for the right container when you put away food or other items that must be stored in containers. Everyone will receive a lid or a container. Work with all the friends sitting near you to see if you can match the container to the lid and snap it on. If you do not have the right size, use kind words to trade with a friend and find the right size.
5. Allow time for the students at each table to put the proper lids on all the proper containers. If some groups finish early, allow them to go to a table with extra containers or bottle tops and bottles to mix and match with lids. On the same display table, if possible, assemble other objects such as snaps for clothing, bottle caps that screw on and off and other two-part devices. Challenge students to look at the parts and see how they work. Ask which objects only work when the two objects are the same size. For instance, clothing snaps work only when they are both the same size, but a magnet can pick up objects of various sizes.
6. Ask students to return to their seats to prepare for the related art project.



Activity 8:

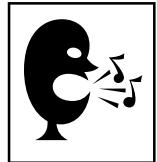
Decorating the Containers

Provide smocks and acrylic paints or other paints that will adhere to the surface of the containers. Make stencils of two friends or two animals together or allow the children to paint freehand. Challenge them to turn the containers into friendship boxes. Each container should be offered as a gift in one of a number of ways:

- 1) Announce that the students will make a food item, such as simple sweets or snacks, and put them in containers to give as gifts to their new friends identified in Activity 3.
- 2) The container may be used in the same way, except as a storage container for spice or rice. Tell the students you will plan a special day to bring the guests in to the classroom to receive these gifts of friendship or to take the students to visit them.
- 3) The extra containers may be labeled with students' names and used to store the Animal Cards shown on the reproducible Worksheets.

How to Use the Animal Cards:

- 1) Cut out the animal cards. Reproduce and laminate them if you choose.
- 2) Each day, as students come in, they each check their box to see what animal card is in the box. They must find someone else with the same animal card do something friendly toward that person, such as work on a project together or help make snacks together.
- 3) Once students have found their friends, they can put their animal cards back in their friendship boxes for the rest of the day. The teacher collects the cards at the end of the day and redistributes them in the boxes, so students learn to work with various students.
- 4) Teachers might also make assignments according to the cards, for instance to say that animals of one type will pick up the papers while animals of another type will put the chairs away at the end of an activity. The cards can also be used to make assignments for field trip friends when students team up on outings.



Activity 9:

Sing About Friendliness

Choose one or more of the following songs to reinforce the goals of the learning unit:

Rising Tall, from the Full-Circle Learning CD Series #3 ***Beauty Is What You Do***

Be Kind, from the same CD

Tenderness, from the same CD

Friends of the World Send Cheer, from ***Story Songs for the Very Young***

When I Can Share, from the same CD

Play the songs to help students and present song sheets with a combination of pictures and words to help students listen and learn words. (See Appendix A: Song Sheets.)

Discuss the meaning of a song as you teach it. Show students hand motions to go with the lyrics of ***Rising Tall***, especially if they are unable to sing the lyrics.

When teaching ***Friends of the World***, discuss ways to show friendship to people who live in another place. If possible, make a recording of the children singing the song to send to children in another faraway classroom.



Activity 10:

Showing Friendliness in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. A new person comes to class. You are too quiet to say hello. You are afraid someone will think you are too loud if you speak up. The new student thinks you do not like him. You want him to be the first to speak.
2. Your friend has four books. You want one of them. You took one when your friend was not looking. Now your friend will not let you come over and play any more. You are sad that you lost a friend.
3. You want to be the first one to use the blocks. No one will play with you because you always take all the blocks. Finally, someone has come over to play with you, but only if you let her use all the blocks while you just watch. You want to play with the blocks, but you also want a friend.

Guided Imagery

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Use the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

We are walking into a friendly forest. All the animals are kind. They are nibbling on grass or lying around sleeping. Birds are singing in the trees. We have come to visit the animals. It feels very good to walk on the soft dirt and smell the trees and flowers. We feel like we are friends with the animals. We see soft furry squirrels that scamper in the trees. If only we could get a closer look. We soon come to a pony in a pasture. We want to ride it, but another child is on the horse. The child wants to show us how to be a friend, by sharing the ride, so he invites us to sit on back. The man guiding the pony helps us up on the horse and we sit behind and ride along and look up into the trees. We feel so good. Now we know that the secret of friendship is to share with a friend. Soon the friend says it's time for him to go home. He says, "Now it's your turn to share with other friends." We see another child walking on the path. We wave and the child runs to join us on the pony. We show our new friend the squirrels in the trees. We are now having more fun than ever because we were the ones to share with a friend. We will take this good feeling with us as we ride back home, back into our classroom as we slowly open our eyes.



Activity 11:

Sending Packages

Place magazine pictures on the walls depicting scenes in which friends are together. Based on the photos, have students help complete the sentence, Friends share _____.

Come up with a list, such as:

Friends share work.

Friends share gardens.

Friends share games.

Friends share food.

Friends share elevators.

Friends share mothers.

Friends share love.

Repeat the favorite or favorites from the list as a class motto. Let students illustrate the motto with markers, crayons or paints on butcher paper. Use the paper to wrap boxes. Inside the boxes, place items that will be mailed or given to new friends in other places or in other classrooms. Include items such as the decorated containers, a music recording, or any simple artwork or worksheets they would like to include.

If you have identified foreign friends, you may want to include a photo and help students prepare a mailing box. Discuss the information they want their friends to know about them and the place where they live. Write it in a cover letter. Ask for a return reply. You may want to share the type of service projects your group has chosen. (If funding is scarce for postage, you may choose to send a box include material from more than one learning unit.) Save some of the items for Activity 12.

Also, give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 12:

Share Friendliness

Incorporate teaching as a part of the learning experience in each unit. Invite in the special guests mentioned in Activity 3 as well as having the students share their motto, worksheets and songs with another class of students or with adopted grandparents.

For guest presenters who come to share the importance of friendliness with students, such as a librarian or school office worker, always include a certificate honoring them for practicing this habit-of-heart in the community. Let students help decorate the certificate.

If you include a field trip, consider who in the community could benefit from the students' long-term friendship. Maybe there are isolated elders or convalescent care centers the students could visit as a group.

Students learn a quote or explore a concept about the habit-of-heart and make pictures or objects that relate to the concept. Include them with letters to international or local friends in another classroom, and ask for feedback or provide a joint service goal as the outcome of the exchange. If possible, include photos of the students and artifacts of their learning, and ask for information about the other students.



Activity 13:

Sustain Friendliness

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Friendliness**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

Worksheet: **Storytelling**

Who showed friendliness in the story? Draw the friend in this box.



Draw the things they did to show friendliness in this box.



Show how it made the characters feel.



Worksheet: How Friendly Are These Animals?



This bird, the heron, eats ticks, small bugs that bother the cow, so they spend hours together in the field.



These monkeys play together in the trees. Sometimes they fight over their food or over which branch of the tree they will play on.



This animal is called a sloth. It stays in a tree and does very little all day. It can take an hour just to blink. Do you think the sloth has very many friends?



Worksheet: Two Friends Can Have More Fun

Two friends can have more fun. Two friends can get more work done.

What other objects work better in pairs (groups of two) than they do alone?

Circle the items.



ear



leg



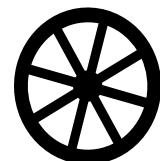
wing



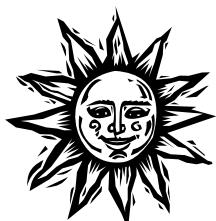
hand



eye



bicycle wheel

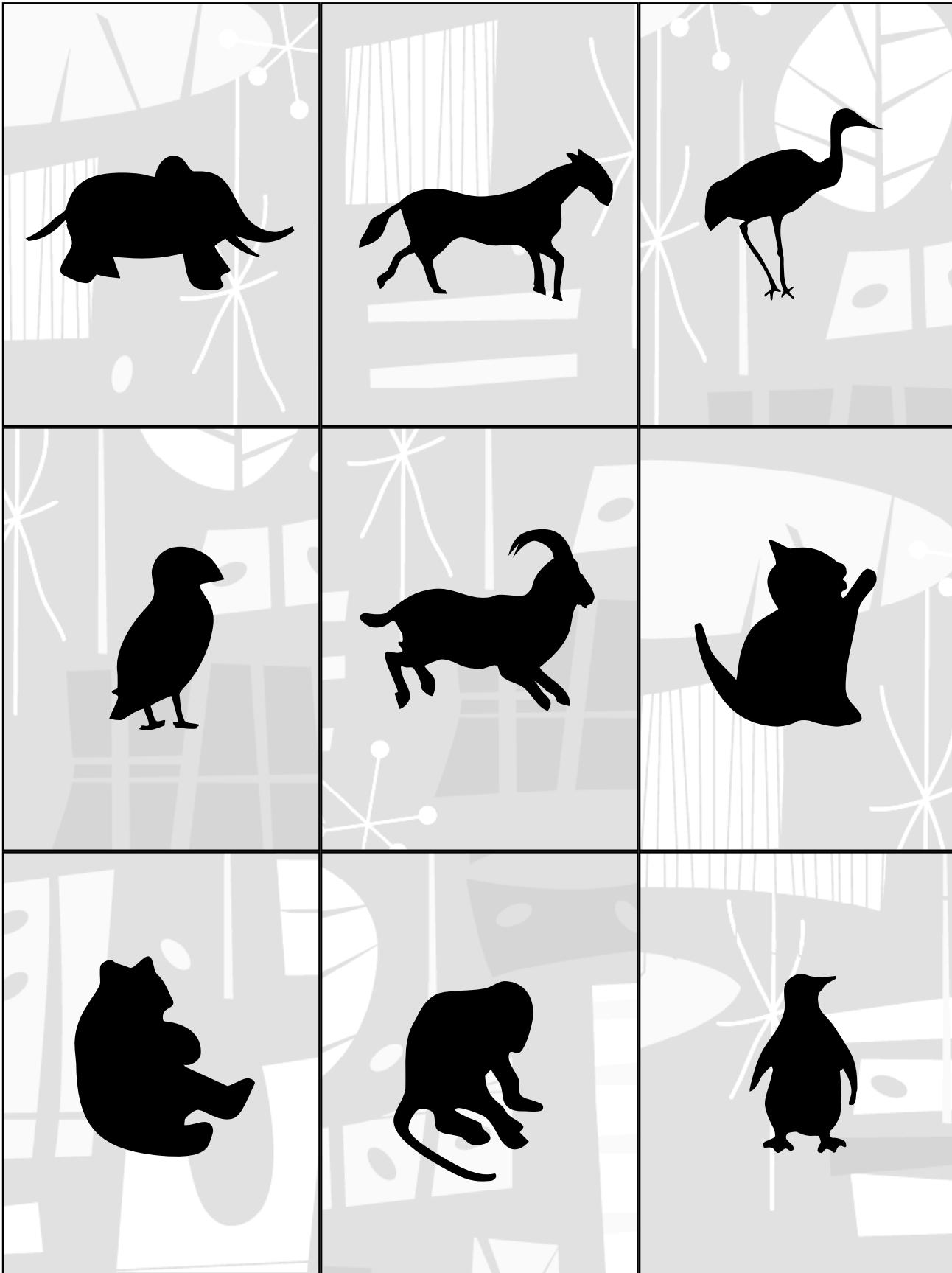


sun

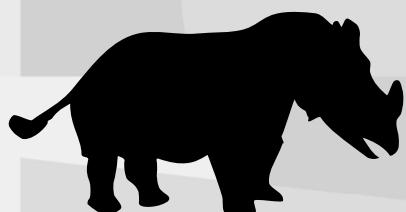
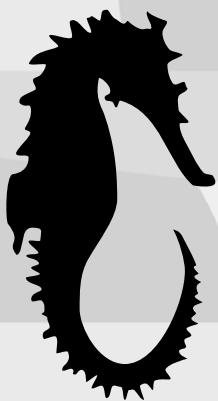
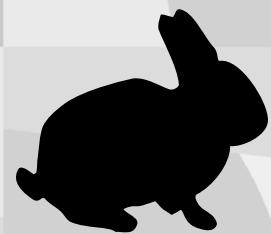
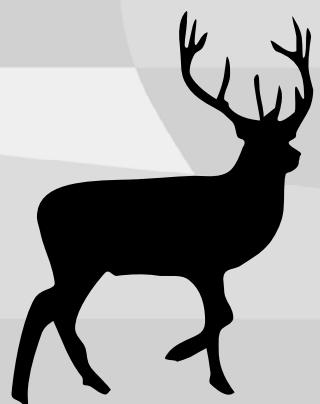
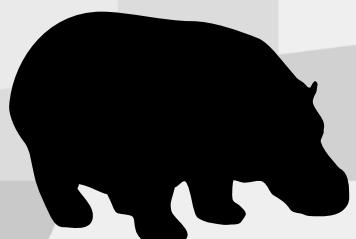
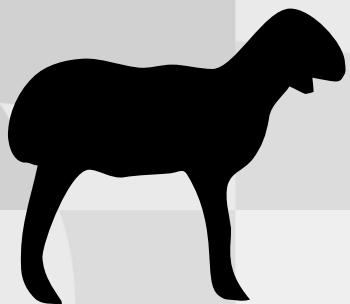
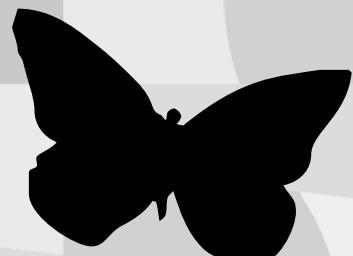


ocean

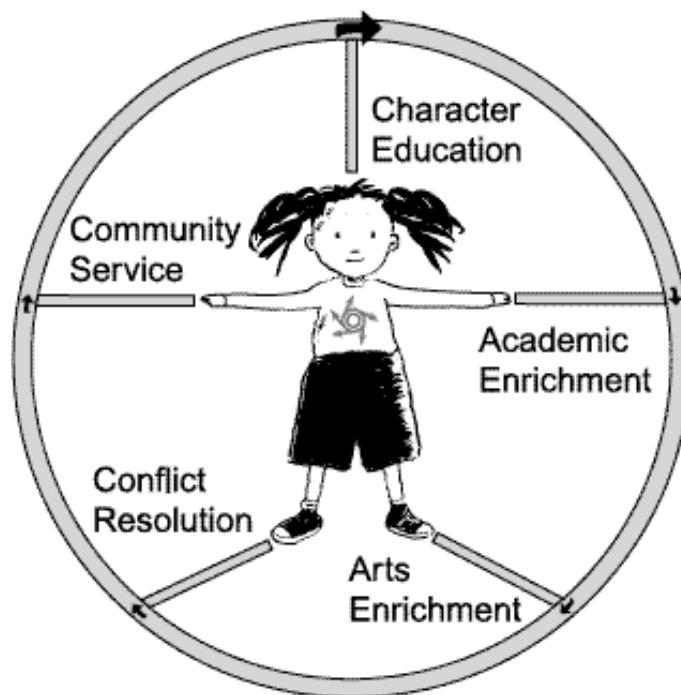
Worksheet: Animal Cards



Animal Cards Matching Cards



friendliness



Unit 4

Habit-of-Heart: Appreciation of Diversity

Learning Objectives

Character Education Outcomes

Students will demonstrate:

- An understanding of the differences among people in a family, in a classroom and in a community as well as differences in physical capacity.
- An ability to appreciate the strengths of someone who is different from themselves.
- Willingness to accept people who are new or are from a different place.

Academic Outcomes

- Students will count to three, show representations of the numbers one, two and three and find objects that rely on practical applications of the numbers one, two and three.

- Students will understand the reason for differences between animals in the natural world.
- Students will read or hear stories about the differences in the capacities of family members and friends.
- Students will learn basic comparisons and measurements (fractions) through bread making.

Arts Outcomes

Students will

- Distinguish between light and dark color groups.
- Perform songs about the strengths of people with physical challenges such as blindness and deafness.
- Make gifts based on kinesthetic appeal.
- Understand the use of rhythmic instruments among cultures and make instruments.

Conflict Resolution Outcomes

Students will:

- Practice applying appreciation of differences to the resolution of hypothetical interpersonal and community-based challenges.
- Visualize themselves in a story in which they practice appreciating differences.
- Enact role plays in which they practice accepting people who are new and different.

Community Service Applications

Students will participate in giving gifts and performances to some combination of:

- Guest presenters
- Adopted grandparents
- Foreign friends
- Community members on a field trip
- Students in another classroom

Materials Suggested

Reproducible sheets at the end of the lesson plan

Fruit of more than one type in a bowl

Knife to cut fruit

Beads, blocks or markers

Household objects that require parts to work (clocks, etc.)

Pictures of animals cut from magazines

Reading books suggested in lesson plan or books from your own

Conflict bridge

Soft music (optional)

Music CDs: ***Beauty Is What You Do*** and ***True Heroes***



Activity I:

Sensing the Meaning of Appreciating Differences

Put several pieces of fruit on the table. Challenge students to select the best one. After each student has made a choice, ask the following questions:

- Why didn't everyone pick the same fruit?
- Is there any right or wrong choice?
- Are all fruits good for you?
- What would happen if everyone picked the same foods all the time?
- Is it good that fruits are all different?
- Is it good that we are all different?

To have differences means to not be the same. It doesn't mean to be better or worse but just to be not the same, just as fruits are all good and are all members of the same family of foods, even though they are not all the same.

Take some of the fruit used in the first activity. Note the differences in the skin of the fruit. (Pears would be ideal for this demonstration.) One may have more marks on the outside but when you cut into them, both are sweet and good. (Cut into two to demonstrate.)

We are going to learn about another word also. The second word is Appreciate. If we appreciate our differences, it means we are glad we have them. We don't laugh at someone who cannot do what everyone else can do, and we do not wish we were the best at everything. We are happy with who we are and with who everyone else is.

Have students repeat: "Appreciate means 'to be glad or show thanks.'"

Have students repeat, "We appreciate differences."

Discussion

We look for the good things others can teach us. We also teach them good things. When we do things again and again, they become habits.

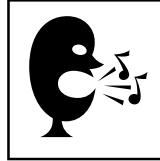
When a good habit helps us love and help people, we call it a habit-of-heart. Our new habit is appreciating differences. When we learn to appreciate other people for the special things they do, they will also appreciate the special things we can do.

Today when you see your family, tell them what it means to practice a habit-of-heart-to learn how to be kind and loving by doing a good thing again and again. We are each special, but we are also special together.

"We are different, but we are the same. We are members of the Human Family. Please repeat our motto together:

**We are different, but we are the same.
We are members of the Human Family.**

Challenge students to watch others throughout this day and every day throughout the year, to catch them in the act of practicing the habit-of-heart. When food is served, it will be important that they can report someone other than themselves who has shown the habit-of-heart recently. (See the Server Nominations instructions in the Strategy section.)



Activity 2:

Develop Phonemic Awareness of Appreciating Differences

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write **appreciate** on the board in large letters. Review the sound of the short A.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to

individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)



Activity 3:

Symbolize Appreciation of Differences

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Appreciating Differences:
Thumbs up or other signal meaning approval

Challenge students to draw or paint a symbol next to the word that will suggest its meaning

and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.



Activity 4:

Exploring Differences Through Counting

Show markers, beads or blocks with subtle differences in color. Have students sort them by groups, with all the reds in one pile, the yellows in one pile, etc. Or they can sort by light and dark colors, to simplify the exercise. Let them practice naming the colors. Give more guidance for the very young.

Ask: How are the items in each group different? How are they alike? Why is it good to have some differences in each group? (It will make the picture, necklace or end product more beautiful.)

Count the objects in each group and have the students count with you. Show the written representation for each number by writing it on a 3 x 5 card. Tell the following story, holding up the card and letting students point to the group of one, two or three markers each time it is mentioned:

One, Two and Three went out to play.

Two and Three said to One,

“You are a very good number.

One moon is in our sky at night.

One sun in the morning light.

One is a very good number.”

Number One looked at Number Two

And said, “So are you!

If children did not have two feet,

How could they cross the street?

Two hands can play in the sand.

Two is a very good number.

What about me? Said Number Three.

“We like you,” said One and Two.

With Three, “there’s so much we can do!

Have a picnic by the trees

and carry fruit and bread and peas.

It’s much more fun with you, Number Three.

Every number has a place.

Every person has a face.

One or two, two or three,

We all like diversity.

Explain that diversity means having differences. Challenge students to find different (diverse) objects in the room that rely on the number one, two or three to work. For instance, a clock has two hands. A window might have three panels. They may want to discuss what would happen if these objects had fewer items. (Show the science behind them.)

If some students are ready, let them write the numerical and word representations for one two and three.

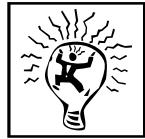


Activity 5:

Make a Clock and Count the Parts

Reproduce and have students cut out the clock on the **Clock Parts** sheet. Give students materials for making clocks that require three parts. For example, a pipe cleaner wrapped around a metal fastener can be inserted into

the clock and the pipe cleaner ends turned to match the hands on the clock. Help students count the parts after putting their clocks together. Review the number of parts in other objects in the room.



Activity 5:

Process Activity – Processing Complementary Differences

On the leisure time table, provide different colored objects for building, sorting and counting, such as blocks, beads, rings or plastic foods. Provide string and colored ring-shaped candies or pastas for making beaded necklaces

to give as gifts. Include small machines that require one, two or three parts to work. Also include a spinning top. See if students can guess which machine only requires one part.

Notes:



Activity 6:

Tracing Animal Parts

Repeat the exercise with pictures of animals cut out of magazines. Have students draw or trace the animals. Discuss what is different about each animal and why they need their features they have to survive outside. For instance, many animals need a tail to swish away insects. Some, such as horses, need eyes on the sides of their heads to see what is around them. Some need long legs for running. Others need short legs and long toes for climbing trees. We can appreciate all the animals and their differences.

1. Bring a pin-the-tail-on-the-donkey game.
2. Create four elephant feet, two owl's eyes, some cat ears, a pig's nose and a rabbit tail. Give the remaining students zebra stripes.
3. Offer the students these pre-cut features of various animals to pin on the donkey. Give each student a different object such as a tail, foot or ear to tape over the donkey's real one.
4. One at a time, let each student tape an object on the donkey.
5. Once they are finished, read the following story:

Poor donkey went out to look for food one day.
He looked and looked, but he was very sad,
because he could not do the things he usually did.
You see, he no longer had his big ears to hear

when danger was ahead, so he was afraid to cross the railroad tracks where the train comes. He lost his sniffer, so his nose could not tell the difference between the sweet hay he liked on the hay bin and the stuffing of an old pillow Mrs. McPherson had set on the trash can. Pigs will eat anything, so he ate the pillow. Yuck! He no longer had his own eyes. He now had the eyes of an owl, so he could see things far away but could not see his own feet, and he stumbled over everything, especially since those feet were now elephant feet.

Zebra stripes are good for blending in the jungle, but they're not so good for walking along a city street. Someone thought he was a window and tried to pry open the stripes to see inside of him. His cat ears were too small for him, and he didn't hear them coming. His rabbit tail was cute, but it got very dirty when he sat down to cry about his problems. "I appreciate all these things when they're on someone else," he said, "but I just want to be me. Our differences are there to help us each get along where we live, because every animal lives a little differently. Please give me my life back!" Can we help him?

(Let each student, in turn, go up and remove one object until the donkey is himself again.)

Thank you, boys and girls. Even though he was beautiful, he wanted to be himself again.



Activity 7:

Storytelling – Appreciation of Differences

**Please note: A Suggested book list, with publishers,
appears at the end of the lesson plan section.**

Read the story ***We Are Different***. Give the book to parents to read at home. Ask students to name the different types of people in the story and the ways in which they were different. (They had different skills. They were different ages and sizes. They looked different from each other.) Ask, How did the differences help them work well together? (They could each do something for someone else.) Could they give love and hugs even though they were different?

How are we different and the same from each other? (Let students list all the features they share in common.) What can each person do that is special? (Let each child draw something they can do, such as throwing, skipping, dancing or singing.)

Now trade papers with a partner. Draw yourself next to that person, doing what you are doing

next to them. You will each have a picture of both of you doing something special together. One is not more special than the other. You are both important.

Second Reading Book: ***Bo and Peter***

Discussion Questions:

What did Bo and Peter do? What did they learn about each other?

What would you do or say if you saw someone who could not walk or see or hear?

(Treat them like a friend. Get to know them. Recognize what they can do.)

Sometimes a person who cannot see or cannot walk may have a habit-of-heart they can teach us.



Activity 8:

Conflict Bridge for Appreciating Differences

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. Challenge students to imagine they are the donkey and the donkey needs his tail. He cannot find it anywhere. Finally, he discovers that the monkey has stolen it. He needs to explain why he needs it. The monkey must explain why he took it. They must work out their difficulty on the conflict bridge, with lots of teacher assistance.
2. Two friends have different needs. One needs lots of exercise and teases the other one for not being able to run fast. The other one has hurt feelings. How will they save their friendship? Remind students that the goal is appreciation of differences.
3. People in a community want to open a school. One leader wants to open a school for blind children, because he has noticed there is no place for these children to go to learn. The other leader wants a school only

for people with sight because he is afraid they will not be kind to the others if they are in the same program together with blind children, and he does know there are more of these children than blind children. How will they decide what to do? (The teacher can help the students come up with solutions, such as learning how to treat each other kindly and appreciate each other's skills. The teacher may act this conflict out with dolls or puppets the children hold, so they can feel a sense of participation as they observe the best solution to a difficult conflict.)

Guided Imagery

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

You are playing one day and your mother tells you to come and see a special visitor. You go to the door to find a magical friend. This friend cannot walk or talk or see. It is a special friend,

though, who reminds you that everyone is special. This friend will be with you on your shoulder all day. Everywhere you go, she will remind you not to laugh when someone falls down. She will remind you to clap when someone does a good job and to smile at people when they are doing well. She will whisper to you that you are doing a good job too when you do these things. You are happy to see this friend. You barely feel her feet standing on your shoulder, for she is very small. She will help you all day as you go out to play.

You see someone who looks very different from you. You smile and say hello. Next, you see that

a child is crying because she has fallen while running a race. You reach out to help. You notice that although she did not run fast, she can speak very well and is very polite. She has other good qualities. She becomes your friend. Your whole day is a good day. You go to the carnival and eat cotton candy with your new friend and it gets in your hair. You look like you have pink hair, but no one laughs, because you were kind to everyone else all day. You come home feeling good. You know how to appreciate everyone, knowing we are all members of the same human family.



Activity 9:

Sing About Appreciation of Differences

Sing or play *Rising Tall* from the CD called *Beauty Is What You Do*.

Ask the students to imagine flowers in a garden. Each one is a different color. Each one is beautiful. If all gardens were only one color, the world would not be as beautiful.

Explain that each person is like a flower. Each one is a different shape and color. The world would not be as beautiful if each one was the same.

Unlike flowers, people can also walk and talk. Sometimes we see a person who has an illness and is in a wheelchair or someone who is blind and cannot see or who cannot hear.

Each of these people has other special things they can do. They are like flowers too. They are just as special as anyone. (As the children sing the song, create motions.)

Additional Songs: *Who Can Say?* from the CD *True Heroes*

Discuss the strengths developed by people in the community who have physical challenges. If possible, in a follow-up class, invite a blind adult to class to discuss life skills such as navigating the city streets, choosing clothing, making a purchase, and other things sighted people take for granted. Celebrate the special skills of this person and sing the song for the guest.

Another option: Have a deaf person come in to teach the children how to add sign language to their song lyrics. This may become a useful tool throughout the program. If the songs may be difficult for students who are not English speakers to sing, explain the meaning in their native tongue, then let them “read” along as you review the song sheet to become familiar with basic concepts they will teach to the audience using sign language as the music plays.



Activity 10:

Teaching Others to Appreciate Diversity

Invite another class to see the students' pictures of animals and to teach older students sign language or to teach them what they have learned through their songs and other activities.

Students may also want to reenact their conflict on the conflict bridge as part of the performance.



Activity II:

Send a Package of Appreciation

Identify a school or home for the blind. Discuss the five senses (hearing, smelling, tasting, touching and seeing) and help students create gifts that can be appreciated with the senses that are strongest for the people they have identified. Make gifts of art objects that can be appreciated kinesthetically, using scraps of fabric, yarn and other items soft to the touch. Send these packages to the distant location or to students in a distant culture.

Next, discuss the role of music in the lives of people who cannot see. Explain that music is sometimes an important form of enjoyment for people who rely more on their ears for entertainment. In every culture of the world, people make simple instruments for musical enjoyment. Enclose a letter from the students sharing information they want to ask about music in the place where their pen pals live.



Activity 12:

Share Appreciation

Plan a visit to a school for the blind or hearing impaired. Plan the visit at a time when children will be present, if possible, so sighted children will be able to sing their songs and to invite the other children to dance to one of the songs they sing. As a special gift, they may distribute musical instruments (simple shakers) they have made for each of the students there. They may also perform some service suggested by the school. Remind the students that they are there to celebrate the successes of their new friends.

Suggested Instructions for Making Shakers:

1. Collect empty film canisters.
2. Ask each student to measure out 3 small spoonfuls of uncooked rice into a canister.
3. Help students securely fasten each canister and seal it shut with tape.
4. Help students determine whether to cover the surface of the canisters with rough material (more tape) or leave it smooth. They may want to wrap it in plastic wrap or otherwise make it look decorative or, if giving it to partially sighted people, decorate it with bright yellow stickers or acrylic paint.



Activity 13:

Sustain Appreciation

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Appreciating Differences**

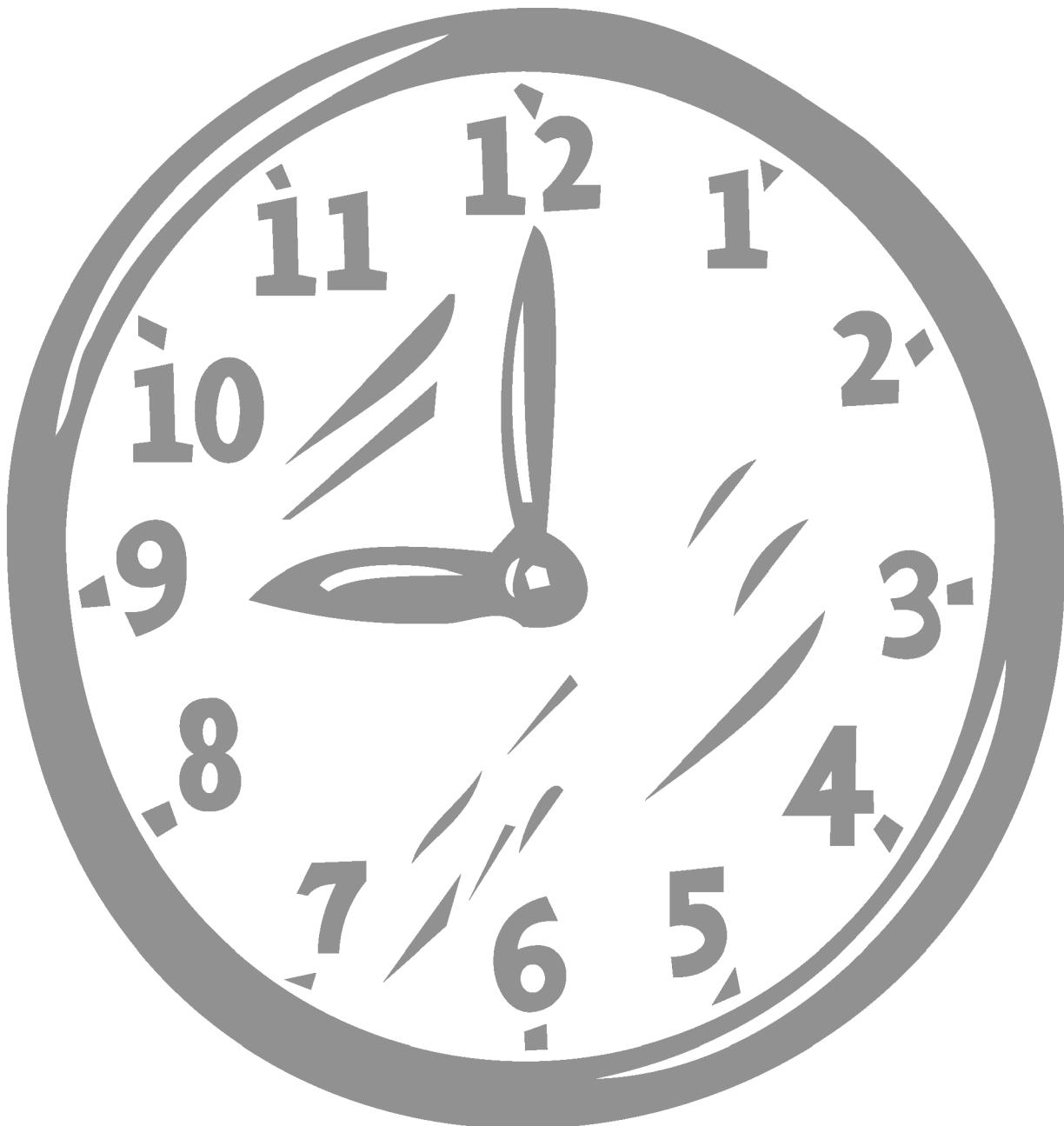
How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

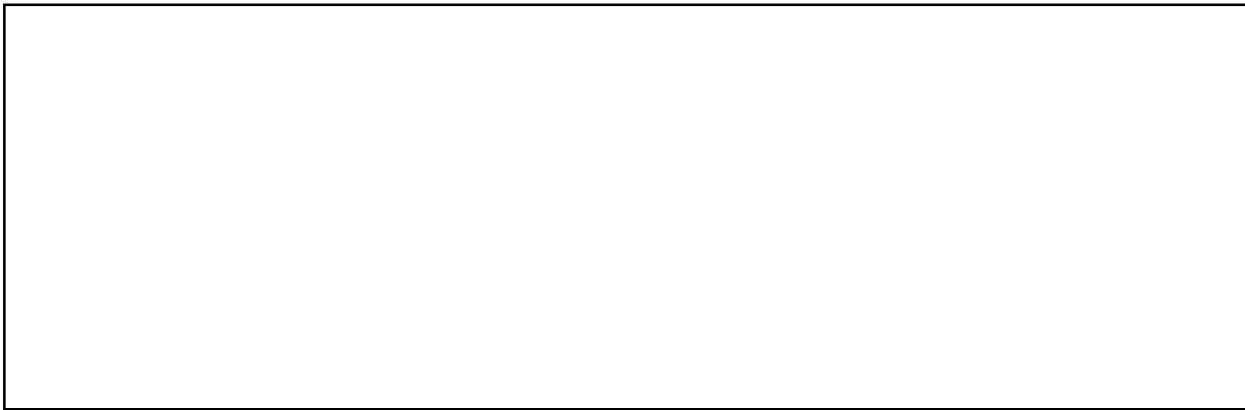
appreciating
differences

Worksheet: Clock Parts

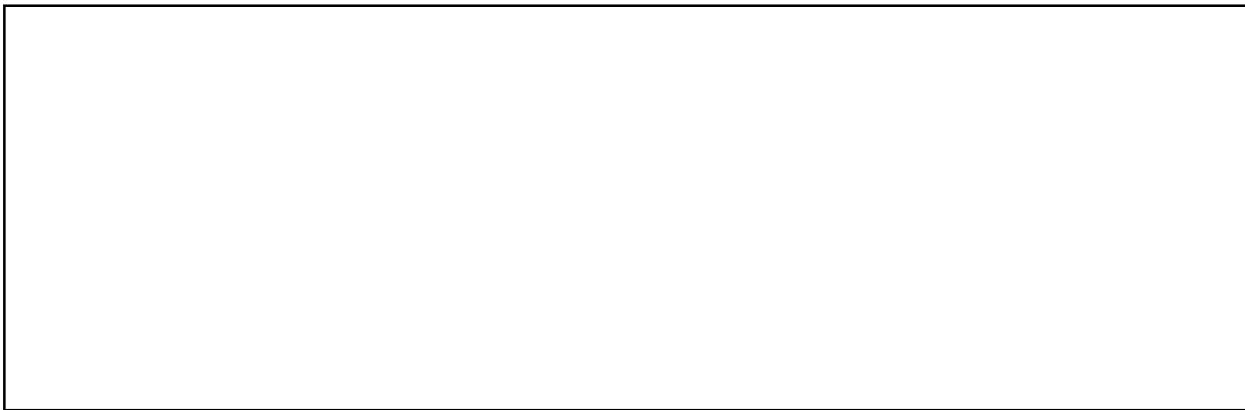


Worksheet: **Storytelling**

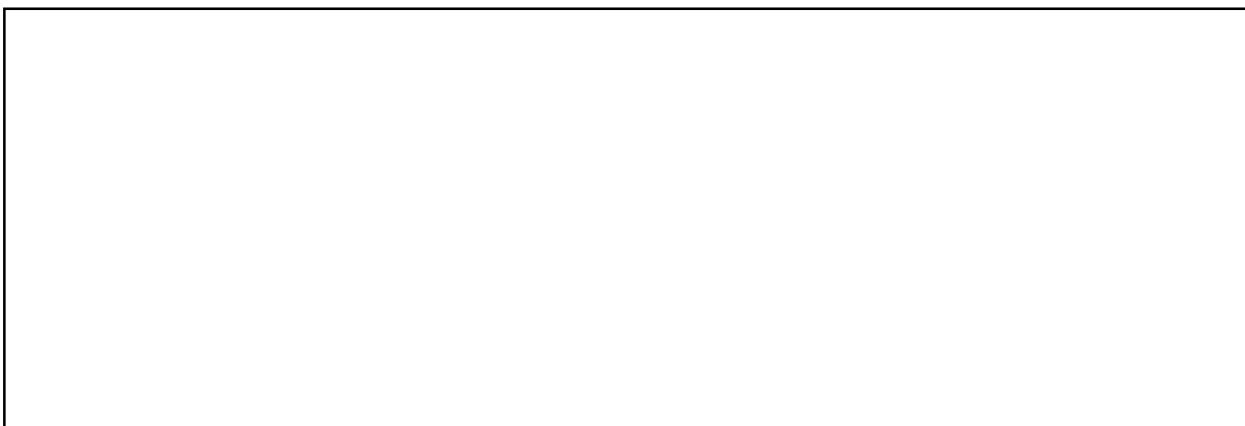
Who showed appreciation of differences in the story? Draw the friend in this box.

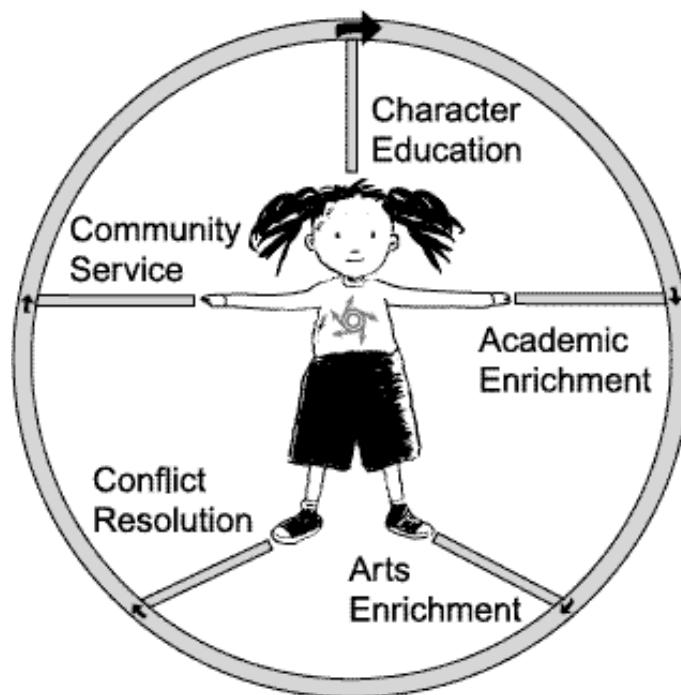
A large, empty rectangular box with a thin black border, intended for a child to draw a character who showed appreciation of differences in the story.

Draw the things they did to appreciate differences in this box.

A large, empty rectangular box with a thin black border, intended for a child to draw or write about actions that appreciated differences in the story.

Show how it made the characters feel.

A large, empty rectangular box with a thin black border, intended for a child to draw or write about how characters felt in the story.



Unit 5

Habit-of-Heart: Patience

Learning Objectives

Character Education Outcomes

Students will:

- Understand the relationship between patience and developing positive relationships with people.
- Role play situations in which patience is required to deal with life's hardships.
- Strengthen the capacity to exercise patience during a physical or mental task.
- Increase impulse management skills.

Academic Outcomes

Students will demonstrate an understanding of:

- Demonstrate an understanding of the properties of water in the liquid, solid and gaseous states.

- Demonstrate an understanding of the origins of farm-grown food in their region and the elements needed to grow healthy food.
- Ratios between sizes of measuring devices.
- The changing nature of yeast or other foods with properties that require time for preparation.
- An ability to assist with harvesting and/or preparing food.
- The cultural cuisine or crops of a distant region.
- Phonemic awareness of P and A.

Arts Concepts

Students will:

- Learn and perform a song that reinforces patience and impulse control and use it to honor those who have chosen professions that require this habit.

- Express their understanding of the concept of patience through abstract paintings and apply symbols of patience to fabric hats.

Conflict Resolution Outcomes

Students will:

- Practice using preplanned techniques to manage anger or negative emotions.
- Apply the quality of patience to the steps of conflict resolution.
- Use guided imagery and imagination to envision patient solutions to frustrations.

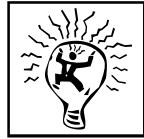
Community Service Applications

Students will participate in giving practical (bread and harvesting help) and artistic gifts and performances to some combination of

- Friends abroad
- A baker
- A farmer

Materials:

- Ice in bottles or cups
- Pan and hot plate, if possible
- Reproducible worksheets at the end of the unit
- Hair bands, two round sticky-backed reinforcers and a metal fastener for each student.
- Paper cups (optional)
- Hour glass (optional)
- Assortment of buttons (optional)
- Stop watch (optional)
- Breadmaking ingredients (optional - see recipe)
- Painters' caps
- Fabric paints
- Art paper
- Markers
- Pencils
- CD Player
- Conflict Bridge



Activity I:

Sensing the Meaning of Patience

Conduct this exercise outside. Ask the students to close their eyes. See how long they can keep their eyes closed as you count. If you only count to three the first time, see if you can count to five or ten the second time. Challenge them to increase their capacity each time. Ask what quality students need in order to wait longer.

Next, distribute a cup or bottle of frozen water to each student or place an ice cube to each child in a cup. Ask students to wait until the ice melts before they may drink the water. Challenge each student to guess how long it will take for the ice to melt. As they move on to other activities, ask them to see if their predictions were correct.

Discussion Questions

- Was it difficult to keep your eyes closed and just listen to someone count?
- Will it be difficult to wait for the ice to melt before drinking it?

- Are there other times when it is difficult to wait for something thing or to do something you do not want to do?
- What habit do you need when you cannot wait?

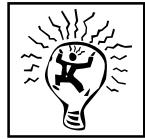
Patience is a good habit. Patience means being calm when you want something and you cannot have it. It means sitting quietly when you have to wait.

When you are hungry, patience means waiting until it is your turn to take some food.

When you are angry, patience means not shouting or hitting but telling quietly what is wrong.

When you are sleepy, patience means telling that you want to lie down instead of acting unkind and grumpy.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children. Also reinforce the habit-of heart each day through server nominations.)



Activity 2:

Practicality and Patience

Ask students what they would do if they wanted to melt the ice more quickly. (Heat the ice.)

Demonstrate what ice looks like melted by showing a bottle of clear water. Ask what happens if you continue to heat the water once it is the same temperature as the room. (It begins to create steam.)

Explain that steam occurs because the water is hotter than the air around it and evaporates, as tiny water droplets are taken up into the air. This is what happens when clouds form.

Ask what clouds and ice have in common, then. (They are both made of water.) We can see steam when we look at hot tea. We can see it when we look at a rainy street with a hot sun heating the water on the street.

If you have access to a kitchen, take some of the ice cubes to a kitchen and allow students to watch as you melt the ice to room temperature and then turn it into steam. Compare the time it took to melt the ice with the time it takes to melt the remainder of the ice samples.

Discussion:

In a cold climate, when people want winter to end, they must wait for the ice to melt. Explain that there are things you can use to melt large chunks of ice. One is heat. The other is patience!

Heat plays a role in other ways too. When you are waiting for your favorite food to cook, do you practice patience? We will learn more about that.



Activity 3:

Phonemic Awareness of Patience

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write the habit-of-heart on the board in large letters. Introduce the sound of the initial consonant P. (If students are advanced enough, introduce the vowel sound made by long A.) Speak and write the word patience on the board.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)



Activity 4:

Symbolize Patience

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Patience: Swirling ice in a pan

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest

presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.



Activity 5:

Demonstrating Choices

Concept 1: We can practice patience.

Let's act out some stories to show what patience looks like. (Use dolls, puppets or paper figures to act out the role plays. Help children work the figures if they are too shy to do so on their own.)

Role Play 1

You are very sleepy. You missed your nap and your mommy has to take you to the market. You see a toy you want but your mommy won't buy it for you. You know it's not good to cry about it, but you just want to take the toy home and go to sleep with it. What will you do? (Help a student move a doll through the motions. Let another doll be the mother and pick up the child and carry it home. The mother can thank the child for being patient.)

Role Play 2

You are very hungry. Everyone in the family has a plate. You are at the end of the table and cannot reach the food. You must wait for someone to pass your plate down and put some

food on it. You want to yell out, "Me first!" What will you do instead? (Help the figures turn to their neighbor and say, "Do you have your food? I can wait.)

Role Play 3

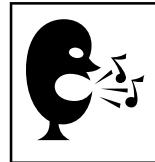
You have gone outside to play. You see some children playing with a ball. You want to grab it, but you realize they were there first. What will you say to them to show patience?

Role Play 4

You feel angry. Just as you were getting ready to go outside, a little boy crowded through the doorway to get there first and stepped on your toe. It hurts. You know he did not mean to hurt you. How can you show patience?

Challenge:

Today when you see your family, tell them what it means to practice the habit of patience. (Give Habits-of-Heart Homework for patience.)



Activity 6:

Sing About Patience

Teach the following song to reinforce the goals of the learning unit:

Patience from the CD *Story Songs for the Very Young*.

Play the songs to help students and present song sheets with a combination of pictures and words to help students listen and learn words. (See Appendix A: Song Sheets.) Discuss the meaning of a song as you teach it. Repeat the singing activity frequently.



Activity 7:

Storytelling — Patience

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

If available, obtain a book such as *Everybody Makes Bread*. Also read the book *Me First*, if available. Substitute or supplement these selections with your own choices from your own library.

Remember that for students old enough to begin reading, you may have certain words in the story prewritten on cards and hold them up at certain points in the story. Teachers with artistic skills have found it helpful to pre-draw larger figures before presenting the story to a large group or to allow free time for some students while taking others into a quiet circle to read the story.

For very young students, repeated readings are often acceptable to help them identify the concepts. The first time, read for meaning. The second time, point to the words as they watch.

Discussion:

Did anyone in the story practice patience? How?

Why was patience an important part of the story?

Worksheet: Patience Story

Read the instructions on the worksheet and provide materials for students to identify the main characters in the story and sketch their patient actions.

Ancillary Reading Activity

If available, present the Full-Circle learning book *I Can Wait*. Read it to help introduce new words. Read it a second time and point out each time a child practiced patience. Make the book available to borrow for take-home use.

Let the students sing a song and give a gift to the farmer.



Activity 8:

Bigger and Smaller

You will need various breads, measuring cups, a jar of yeast, if possible, play dough and table liner such as waxes paper for this activity. You may want to plan for a guest presenter who is a baker and give him an award for patience.

Step One: Demonstration

Show various breads from different parts of the world and bring a globe to show where they come from. Ask students to identify which breads are larger or smaller and see if they can guess why.

Tell students:

Some breads are made of flour or corn and are flat, like tortillas and lavosh. Some use rice.

Other breads use yeast, a granule that grows when it becomes wet, especially when you add flour and sugar. Yeast is a living organism, because it is still growing. (Show the yeast and let the feel its consistency.)

When you make bread that rises, you must wait a long time for it to rise before you bake it. You must have patience or the bread will fall flat and not taste very good.

Bakers must have patience! They must also know about lots of things in the kitchen.

Step Two: Measuring Cups

If you are using yeast, you must measure all the ingredients, so you will have the right amount of yeast for the other ingredients, to help the bread rise and taste good.

Line up these measuring cups in the order of size, from largest to smallest. Then draw them on a piece of paper. (You may substitute spoons if you do not have cups for each two or three students.)

Quiz students on the largest or smallest sizes. Describe the recipe on page 168 or the one you will use for this activity. Ask which ingredients the recipe has more or less of, based on their learning. Discuss who will receive the gift of bread they will eventually help make.

Step Three: Sculpting

Challenge students to use the clay or play dough to sculpt smaller or larger breads according to the sizes of the real breads on the table. Discuss which ones are bigger and smaller. See if students can determine why. (Was it the size of the pan or the baking process?)



Activity 9: Processing Patience

On the leisure time table, assemble several objects such as chopsticks, buttons, paper cups, a stopwatch and an hourglass. Challenge students to use their spare time to test their patience in the following activities.

Activity 1:

A teacher or friend uses a stopwatch to time the students to see how long they can balance a paper cup on the back of a hand. They switch places.

Activity 2:

A teacher or friend turns over the hourglass. A student uses chopsticks to pick up all the buttons off the table and put them in a paper cup before the hourglass sand spills out.

It takes patience and self-discipline to do this task.

Activity 3:

Make patience watches, under supervision, using a hair band, two round sticky-backed reinforcers and a metal fastener. The students write 1, 2 and 3 around the face of the round reinforcers and stick them together. They use the metal fastener to attach the circle to the hairband and wear it like a watch. Whenever they feel impatient, they stop, look at their “watch” and count to three. Next, they think of three things they can do, such as breathe deeply, sing a song, or say something kind instead of something angry.

Notes:



Activity 10:

Showing Patience in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. Challenge 1: You want your drink in a special cup because your sister had the cup yesterday and it is your turn. She says it is her cup. Your mother has said she will get you another cup like it. How will both of you practice patience on the conflict bridge?
2. Challenge 2: You are two bakers making bread. One of you wants to take the bread out of the oven to feed the hungry children, because it smells so good. The other one says the bread will be ruined if you take it out too soon. How will you practice patience?
3. Challenge 3: You are two leaders from two different lands. One of you lives in a place where it rains often. The rain evaporates into clouds, so it is always cloudy. The other one lives in a place where it is always sunny. You would like some of those clouds to shower rain upon your plants, so they will grow. You would like to get together and make it one big country, so you have rain in some places and sun in others. Your friend is not so sure. You must practice patience as you explain the reasons why this is a good idea. (The teacher may need to help.)

Guided Imagery

(To be repeated twice this week)

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

We are walking in a rain forest. Large green plants are growing all around us. The leaves are so big, they cover our heads like umbrellas. The clouds overhead become full and spill rain onto the leaves, and we listen to the soft sound of the drops as they hit the leaves and slide down the stems to the ground. We can see the worms and ants coming out to celebrate the rain. They are happy for the moisture.

We realize we must wait patiently for the rain to stop before we can come out from our leaf umbrella. We feel so good waiting here that we will sit quietly and count to five. We will think of five things to do that make waiting easier. It is so cool and soft here, and the scent of the rain forest makes us happy. We will remember this feeling whenever we need to practice patience. Suddenly, we feel the warmth of the sun on the top of our leaf, coming down on our head, and we see steam rising from the flowers and plants. Everything is bright and colorful. Now we can return to class, feeling calm and patient.



Activity 11:

Send a Package

Have a food fest. In class, prepare a dish from yours or the children's list of favorites that takes patience to make, or ask the school cooks for a sample of one. Help students prepare a letter for children in a neighboring town, if possible, asking if they eat the same types of food your children eat. Let students be involved by drawing pictures of the foods they eat. Bring in samples. Introduce the concept of three-

dimensional drawing. (For advanced students, have them distinguish between drawing a shape or a cylinder to represent a glass or can and a square with or without depth to represent a cake.)

Also, give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 12:

Practice Patience in the Kitchen

Prepare students to give a gift that will test their patience. It may be a prepared dish from their own culture that takes patience to prepare, with the teacher's help, or it may be a bread product that requires yeast to rise, (a baking project that will require students to patiently wait over time for their bread to rise). Teach math skills by using measuring devices in the process. Use your own recipe or, for an American roll dough, use the following:

1. Place 3 tablespoons of yeast in 1/4 cup of warm water.
2. Add one spoon full of sugar and stir.
3. Add one cup of milk and 2 spoons of melted butter.
4. Add one well beaten egg and 3 1/2 cups of sifted flour (white or wheat).
5. Let students (with clean hands of rubber gloves) stir the mixture with a wooden spoon. Place the mixture in a warm place, covered with a clean cloth.
6. Check it in one hour. Let the students see how the yeast has made the mixture rise. Sprinkle flour on the mixture and stir slightly.

7. Let the students take turns each rolling out a small piece into a ball and placing on an aluminum baking pan.
8. Place each roll at least two inches from the next. Let them rise again.
9. When all the rolls are in double in size, bake them for 20 minutes in a 350 degree oven. (A parent or school cook may assist with this part of the process.)
10. Let students know that the part of the process requiring the most patience is to wait and serve guests before eating the bread ourselves.

Invite a baker, chef or school cook to the class to receive some of the rolls in a basket, as a gift. Include a certificate honoring the guest for practicing this habit-of-heart in the community. Let students help decorate the certificate and sing for the honored guest. Save some rolls for the next presentation.



Activity 13:

Share Patience on the Farm

Review the lesson on ice, water and steam. Ask why clouds are important. (They make rain.) Ask why rain is important (to help plants grow.)

Discuss the kinds of plants grown in your area or the kind of plants sold in the market where the students live.

Help students use the worksheet **Plants Need Patience** to identify what these plants needed to grow.

Discuss the length of time it takes for a plant to grow and the steps involved, such as dirt, water, sun, farmers, and time.

Invite a farmer to class or, if possible, take the children to a farm to talk to the farmer about how much patience it takes to grow food.

Questions students or teachers may want to ask the farmer:

- Why do people wear hats and long sleeved shirts in the sun?

- Why are some plants strung up on poles and other plants laid out in rows low to the ground?
- Why is it good to eat more than one kind of fruit or vegetable if we can?
- What happens to the food after it is picked?
- Why are some plants planted or picked at different times than other plants?
- How long does it take to grow the various foods a family might eat in a week?
- How does a farmer learn patience?
- What would happen if the farmer did not practice patience?

Let students help the farmer harvest the food, sing a song, and present a habit-of-heart certificate to the farmer. For an original gift, purchase inexpensive painter's caps for a farm crew and let students decorate them with fabric paints, using their symbol for patience.



Activity 14:

Sustain Patience

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

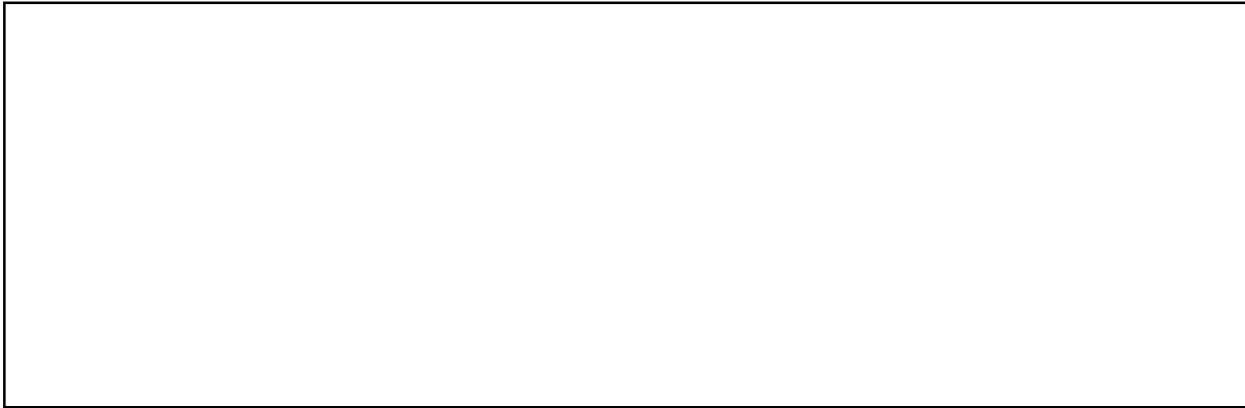
How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Worksheet: **Storytelling**

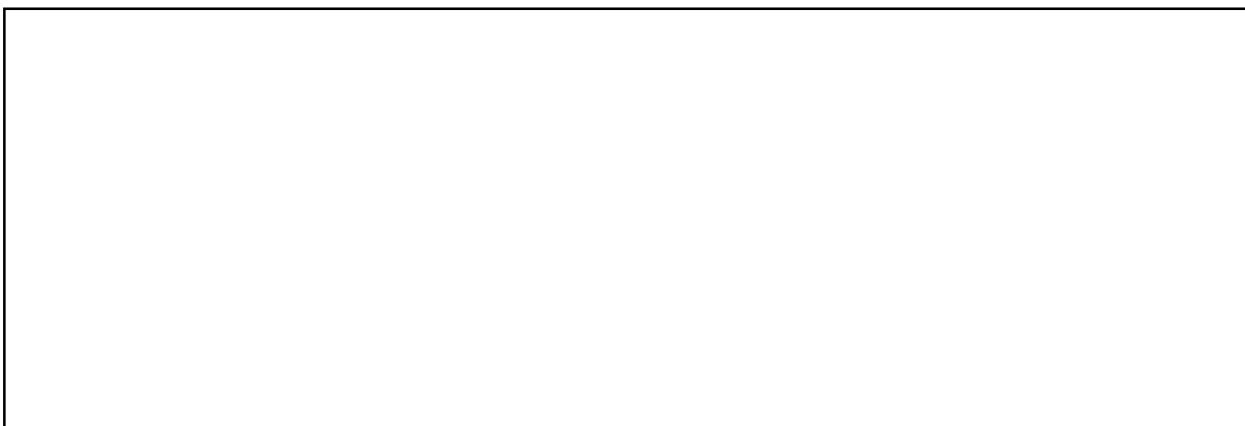
Who showed patience in the story? Draw the friend in this box.



Draw the things they did to show patience in this box.



Show how it made the characters feel.



Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Patience**

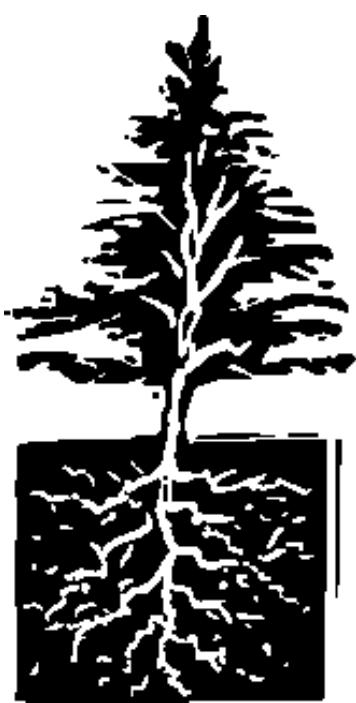
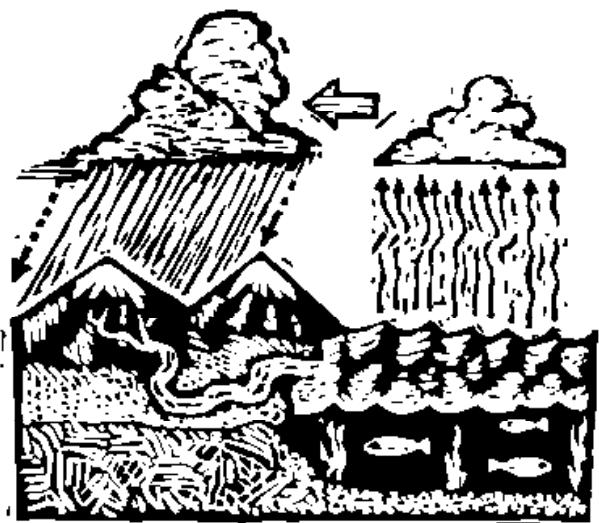
How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

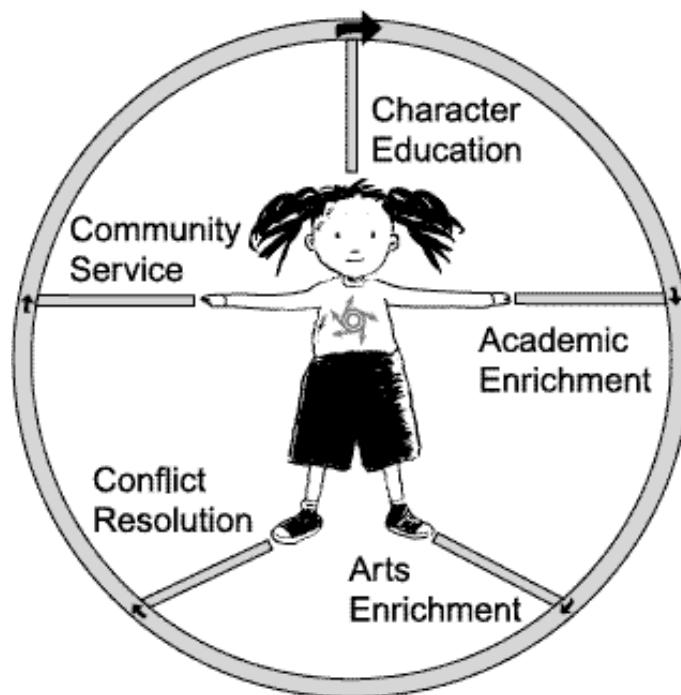
Parent's or Adult's Signature

Date

**negative
attitudes**

Worksheet: Plants Need Patience





Unit 6

Habit-of-Heart: Empathy

Learning Objectives

Character Education Outcomes

Students will:

- Practice empathy in everyday situations.
- Personally demonstrate the ability to practice the habit-of-heart in the home, school and community (through homework assignments, server nominations and service project discussions).

Academic Outcomes

Students will:

- Compare like or unlike objects (shoes) and chart them on a graph.
- Investigate the relationship between empathy and invention in relation to shoes.
- Design shoes that reflect the needs of people of varying ages or regions.
- Develop phonemic awareness of short E.

Arts Outcomes

Students will:

- Create puppets and learn about the influence of culture on puppet making.
- Learn and perform a puppet show to teach empathy to others.
- Learn and perform songs about empathy.
- Demonstrate an understanding the role of empathy in literature

Conflict Resolution Outcomes

Students will:

- Practice applying empathy to the resolution of basic interpersonal, community based and international challenges.
- Visualize themselves in a story in which they feel empathy for human suffering whenever they see it.

Community Service Applications

Students will:

- Teach empathy to others they have selected to attend an event at which they share gifts of creative performance art about empathy
- Honor parents for practicing empathy
- Give parents shoes designed personally for them
- Send puppets to friends abroad to help them practice empathy
- Choose someone who they would like to understand and trying to feel the way this person feels.

Materials Suggested

Reproducible worksheets at end of chapter

Pencils

Paper plates and sticks and tape or paper bags for making puppets

Assortment of dress-up clothing

Large shoes and shoe liners

Modeling clay

CDs indicated

Books indicated or selected

CD player

Conflict bridge



Activity I:

Sense Empathy

Bring in a pair of clean adult shoes. Challenge a student to put on the shoes and try to walk across the room. (Place a plastic bag over the foot for sanitary purposes first.)

Can you imagine what others feel? If so... you can make them feel at home.

Discussion

Ask whether it was difficult to walk in someone else's shoes.

When we think we are tired or hungry or hurting, there may be someone else who feels the same way. If we can feel as if we were them, walking in their footsteps, we can better think about their feelings and help them.

Empathy means feeling what others feel, so you can help them.

Please repeat this motto together:
Empathy means feeling what others feel.

Poem

Have you ever wondered what would happen if you could wear an elephant's skin?

Would you sag and bag and never fit into your house again?

Have you ever wondered what would happen if you had a horse's tail?

How would you sit in a chair after that? Would you have to stay out on the trail?

And what if you were another child who is feeling so all alone?

Paper Plate Game

Let each person draw or paint their face on a paper plate, then hold up their plates to have conversations together with a partner. If one child has a problem, the other can trade faces to feel as if they had the problem too and wanted to solve it.

Sample Challenges:

Challenge 1:

Your partner has an untied shoelace and you know how to tie it, but your partner does not. You would rather go out to play. How does your partner feel? Trade places so you will see how your partner feels. Does he or she wants to go play just as much as you do? Can you help tie the shoelace then?

Challenge 2:

Your partner is hungry and has no lunch. You have extra food. You can hear your partner's stomach growl. Will trading places help you show empathy?

Challenge 3:

Your partner is running down the stairs after school and has fallen down. Some people start to laugh, but you have remembered to trade places and think about how you would feel and what you can say or do at this time.



Activity 2:

Phonemic Awareness of Empathy.

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write empathy on the board in large letters. Review the sound of the short E.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to

individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)



Activity 3:

Symbolize Empathy

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Empathy: Point to heart and to another person

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest presenter, a student abroad, or a service project

recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.

Challenge:

Today when you see your family, tell them what it means to practice the habit of empathy. (Give Habits-of-Heart Homework.)



Activity 4:

Storytelling – Empathy

Choose from among the following books or other books from your library.

A House is a House for Me

Sitting Down to Eat

A Story for Bear

Too Many Tacos

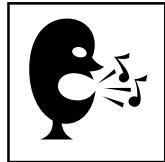
Discuss who in the story practiced empathy.

Worksheet: Storytelling

Read the instructions on the worksheet on page 193 and provide materials for students to identify the main characters in the story and sketch their acts of empathy.

Ancillary Reading Activity

Review the concepts in *Beauty is What You Do*. Discuss the pictures. Who in the book showed empathy?



Activity 5:

Sing About Empathy

Present the words and meanings as students listen to one or more of the following songs:

Empathy, from the CD *Gratitude*.

(This may be a dance tune the students for which the students conduct sign language, pantomime, or choreograph a dance for their performance rather than sing)

Tenderness from the CD *Beauty Is What You Do*

Our Loving House from the CD *Story Songs for the Very Young*. (When singing Our Loving House, students can fill in different words for “floor” each time they sing a new verse.)

Review **Who Can Say?** and learn **Harmony** From the *True Heroes* CD. Divide the students into three groups to sing **Harmony**.

(See Appendix A: Song Sheets.)



Activity 6:

Puppet Making

Introduce the idea that puppets tell stories. Present a variety of types of puppets from around the world using the Worksheet **Puppets Tell Stories**. Explain the concept that:

1. Some puppets give the histories of their people (in Indonesia, for instance).
2. Some puppets pretend to sing or tell jokes, although the people working the puppets are the ones doing so and are called ventriloquists.
3. Some puppets act out a story and teach an important lesson.

Tell students that they will have a chance to act out a story to teach to others about empathy. Turn the story you read into a puppet show. You may create puppets in one of three ways:

1. Make hand puppets using paper bags and giving students cloth or paper facial features to glue on the bottom, so the faces shows when each puppet is held on the hand.
2. Draw and cut small figures and tape them to wooden sticks, displaying them on a tabletop with a tablecloth with students hiding underneath the table. Have students on the side practice telling the story while others with puppets act it out.
3. Invite an artist to create more elaborate marionette puppets or other puppets the children may help clothe for the occasion.

Prepare the students to rehearse their puppet show for fun, for each other and, ultimately to teach others about empathy.



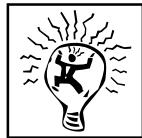
Activity 7:

Processing Empathy

Bring in hats or articles of clothing or costumes that are too large for the children. Place them on the leisure time table. Explain that when students wear the costumes, they can try to solve the problems they would face if they were

the person or creature wearing the suit of clothes. For instance, a bird might be afraid because another child is dressed like a cat. A third child dressed like a grandma has empathy and protects the bird.

Notes:



Activity 8:

Shoes and Empathy

Remind students of the activity introduced in the beginning regarding walking in another person's shoes. Ask, How does a shoemaker practice empathy. (He must imagine what each person will need in a shoe and design shoes that are comfortable, that fit many people, and can get wet.)

Shoes are made of many things. People in different places wear different kinds of shoes. Someone had to invent them. Some people learn to run on mountain trails or deserts with no shoes, but in some places, such as the city, this is harder to do. If no one had shoes, sometimes people might step on dangerous objects, become cold and have difficulty walking on rocks or running across hard streets. Did the people who began inventing shoes have empathy?

As a class:

- Count how many students are wearing shoes with shoelaces.
- Count how many students are wearing shoes with no white in them.
- Count how many people are wearing no shoes.
- Count how many students are wearing sandals.

- Count how many students are wearing boots.
- (Add other shoe groups appropriate to your area.)

If desired, present each student with a sheet of graph paper and four different kinds of stickers or colored dots. Have them line the stickers up in columns to represent the number of people in each of the groups above.

Discussion:

Which group is the largest group? Why do you think it is such a popular kind of shoe?

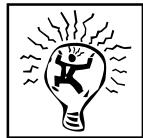
Which group is the smallest group? Why do you think it is not a popular kind of shoe?

(Help students deduce factors such as climate, availability of materials, sturdiness and the need to keep school shoes clean.)

If you wanted to show empathy for children, what kind of shoe would you make?

What kind of shoes would you make for parents and grandparents?

How would your shoes show empathy for the needs of the people who will wear them?



Activity 9: **Feat of Clay**

Art, invention and empathy come together in this challenge. Offer modeling clay and extra features such as sequins and yarn to let students design various shoes. Challenge them to create some shoes for people of various ages, showing empathy for whoever would be wearing the shoe by thinking about what they might need in a shoe.

Create a mock shoe store. Let students make paper money to purchase shoes from one another during creative play. Let them give shoes to parents as gifts when they arrive later and explain to their parents how the shoes are designed specifically to meet the parents' needs. (Although the shoes may all look similar, the students' explanations may provide unseen distinctions that show the empathy they were feeling during the exercise.)



Activity 10:

Showing Empathy in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Try using the puppets on one conflict and the dress-up clothes on another conflict.

Sample Challenges:

1. Two students were upset because they both wanted to read the same book during free time. One felt it was hers because she picked it up first. The other felt it was his because he had never read it before.
2. You spilled a cup of water on the floor. Another child slid on it and bumped her arm on the desk. Now she has a bad bruise. She is angry at you. You are upset because she should know you didn't mean to do it.
3. Two leaders of the community went to a fancy dress-up event. Awards were given for the people who made a difference in the city's happiness. The person in charge was giving out awards but forgot to thank one person. That one person felt very bad afterward.

4. One country was a wonderful maker of leather shoes. Leather is made from cows. They wanted to sell their leather shoes in large shiploads to the next country. The other country said the shoes cost too much, because the people there did not need expensive shoes but only needed milk. What could they work out? (Coach students to come up with creative solutions such as offering milk cows instead of leather or offering jobs in the shoe factory. This may be a conflict the teacher acts out with the puppets.)

Guided Imagery

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out.

(Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

You are sleeping in bed when suddenly a cloud comes along and carries you gently away to a place where the sky is pink and blue. The cloud feels like a lamb's wool. You drift to this beautiful place and land gently on a garden of roses, where the scent is so strong, it tickles your nose. You sit up and see other clouds all around you.

On each cloud, another child sits, looking at you and then at each other. Each child can feel the other's pain and happiness. One child has a cast on her foot. Another has a bandage over his eye. Yet each one is smiling because they feel so connected to each other. You want to stay with these new friends and help them because you feel this magical word, empathy, but when you reach out to them, you wake up in the classroom, and instead, you get to reach out and shake hands with your neighbor. You may now shake hands!



Activity 11:

Send a Package

Write a letter with students asking distant friends for information about their customs regarding puppet shows or theater. Share with them a gift of sample puppets made by the children and instructions for how to use them. Let students give messages about empathy in the letter, along with the motto, to help

students in the other location develop a puppet show about empathy using the puppets.

Give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 12:

Share Empathy

Discuss with students who they think would like to learn empathy. Invite these guests to an event. Allow them to feel they have input, but provide guidance as they select a group composed of family members, other school classes, school officials and adopted grandparents or other community members, accordingly.

Plan a special program, incorporating:

- Student puppet shows

- Demonstrations of the paper plate activities
- Songs
- Dress-up role plays, if students have prepared them.
- Empathy awards for each parent, for the times they have nurtured the children.

Exhibit student work from other projects completed so far.



Activity 13:

Sustain Empathy

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

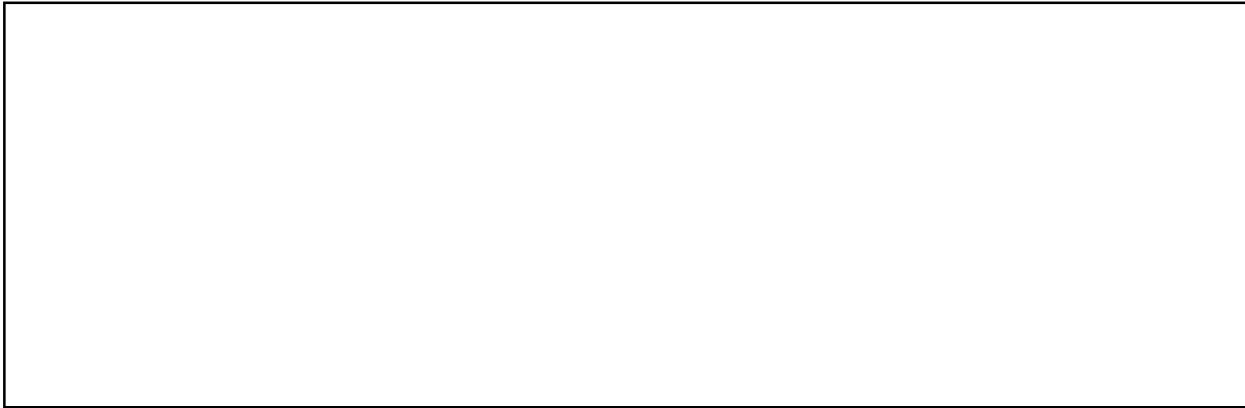
How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Worksheet: **Storytelling**

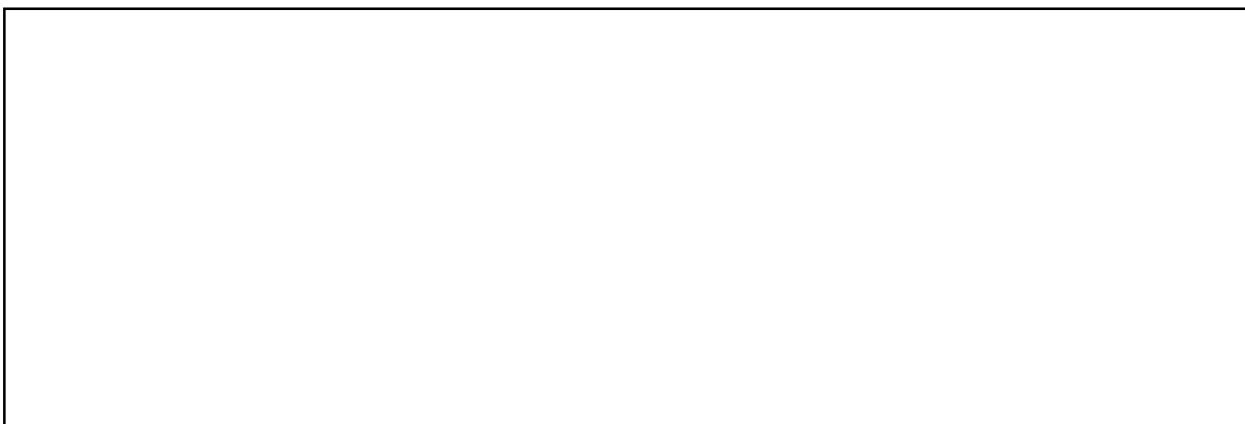
Who showed empathy in the story? Draw the friend in this box.

A large, empty rectangular box with a thin black border, intended for a child to draw a character who showed empathy in a story.

Draw the things they did to show empathy in this box.

A large, empty rectangular box with a thin black border, intended for a child to draw specific actions or events that showed empathy in a story.

Show how it made the characters feel.

A large, empty rectangular box with a thin black border, intended for a child to draw or write about how characters felt as a result of the empathetic actions shown in the previous box.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Empathy**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

empathy

Worksheet: Puppets Tell Stories



1. Indonesian shadow puppets

Some puppets give the histories of their people (in Indonesia, for instance).



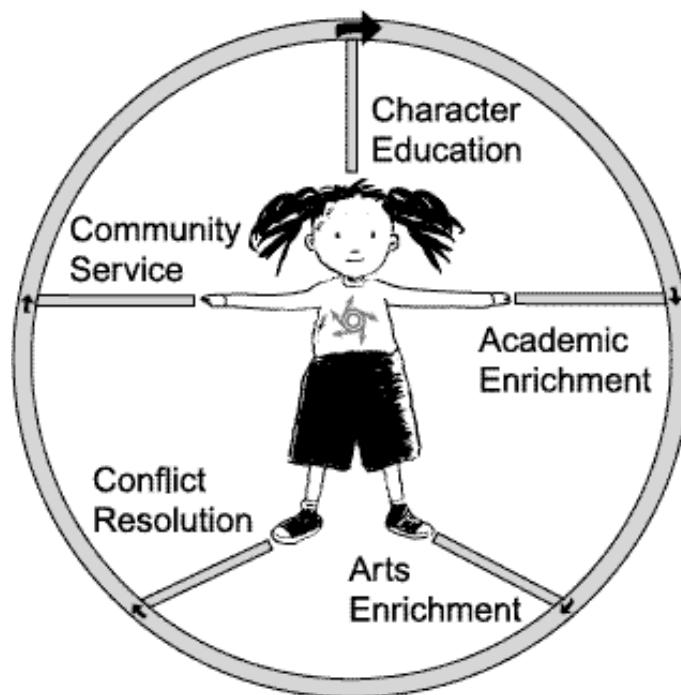
2. Ventriloquists' puppet

Some puppets pretend to sing or tell jokes, although the people working the puppets are the ones doing so and are called ventriloquists.



3. Marionette puppet

Some puppets act out a story and teach an important lesson.



Unit 7

Habit-of-Heart: Sacrifice

Learning Objectives

Character Education Outcomes

Students will understand the concept of sacrifice by

- Recognizing those who have made sacrifices for them
- Recognizing and role playing opportunities to sacrifice for others
- Reinforcing the principle at school and at home through role plays, server nominations and homework assignments.

Academic Outcomes

Students will:

- Demonstrate facility sorting and grouping the same objects in various ways (by color, by taste, etc.).
- Experiment with simple machines using parts that work in pairs, such as batteries or wheels.

- Sound out the letters S and long I and be familiar with the sound and appearance of the word sacrifice.

- Demonstrate a conceptual understanding of the actions within a story that show sacrifice.
- Handle money and make a simple fruit purchase.

Arts Outcomes

Students will:

- Learn and perform songs that teach the concept of sacrifice from several angles and in several interpretations (rhythmically, vocally, choreographically).
- Express their understanding of the concept of sacrifice through abstract paintings and by illustrating common acts of friendship.
- Explore complementary colors and decorate baskets to match fruit.
- Draw vegetables and fruit and paint still life pictures.

Conflict Resolution Outcomes

Students will:

- Practice applying sacrifice to the resolution of basic interpersonal, community based and international challenges.
- Visualize themselves in a story in which they feel comfortable and confident making practical sacrifices.

Community Service Applications

Students will:

- Create gifts for those who donate blood.
- Sacrifice personal objects as gifts for a faraway friend and give them with creative gifts.
- Students will participate in giving gifts and performances to some combination of:
 - ◆ Guest presenters
 - ◆ Adopted grandparents
 - ◆ Foreign friends
 - ◆ Community members on a field trip
 - ◆ Students in another classroom

Materials Suggested

Reproducible Worksheet (located at the end of the learning unit)

Pencils

Circles of construction paper, cut into triangles

Paper plates or paper circles

Square paper take-out containers or paper cups for planting

Potting soil

Pea plants or other local seeds or plants

Conflict bridge

Baskets

Change brought from students or provided by school to buy a basket of fresh fruit



Activity I:

Sense the Meaning of Sacrifice

1. Cut construction paper into circles and cut each circle into smaller triangles.
2. Seat children in circles or at tables in groups of the same number as there are triangles.
3. Ask students to imagine that their circle is a cake and that the children are mice who got into the kitchen and wanted to share the cake. (Count together the number of pieces and the number of children.)
4. Ask what would happen if one mouse takes one piece. Next, remove one piece of imaginary cake from each group and ask what would happen if all the mice have just come to the kitchen now.
5. Ask, Who will take the cake and who will not? (Let them experiment with different solutions.)
6. When you see that one child has made a sacrifice, give that child the extra triangle.)

Discussion:

What happened? Did someone give up food so others could have what they needed? When you give up something willingly, rather than having someone take it from you, it is called sacrifice. Sacrifice means giving up something to help others.

Note: This activity could be repeated with wrapped food items such as small crackers that can be later eaten by the students. Give students a challenge to see who can practice sacrifice at each table.

Read through the instructions on the worksheet and help children draw lines from the full plate to the empty plate.



Activity 2:

Examples of Sacrifice

(Place some items on a desk or table before asking the following question and letting students make up stories about sacrifice.)

Which items on the table can you sacrifice?
How?

Sample Role Plays

1. You had a new brightly colored bag to carry to school. It was a special gift. Your brother's bag tore right before school, and his books spilled out. He had more things to put in the bag because he was older. How can you show sacrifice?
2. You have a favorite suit of clothing but you have outgrown it. Though you want to keep it, another child needs it more. Your mother asks if you can give it away.

3. A family nearby has had a sad thing happen. Their home was flooded and the children lost their toys. You only have one stuffed bear, but you must decide whether to sacrifice it for the children in this family.
4. There is only one piece of candy left in Grandpa's jar. Two neighbor children have come to play. Will you have the honor of practicing sacrifice?
5. The clock on the desk says it's time for your favorite television show. Grandma has hurt her hand and needs you to sacrifice your time to go to the market with her. What will you do?



Activity 3:

Phonemic Awareness of the Word Sacrifice

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write sacrifice on the board in large letters. Introduce the sound of the letter S.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help

the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)



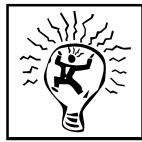
Activity 4:

Symbolize Sacrifice

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Sacrifice: Hands cupped and held in front.

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions.



Activity 5:

Sorting and Sacrificing

(Cut out the circles provided and offer them to use as plates or use real plates on which you can later serve the school snack or meal. Provide paper and drawing tools for students to create their own foods to put on the plates. If you choose, you may post magazine photos of healthy foods or bring in real foods to give students ideas.)

A little girl knew her cousin was coming to visit. Her cousin had been very ill and had not been able to enjoy good food for a long time. The girl was having a party and decided to set aside all her favorite foods and give her cousin the best tasting, most nutritious foods first.

- Draw some fruits and vegetables that you think taste very good. Cut them out and put them on a plate. Which ones are fruits? Which ones are vegetables?
- Sort them by groups.
- Now sort them by which you think are the best for you and the best tasting. Put those on one plate.

- Now decide which plate you will give your cousin?

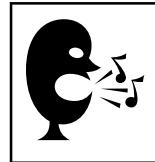
How many other ways can you sort the foods? (By color, by which ones smell sweet, by which ones are served hot or cold, etc.)

Discussion:

When you eat foods that grow in the ground, nature makes them different colors. Eating foods of different colors gives you many different vitamins and makes you healthy. The color often tells you what vitamins are in the food.

When you sacrifice for your cousin, rather than give her all of one color and keep another color for yourself, give her some of each and keep some of each and you will both be healthy.

(Allow time for students to rearrange food on the plates. You may make a collage by gluing the food pictures onto paper plates.)



Activity 6:

Sing About Sacrifice

Preview the following songs to determine which ones to present and whether to present them as listening opportunities, translations, singing or pantomiming opportunities, to reinforce the goals of the learning unit:

Children of Mother Earth, from *Story Songs for the Very Young*.

When I Can Share, from the same CD

The Giving Tree, from the CD *Beauty Is What You Do*

Gratitude, from the CD *Gratitude*

Sacrifice, from the CD *True Heroes*

Ask when it is important to sacrifice something today so that it will still be there tomorrow.

Examples:

- When we want to save something for something to share with a guest who is coming
- When we want to keep the flowers in the garden so we can still look at them tomorrow
- When we want to keep the land and water clean so we will still have them tomorrow



Activity 7:

Storytelling — Sacrifice

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

If available, obtain a book such as *Love You Forever*. You may select or supplement with books from your local school library. The first time, read for meaning. The second time, point to the words as they watch.

Worksheet: Storytelling

Read the instructions on the worksheet on page 220 and provide materials for students to

identify the main characters in the story and sketch their sacrificial actions.

Ancillary Reading Activity

If you have read it already, re-read *I Can Wait*, watching for examples of sacrifice. Discuss the relationship between patience and sacrifice.



Activity 8:

Planting Food

Help students connect the lessons of the past and present units regarding the production of food.

1. Allow students to decorate restaurant take-out containers or paper cups with markers, paints or crayons.
2. Place planting soil in the containers.
3. Place pea plants, carrots, cassavas, sunflower seeds or other quickly growing indigenous plants in the containers about an inch below the surface.
4. Help students gently water the plants each day and monitor the growth of the plants over time by marking the growth on a stick. Discuss the amount of sunlight needed and put the plants where they will stand the best chance of survival. (If possible, use the

project to launch an outdoor community garden.)

5. Each student should prepare two plants—one to keep and monitor and one to sacrifice.
6. Discuss the color of the leaves and blossoms as they appear.
7. Help students determine how many of these plants it would require, once they have bloomed, to feed a family for a day. (Let students predict how long it will take the grow the plants. Mark their guesses on the calendar and monitor the plants' growth accordingly.)
8. Discuss what they must sacrifice to help their plants grow (mostly time).



Activity 9:

Process Activity - Sacrificing Time for Gardening

Create an outdoor garden, weather permitting, where students may help with chores such as weeding and watering during free time. (If no ground is available, fill a wooden box or planters with several different types of plants. Place the garden near a classroom window.) Talk about the rewards for sacrificing this time.

Keep a chart available where students can place a sticker or make a drawing each time they see

another creature in the garden, such as an earthworm, bird or butterfly.

Discuss with the class what types of living things use a garden and why. Count the pictures and determine which creature was seen most in the garden often.

Notes:



Activity 10:

Showing Sacrifice in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using costumes, dolls or puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. You have waited a long time for a chance to sit in the chair closest to the teacher. Someone comes along and wants you to wait longer because this person needs glasses and cannot see unless she is up close to the teacher. Cross the conflict bridge thinking about sacrifice.
2. You are two parents who share a garden alongside your apartment wall. The flowers on one side of the wall have grown and are spilling over into the vegetable garden on the other side. Someone will have to pull some of their plants out to sacrifice for the other one. Both flowers and vegetables are important. Who will decide to sacrifice?
3. The farmers live on a mountain where it is so cold, sometimes their plants freeze and

their food does not grow in the coldest years. The people below live where it is warm. In a hot year, their plants get so dry, they will not grow. What is the weather like today? Which group needs the other to make a sacrifice and share with them?

Guided Imagery

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

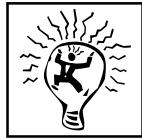
Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

Now we are floating....rocking back and forth. We are floating on a river made of juice. It smells very sweet. The boat we are riding in is made of the shell of a luscious fruit. It is a mango or an orange or a pineapple or a coconut. What does it look like to you? You

can smell the fragrance of the boat. It smells wonderful. Inside the boat, smaller pieces of fruit lie in bundles near your feet. You have just enough to last through your whole journey down the river, but as you ride, you see a friend floating by in a very plain boat, and that friend has nothing. That friend looks very hungry, so you sacrifice one fruit and hand it over the edge.

Your friend smiles with a mouth full of fruit, the juice dripping down his chin, and looks very happy. You feel good inside knowing someone else will not go hungry because you

sacrificed. When you look down, two more fruits have grown in place of the one you gave away. You turn to the other side and see two more hungry friends riding by. You give them each a fruit. You look down and still your boat is not empty. You give away another fruit and another. You find that as long as you are giving, you are happy and not hungry. It looked as if you might run out of fruit but you did not. At last there is one piece of fruit you pick up and nibble on and rock yourself quietly to sleep, as happy and full as you have ever been. It did not feel like a sacrifice after all.



Activity 11: **Purchasing Fruit**

Before conducting this activity, research a hospital or blood bank nearest the school where blood donations are accepted. Explain the project in a note to parents.

Discussion

Discuss the sacrifice made by people who give their blood for others who are ill. Children cannot make such a sacrifice, but they can honor those who do.

Explain that when an adult sacrifices blood, they need to increase their intake of fruit to raise the good sugars in their blood or they may become dizzy. We can offer a fruit basket to a blood bank where people come to give blood. This way, they can have a piece of fruit and feel better after they have made their sacrifice.

If possible, ask each student to bring a small, equal amount of money from home or have the school or benefactors provide the money. (Or divide whatever money the students do bring equally among the students.)

Take the students to a local fruit stand or, if impossible, bring a fruit seller to the classroom. Allow students to see which fruits each one can buy with the amount of money available. Conduct simple adding based on the available money and fruits.

Purchase enough fruit for at least one large basket.



Activity 12:

Decorating Baskets

Discussion

How do you know the fruits are healthy? Are they varied in color? What is the texture? (How do they feel?)

Introduce yarn or ribbon in a variety of colors. Challenge students to discuss what colors complement the fruits as they weave the ribbon

into one or more straw baskets or as they each glue it onto separate handmade greeting cards. Put the fruit into the finished basket or baskets.

Give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 13:

Share Sacrifice

If possible, take students on a field trip to the blood bank or hospital, to present the fruit in person to the staff. They may want to interview the staff or people leaving the building about how it felt to give up something as important as blood to help someone else.

If allowable, let students sing their songs in a mini-concert to the staff and patrons.

You may want to include student-made badges students can give to each person who exits the blood bank.



Activity 14:

Send a Package

Encourage students to draw pictures sharing the steps of planting and asking for suggestions of what to plant from their foreign friends' region, to see if it will grow locally.

They may also enclose paintings of their fruit basket and may enclose gifts of sacrifice by having students give up a small favorite item from home, with the parents' permission, to add to the package.



Activity 15:

Sustain Sacrifice

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Sacrifice**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

sacrifice

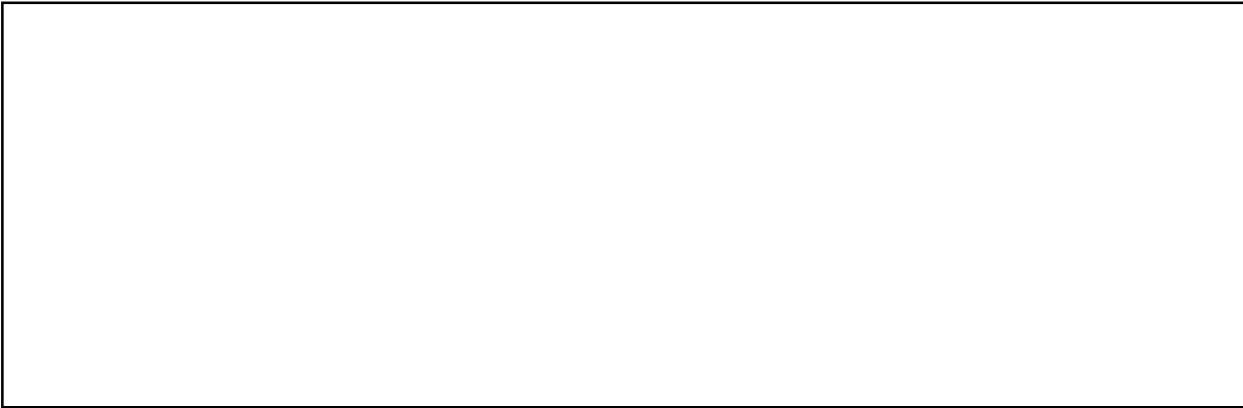
Worksheet: **Sacrifice to Help Others**

What would you sacrifice for a friend who had none?

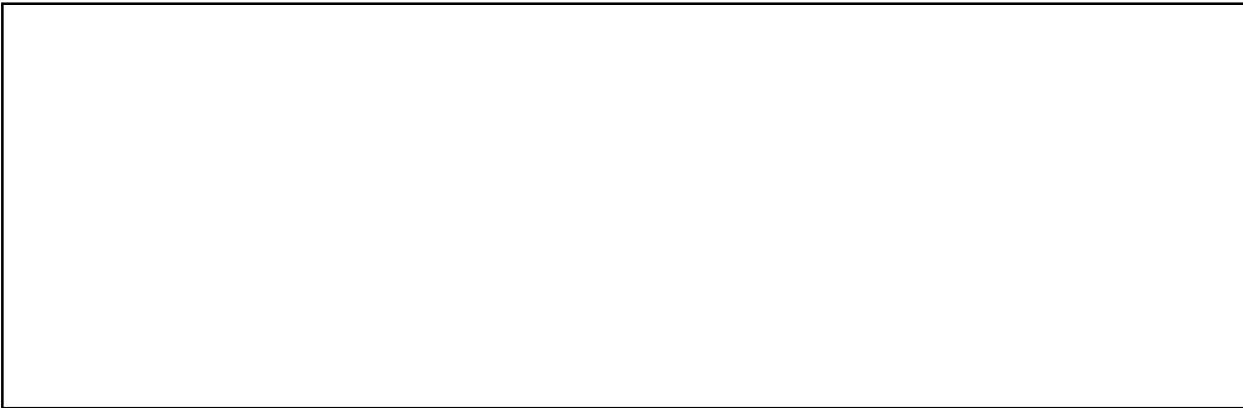


Worksheet: **Storytelling**

Who showed sacrifice in the story? Draw the friend in this box.

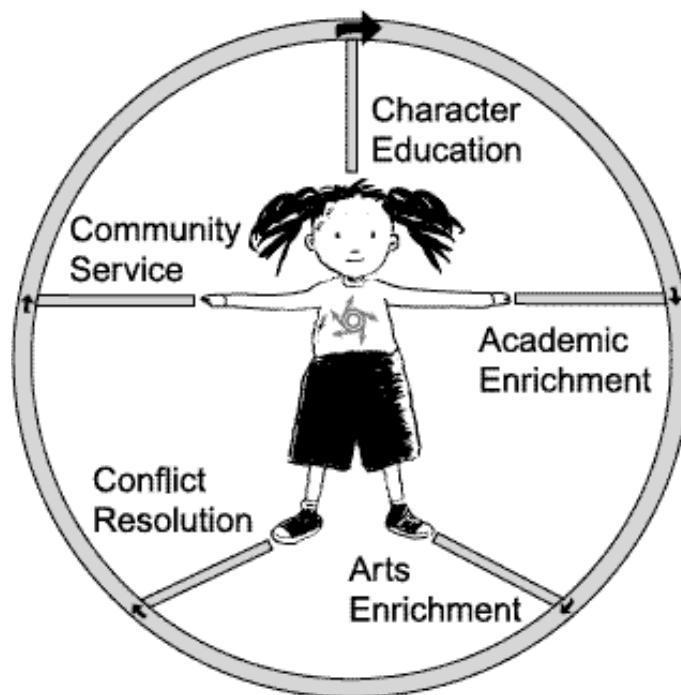


Draw the things they did to show sacrifice in this box.



Show how it made the characters feel.





Unit 8

Habit-of-Heart: Cooperation

Learning Objectives

Character Education Outcomes

Students will demonstrate cooperation at home and at school through:

- Role plays and reflections.
- Server nominations and homework.
- Physical group games
- Service projects and their preparation.

Academic Outcomes

Students will apply cooperation in academic concepts and projects as they:

- Demonstrate counting ability by making and using flash cards for themselves and others
- Develop early reading ability and understand that numbers can be read numerically or as words.
- Gain phonemic awareness of the hard

consonant C, and the syllables and meaning of the word cooperation.

- Demonstrate an understanding of geometric shapes and their practical application on a landscape
- Better understand the lifestyle and adaptations of a fish.

Arts Outcomes

Students will:

- Learn and perform songs that teach cooperation and the importance of its practical applications in the school and community.
- Express their understanding of the concept of cooperation through abstract paintings and by illustrating common acts of friendship.
- Learn to make mobiles, murals and murals.

Conflict Resolution Outcomes

Students will:

- Practice applying cooperation to the resolution of basic interpersonal challenges.
- Visualize themselves in a story in which they realize the importance of cooperation as a tool for finding fulfillment through friendship.

Community Service Applications

Students will:

- Cooperate to teach literacy, to encourage road safety and to honor people in professions to encourage cooperation.
- Cooperate to give creative gifts and blueprints, and make a formal presentation to a park official.
- Teach students in another classroom about road safety.

Materials Suggested

Reproducible Worksheets
(located at the end of the learning unit)

Pencils

Ball

Art paper

Paints or markers

Additional art supplies as needed

CDs listed

books suggested (optional)

Graph paper

Conflict bridge



Activity I:

Sense Cooperation

Bring a ball to class. Tell students you are going to bounce it from one student to another to see how long they can keep it on in the air or on the table before it rolls onto the ground. They must help each other if they see it begin to fall.

Discussion Questions

Did you help each other when you saw the ball start to fall? What is the difference between games in which we cooperate and games in which we take the ball from each other?

Motto: Explain that co means together. Operate means to get something done. **To cooperate means to work together to get something done.**

Show Me Game:

Turn to one person and say, "Show me how we can cooperate when we take out the trash." (They pretend to pick up a heavy garbage can together.)

That person turns to a neighbor and says, "Show me how we can cooperate when we...(fills in another activity.) Those two then act out the activity and this person turns to a neighbor.

By the end of the game, each person should have had two chances to participate.



Activity 2:

Phonemic Awareness of the word Cooperation

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write **cooperation** on the board in large letters. Introduce the sound of the initial consonant C with a K sound.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.



Activity 3:

Symbolize Cooperation

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Cooperation: Shaking hands

Challenge students to draw or paint a symbol next to the word that will suggest its meaning

and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.



Activity 4:

Storytelling — Cooperation

**Please note: A Suggested book lists, with publishers,
appears at the end of the lesson plan section.**

If available, obtain a book about people working together in a group, such as the book *Cucumber Soup*. Read the story, then have students act out the story.

For very young students, repeated readings are often acceptable to help them identify the concepts. The first time, read for meaning. The second time, point to the words as they watch.

Discussion:

Who worked together in the story? What if they had not helped each other?

Worksheet: Storytelling

Read the instructions on the worksheet and provide materials for students to identify the main characters in the story and sketch their cooperative actions.

Ancillary Reading Activity

Literacy booklets for take-home use may be available through Full-Circle Learning for take-home use. If so, *Cooperation* may be an appropriate book to help beginning students practice counting as well as learning basic words.



Activity 5:

Math Quiz Game

Using the book *Cooperation* as a tool, have students create their own flash cards for learning to count. On one side a page, they can draw the number of children pictured in a photo. On the other side, an older student or adult can help them represent the number numerically or in at least one language. When each student has made at least one card, they can quiz each other, holding up the written number and checking it against the picture on the back.

Keep some of the flashcards for use on the leisure time table. Prepare some of these flash cards to send to pen pals in a distant classroom.

Discussion:

Why is it easier to learn when we cooperate with each other?

Do children in other places need to know some of the same things? Do we need to add other languages to help them learn? What can they teach us?



Activity 6:

Singing About Cooperation

Sing the song *The Ants Go Marching* from the CD *Story Songs for the Very Young*. Go through the motions of swimming and helping each other break free.

End the activity with students in a circle. Present the song *Unity* from the CD *Beauty Is What You Do*. Have them repeat the vocals and motions.

Also introduce the song *Working Together*, from the CD *Gratitude* as a dance tune. Students may form a line and dance in coordination to the song.

End with the song *Harmony* from the CD *True Heroes*. Ask students to listen to happens when people from different places work together or sing together.



Activity 7:

Mobile Fish

Ask why small fish travel in “schools” or groups. (For protection.) Ask why they have scaly skin (also for protection.) Present several colors and surfaces. Ask students to choose the one that most reminds them of a fish. Let them cut fish shapes.

On the back of each fish, have them write the name of a habit-of-heart. String thread through the tops of the fish. Hang them on a coat hanger to make fish mobiles. Save the mobiles for a service project.

Discussion

Imagine how our bodies would be different if we lived in the water and traveled everywhere together like fish.

We would need gills (slits) to breathe through. We would keep our eyes open all the time and not blink underwater. We may be brightly

colored or we may blend in with the sea plants. Our mouths would be open all the time.

Each animal, fish or bird has exactly what it needs to live where it lives. Humans live in human families. We each look different but we have the same needs. We need all the habits-of-heart to live together, and we also need clean water and food.

Fish live in fish families. They need clean water and good food, just like humans. We can protect the seas by keeping beaches clean, not dumping waste into oceans and letting the fish swim free.

When we help the fish, we also help humans who live on and near beaches or who need the fish and the coral reefs where the fish live.

Lead a group exercise to challenge students to show how schools of fish show cooperation.

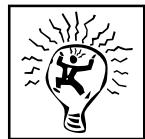


Activity 8:

Math Skills - Shapes in a Community

Plan a walk through your local community. (It may be the local school yard, the village square or the nearest safe place to view the shapes in your community.) Stop where students have a good vantage point and show students different shapes of buildings and their uses. Point out the shapes of natural objects in nature. Discuss why each shape is useful for people and animals.
Draw the shape and give it a name.

If hard writing surfaces are available, distribute pencils and the worksheet *Shapes in the Community*. Let students try to copy some of the shapes you pointed out or discover shapes on their own and explain what they are. They can use them later as reference points for their process activity.



Activity 9:

Process Activity – Community Building

Provide space for students to build imaginary roadways, homes and buildings in a town called Cooperation. Using blocks, small boxes or paper, challenge students to create places where people have to work together to get something

built or fixed. Invite them to bring toy vehicles to use in the town, as long as they share cooperatively with other citizens of Cooperation.

Notes:



Activity 10:

Human Caterpillar

Challenge students to travel in a group of their own while practicing cooperation. Have them practice crossing a room in unison. Wrap them in crepe paper streamers as a group of five or six students. See if they can walk from one

point to another carefully, without breaking the streamers. They must talk about their plan before they begin. (Thanks to Anisa and Linda Qualls for this game.)



Activity 11:

Showing Cooperation in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. Two children disagree on what to do about a dog who has entered into their game. One child wants to let the dog play. The other is afraid of dogs. How can they cooperate?
2. A job must be done quickly. A fisherman has spilled his fish bucket all over the street. If he does not pick them up soon, they will create a traffic hazard. The person driving up the road is angry with him already and wants to talk to him.
3. Two people are studying fish. They disagree on how much food the fish need. How can they keep the fish they are studying if one wants to harm the fish by feeding them too much and one doesn't feed the fish enough to keep them alive?

Guided Imagery

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

We are walking in a park where we find all of our favorite things. A tree bows low and we hear it whispering in the wind. Butterflies are painted on the wind. The pathway leads over a bridge and around a rock garden to a pretty waterfall beside a pool. Deep in the pool we see a frog staring at us. We also see the reflection of many other people standing beside us. The frog opens its mouth to croak. We think he is telling us that in this beautiful park, we must remember to work with others if we want to do our best work. We turn to see that the people beside us are gardeners, teachers, helpers and friends. Each one has a job to do.

We follow them and pick up each piece of trash blown in by the wind. Soon the park is more beautiful than ever. Our friends are smiling at us. We have become a part of the team now. We can walk over the bridge and up the stairs to the pagoda and watch as all the frogs come out in the moonlight and sing, as if in a chorus. Maybe they too have learned about cooperation.



Activity 12:

Send a Package

Students mail their flash cards to another class in a distant place.

They mail or present their roadway pictures to officials or to friends in another classroom and discuss the need for everyone to participate in public safety on the roads.

They might also send gifts and certificates to people in the community or in the school who teach students about cooperation, such as a choir director, orchestra leader or coach.

Give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 13:

Share Cooperation

Students attend a field trip and take their fish mobiles to a place where cooperation is needed, such as a park or public place where public workers prepare public spaces. They sing songs about cooperation and give certificates to people who are practicing cooperation.

Other items students might prepare are:

- Blueprints based on discussions of what they would like to see in a city park and how they would plan the uses for the park. Each child would determine where they would like the

objects to appear on their own blueprint. Incorporate math activities by having students count squares on graph paper as they plan and create their designs, then determine which objects are largest and smallest.

- A mural featuring consecutive squares of a picture, in which each student must paint one piece of the picture.
- Sponge paintings of the public space.



Activity 14:

Sustain Cooperation

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Cooperation**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

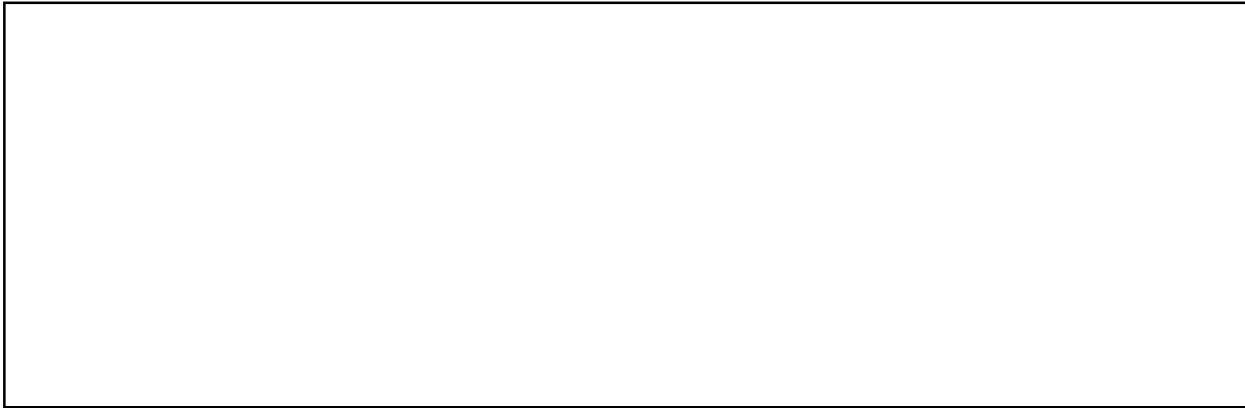
Parent's or Adult's Signature

Date

cooperation

Worksheet: **Storytelling**

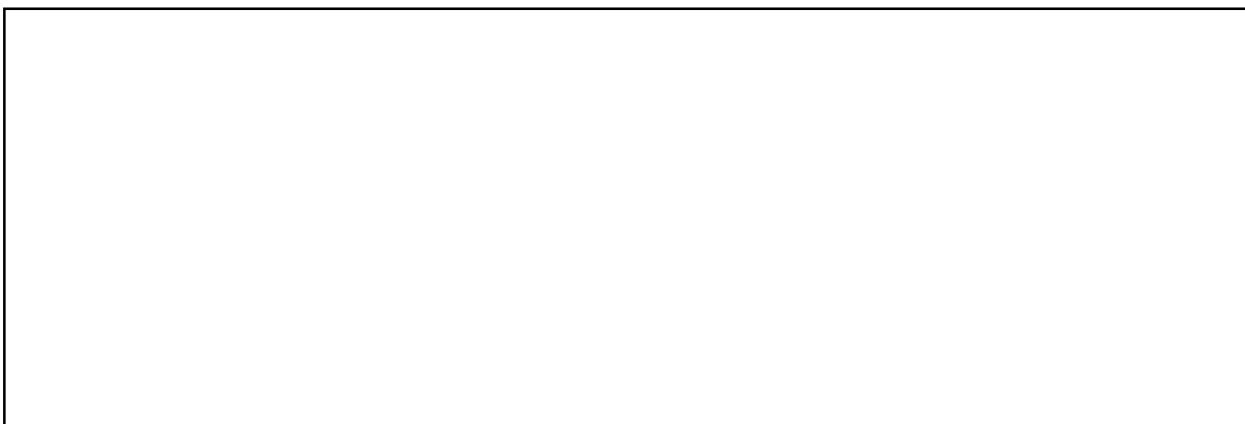
Who showed cooperation in the story? Draw the friend in this box.

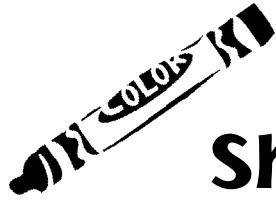


Draw the things they did to show cooperation in this box.



Show how it made the characters feel.

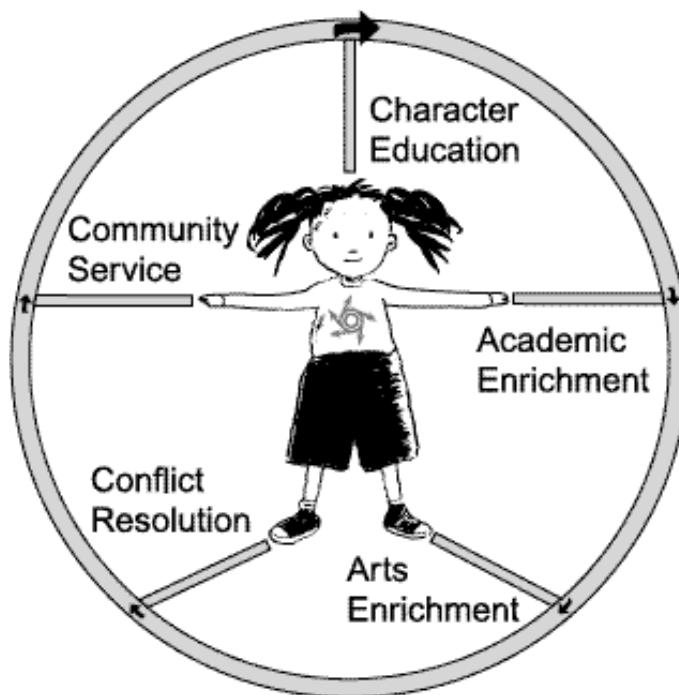




Math Skills

Shapes in a Community

Find shapes in the buildings around you. Draw a building. If there are no buildings, find at least one shape in the land, water, trees, plants or hills around you. Draw the shape you see. Why is this a good shape for this building or part of nature?



Unit 9

Habit-of-Heart: Acting on Convictions

Learning Objectives

Character Education Outcomes

Students will demonstrate, through role plays, homework, server nominations and classroom activities, an understanding of:

- The relationship of choices and consequences.
- The importance of listening, learning and acting to make responsible choices that benefit others.
- The concept that whole communities can benefit from individual action.

Academic Outcomes

Students will:

- Read about someone in their country or region who acted on a belief and about someone from another country who acted on a belief.

- Demonstrate that different geometric shapes have different applications.
- Observe road signs and document safety practices in their environment.
- Practice adding equations up to ten, using lady bugs as a resource.
- Develop phonemic awareness using song lyrics and reviewing the letters A and L.

Arts Outcomes

Students will:

- Demonstrate an understanding of portrait painting
- Perform songs about actions and positive choices that help others.
- Create paper people that serve as alter egos in activities and teaching performances.
- Paint pictures to give to a local hero.

Conflict Resolution Outcomes

Students will:

- Practice applying action on convictions to the resolution of basic interpersonal, community based and international challenges.
- Visualize themselves in a story in which they listen to the advice of elders while acting on the instinct to serve others.

Community Service Applications

Students will:

- Teach a school or community group about the need for courtesy on the street.
- Send research on local courtesy to distant friends to compare notes.
- Honor a public hero with portraits of those served.

Materials Suggested

Reproducibles at the back of the Unit

Pencils

Art paper

Tempura paint and brushes

Crayons or markers

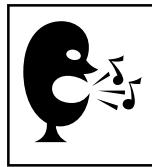
Paper plates

Wooden sticks

Metal fastners

Conflict bridge

Stuffed animal for talking circle



Activity I:

Sensing how to Act on Convictions

Write the capitalized words on the board in four columns marked or, oh, ill and ay.

Introduce the unit with the following story, pointing to the words as you come to them.

I will tell you a story about a horse. Listen for all the words in the story that make the same sound found in the middle of the word st-OR-y.

A HORSE went to the STORE. The man in the store said, “What would a HORSE need a STORE FOR? Would you like a drink OR a fruit OR a soup OR some bread?

OR perhaps you have come here to stand on YOUR head?”

Now let's listen for the “OH” sound.

The horse said, “HO, HO, we have SO far to GO that we have NO time to rest or walk SLOW. We have trails to walk and grasses to MOW by eating that grass until it lies LOW.

Now let's listen for the “ILL” sound.

The storekeeper said, “Trot right out and be STILL. I happen to know of that grass on the HILL. I have watched how the goats and you all take your FILL. But that grass is for my friend, that cow, name of BILL.

Now listen for the AY sound.

Bill is thinner each DAY, as he can't chew on HAY. He can't eat the oats that the goats grind AWAY. You have eaten his grass and now, why, alas, poor Bill the cow, he is wasting AWAY.

Discussion

Did the storekeeper want the horses and goats to eat the grass? Why not? (They could eat grass and oats, and he wanted them to save it for Bill the cow, as it was the only food he could eat. Read the story again for clarity.)

Do you think the horse and the goats knew about poor Bill when they first ate the grass? (Maybe not.) They did not know they were eating his only food, but after someone told them, it mattered more that they listened and acted on what they knew. It mattered that they did the right thing, to help Bill.

You are a child, not a horse or goat. How do you tell right from wrong? (One way is to listen to parents and teachers.)

What happens when we don't listen. (We can get hurt. We might also hurt others.)

What happens when we do listen? (We make others happy and safe. We are happy and safe.)



Activity 2:

Phonemic Awareness of Three New Words

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write ***listen***, ***learn*** and ***act*** on the board in large letters. Introduce the sound of the initial consonant L and review the soft A. Underline the word act.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help

the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the words around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

Summarize by reminding students that to act is to do something.



Activity 3:

Symbolize Action

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for acting on your convictions:
Leaning forward with both arms raised

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols suggestions.



Activity 4:

Storytelling - Acting on Convictions

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

Obtain a book from your library about a local hero. Read it to the students. (If it is difficult, talk about the pictures or read a portion of the book.) Talk about what the hero did to solve a problem. Provide students with costumes to act out the same situation and solve the problem through role play. Repeat the exercise with books of international heroes on other days.

Discussion:

What if this person had not come along? What would have been different for people in the community?

Worksheet: Storytelling

Read the instructions on the worksheet and provide materials for students to identify the

main characters in the story and sketch their positive actions.

Ancillary Reading Activity

Students repeat the motto: **To act is to do.** To act in a positive way means to help, to share, and to step in when someone needs you. By now, students should be able to listen to the music and recognize some of the words in the book ***Beauty Is What You Do***. See if they can look at the book and write the word Do. Advanced students might write the whole sentence, ***Beauty Is What You Do***.

(Play the song ***Beauty Is What You Do*** from the CD by the same name after students have completed the assignment.)



Activity 5:

Demonstrating Choices

Concept 1: Listening to guidance from those who can see things we cannot helps us make good choices.

Show a paper plate man (a person made from a paper plate, with accordion style arms and legged folded on the sides and below and a paper head.) Move the figure along a table top. Have one student come to the front and call out instructions as if this student were a caring parent. Put several obstacles such as books on the table. Move the paper plate man along the table and have him dodge the obstacles. The child must warn the paper plate man each time he is in danger of falling off the table or stumbling over an object.

Ask: Can you see things the paper man cannot see? Would you be able to catch him if he fell?

Listening to older people who are there to help us is important. They can see things we do not yet know about. They are there to help us learn until we can see for ourselves the best way to go. Once we do discover the best way to go, it is up to us to make the right choice.

Concept 2: Some choices are about not hurting ourselves. Other choices are about not hurting others. When we practice listening, we can make better choices for everyone.

Let's give paper man a new challenge. This time several children will come and put their hands alongside the table. As he walks along the table, it is not just books and other objects he is avoiding. He is avoiding stepping on other people's fingers. He has been warned to stay away from the edge of the table. This time if he doesn't listen, he will hurt someone.

He must take what he has learned and act on it, so that he doesn't hurt other people. Can he do it? Will he do it? (Let the children encourage him as he walks carefully in the center to avoid stepping on any child's hands. Let students take turns helping him walk carefully to avoid stepping on children's hands.)

Concept 3: As we think about what we have learned, we can become more responsible for making good choices.

When we listen to those who are there to teach us good things, we show we are growing. When we show we can make good choices on our own, we are growing even more.

Do you think the paper man is responsible enough that now he can go outside and play with others? If he can learn not to step on others' hands inside, then he can go outside and play on the playground.



Activity 6:

Art Activity - Paper People

Discussion

Each one of you can make a paper person of your own to use inside. Help your paper person make good choices all day. When your paper person can make good choices inside all day, then you can take this person outside to play.

Make sure this person treats others kindly and acts safely and quietly listens during the times when you are to be listening. You will be responsible for this person all day. If this person sees someone else hurting, maybe you can help your paper person go and help out. Show that your paper person can act to make the best choices all day. Show your parents at home how you can help your paper person make good choices.

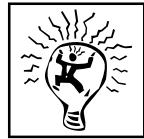
Instructions for Making Paper People:

1. Give each student four strips of paper three inches wide and at least eight inches long.

Help students fold the strips back and forth into one inch squares, so that each arm or leg is an accordion style appendage.

2. Give each student a paper plate with five precut slits. Help them put the strips of paper through the slits and fold them back, then tape them to the body of the plate. (This can also be accomplished with metal brads, with adequate supervision, or with tape.)
3. In the top slit, place a Popsicle stick. Tape it to the back of the paper person, with just enough poking through at the top for a neck with a head taped to it. Give the students precut circles for heads. Let them draw faces on the heads before attaching them to their paper people.

Save the paper people to use as alter egos on the conflict bridge and in future role plays.

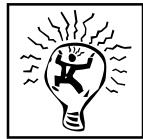


Activity 7:

Math Skills - Shapes on a Roadway

This activity will consist of several steps:

1. Read the instructions on the worksheet, *Shapes on a Roadway* to students.
2. Provide materials for them to make a picture of the landscape and roadway near their home.
3. Read aloud the instructions on page 265.
Help them cut out the shapes on the worksheet and review their geometric names.
4. Help them identify signage or other possible uses for the shapes and glue them down in the environment they have created.



Activity 8:

Process Activity - Geometric Applications

Fill the leisure time table with empty cans and boxes and other objects. During their leisure time, students can identify what each one is and what each one is used for in the practical world.

For instance, a circle might be used for a coin, but a cylinder is needed to hold can of food. A shoebox for toothpicks or shoes is a rectangle

because these objects are longer than they are wide.

Assemble different items to see if students can identify the objects that fit in the right boxes. Provide heavy paper (20 lb. bond) for them to bend and tape to make their own boxes or shapes and invent uses for them.

Notes:



Activity 9:

Conflict Bridge for Action

Say: Imagine what happens to paper people when they don't get along. You are the one guiding them. Help them cross the conflict bridge to address the following issues:

1. You and a friend want to play with the same toy. You had it first. You want to take it back, but your friend is standing right by a ledge where he could fall off if you grab it now. Help your paper people act for you and cross the bridge.
2. Two sisters both want to take a bath at the same time, so they can go play. They started to push each other and one fell down on the slippery floor and bruised her knee. Now they must make a new rule about bath time that shows they care about each other.
3. You care very much about the older people you know. You have seen how they are kind to you and give you the special things you need. Your friend wants you to disobey them and come to play out in the road where they have told you not to go. You know it is not right.

Guided Imagery

(Repeat at least twice a week)

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

Now keep your eyes closed and pretend you are going on a journey. We are walking along a road, away from the road toward a grassy hill. The horse and cow and goat are standing quietly together.

The moon is low in the sky. The air smells of new grass and fresh rain. Everything feels so fresh and clean. We feel very calm inside.

Our hands are still as leaves as we lean down and touch the green grass. We kneel and feel it tickle our knees. We are safe here, away from the road, looking up at the white moon that smiles on us like a round-faced grandma.

We look down and see a lady bug struggling to get out from under a stick. We are able to lift the stick and help the lady bug. Suddenly we hear our own mother's voice call to us. She is far away but her voice is coming closer. We know that the right thing to do is to listen carefully and call out to tell her where we are. When we do, she comes quickly and is there at our side, sitting in the grass, touching our hand and smiling at us. It felt good to know that she was close all the time.

We tell her that we were good and stayed on this side of the road, as she had always told us. She hugs us tightly. We feel good that because we were where we belonged, we were able to help the lady bug, and we were able to be right here in our mother's arms.

Now our story is ended. We can open our eyes and come back to the group. Did you enjoy being on the hill, helping the lady bug, watching the moon and knowing that you listened, learned and acted?



Activity 10:

Lady Bug Land

Ask students to create a reminder that will help them return to the land of lady bugs whenever they need a reminder to listen, learn and act.

Have students draw lady bugs. Show a picture as a sample. Ask students in one group to put two dots on their lady bugs' backs. Ask students in a second group to add three dots, etc. After the students have finished, put up several examples.

Together, count with the children the total number of dots when you pair two lady bug friends, to find out what happens when you add two and three or three and four. Practice counting out several math equations with totals under ten. Write the totals on the board.



Activity 11:

Activity 9: Sing About Acting on Convictions

Review the song ***Beauty Is What You Do***, from the CD by the same name.

Other possible songs for listening and learning or for singing:

True Heroes from the CD ***True Heroes***

I Am a Twig, from the CD ***Gratitude***.

Help students understand the words of each song you play, using the lyrics sheets in Appendix A or on the CD covers.

Rehearse the song ***Be Kind***. Both people and animals are both treated with respect in the song. Remind students of the story about the farmer who cared about the cow and the guided imagery exercise in which we cared about parents as well as the littlest lady bug.

Introduce the song by first speaking the chorus and letting them repeat it with you. The first few times through, let them listen to the words of the verses and sing the chorus as you show motions to go with the verses. Gradually help them sing along with the verses.



Activity 12:

Honor Someone with Convictions

Invite a local hero to come to class. Choose someone acts on his or her convictions, and have students make a certificate for the hero. (The hero can be a humble hero such as someone in the neighborhood or school who cleans the environment or a school counselor who helps people get along well.)

Discuss whose lives are influenced by this person. As a gift for the hero, have the class paint one portrait of the hero and other portraits of those served by his or her work.

Portrait Painting

As a second alternative, include student portraits of the hero from photographs or from the students' recollections. Also include portraits of people whose lives have been touched by the hero.

If you invite the person to visit the class, you may label and display the portraits. Get help from the art teacher, or help students draw then paint portraits using the worksheet ***Paint a Face***.

General Portrait Painting Guidelines:

1. First have students draw the outline and features. Review the geometry lesson and explain what an oval is. Help students practice making oval faces.
2. Make a mark halfway down the oval to indicate where the eyes go.
3. Indicate where the ears go, parallel to the eyes.
4. Halfway between the eyes and the chin, indicate where the mouth goes.
5. Remind students to add eyebrows.
6. Help students practice making shapes of eyes, noses and mouths on scratch paper. The youngest students may not have the motor skills to improve their work very much but may benefit from seeing the end goal and understanding the human face.
7. Once students have practiced, bring out better paper and washable tempura paints for them to complete their projects.

You may want to play the song ***Rising Tall*** or ***We Build Bridges*** while students work.



Activity 13:

Share an Act of Conviction

Take students on a walk, if possible, to observe the actions people take to make the public streets a safe and happy place. Include a research assignment. One student should count the number of people who smile and greet each other. Another student can count the number of people who break a certain safety rule. All the students can look for safety features in their environment, such as sidewalks for walking or signs that remind drivers there is a school nearby.

Discussion

After returning to class, list the things students saw. Ask, Did people act on their conviction to care about the safety of others? How can we help?

Rehearse the songs ***Be Kind***. Both people and animals are both treated with respect in the song. Remind students of the story about the farmer who cared about the cow and the guided imagery exercise in which we cared about parents as well as the littlest lady bug.

Action

Arrange for students to teach others in the school or at a local trade association's lunch meeting about actions that create more safety and joy on the public streets. They may display or distribute their roadway posters and sing ***Be Kind*** as well.

Help them come up with a list of pointers to communicate through their paper people, such as:

- Play a safe distance from the street.
- Look both ways before crossing (or passing).
- Do not open the door of a moving car or lean out of a moving bus.
- On the bus, give your seat to an elderly or sick person who comes on after you do.
- Go slowly on your bike or in your car when people are nearby.
- Be kind to others.

Adapt the project for the mode of transportation used in your area.



Activity 14:

Send a Package

Collect the Habits-of-Heart homework. Students determine what actions they can take to make the world happier today.

Have students write to distant friends, with the teacher's or parents' help, to share what they learned about safety and to compare the

numbers collected on their research trip through the neighborhood. Challenge their friends to do the same and compare notes.

Include painted pictures of what they envision or of what they did in their homework assignment.



Activity 15:

Sustain Action on Convictions

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Acting on Convictions**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

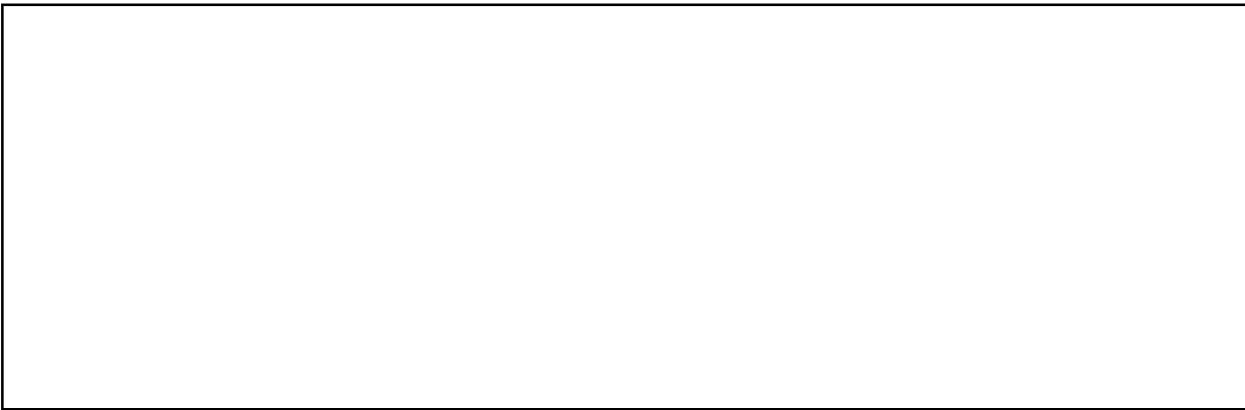
Parent's or Adult's Signature

Date

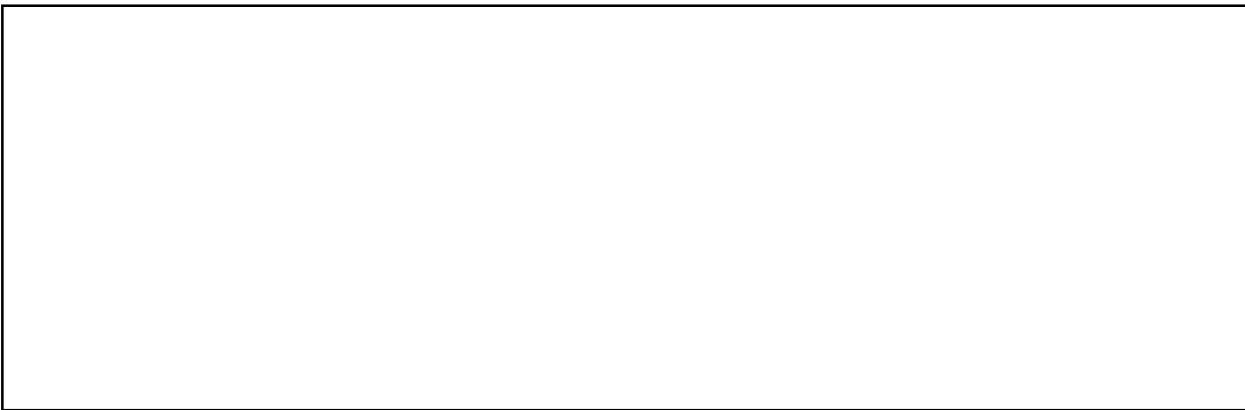
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Worksheet: **Storytelling**

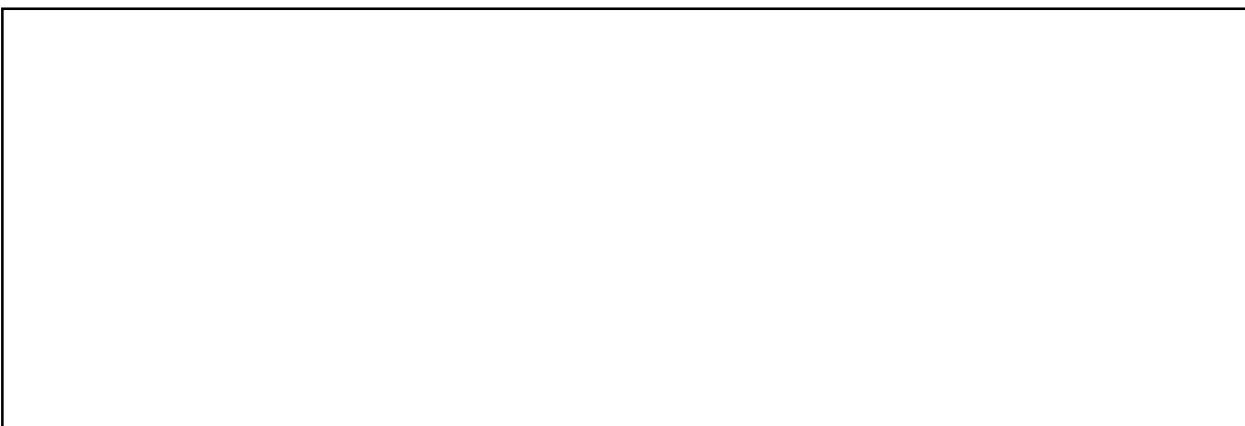
Who acted on their convictions in the story? Draw the friends in this box.

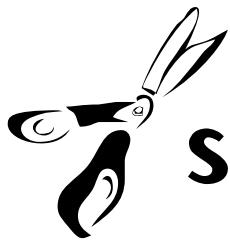


Draw the things they did to show acting on convictions in this box.



Show how it made the characters feel.



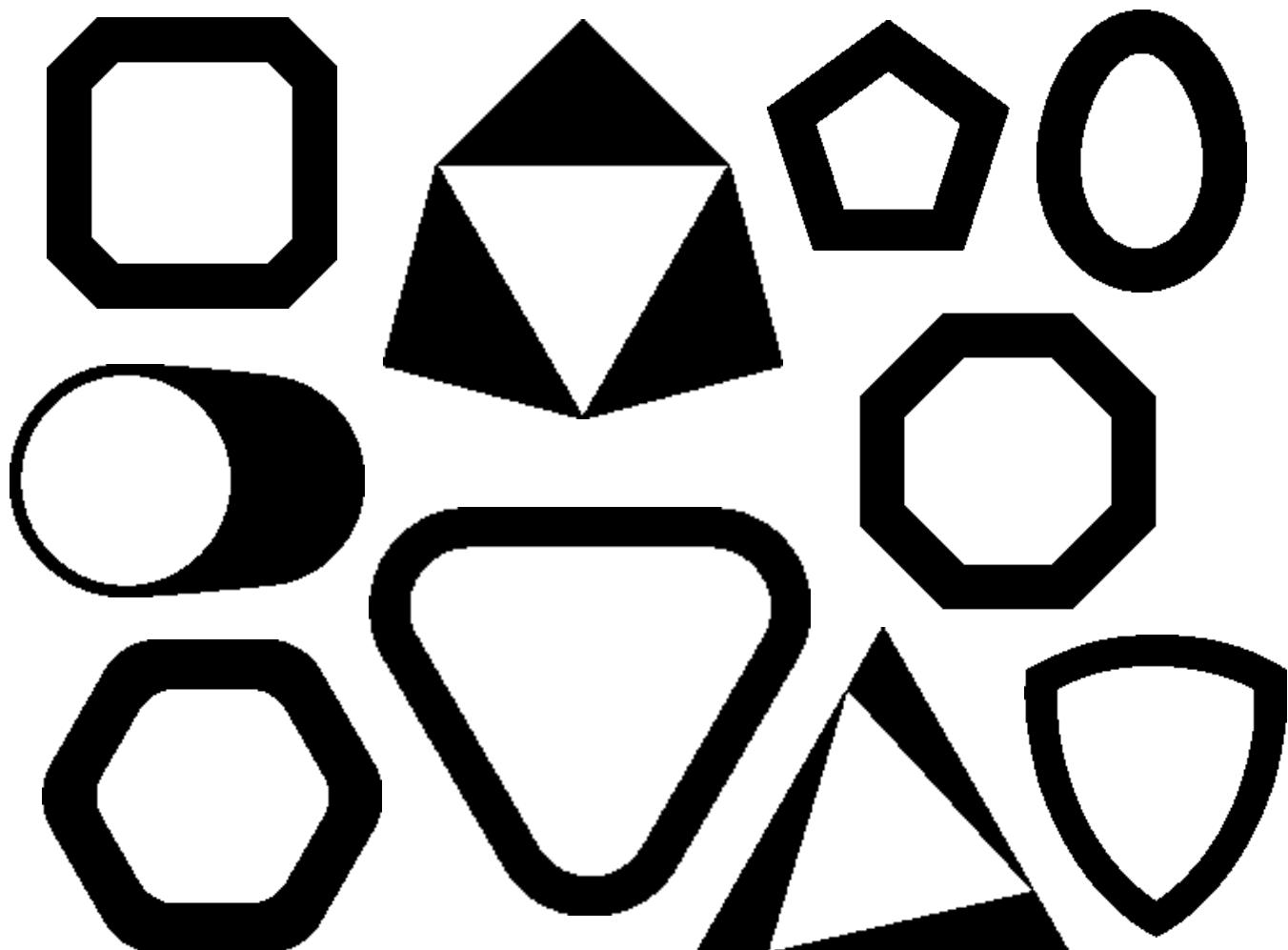


Shapes on a Roadway

Roads can be safe places. If you were making a town, how would you make a road a safe place to be? Would you put it near the playground or farther away? Would you put a grassy hill above the road where people could watch the stars above the cars? Would you put a railing around the road? Would you put up a sign with children on it, reminding cars to slow down?

What shapes do you see when you look at a road? What shape are the stripes? What shape is the sign? What shape is the rock near the road? What shape is the moon above the hill?

Cut out the shapes from the worksheet and glue them in place on a picture of your neighborhood. Then color them in to design your own safe place to play.

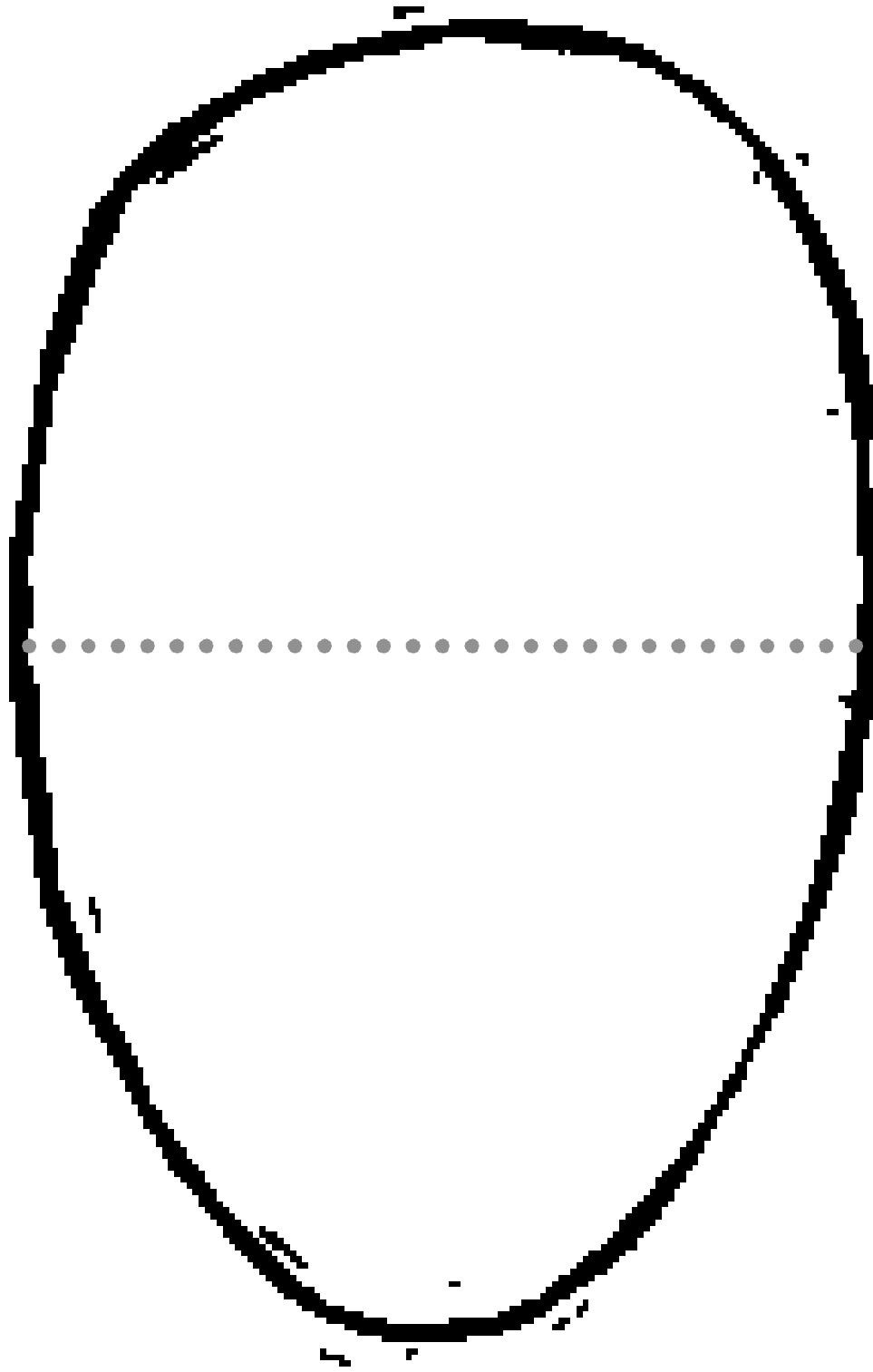


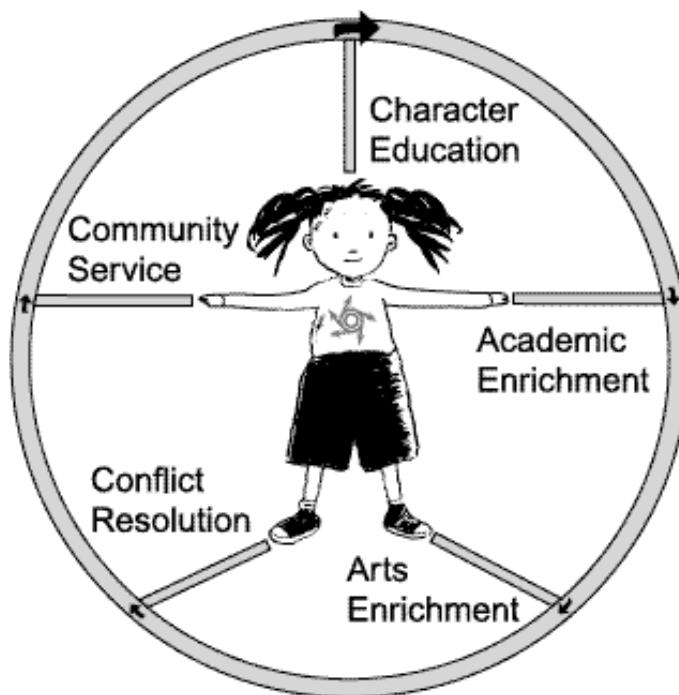
Lady Bug Land

Trace the shape of the lady bug with your finger. Can you draw it? How many dots does it have on its back?



Worksheet: Paint a Face





Unit 10

Habit-of-Heart: Aspiration

Learning Objectives

Character Education Outcomes

Students will demonstrate:

- The ability to self-reflect to determine whether something is being done to benefit self or others.
- The ability to consider the difference between achieving something that is easy and something that requires effort over time.
- Understanding of the concept that positive efforts can bring results.
- Appreciation of the positive aspirations of others.

Academic Outcomes

Students will:

- Review the letter A and its shape and sound.
- Correlate geometric shapes (spires) in various applications (written language; signage; the natural world; architecture)
- Compare dissimilar geometric shapes and their practical applications.

- Invent new applications for spire-shaped and conical objects.

Arts Outcomes

Students will:

- Act out dramatic elements of a story as it is told.
- Learn and perform songs that explore various aspects of the topic of aspirations
- Create artwork based on a collage of their understanding of the concept.
- Use spires to create both practical objects such as hats and to recreate models with clay.

Conflict Resolution Outcomes

Students will:

- Practice applying friendship to the resolution of basic interpersonal and community-based challenges.
- Visualize themselves in a story in which they learn the relationship between action and aspiration.

Community Service Applications

Students will:

- Participate in a performance at a farm to teach other children the art of aspiring to serve.
- Offer original artwork, songs and their learning as teaching tools.
- Send pictures of their long-term aspirations to foreign friends.

Materials Suggested

Glass of water or milk

Objects shaped like spires (Blocks with the letter A, funnels, cones, etc., among other household objects)

Construction paper

Glue

Scissors

Clay or play-dough

Reproducible Worksheets (located at the end of the learning unit)

Pencils

Supplementary book listed in the chapter (optional)

Paints or crayons (optional)

CD player

Conflict bridge (can be made by students)

Soft music CD for guided imagery (optional)

Stuffed animal

Music CDs listed



Activity I:

Sense the Meaning of Aspiration

Anticipatory Set

Set a glass of milk or water on the table in front of you. Tell students that you are waiting for something to happen. See if they can guess what it is. (You are waiting for the milk or water to come to you.) Explain that many things do not come to us. We need to reach out or up for them.

If you want something, sometimes you need to act to make it happen.

We all want to do good things for the people we love. Instead of waiting for people to give to us, sometimes we must reach out and give to them. We are the givers. We make things happen.

Write a large letter A on the board. Ask students what it looks like. Allow several responses but also note that it looks like an arrow pointing up. Explain that the letter often makes a short A sound. Such is the case in the word “aspire.” To aspire means to point up or look ahead and try to do something helpful.

Have each student make the shape of a spire with their hands. Tell them that when this shape appears on a building it is called a spire. Show pictures of spires in your area, if available.

Explain that to aspire is to point up with your life—to look ahead and find ways to help people. Give some examples. If the examples point up, students make a spire with their

hands. If the examples do not, students lay their hands flat on the table.

Example: A boy decided he wanted to go skating when his mother said no. (No.)

Example: A girl decided she wanted to become a doctor and help those with broken ankles after seeing all 2 skaters who crashed and were hurt. (Yes.)

Example: A boy wanted to help his father with chores because he wanted his father to have time left to rest. (Yes.)

Example: A boy wanted his father to hurry and finish the chores and come buy him a birthday present. (No.)

Ask, what can we aspire to at home? (Give examples such as brush our teeth and pick up our toys on our own, to give parents more time to rest. The important thing is to link the action to the intention.)

We can aspire to be givers, not just takers, every day.

Ask your parents to help you show this habit at home this week.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children. Also reinforce the habit-of heart each day through server nominations.)



Activity 2:

Phonemic Awareness Aspiration

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write *aspire* on the board in large letters. Review the sound of the short A.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a

separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.

(To build awareness of other common words and letters, choose a Letter of the Day or Word of the Day from the list in Appendix B.)

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.



Activity 3:

Symbolize Aspirations

Example for Aspiration: Hands held in the shape of a spire

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest

presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.



Activity 4:

Storytelling — Aspirations

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

Reproduce extra copies of the Animal Aspirations cutouts. Help students cut out copies of the animals. Give an animal to each student. Have them act out the story as you tell it, using the Animal Aspirations Read-aloud sheet as a guide.

Discussion Points:

The animals each used their special talents to do something special for someone else. They had to plan it and do it. We can use our special to do special things for others.

We can:

- Read to our parents.
- Learn to tie our shoes so we can help someone else tie a shoe.
- Learn to do special jobs that are needed at home.
- Sing to make people happy.

Ask for students' other ideas about what we can aspire to do.

Explain that when we think about what we want to be when we grow up, then we plan how to do it, we are aspiring to become something.

We can try to develop good habits that will help us in whatever we want to become.

Ask the students for some ideas about what adults do. Mention commonly understood professions such as firefighter, farmer, doctor, or dancer. Show actions or pictures as you name something each of these people has to aspire to, i.e.:

- A firefighter must learn to face danger for others.
- A farmer must be patient and work hard to grow food.
- A doctor must care about others when they hurt and always be willing to help.
- A dancer must practice working with others and letting them share the stage.

Just as the animals aspired to do something kind, children can aspire to become better and better each day.

Ancillary Reading Activity

Offer a take-home reading book for Aspirations, if available.



Activity 5:

Process Activity – Adding Texture to Storytelling

Provide glue and household materials or scraps of paper and fabric for students to each create a collage showing what their animal made or did.

This product will become useful for a later service project.

Notes:



Activity 6:

Exploring Spires in Nature

Give students manipulatives with several objects in a tray. Ask them to identify the ones shaped like a spire. Include a funnel, ice cream cone or other spire shaped object in the grouping. Set aside the objects.

Distribute the worksheet *Spires in Nature*. Ask students to put a dot on the pictures that show the shape of a spire.

Discussion:

Which items on the worksheet are shaped like a spire? Look around the room. Do you see anything else shaped like a spire? What can a spire do?

(A rock or tree can let the water run off when it rains, like a roof. An arrow can point which way to go. An upside down spire like a funnel can hold most of the liquid and let just a little go through. Some spires just look pretty.)



Activity 7:

Making Spires

Conduct an activity making spherical party hats or sculpting spires, or give students raw materials (paper, clay, etc.) to find as many uses for spires as possible. Put up pictures to give them ideas.

Discussion:

Someone had to think of each kind of spire and decide why it was needed. Someone wanted to help a family or a community live better, so they thought of a new way to use this shape.

Can you think of a new way?

Process Time

Allow free time for inventions. Add the objects used in Activity 6 to the activity table. Challenge students to create inventions that might help a family or community using spires along with other objects. Provide gravel or sand or rice in one area for students who want to experiment with funnels as a part of their inventions.



Activity 8:

Studying Spires and Aspirations

Show pictures of buildings from around the world that incorporate spires, using the worksheet Spires Around the World.

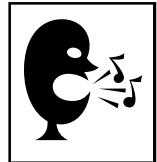
- They create beautiful structures.
- They keep people warm and dry.
- They bring people together.

Discussion

Friends from around the world use spires in their homes and buildings. Some of the people who create buildings are called architects. They aspire to do good things:

It is good we have people everywhere who care about these things.

What is the same or different about each building?



Activity 9:

Sing About Aspirations

Choose one or more of the following songs to reinforce the goals of the learning unit:

Beauty Is What You Do, from the Full-Circle Learning CD ***Beauty Is What You Do***

When I Create, from the same CD

I Am a Twig, from the CD ***True Heroes***

True Heroes, from the CD ***True Heroes***

Givers, from the CD ***True Heroes***

Play the songs to help students and present song sheets with a combination of pictures and words to help students listen and learn words. (See Appendix A: Song Sheets.)

Discuss the meaning of a song as you teach it.



Activity 10:

Showing a Sense of Aspiration in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. You are playing with a friend. Your friend's mother has asked you to pick up your toys, because it's almost time for dinner. You are feeling tired and lazy. You do not want to do anything. Your friend says it is good to help. What will you do?

2. Two people are walking down the street carrying their tools to work. It has rained heavily. It has rained so hard that the mud has washed over the road. If they shovel it off, the next person can pass through. If they walk away and decide not to go to work, the next person cannot get through either. One of the workers wants to shovel it. The other wants to leave it for the next person to worry about. What will they do?

3. Two kings are fighting over their kingdoms. One lives in the kingdom of flowers. The other lives in the kingdom of noodles. They often trade with each other. One day, the king of flowers has completely run out of noodles. He is so hungry, he stops watering the flowers. He goes to see the king of noodles to say, "I want noodles, but the king of noodles has stopped making noodles. He has decided it is boring to make noodles and he would rather smell flowers all day. He goes to visit the king of flowers to say, "I want flowers," but all the flowers have withered and died. Each one wants what the other was supposed to make. What will they do?

Guided Imagery

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take

another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

We are taking a journey now to a place high on a mossy hill, where all the stepping stones change to your favorite color each time you walk on them. All the bugs turn into flowers each time you breathe on them. The moss curls under our feet like thick green carpet. It is a magical place.

In this place, it seems we do not have to do anything for ourselves, but that is not so. Everything that happens only happens because of our own efforts. When we want to see something beautiful, what we see becomes beautiful. We look at a moth and it becomes a

butterfly. We look at an old hairy hog eating corn and it looks like a young deer dancing by. When we desire to become something beautiful ourselves, we treat other people with kindness and love and they tell us we are quite beautiful indeed.

This is a magical place, but in some ways, we know it is not so different from where we live. We will try to be beautiful inside and see what is beautiful in the people and things all around us. We will create beauty through our own actions. Now, we will look at one last butterfly, one last flower, and bring these thoughts of beauty back to the classroom. When we open our eyes, we will see beauty in the first friend we look at and smile at them.



Activity III:

Send Packages

If students have pen pals, challenge them to draw pictures of something they would like to do to help the world be a better place and send these picture of their short- or long-term aspirations to foreign friends. Have them describe the pictures, so you can write what is happening in the picture for students who cannot yet write. If some of the aspirations are doable, see if you can achieve them as a group

during the schoolyear. You might include students' goals of entering helping professions when they grow up.

Also, give parents plenty of notice regarding any preparations for the upcoming activity. Remind students also to return the Habits-of-Heart Homework activity.



Activity 12:

Share Aspirations

If possible, make this activity an extension of the earlier visit or the beginning of an adopt-a-farm arrangement. Arrange a performance at a local farm and invite neighborhood children to come to a makeshift staging area there. If this is not possible, arrange to have the children perform at a local festival or at the school.

1. Turn a fresh set of the Animal Aspirations into puppets. Help students prepare a puppet show based on the story. Use another set to help them create mobiles. Display their free form collage art work. Create a traveling exhibit they can take to the farm or festival,

to encourage other children to act on their aspirations.

2. Some children can tell what they want to be when they grow up. As a group, they can sing the songs they have learned.
3. At the end of the program, they can recite their motto to the audience: "Always act on your aspirations."
4. Include a tour with information about how to care for real animals.



Activity 13:

Sustain Aspiration

Collect and post the returned homework on the wall.

Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Aspire**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

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Read Aloud Story: **Animal Aspirations**

Give students cutouts of the animals on the **Animal Aspirations** worksheet or plastic animals to act out the scene as you tell the following story. Tap or point to each child when it is their turn to act out the part you are reading. (Include as many animals as you have students or give several students duplicates of the same animal and shorten the story, as needed.)

One sunny day, the animals on a hillside farm woke up feeling very good. The sun was so bright and the flowers so fragrant, after their breakfast, they played all morning. They yawned and stretched and hopped around and did the things that each animal likes to do. Finally in the afternoon, they all sat down in the meadow together to rest in the sun and feel its warmth on their backs. Each one dreamily looked up at the clouds and began to talk of the things they would most like to do. The first to step forward was a big yellow dog who managed all the other animals.

“Today, it is warm,” said the wise old dog. “We all like to play all day, but what can we do to think of others? Soon it will be winter. We will have our coats to keep us warm, but what about our human family—the people who take care of us? They have only their skin. How will we help take care of them?”

The animals thought for a moment. A sheep stepped forward and soon spoke up, rubbing her wool against the dog’s fur.

“Baaaa,” said the sheep. “I want to grow my wool very thick, so I can give it away to make sweaters for all the children before the winter comes.”

The animals all nodded their heads. They agreed that this was a good idea. Then another animal came forward. It was the goose.

“Squawk, squawk, squawk. I want to give up a few of my feathers to make a feather bed for the poor old farmer who lives down the lane, for his bones always ache in the winter when it’s cold.” The chicken stepped up beside her, nodding as always.

“Cluck, cluck, cluck,” said Senorita Hen. “This is a very kind deed you have aspired to.”

“What does it mean to aspire?” asked the goose.

“It means you have held a thought in your mind that you will try to do, even it is difficult, because it is a good thing...an important thing. I too want to do such a thing. I plan to lay a dozen eggs a day for the farmer and his wife to cook, so they can serve breakfast to all the guests who pass by their house each day.”

“A dozen?” asked the goose.

“Yes, that means 12,” said the hen. “My kindness will become their kindness!” Then her husband danced out to her side.

“This is good news,” said Senior Rooster, as he strutted around, “but I can do something no one can do. I will give my cock-a-doodle-doo each morning, so the children will not be late for school.”

The cow came forward and gently cleared her throat. “Mooooe along now, please,” she said, for she too had a gift to give.

"As for me, I give my warm milk every day," said the cow, "so the children in the village can carry it in cartons. They need not go hungry when they try to study and learn. Now I would like to know what these young cats will give."

"Yes," said the dog. "What will these cats give?"

The kittens had been scurrying around, chasing each others' tails. They stopped and became very serious and thought and thought. One of them finally said, "We will keep the mice away from the farmer's pantry, so the humans will not run out of food when the harvest season has ended and there are no more vegetables or fruits to pick."

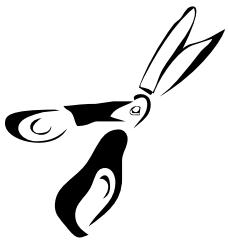
"Very well," said the dog. "We must all aspire to something. I would like to hear what the mouse would say to that, but I suspect the mouse is off somewhere sleeping. Now what about the donkey. I know you are strong, Mister Mule, but sometimes stubborn. What do you have to say?"

"I will carry the firewood, or if there is no firewood, I will carry the buckets of coal to burn, to keep the fireplace warm at night. This way, the humans will not notice such a difference between our fur coats and their thin layer of skin when the winter rains come. Isn't that the best gift?"

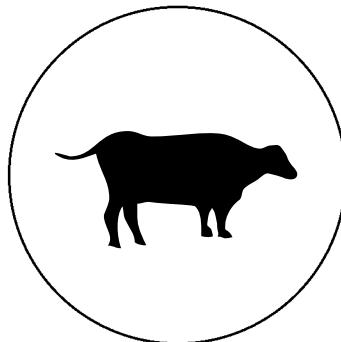
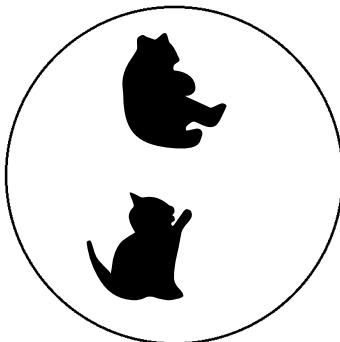
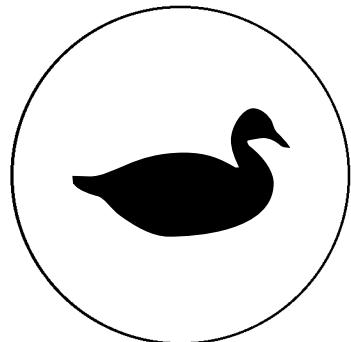
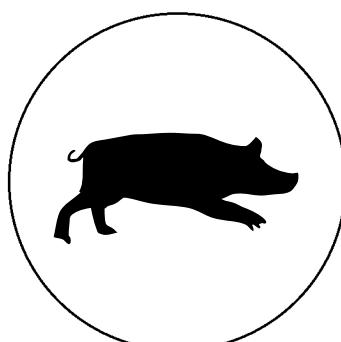
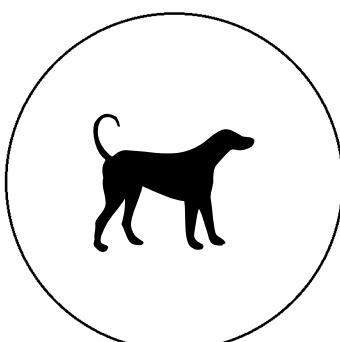
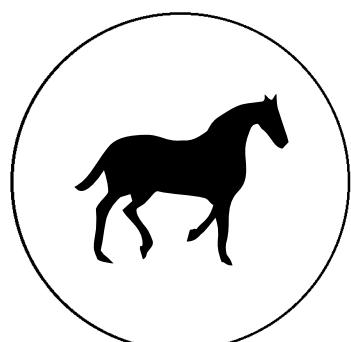
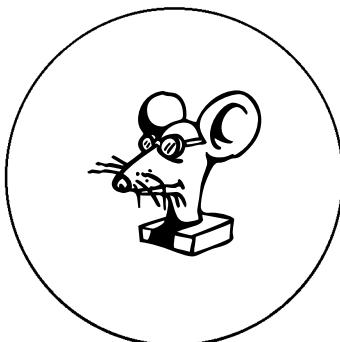
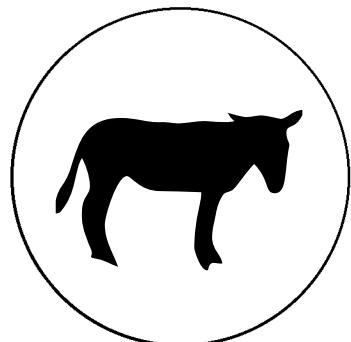
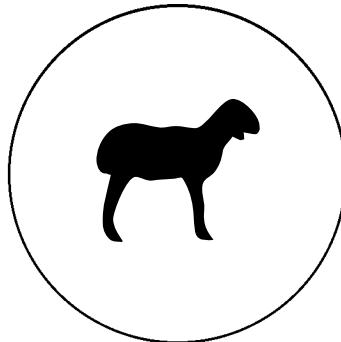
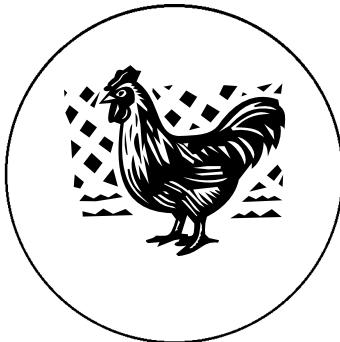
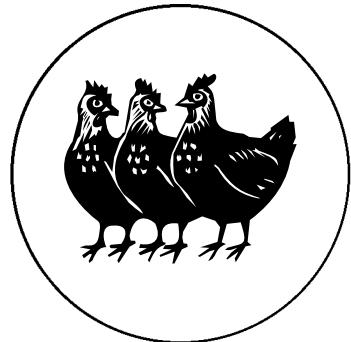
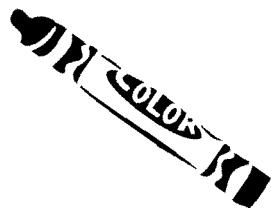
"Neigh," said the pony. "I will give the children rides, so they can keep their feet out of the puddles. This is important too."

The goat gave a little bleat and said, "I will make special milk for cheese, and I will stop eating their clothes off the line for a change, so they can keep their long underwear safe from holes all winter."

All the animals cheered and clapped, everyone except the pig, who was snoring, and the mouse, who was hiding, and the spiders, who were spinning beautiful hair nets for the horse with the curly mane. They all had something to aspire to—something good to think about and do, and after a good nights' sleep, the next day, they set about to do it!

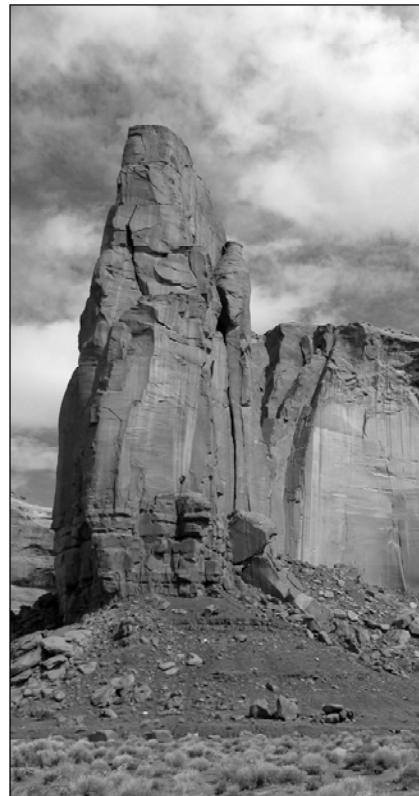


Cutouts
Animal Aspirations

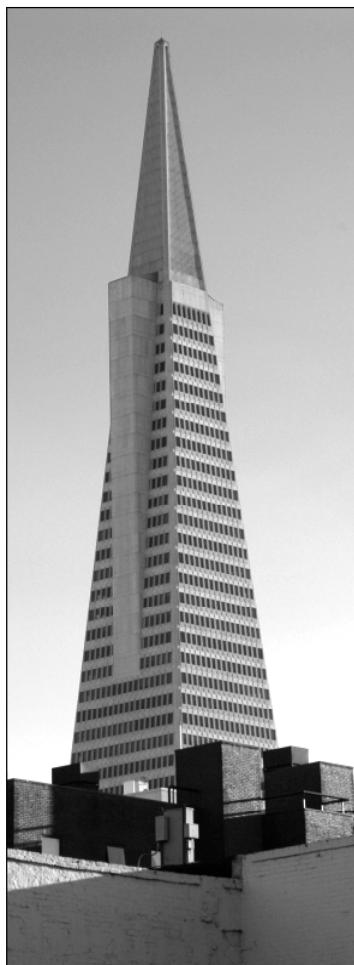


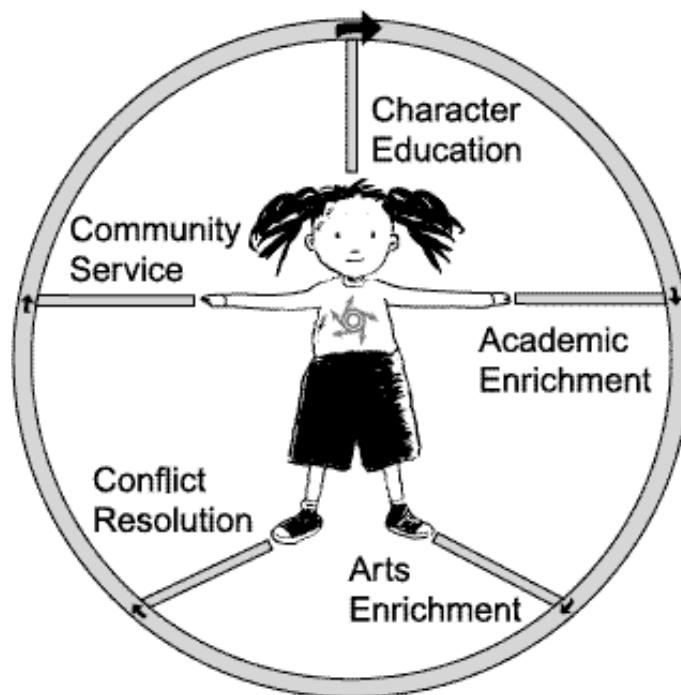
Spires in Nature

Put a dot on or next to the pictures
that show the shape of a spire.



Spires Around the World





Unit II

Habit-of-Heart: Creativity

Please Note: This lesson will be too advanced for the youngest preschoolers but may be presented to children beginning at age 4.

Learning Objectives

Character Education

Students will

- Demonstrate an understanding that Creativity is a positive channel for doing good and that the purpose of the creative impulse is to share their gifts with others.
- Apply this concept through classroom activities, home activities and in the community.

Academic Outcomes

Students will demonstrate an understanding of:

- The relationship of earth, stars and moon within the universe.
- The sense that many people live on earth.

- The understanding that the people who live on earth are affected by climate and that each develops a culture.
- Demonstrate an understanding of the distinctions among things in nature that come in twos and are alike and animals that have symbiotic (supportive) relationships although they are not alike.
- Sound out the letters C, R, and E and be familiar with the sound and appearance of the word Creativity.
- Demonstrate a conceptual understanding of the actions within a story that show Creativity.

Arts Outcomes

Students will:

- Learn and perform songs that teach appreciation of nature and creativity, songs that teach greetings in several languages and/or a song that teaches appreciation for a variety of friends.

- Express their understanding of the concept of Creativity through abstract paintings and by illustrating acts of creativity conducted independently at home.
- Create paintings of their own sense of the universe.

Conflict Resolution Outcomes

Students will:

- Practice applying creativity in problem solving during the resolution of basic interpersonal challenges.
- Visualize themselves in a story in which creativity plays a role for finding inner peace.
- Choreograph a dance.

Community Service Applications

Students will participate in giving gifts and performances to some combination of:

- Guest presenters
- Adopted grandparents
- * Foreign friends
- * Community members on a field trip
- * Students in another classroom

Materials Suggested

Reproducible Worksheet (located at the end of the learning unit)

Three balls of two or three different sizes

Pencils

At least two or three inexpensive flashlights with two easily removable batteries

Plastic food containers of varying sizes, with lids (minimum one per student)

Supplementary books listed in the chapter

Paints or crayons

Butcher paper

Art paper

CD player

Suggested reading books or literacy books or books from your library

Scissors

Conflict bridge (can be made by students)

Soft music CD for guided imagery (optional)

Photos from used magazines

Stuffed animal

Boxes and postage for shipping (optional)



Activity I:

Sense Creativity

Anticipatory Set

1. Bring several balls of different sizes to class. Ask three students to come to the front of the room.
2. Give a larger ball to one student and ask them to stoop low to the ground.
3. Give a smaller ball to another and ask them to hold it in front of them.
4. Give another student the third ball and ask them to raise it high above their head.
5. Tell students that we will now give each ball a name. The lowest ball is Earth, the middle ball is Moon and the highest ball is Star.
6. Ask the earth ball to slowly rotate in one place, like a slowly spinning top. (Show the student how.) Notice how one side sees the light of the moon and stars while the other side is dark and sleeps. Also point out that the top and bottom of the ball are farther from the moon and stars at a given moment.
7. Ask students to tell where the human family lives. (On earth.)

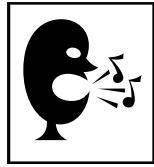
8. Ask, Do they live on one side or both sides? (Both)
9. Bring out a globe and show the students all the places where people live.
10. Show them their own location on the globe.
11. Explain that no one lives on the moon and the stars are too far away to travel to, but we know that people live on many parts of the earth because we can travel and visit them.
12. When we look at the sky at night, we can see the stars and moon. This is part of what we call the universe. We feel thankful to live in such a beautiful universe. Each person on earth is part of this beautiful universe.
13. The stars and moon give light to us. (Shine a flashlight from the moon to the earth.) We give light to others. One way we give light is by sharing what we create. (Shine a flashlight from one part of the earth to another.)

14. To create means to make something that has not been there before. What can we make? (Allow students to share ideas before adding some of the following, based on the students' age and understanding.) We can make pictures, dances, music, buildings, sculptures and other creations that make people happier where we live.
15. When we see people in other places, they give us light by sharing the things they have created with us.
16. What can you create at home that will make your family happy? Let your parents help you show this habit at home this week. (Give simple ideas appropriate to your students.)
17. What does your family have that was created in another place? It can be a piece

of clothing, a song they sing, a picture, or a story?

18. What do they have that was created here?
Bring something to share.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children. Also explain the sharing assignment. If possible, have some parents come to class and bring the objects they have to share and show, on the globe, where the objects came from. Remind them that some of the items can be stories or songs. They may be family traditions if their family came from another region within the country or from another country.)



Activity 2:

Develop Phonemic Awareness of Creativity

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write the habit-of-heart on the board in large letters. Introduce the sound of the letters C and R and the vowel pairing EA.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.



Activity 3: **Symbolize Creativity**

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Creativity: Swirling a paintbrush

Challenge students to draw or paint a symbol next to the word that will suggest its meaning and may later become a gift for a guest presenter, a student abroad, or a service project recipient.

Activity 4:

Researching Creativity

If possible, build on the students' knowledge of local culture. Bring in guest presenters including a local dancer, a local artist and any other representatives of the customs of your region. Have each one show what they do and tell why they do it. Ask them to explain how they use their creativity to benefit the community. Also ask them to explain how their art form differs from those who may dance or paint or sing in another country (keeping in

mind the simplicity needed to explain this to students in this age group). Explaining the purpose of the visit is highly important to the success of a guest presenter's visit.

Students may give the guests their illustrations of creativity and awards for practicing the habit of Creativity.

Include time for questions, answers and review.



Activity 5:

Storytelling – Creativity

Please note: A Suggested book lists, with publishers, appears at the end of the lesson plan section.

Challenge students to tell their own story about creativity. They may be the character or they may choose a different one. Create books by folding two sheets of paper over and punching two holes in the side, then tying ribbon through the holes. Provide materials for students to draw themselves or a character giving good things to the others. Upon completing their books, students may “read” them to the class. Those who have learned to write can add a few simple words to the stories.

To supplement, obtain a book such as *Emma's Rug* or another book from your local school library. Tell the story in your own words.

Ancillary Reading Activity

A specific take-home book for Creativity may be available. Also, *I Can Wait* may be an

appropriate book to help beginning readers discuss the practice of waiting for the moon to rise. This may be a fun lesson to present during the Chinese Moon Festival, in September.

Have students practice using light and dark and creating shadow as they paint pictures of the moon with chalk on black paper.

Discussion:

We have many materials here on planet earth. We cannot waste them, but we can create things that help other people-here and in other places. What can you make with these materials? What will your creation do?



Activity 6:

Processing Creativity through Science

Process Activity:

Allow time at the free table. Add rocks, reeds, and whatever biodegradable materials are readily available and not being conserved in

your area. If natural ingredients are not available, provide clay or cut-out shapes and let students imagine the real objects, to create sculptures or inventions.

Notes:



Activity 7:

Sing and Dance About Creativity

Choose one or more of the following songs to reinforce the goals of the learning unit. Play the songs to help students and present song sheets with a combination of pictures and words to help students listen and learn words. (See Appendix A: Song Sheets.)

Discuss the meaning of a song as you teach it. (See the guidelines for teaching music in the first lesson plan.)

Present the song *When I Create*, from the CD *Beauty Is What You Do*. Challenge students to create movements to the second verse. Add simpler pantomime to the first and third verses.

When fully choreographed, rehearse it as a performance number.

Other songs to present:

Present *Rising Tall*, from the CD *Beauty Is What You Do*

Gratitude, from the CD *Gratitude*

When I Can Share, from *Story Songs for the Very Young*

Friends of the World Send Cheer, from *Story Songs for the Very Young*



Activity 8:

Showing Creativity in Challenging Times

Conflict Bridge

Present the conflict bridge and show students how to use it based on your own training. Remember that using puppets or having students become imaginary people will help them feel less inhibited about crossing the bridge.

Sample Challenges:

1. Two sisters each want to pull the same wagon home from the market with their mother. Each one has a small bag of her own. They cannot think of a solution. If creativity means creating something, how can they create a solution to the problem?
2. A scientist wants to see the moon better. Another scientist friend says this is not possible. There is no machine more powerful than the telescope they now have, and he wants to share it only in the daytime, not in the evening when the moon is out. What is a creative solution to their problem? (Explain what a telescope is and does.)
3. Your village has lots of animals. The animals get sick every winter. They get cold sleeping

outside. Sometimes they sleep inside and give their illnesses to humans. One of you wants to have them sleep outside. The other wants to send them all away. Maybe there is a better solution.

Guided Imagery

(Repeat at least twice a week)

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

You are walking along with a paintbrush. Whatever you want to see, you will paint it before you. Smell the fresh air. What does it look like? What do you see when you look

straight ahead? What do you do see when your eyes look down and up and across? Paint a beautiful scene. Include a setting sun, for now it is going down and the first star has already come out. Did you paint it? Did you see the moon? Where did you paint it.

Now you are looking down from the moon, and you can see all the people around the world, reaching out their hands. They are all doing creative things, each in a different way.

Some are making new brooms to sweep with. Some are making chimney bricks. Some make cars and trains. Others sing and dance or write books. They are all helping make a better earth. Now that you see everyone is happy and working, you want to create something that will help others yourself. What will it be?

(Allow more time at the process table after this activity.)



Activity 9:

Send Packages

Help students recreate some aspect of the costumes of their earlier guest presenters. For instance, students could cut fabric scraps and glue them to paper or they could make life-size hats.

Send the recreations to distant friends, with a note from the teacher explaining the current

unit of study and asking for samples of a cultural costume from the other school's traditions.

Also, give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 10: Share Creativity

Incorporate teaching as a part of the learning experience. Stage a cultural festival for students at a place where students can make friends with an entirely new audience. Include play time together in the field trip, and time for a performance in which the students present their musical numbers. After singing *When I Create*, let them invite other students to dance

to this song with them or to dance to another song with them. (*Cooperation* is a good dance number for this.) End the program with a motto:

We create to give to others and to make the world better.



Activity 11:

Evaluating Our Place in the Universe

Upon returning from the trip, ask students to draw a picture of their personal universe. They can include the stars, moon and earth. Have them also include themselves and their new friends on the earth. Ask them if their universe includes more people than it did before.

Challenge them to add more people all the time by sharing creative gifts and by sharing all the habits-of-heart.



Activity 12:

Sustain Creativity

Collect and post the returned homework on the wall. Seat students in a circle. Allow time for students to share their feelings about the service or the classroom presentation, passing a toy or stuffed animal to take turns speaking.

If students are struggling to know what to communicate, ask direct questions such as:

Who benefited from our actions?

How did our efforts make them feel?

How did this make you feel?

End the experience by singing the songs, leaving the students with happy memories of the habit-of-heart.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Creativity**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

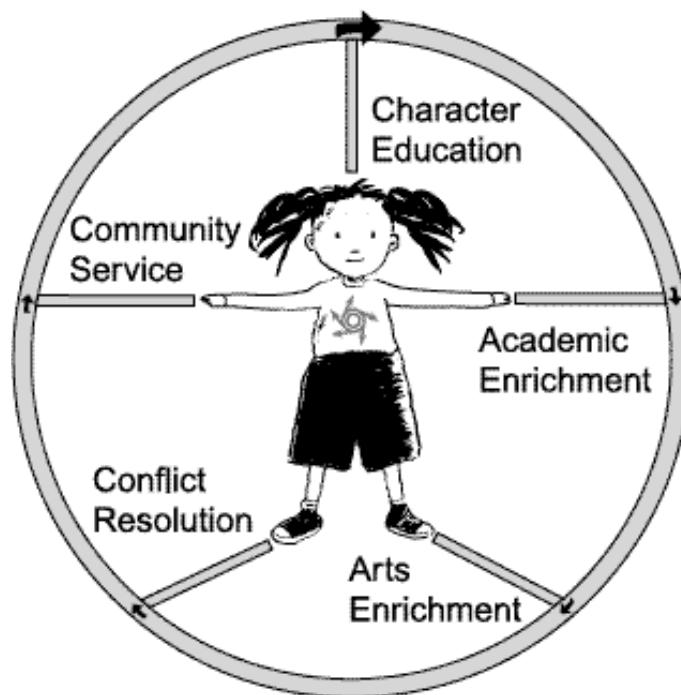
Date

creativity

Worksheet: Where Am I in the Universe?

Color in the stars, moon and earth. Next draw yourself and the people you care about. Did you add some new people today? Try to add more people every day.





Unit 12

Habit-of-Heart: Love

Learning Objectives

Character Education

Students will:

- Discover that all the habits-of-heart come more easily when they feel love for others.
- Consider their feelings about family, teachers, classmates and new friends from around the world.
- Begin to understand the distinction between mere compliance and sincere love.
- Practice sending love at home, in class and in the community.
- Teach others how to practice love.

Academic Concepts

Students will:

- Demonstrate a rudimentary understanding of the nature of interlocking or attracting

systems in nature, such as magnets and magnetic objects, atoms within objects and joints within the human skeletal system.

- Experiment with simple interlocking systems and observe or experience their practical applications.
- Sound out the letters L and V and be familiar with the sound and appearance of the word Love
- Demonstrate a conceptual understanding of the actions within a story that show love.

Arts Concepts

Students will:

- Learn and perform a song that teaches positive actions based on sincere tender feelings.
- Express their understanding of the concept of love through abstract paintings and by illustrating the universe and those in it whom they love.

- Practice tracing hands (with help from a teacher or aid).
- Symbolize love on original greeting cards.
- Create original puppet shows or puppet shows adapted from storybooks.

Conflict Resolution

Students will:

- Practice applying love to real interpersonal challenges.
- Visualize the resources needed for showing love and reducing stress in difficult times.

Community Service

Students will:

- Send their greeting cards to children in a hospital.
- Give gifts to guest presenters.
- Teach parents and community member love through music, service and puppetry.
- Thank parents for the gift of love.

Materials Suggested

Reproducible worksheets at the end of the unit

Book/s listed (optional)

CDs listed

Toy skeletons and simple take-apart atom models (if available)

Marionette puppets (if available)

Business card size refrigerator magnets (self adhesive)

Paper clips for each student, in small paper cup or container

Blank white business cards

3D paint pens

Pencils

Paints and brushes or markers (or chalk)

Art paper

Pipe cleaners (optional)

CD player

Conflict bridge

Soft music CD for guided imagery (optional)

Photos from used magazines

Stuffed animal

Boxes and postage for shipping (optional)



Activity I: **Sense Love**

Anticipatory Set

Step 1: Large Group Demonstration

Ask the students to hold their arms in front of them. Give a series of commands such as, “Move both arms up. Move both arms down. Fold your arms together.”

Ask the students what parts of their body responded to the instructions. (Ears, mind, and arms.) Ask them to imagine what would happen if their arms did not work together with the rest of their body. Ask them to look closely at their arms with the magnifying glass when they have a chance and see how each skin cell is connected to the next. All parts work together.

Step 2: Small Group Demonstration

Ask three children to come to the front of the room. The child in the center is the person you will address. The two children on the right and left represent the right and left arms of the person. If the person asks them to move forward or back, they must do it because they are attached. Now ask the same three people to pretend the person in the center is a parent or grandparent. The person in the center can give

the same commands. Will the two on the sides obey because they have to, or would they obey because they love the parent or grandparent?

Discussion Points

- In the same way that parts of a body work together, when we care about and love each other, all people can work together closely. When we see a happy family, it is often because everyone helped with a job. When we see a happy room, it is because people are happy being together. They are attracted like the parts of a body, all different but working together.
- When we care very much about someone and want to be together with them, we have a deep feeling that goes beyond just working together. It is a feeling called love.
- Love gives us a special bond. It is what we feel for mothers and fathers and grandparents. We can feel it for others too.
- The more we care deeply about others, the more we can treat them with kindness, respect, cooperation and all the habits-of-heart.

- A feeling of love makes it easier to act on the other habits-of-heart.

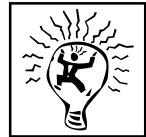
Motto: Love makes it easier to treat others with kindness and respect.

Have students repeat the motto. Help students complete the worksheet: Ways to Give Love and answer the following questions:

When you feel love, what are some things you would want to give your family?

What are some things you would want to give your friends?

What are some things you would want to give your teachers? Your pen pals?



Activity 2: **Call and Response Game**

Start a sentence in which the students must always respond with the word “love.” For example:

When we practice kindness, we practice love.

When we practice friendship, we practice love.

When we practice cooperation, we practice love.

When we help our mothers, we practice love.

When we listen to our fathers, we practice love.

When we tell the truth instead of blaming others, we practice love.

When we share our books, we practice love.

Try the same game, letting students identify the action. They may substitute actions for words (for instance, act out the sharing of a book) and let the class guess what action to call out.

Let your parents help you show this habit at home this week.

(Distribute Habit-of-Heart Homework worksheet to parents when they arrive to pick up the children.)

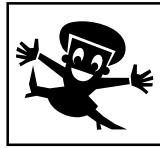
This activity can be preceded or followed up with the layer cake strategy by asking a question such as, “How will you show love for your mother? Each one of you please name a different way.”



Activity 3: **Who Do You Love?**

Challenge students to draw or paint a picture of the universe as they see it today and place in it the people they love. Ask, Do you love more people all the time?

(Students can add to earlier pictures or draw a new one. They might include family members, friends, teachers and people they have known as guests or pen pals. This activity may also be done with chalk on black or blue paper.)



Activity 4:

Develop Phonemic Awareness of Love

If learning to speak and recognize the word in English is a desired outcome, include the following steps:

See it.

Write the habit-of-heart on the board in large letters. Introduce the sound of the initial consonants L and V.

Say it.

Clap out the number of syllables. Have the students clap with you.

Synchronize it.

Give the syllables in the word different pitches and sing or chant the word together, to help the students remember the word (or point to individual students to each give a pitch for a separate syllable, to create a class melody for the word). Synchronizing pitch and syllabic sounds is especially effective with long words.

Shape it.

Draw the shape of the word around the written word. Have all students write the word on their own paper (or use copies of the word strip provided) and draw the shape around it.



Activity 5:

Symbolize Love

Demonstrate an action associated with the word. Have the class practice this action. Let students practice other actions associated with the word.

Example for Love: Pressing against heart

Challenge students to draw or paint a symbol next to the word that will suggest its meaning

and may later become a gift for a guest presenter, a student abroad, or a service project recipient. You or an art teacher may offer several symbols as suggestions for how to use this assignment and who to give it to. Vary the service application of this assignment for each unit.



Activity 6: **Storytelling**

**Please note: A Suggested book lists, with publishers,
appears at the end of the lesson plan section.**

If available, obtain a book such as *I Love You* or *Heartprints*. You may select or supplement with any one of a number of excellent selections from your local school library.

Discussion:

What do we mean when we talk about love?

How do the people in the book show love?

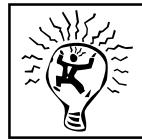
Worksheet: *Storytelling*

Read the instructions on the worksheet and provide materials for students to identify the

main characters in the story and sketch their loving actions.

Ancillary Reading Activity

Literacy booklets for take-home use may be available through Full-Circle Learning for take-home use. Have students raise their hands each time they see evidence of love in the story. Allow them to make up a story about each scene showing possible feelings and love and determine who it is the child loved.



Activity 7: Reviewing Magnets

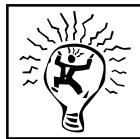
Discussion and Worksheet

Give each student a small magnet of the type found in office supply stores. Discuss objects that use such a magnet such as refrigerator doors that automatically close. Let them practice picking up metallic objects with the magnets and discuss how two objects in nature can be drawn to each other.

Place paper clips or other objects in cups or trays in front of each student or loose on paper sheets. Let students practice dragging them

from one area onto the worksheet **Magnetic Hearts** and laying them in place to form a picture. They may need to experiment with ways to make the paper clips stay in place by raising the magnet above the paper or desk. (The farther away the magnet is, the less pull it has with the metal object.)

Explain that humans can bring people together like magnets too, because of love, because love is a feeling we have when we care about each other.



Activity 8:

Processing Interlocking Systems

Demonstrate other forces in nature in which one object is drawn to another. A ball is drawn to the ground because of gravity. A plant such as moss or ivy must grow on trees or walls because it needs support. Some objects that work best together are within the same body.

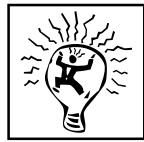
On the leisure time table, let students process their learning and explore objects that demonstrate unity, including parts of the human body. Include simple take-apart models of the atom or the human body. Explain that this is an enlargement and that many atoms live within the body. Also include metal objects

students can experiment dragging and lifting with magnets.

If appropriate, follow this up with a field trip to a marine mammal care center, a veterinarian, a maternity nurse, a wheelchair provider or another presenter who can explain how he or she shows love by helping people feel better. (Look for magnetic technologies and technologies using gravity at the site.)

Students can use pipe cleaners and paper petals to create flowers of love for the guest.

Notes:



Activity 9:

Exploring Parts of Bodies

Show a marionette puppet. Pull a string above the puppet's head to show how to lift a hand or finger or knee. Demonstrate how shifting one part of the body affects other parts of the body. The hands and feet must work in balance with each other. Like magnets, other objects need the support of one another to work well. A body needs all its parts to work well. Let students practice working the puppets.

You may want to try several options for expanding their understanding of the human body, based on their age and capacity, such as:

- Show a toy skeleton to explain the bones beneath the puppet and how they are all connected. Show that each part of the body needs the others.

- Help students trace their own hands to make paper versions of a marionette puppet's hands. Challenge students to look at their hands and observe what makes them work so well. The joints allow them to bend and move. Let students tape string to each finger to move it up and down.
- Have students make a wall of hands along the classroom wall using finger paints and butcher paper. On each hand, write a student's name. Call it the wall of love. Each time they reach out to someone in love, they get a sticker on their handprint.

Act out a story of the students' making or a story based on a book they have read. Each time a character shows love, have the students ask the audience to applaud.



Activity 10:

Decorating the Home with Gifts of Love

Let each student make a gift of love to take home for a loved one. This gift will have a heart or symbol of love attached to a magnet that can adhere to a metal surface.

Habit of Heart Magnets

Supplies:

business card size refrigerator magnets
(self adhesive)

white business cards

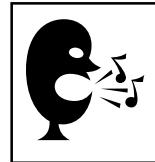
3D paint pens

pencils

* All of these materials are available at most office supply or hardware stores.

Student Procedures:

1. Students will write their symbol of love on a white/plain business card with pencil lightly.
2. Students will use 3D paint pens to trace over the writing and add borders and decorations to the business card.
3. Students will let business cards dry overnight.
4. Students will attach business cards to self adhesive refrigerator magnets.



Activity II:

Sing About Love

Choose one or more of the following songs to reinforce the goals of the learning unit:

Our Loving House, from ***Story Songs for the Very Young***

Tenderness, from the Full-Circle Learning CD Series #3 ***Beauty Is What You Do***.

Be Kind, from the Full-Circle Learning CD Series #3 ***Beauty Is What You Do***.

Play the songs to help students and present song sheets with a combination of pictures and words to help students listen and learn words. (See Appendix A: Song Sheets.)

Discuss the meaning of a song as you teach it.



Activity 12:

Showing Love in Challenging Times

Point out that love is not always easy. Ask, How can students show love at home when:

- You want to watch a different television show than a different family member?
- Your mother has a lot of work to do and the family cannot leave for a special outing until the work is done?
- A brother or sister is worried over a lost toy or book?
- You are asked what you want for dinner and your wish is different from someone else's in the family?
- Your father drops a plant and dirt spills in the kitchen? (He begins to sweep it but needs someone to help by holding the dustpan.)

Conflict Bridge

Present the conflict bridge and ask if anyone has a conflict they want to work out with someone they love. This time, instead of giving hypothetical conflicts, let students act out their own. They can tell about it and let two puppets or dolls work it out if it makes them feel more comfortable. Safeguard privacy but let children

experience the idea that even people who love each other have differences they must resolve.

Guided Imagery

(Repeat at least twice a week)

Seat students on a rug or in a comfortable position. Ask them to prepare for rest time. Dim the lights. Play soft music if you like, as you use or adapt the following script:

Now it is time for us to take a special journey to help us remember what we have learned so far. First, let's prepare for our journey. Close your eyes and settle down into your seat. Take a deep breath, hold it, and blow it out. Take another deep breath, hold it, and blow it out. (Demonstrate this.) Tighten your arms, hold them, and shake them loose. Tighten your legs, hold them, and shake them loose.

This is the journey we will take, at last, out on an ocean in a boat made of large flower petals. The color of the sky is reflected in the petals, and they glow all around us. The railings are sticks of sugar cane. The ocean beyond sparkles with jewels of sunlight, like necklaces scattered about the sea.

We rock back and forth in our boat and think about all the people we have seen today. The ocean is filled with our love for them. Each time we feel hurt, we think about this ocean. In this ocean, we can find the words to fix whatever is wrong and soon feel good again.

We see a dolphin. It jumps up and speaks to us in dolphin words. It runs off to play with its friend. We know that we too must play happily with our friends and say kind words if we want to stay in the ocean of love.

We see a tugboat pulling a raft. We know we must help others in need if we want to be happiest here.

We see a pelican dip into the water for fish to feed its babies.

We know we need to share all the ocean has to give. It has so many lessons to teach us.

We lean back and look at the sky, which is even bigger than an ocean, and it spreads a warm blanket of light upon our face, and we feel love that we will bring to all our members of the human family when we return to class.



Activity 13:

Send Packages of Love

Let students create greeting cards for children who need love in hospitals. Choose their favorite illustrations. Reproduce the illustration on one side of a page and fold it over to create a blank page. Write a standard greeting from all the children if they are too young to customize. Discuss the reasons why you have selected the

location you chose and let students help select which artwork they will send.

Also, give parents plenty of notice regarding any preparations for the upcoming activity. Remind them also to return the Habits-of-Heart Homework activity.



Activity 14:

Share Love in the Community

Incorporate teaching as a part of the learning experience. Present a community puppet show based on a story read in class or on the students' call and response game. Include songs. Include the performance in a graduation ceremony for the ***Habits of Helpers*** module.

In this ceremony:

- Each student receives a award from the teacher for completing the module.
- Each student receives a second award for the habit the student best mastered (being judged only against himself or herself).
- Each student gives the parents or guardians an award for giving love or for other appreciated services identified by the student (as told to the teacher).

- Each student serves the parents food at the event.
- Each student participates in the performance in some way.
- Each student's academic and artistic contributions expand the audience's understanding of the ways to improve a community through love. Student work or posters may be incorporated into the program. The event may be held away from the school, in a park or community center.

Invite in the special guests mentioned in Activity 3 as well as having the students share their motto, worksheets and songs with another class of students or with adopted grandparents. Take a group photo, if possible, at the event, to send to pen pals.



Activity 15: **Sustain Love**

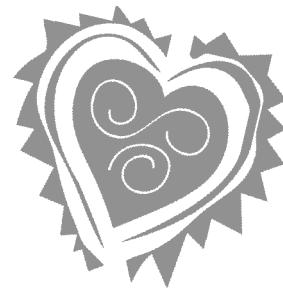
Collect and post the returned homework on the wall. Seat students in a circle and allow time for students to talk about their experience presentation. End the experience by singing the

songs, reviewing the concepts and by challenging students to show love and the other habits-of-heart every day.

Habits-of-Heart Homework

Name:

Date:



Habit-of-Heart: **Love**

How did you practice this week's habit-of-heart at home? Draw a picture of something you did to practice it. Tell your parents about your picture of what you did. Together, describe it and sign the homework.

Parent's or Adult's Signature

Date

ove

Worksheet: **Ways to Give Love**

When you feel love, point to some pictures of things you want to give your family?
Draw some more.



What could you give your friends?



What could you give your teachers?



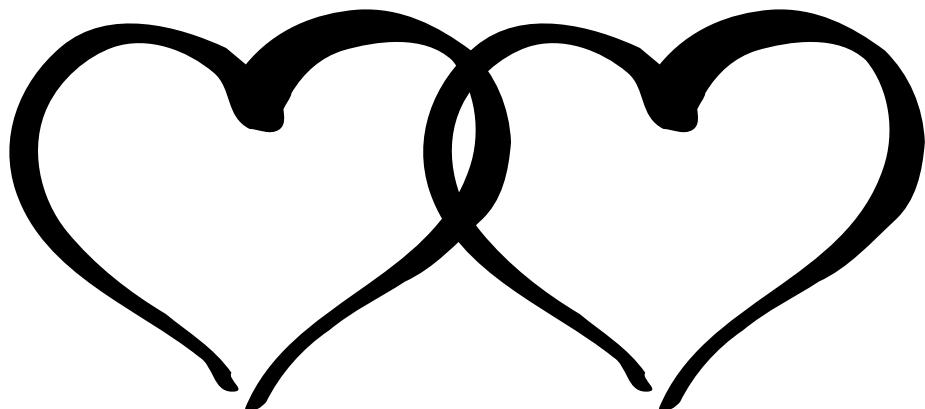
What about your friends in a faraway place?





Worksheet: **Magnetic Hearts**

Use your magnet to drag paper clips onto the lines below to decorate your picture.



Recommended Read-Aloud Books

Theme	Suggested Books (Available in many locations worldwide through online distributors)	Author	Publisher	Books from Your Own Library on the Same Themes (Use this space to customize your plan)
Respect	<i>Excuse Me! A Little Book of Manners</i>	Katz, K.	Grosset & Dunlap	
Respect	<i>Teasing</i>	Berry, J.	Grolier Enterprises	
Kindness	<i>The Giving Tree</i>	Shell Silverstein	HarperCollins	
Kindness	<i>The Woman Who Outshone the Sun</i>	Martinez, A.C.	Sagebrush	
Kindness	<i>Counting Kisses</i>	Katz, K.	Little Simon	
Friendliness	<i>What Makes a Rainbow</i>	Schwartz, B.A.	Piggy Toes Press	
Friendliness	<i>Ma'ii and the Cousin Horned Toad: A Traditional Navajo Story</i>	Begay, S.	Scholastic	
Friendliness	<i>Jambo Means Hello</i>	Feelings, M. and T.	Puffin Books	
Friendliness	<i>The Bicycle Man</i>	Allen Say	Sagebrush	
Friendliness	<i>Yo! Yes?</i>	Raschka, C.	Orchard Books	
Friendliness	<i>Town Mouse and the Country Mouse</i>	Brett, J.	Puffin	
Friendliness	<i>Frog and Toad Were Friends</i>	Lobel, A.	Harper Trophy	
Appreciation of Diversity	<i>Special People</i>	Macguire, A.	Future Horizons	
Appreciation of Diversity	<i>Someone Special, Just like You</i>	Brown, T., Ortiz, F.	Holt	
Appreciation of Diversity	<i>Nursery Tales Around the World</i>	Sierra, J., Vitale, S.	Clarion	
Appreciation of Diversity	<i>Chinese Picked Tales for Children</i>	Tchyi Hsich	Chinese Service Bureau	
Patience	<i>Leo the Late</i>	Kraus, R.	Aladdin	

	<i>Bloomer</i>			
Patience	<i>Let's Talk about Patience</i>	Berry, J.	Gold Star Publishing	
Empathy	<i>A House Is a House for Me</i>	Hoberman, M.A.	Puffin	
Empathy	<i>Sitting Down to Eat</i>	Harley, B.	August House/Little Folks	
Empathy	<i>A Story for Bear</i>	Haseley, D.	Silver Whistle	
Empathy	<i>Too Many Tamales</i>	Soto, G.	Putnam	
Sacrifice	<i>Love You Forever</i>	Munsch, R.	Firefly	
Sacrifice	<i>The Old Man and His Door</i>	Soto, G.	Putnam	
Cooperation	<i>Swimmy</i>	Lionni, L.	Scholastic	
Cooperation	<i>Cucumber Soup</i>	Krudwig, V.L.	Fulerum	
Cooperation	<i>Bringing the Rain to Kapiti Plan: A Nandi Tale</i>	Aardema, V., Vidal, B.	Puffin	
Cooperation	<i>Milo and the Mysterious Island</i>	Pfister, M.	Nord-Sud-Verlag	
Acting on Convictions	<i>Por Que?</i>	Popov, N.	North-South Books	
Acting on Convictions	<i>Mrs. Rumphius</i>	Cooney, B.	Puffin	
Creativity	<i>Moses Goes to a Concert</i>	Milman, I.	Farrar, Straus, Giroux	
Aspirations	<i>The Story About Ping</i>	Flack, M. and Wiese, K.	Puffin	
Aspirations	<i>Doctor Maisy</i>	Cousins, L.	Candlewick	
Aspirations	<i>This Is the Tree</i>	Moss, M.	Kane Miller Books	
Aspirations	<i>My Favorite Tree: Terrific Trees of North America</i>	Iverson, D.	Dawn Publications	
Creativity	<i>Emma's Rug</i>	Say, A.	Houghton Mifflin	
Creativity	<i>What Makes Music</i>	Schwartz, B.A.	Magic Ribbon Books	
Love	<i>A Special Kind of Love</i>	King, S.M.	Scholastic	
Love	<i>Whose Mouse Are You?</i>	Kraus, R.	Aladdin	
Love	<i>Owl Babies</i>	Waddell, M.	Candlewick	

			Press	
Love	<i>Mama, Do You Love Me?</i>	Joose, B.M.	Scholastic	
Love	<i>Papa, Do You Love Me?</i>	Joose, B.M.	Chronicle	
Love	<i>Over in the Meadow</i>	Keats, E.J.	Scholastic	

Appendix A: Song Lyrics

Songs Referenced in This Volume:

Be Kind	Tenderness
Beauty Is What You Do	The Giving Tree and Me
Friends of the World	The Unity Song
Givers	The Willow Bends
Harmony	When I Create
I Am a Twig	We Build Bridges
I'll Be There for You	Who Can Say?
Integrity Do-Wop	Words You May Have Heard
Our Loving House	Working Together
Patience	Yes, I Care
Rising Tall	

Be Kind

Counterpart:
(before and during chorus)

Just a little bit,

just a little bit,

Just a little bit,

Just a little...

Chorus:

Be kind to your fellow men.

Be kind to your furry friend.

Verse 1:

When you pass folks on your way,

Ask them how they are today.

Gentlemen and ladies too--

they will soon all  at you.

Verse 2:

When you feed your  some hay,
pat his nose till he says neigh.

When you lead your cows and sheep,
 them softly into sleep.

Verse 3:

Creatures need our mother earth.

Keep her clean and know her worth.

When we speak to every friend,
words are gifts of love we send.

Verse 4:

When the  comes out at night,
throws its blanket on the light,
give your family hugs so tight.
Kiss your mama a soft goodnight.

Beauty Is What You Do

Verse 1

Some people say

Some people say

Beauty is what you wear.

Some people say

Some people say

Beauty's about your



Some people say

Some people say

Something I know is true.

Some people say

Some people say

Beauty is what you do.

Chorus:

Beauty is sharing.

Beauty is helping.

Beauty is loving.

Beauty is what you do.

Verse 2

Some people say

Some people say

Beauty's about your clothes.

Some people say

Some people say

Beauty's about your  .

Some people say

Some people say

Something I know is true.

Those people say that

Beauty is what you do.

Chorus

Verse 3

Beauty is what you do.

Some people say

Some people say

Beauty is  or thin.

Some people say

Some people say

Beauty's about your skin.

Some people say

Something I know is true.

Those people say

Those people say

Beauty is what you do.

Chorus

Empathy

Somebody's suffering.

I don't know why.

What I do next

shows what kind of stuff that I
am made of.

Empathy. I'm made of empathy.

I can't see your pain without
feeling it in me.

Empathy. I'm made of empathy.

I'm a caring 
I empathize.

Empathy. I'm made of empathy.

I understand you because
I listen carefully.

Empathy. I'm made of empathy.
I compromise because I
know you hurt like me.

Empathy. I'm made of empathy.
I can't see your pain without
feeling it in me.

Empathy. I'm made of empathy.
It's all about 
and that's the stuff I'm made of.

Oh yeh, say that's the stuff that I'm made of.
Brother, brother that's just the stuff that I'm made of.
Sister, sister, that's the stuff that I'm made of.
Oh yeh, hey, that's just what I am made of.
Empathy!

Friends of the World

Nihau. Hello.

Bonjour, Aloha Oy.

Nihau. Hello.

Hola! Feliz, soy.

U hali Gani—Oh,

Hola, Hermano.

Bonjour, Aloha Oy.

Nihau—Chinese. Hello—Englese.

Spanish for joy—Feliz.

From French bonjoures to  shores,

Bonjour, Aloha Oy.

Now try Swahili.

U Hali Gani.

Friends of the  send joy. (Or cheer)

Givers

Give a little, give a little, give a little, give a little.

Doot do-doot do doot-do-do.

Doot do-doot do doot-do-do.

Doot do-doot do doot-do do.

Let me give a little more.

Give a little, give a little, give a little, give a little.

Some people will take a lot.

I want to give all I got.

That's just how I want to be.

I'm a giver, that is me.

Give a little, give a little, give a little, give a little.

Some folks got the gimmies.

They want to take all they see.

Just don't let them take from me

My ability to give.

Give a little, give a little, give a little, give a little.

Don't take that away from me.

Don't take my give-ability.

I want you to be ,

So let me give a little more.

Give a little, give a little, give a little, give a little.

Doot do-doot do doot-do-do.

Doot do-doot do doot-do-do.

Doot do-doot do doot-do do.

Let me give a little more.

Oh, yeah.

Let me give a little more.

Harmony

Please note: This song incorporates three-part harmony on the chorus. Divide students into alto, second soprano and soprano parts for the harmony. Students stay in these groups to alternate singing the verses.

Harmony

Harmony

Harmony –y-y.

Walk with me.

Talk with me.

Even though we see the



differently.

**Sit and eat
sandwiches
even though we speak in two
languages.**

Share your thoughts.

Share my meal.

**Share with me what you
Really feel.**

Harmony

Harmony

Harmony -y-y.

Tell me now,

let me know.

Your opinions

will help me grow.

Deep inside,

we're the same

even though your people have

another name.

Play with me.

Stay with me.

Sing with me now

in harmony.

Harmony

Harmony

Harmony-y-y.



with me.

Talk with me
even though we see the world
differently.

We'll make peace
from the start.

We'll be friends,
talking heart-to-.

Let them stare.

Let them see.

We will show the world
harmony.

Harmony
Harmony
Harmony -y-y.

I Am a Twig

I am a twig,

but someday I'll be a sturdy 

By serving others,

I'll lead with true nobility.

I am discovering my passions.

I am refining my own ways.

I am defining through my actions

the leader I will be someday.

I am a seed,

but I'll try to blossom as I grow.

I'll just keep learning,

no matter what I might already know.

I am exploring all the places
where other hearts beat just like mine.

I am determining who needs me
and how I need to now refine.

I am a shining , a brilliant .

The light inside will
help me strive to reach so far.

Oh, may the call to service guide me
in all the sciences and arts.

Oh, may my every contribution
show all the habits of the heart.

I am a twig
but someday I'll be a sturdy .
by serving others,
I'll lead with true nobility.

I'll Be There for You

Chorus:

I'll be there for you.

I will follow through.

Verse 1

Said the working honey bee,

“Come and work along with me.

Before you know it, we'll be through.

Life is sweeter now with you.”

Chorus

Said the little baby mole,

“Hold mom's  through every hole.

Even in the darkest ground,

she will never let you down.”

Chorus

Said the ocean to the  ,
“I will help you stay afloat.
I will rock you in my 
bring you back from distant lands.”

Chorus

Said the paper to the glue,
“I am really stuck on you.
Hold me up and you will see.
You can stay so close to me.”

Chorus

Said the child at work and play,
“I will give my time today.
I will listen carefully.
Count to  and you will see.”

Chorus

Integrity Doo-Wop

Boys: I do.

Girls: Do do-do I-do



: I do.

Girls: Do do-do-I-do

I do.

Boys: Do do-do-I-do



Boys: Do do-do-I-do

Verse 1

Do I have integrity?

Can people depend on me?

Do I know what ethics are?

They say ethics

will take you far.

Mmm-hmm.

Verse 2

In these early days of youth
It matters if I tell the truth
And never cheat and never steal
And think of how the others feel.

Mmm-hmm.

Chorus

Verse 3

I've been told, and I believe
I help the world when I achieve.
When I do my best, you see,
I serve the whole society.

Mmm-hmm.

Chorus

OUR LOVING HOUSE

Our loving



doesn't need very much—

just a floor and such,

just a caring



When you

Walk through the door,

that's when our

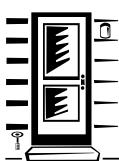


house

doesn't need any more.

Floors and doors and you.

Floors and



and walls....

and you.

(Before singing each new verse, agree on a new object to replace the words "a floor", such as "some chairs," "some spoons," "a table," "some people," "some cooking," "some love," etc.)

Patience

(This song can be sung bilingually or with English only.)

Chorus:

Patience

is a good habit.

They say that



can't wait to have it.

La paciencia

es un buen hábito.

gente no

puede

esperar para tenerla.

Verses

Would you like some meat?

No, you first.

Would you like a treat?

Take one first.

Tome un poco de carne.

Usted primero.

Tome un convite.

Tome un primer.

Chorus

Would you like to sit?

No, you first.

Would you like my  ?

No, quench your thirst.

Siéntese aquí.
Usted primero.
Tome mi bebida.
Usted primero.

Chorus

Be the first to throw.
I came late.
I would like to grow,
but I can wait.

Sea el primer a lanzar.
Vine tarde.
Quisiera crecer,
pero puedo esperar.

Chorus

Rising Tall

Many flowers grow
in the garden by the  --
red, yellow, pink and white--
bowing low to you and me.

See them all,
rising tall.

Love them all today.

Many friendships grow
in the garden of my .

Some friends can walk, some cannot.
All are beautiful and smart.

See them all,
rising tall.
Love them all today.

Everybody here
knows of something they can do.
Show us something special now.

(Teacher points to a child to make a motion.)

Let us  and clap for you.

(Clap three times.)

See them all,
Rising tall.
Love them all today.

Tenderness

Tenderness.

Treat the  you meet today with tenderness.

For your closest family,
please do no less.

Treat them all with tenderness.

Talk gently, speak sweetly.

Listen completely.

Tenderness.

Treat the  you meet today with tenderness.

For your closest family,
please do no less.

Treat them all with tenderness.

Talk gently, speak sweetly.

Listen completely.

Tenderness.

Treat the  you meet today with tenderness.

For the human family,
please do no less.

Treat them all with tenderness.

Talk gently, speak sweetly.

Listen completely.

Tenderness.

Treat the pets you meet today with tenderness.

For the human  ,
please do no less.

Treat them all with tenderness.

Treat them all with tenderness.

The Giving Tree and Me

Verse 1

A friendly tree waves down at me.

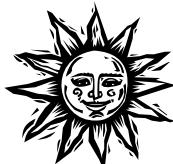
Hello, hello, hello.

It was bare until the



Began to grow.

Oh now the tree stands in the



And spills its gifts on everyone.

Oh, someday how I want to be

like the giving tree.

Verse 2

Now when I'm hot,
The tree will give its shadow for me.
And when it's cold the tree bows low
To cradle the snow.

But when the autumn  come down,
That tree's the kindest one in town.

It gives its coat to decorate
the cold, bare ground.

Refrain

Oh, someday how I want to be
like the giving .

The Unity Circle

Teacher: Clap your hands.

Students repeat: Clap your hands.

Teacher: One, two, three.

Students repeat: **1 2 3.**

Teacher: We can sing in unity.

Students: We can sing in unity.

Teacher: Lift your feet.

Students repeat: Lift your feet.

Teacher: One, two, three.

Students repeat: One, two, three.

Teacher: We can walk in unity.

Students: We can walk in unity.

Teacher: Lean in close.

Students repeat: Lean in close.

Teacher: One, two, three.

Students repeat: 1 2 3.

Teacher: We can dance in unity.

Students: We can dance in unity.

Teacher: Raise your arms.

Students repeat: Raise your arms.

Teacher: Praise the sky.

Students repeat: Praise the



Teacher: Hold them high in unity.

Students: Hold them high in unity.

Teacher: One.

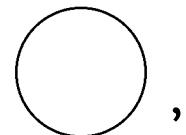
Students: One.

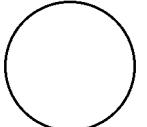
Teacher: We are one.

Students: One.

(Repeat)

Teacher: Make a circle,



Students repeat: Make a  ,

Teacher: holding hands,

Students repeat: holding  ,

Teacher: Now in unity we stand.

Students: Now in unity we stand.

Teacher: Swing them high.

Students repeat: Swing them high.

Teacher: Swing them low.

Students repeat: Swing them low.

Teacher: Walk together, here we go.



Students: together, here we go.

Teacher: Clap, your hands.

Students repeat: Clap your .

Teacher: One, two, three.

Students repeat: One, two, three.

Teacher: We can sing in unity.

Students: We can sing in unity.

All: We can sing in unity.

The Willow Bows

Spoken words:

Once there was a willow tree. Everyone loved the willow tree. It bowed in great respect whenever a wise person walked by. It listened carefully to the troubles of children, even when they made mistakes. It spoke softly to calm the howling wind. Animals found protection behind its veil of branches. Its fine branches did not hide the truth. These are the lessons it taught the children.

Song:

Verse 1

Give respect with every word.

Let the other voice be heard.

Don't call names, but show you care
and value people everywhere.

Chorus:

The willow bows but never snaps.
It arches, leans, but never naps.
Make me strong among my friends,
The wind can't break me even when I bend.

Verse 2

Tell the truth in every game,
even if it hurts your name.
Always let the others play,
help them laugh and  today.

Chorus:

The willow bows but never snaps.
It arches, leans, but never naps.
Make me strong among my friends,
The wind can't break me even when I .

Verse 3

The willow says, “Please listen to
the little voice inside of you
and like a sage of olden times,
make these days the golden times.”

Chorus:

The willow bows but never snaps.
It arches, leans, but never naps.
Make me  among my friends,
The wind can’t break me when I bend...
even when I bend...even when I bend.

We Build Bridges

Chorus:

We build bridges, make new starts

All it takes is understanding  .

Come along, you'll see,

It starts with you and me

We can face new challenges by saying what went wrong

And how it makes us feel inside, we'll build a  that's strong.

I'll tell you what I hear you say, just say you hear me too,

We'll know what makes a difference, by sharing different views.

Chorus



Once you take the high , you can see through to the end

The first steps are the hardest, but they lead to new friends.

The answers just get easier, the farther that you go

You'll feel them coming closer, when you're starting to know...

Chorus

Sometimes between two highest points, there runs a canyon deep

Some say that separates us, but we'll know what we need.

We'll look across that distance and with courage we will speak

To build a  between us, so we'll go peak to peak.

Chorus

We build bridges...Come build bridges...We'll build bridges.

Words & Music by Darrell J. Metcalf ©2005 Noteworthy Publishing

Who Can Say?

Who can say
who can see?
Everybody has capability.

(Repeat chorus)

See with your eyes,
and you may think you're smart,
but those with true vision
see from the .
On knowing feet,
they find their way.
Their seeing fingers
can read and pray.

Who can say
who can see?
Everybody has capability.

Who can say
who can hear--
those who can or cannot use the  ?

Some talk with their ,
watch your lips to understand.
Their music is the rhythm
of waves on the sand.
They sharpen their eyes just
to watch for a clue.
Sometimes they “hear” more
than me or you.

Who can say
who can hear--
those who can or cannot use the  ?

Who can say
who can sing--
those who hold back or
those who know everything?

Some voices are still
and others loud.
Some folks are humble
and others too proud.
Blessed are the shy ones.
Blessed are the meek.
They have the strength to
think before they speak.

Who can say
who can sing--
those who hold back or
those who know everything?

Who can say
who can hear--
those who can or cannot use the ears?

Who can say
who can see?
Everybody has capability.
Every body has capability.
Everybody has capability.

Words You May Have Heard

Put a bandaid on a sore.

Put a muffler on a snore.

These are  that fix some things.

I use words to fix what stings.

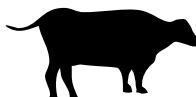
“Excuse me.” This you may have heard.

“I’m sorry.” These are magic words.

“Forgive me.” Here’s a useful way

to fix someone you hurt today.

Put a saddle on a horse,

not upon a , of course.

Gasoline can feed a car.

Know these things and you’ll go far.

“My problem.” This you may have heard.

“Please, thank you.” These are magic words.

“You did well.” These words can take you far,
just like riding in a car.

Pull a  from a box.

Turn a frog into an ox.

Magic wands are made from sticks.

Changing calls for magic tricks.

“That’s my fault.” Say you’ll change a bit.

Transforming takes some  and wit.

Tell others, “I won’t make a fuss.

I know that change is up to us.”

When I Create

When I paint,

I see mountains in the shapes of .

I see sunshine painted on the snow.

I see budding teardrops in a row

just as though

the flowers could weep aloud.

I am happy when I create.

Giving, sharing what I create.

When I sing,

I hear owls that call to me at night.

I hear mourning  that coo all day.

I hear birds that whistle on their way.

I hear roosters in the morning light.

I am happy when I create.

Giving, sharing what I create.

When I dance,



I hear with every step I take.

I feel swans that glide along my side.

I see that shimmer as they slide.

I create with every dance I make.

I am happy when I create.

Giving, sharing what I create.

Working Together

Together, together.

Together, together.

Cooperation.

It's understanding
that what we're building
is a mighty thing.

Working together
in unity,
we build something bigger
than you or me.

Together, together.

Together, together.

Collaboration.

It's a meeting of minds.

I hear your talking

And you hear mine.
I hear you saying
I've got something you need.
Do I want to help you?
Yes, I do, indeed.

Together, together.
Together, together.

Working together,
you and I can do
anything that we
really intend to.

We can join causes.
We can join in care.
We can build castles
Way up in the air.

Together, together.
Together, together.

Repeat first verse.

Yes, I Care

Boys: Do you care?

Girls: Yes, I care for children around the .
Do you care?

Boys: Yes, I care
for elders alone and cold.

Unison: I care about the
sparkling  , cleaner air,
and, yes, I care
for you.

Girls: Do you care?

Boys: Yes, I care  for girls left  from school.
Do you care?

Girls: Yes, I care,
for they/we want knowledge too.

Unison: I care about equality and playing fair,
and, yes, I care
for you.

Boys: Do you care?

Girls: Yes, I care
that everyone can eat.
Do you care?

Boys: Yes, I care
by acting with my  .
I go to where the hungry are;
by serving there
I show I care.
Do you?

Girls: Do you care?

Boys: Yes, I care
for families who need coats.
Do you care?

Girls: Yes I care
for families who need 
or pencils, books and loving looks and
clothes to wear,
and, yes, I care
for you
(pointing to audience members)
and you
and you
and you.

Boys (pointing to audience members):
And you and you
and you.

Unison (pointing until everyone has been pointed to):
And you and you and you.
And yes, we care for you.

Appendix B

Sight Words List

The table below may be provide a resource if used for drawing and speaking games that expand word and letter recognition. Use it as needed according to meet your curriculum goals.

Possible uses:

Create Word Wall Lists: Add a word for students to practice speaking and seeing each week, using the same steps they use when they practice the habit-of-heart. Post the new words on the wall on cards.

Flash Cards: Write a letter on a piece of paper

or on a small card. Write the word and draw the picture on the other side. Use the sample to teach the sound of the letter or word. Let students create their own flash cards to practice the sounds. Include one vowel and two consonants each time.

Matching Sounds: When introducing a habit-of-heart, you may want to refer to the chart and introduce words that start with the same letter or enlarge and post the chart and let advanced students do this on their own. A few words are associated with a concept—i.e. over and under or in and out—that will need to be demonstrated, though most are nouns.

Vowels				
a	e	i	o	u
and	end	in	out	us
apple	egg	I	or	under
Consonants				
b	c	d	f	g
boy	car	day	frog	go
ball	cow	dog	fan	goat
h	j	k	l	m
hello	joy	kit	leg	milk
hog	jar	kettle	log	mama
n	p	q	r	s
nut	pot	quart	run	snack
no	pal	quiet	rug	silk
t	v	w	x	y
very	wax	ox	yes	
toy	vat	worm	fox	yawn
z				
zebra				
zest				

Appendix C

Educational Standards - Preschool

The following standards are accepted as appropriate for preschoolers - kindergarteners among preschools in the majority of regions or 40 states* in the US and are similar to California State standards. These can be used as general benchmarks in planning supplementary materials, developing student performance rubrics or in planning parent reports to describe students' progress. (In the area of Language Arts, these standards can also be used as informal guidelines for monitoring the teaching of English to a non-English speaking population.)

The academic standards are listed for general content areas as well as for life skills. Look for indications within each unit of the specific standards reinforced. In the area of Life Skills, this curriculum affords students the chance to achieve a higher level of development by the time they enter primary school than the normal requirements expected for their chronological age, as this type of learning will influence their success in all other areas, as the standards listing reveals.

List of Benchmarks for Life Work (Life Skills)

Standard 1. Contributes to the overall effort of a group

Level Pre-K (Grades Pre-K)

1. Participates in a variety of group and individual activities, tasks, and play
2. Cooperates with others in play and group activities

Standard 2. Performs self-appraisal

Level Pre-K (Grades Pre-K)

1. Knows his or her own skills and abilities, characteristics, and preferences

Standard 3. Considers risks

Level Pre-K (Grades Pre-K)

1. Knows there are consequences to his or her behavior

Benchmarks for Self-Regulation

Standard 4. Demonstrates perseverance

Level Pre-K (Grades Pre-K)

1. Perseveres to complete tasks despite distractions and interruptions
2. Adapts to changes in routine

Standard 5. Maintains a healthy self-concept

Level Pre-K (Grades Pre-K)

1. Displays positive self-esteem and confidence in abilities
2. Shows a desire to be independent (e.g., makes own decisions, separates from parents without stress)
3. Shows pride in accomplishments

4. Feels comfortable around peers and adults (e.g., accepts comfort and guidance, seeks help when needed)

Standard 6. Restrains impulsivity

Level Pre-K (Grades Pre-K)

1. Knows the names for own and others feelings and emotions
2. Manages emotions appropriately (e.g., expresses feelings with language, controls anger)
3. Follows classroom rules and routines
4. Exhibits care for personal belongings and school materials (e.g., pencils, crayons, clothing, books)

List of Benchmarks for Working With Others

Standard 2. Uses conflict-resolution techniques

Level Pre-K (Grades Pre-K)

1. Uses acceptable methods to resolve conflicts and disagreements with peers.

Standard 3. Works well with diverse individuals and in diverse situations

Level Pre-K (Grades Pre-K)

1. Interacts with others regardless of differences

Standard 4. Displays effective interpersonal communication skills

Level Pre-K (Grades Pre-K)

1. Demonstrates empathy and caring for others and a desire to be helpful (e.g., comforts a friend who is crying)

2. Develops friendships with peers

3. Develops relationships with adults

4. Converses with others using appropriate conversation techniques (e.g., taking turns speaking, listening actively, contributing ideas)

5. Uses language to communicate thoughts, feelings, and needs

6. Uses and responds to nonverbal communication (e.g., raising hand, smiling back at others)

7. Respects the feelings, opinions, and perspectives of others

Leadership

Standard 5. Demonstrates leadership skills

Level Pre-K (Grades Pre-K)

2. Negotiates roles and tasks when working with peers

Thinking and Reasoning

Standard 3. Effectively uses mental processes that are based on identifying similarities and differences

Level I (Grades K-2)

1. Identifies the similarities and differences between persons, places, things, and events using concrete criteria

2. Classifies things in terms of number, shape, texture, size, weight, color, motion, sound, and behavior

3. Finds simple patterns in the surrounding events and objects

Work/Life Skills

Standard 1. Makes effective use of basic tools

Level I (Grades K-2)

1. Uses hammers, screwdrivers, clamps, rulers, scissors, and hand lenses; operates ordinary audio equipment

2. Assembles, describes, takes apart, and reassembles constructions using interlocking blocks, erector sets and the like

3. Makes something out of paper, cardboard, wood, plastic, metal, or existing objects that can be used to perform a task

List of Benchmarks for Language Arts - English

Standard 1. Uses the general skills and strategies of the writing process

Level Pre-K (Grades Pre-K)

1. Knows that writing, including pictures, letters, and words, communicates meaning and information
2. Uses drawings to express thoughts, feelings, and ideas
3. Uses forms of emergent writing (e.g., scribble writing, random symbols, random letter-like marks) to represent ideas
4. Dictates stories, poems, and personal narratives
5. Uses emergent writing skills to write for a variety of purposes (e.g., to make lists, to send messages, to write stories) and to write in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)
6. Uses knowledge of letters to write or copy familiar words, such as own name
7. Uses writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)

Standard 3. Uses grammatical and mechanical conventions in written compositions

Level Pre-K (Grades Pre-K)

1. Applies rudimentary rules of grammar
2. Uses phonic knowledge to spell simple words

Standard 5. Uses the general skills and strategies of the reading process

Level Pre-K (Grades Pre-K)

1. Knows that print and written symbols convey meaning and represent spoken language
2. Understands the differences between letters, numbers, and words and knows the significance of spaces between words
3. Understands that illustrations and pictures convey meaning
4. Knows the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time)
5. Knows that print is read from left to right, top to bottom, and that books are read front to back
6. Knows some letters of the alphabet, such as those in the student's own name
7. Knows some familiar words in print, such as own first name
8. Knows that print appears in different forms (e.g., labels, letters, storybooks) and serves different purposes (e.g., to inform)
9. Knows familiar print in their environment (e.g., traffic signs, store logos)
10. Predicts story events or outcomes, using illustrations and prior knowledge as a guide
11. Uses emergent reading skills to "read" a story (e.g., gathers meaning from words and pictures)
12. Knows that books have titles, authors, and often illustrators
13. Uses visual and verbal cues, including

pictures, to comprehend new words and stories

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

Level Pre-K (Grades Pre-K)

1. Knows the sequence of events (e.g., beginning, middle, and end) in a story
2. Knows the elements that compose a story (e.g., characters, plot, events, setting)
3. Understands the literal meaning of plays, poems, and stories
4. Knows the difference between fact and fiction, real and make-believe
5. Relates stories to his/her own life and experience

Standard 8. Uses listening and speaking strategies for different purposes

Level Pre-K (Grades Pre-K)

1. Speaks clearly enough to be understood by unfamiliar adults and uses appropriate levels of volume, tone, and inflection
2. Uses new vocabulary to describe feelings, thoughts, experiences, and observations
3. Speaks expressively (e.g., uses different voices for various characters)
4. Uses descriptive language (e.g., color words; size words, such as bigger, smaller; shape words)
5. Tells stories based on personal experience or make-believe

6. Asks questions to obtain information

7. Answers simple questions

8. Follows conversation rules (e.g., taking turns, making relevant comments; staying on topic) when talking with peers and adults

9. Creates or acts out familiar stories, songs, rhymes, and plays in play activities

10. Retells a story with attention to the sequence of main events

11. Listens for a variety of purposes (e.g., to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)

12. Understands messages in conversations (e.g., responds differently based on purpose of messages in conversation; attends and responds to conversations)

13. Follows one- and two-step directions

14. Understands basic conversational vocabulary

15. Discriminates among the sounds of spoken language

16. Knows rhyming sounds and simple rhymes (e.g., identifies rhymes and rhyming sounds)

17. Knows that words are made up of sounds (e.g., that words can begin alike, sound alike)

18. Knows that words are made up of syllables

19. Listens to a variety of fiction, nonfiction, poetry, drama, rhymes, and songs

List of Benchmarks for Mathematics

Standard 2. Understands and applies basic and advanced properties of the concepts of numbers

Level Pre-K (Grades Pre-K)

1. Understands that numbers represent the quantity of objects
2. Counts by ones to ten or higher
3. Counts objects
4. Understands one-to-one correspondence
5. Understands the concept of position in a sequence (e.g., first, last)
6. Knows the written numerals 0-9
7. Knows the common language for comparing quantity of objects (e.g., "more than," "less than," "same as")
8. Understands that a whole object can be separated into parts
9. Knows that numbers are used in real-world situations

Standard 3. Uses basic and advanced procedures while performing the processes of computation

Level Pre-K (Grades Pre-K)

1. Knows that the quantity of objects can change by adding or taking away objects

Standard 4. Understands and applies basic and advanced properties of the concepts of measurement

Level Pre-K (Grades Pre-K)

1. Understands basic concepts of time (e.g.,

today, tomorrow, morning, evening) and the sequence of various events (e.g., what comes after lunch)

2. Measures objects with non-standard tools (e.g., string, hands, footsteps, unifix cubes, tiles)
3. Estimates quantities in real-world situations
4. Orders objects qualitatively by measurable attribute (e.g., smallest to largest, lightest to heaviest, shortest to longest)
5. Knows the common language of measurement (e.g., "big," "little," "long," "short," "light," "heavy")

6. Knows that different sized containers will hold more or less

Standard 5. Understands and applies basic and advanced properties of the concepts of geometry

Topic Motion Geometry/Transformations

Level Pre-K [Grade Pre-K]

Benchmark 4. Understands that a shape's orientation in space can change

Vocabulary terms

- A. shape
- B. orientation

Knowledge/skill statements

1. Understands the basic concept of orientation in space
2. Understands that even though a shape's

orientation changes, the shape itself does not change

Standard 6. Understands and applies basic and advanced concepts of statistics and data analysis

Level Pre-K (Grades Pre-K)

1. Knows that concrete and pictorial graphs represent information
2. Collects data from everyday (real-world) situations (e.g., favorite color, number of pets)

situations (e.g., favorite color, number of pets)

Standard 8. Understands and applies basic and advanced properties of functions and algebra

Level Pre-K (Grades Pre-K)

1. Understands simple patterns (e.g., boy-girl-boy-girl)
2. Repeats simple patterns

List of Benchmarks for Science

Standard 1. Understands atmospheric processes and the water cycle

Level Pre-K (Grades Pre-K)

1. Knows vocabulary (e.g., rainy, windy, sunny) for different types of weather
2. Knows that weather conditions change over time
3. Knows how the environment changes over the seasons

Standard 8. Understands the structure and properties of matter

Level Pre-K (Grades Pre-K)

1. Knows vocabulary used to describe some observable properties (e.g., color, shape, size) of objects
2. Sorts objects based on observable properties
3. Knows that the physical properties of things can change

List of Benchmarks for Visual Arts

Standard 4. Understands the visual arts in relation to history and cultures

Level Pre-K (Grades Pre-K)

1. Knows that art exists from a variety of places and periods of time
2. Knows that artwork is present in stories as illustrations

List of Benchmarks for Music

Standard 1. Sings, alone and with others, a varied repertoire of music

Level Pre-K (Grades Pre-K)

1. Sings simple, familiar songs (e.g., nursery rhymes, traditional children's songs)

2. Sings invented songs

Standard 4. Composes and arranges music within specified guidelines

Level Pre-K (Grades Pre-K)

1. Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature)

Standard 6. Knows and applies appropriate criteria to music and music performances

Level Pre-K (Grades Pre-K)

1. Responds to the tempo and rhythm of music (e.g., taps feet, claps hands)

Standard 7. Understands the relationship between music and history and culture

Level Pre-K (Grades Pre-K)

1. Knows that music is a part of daily life
2. Knows that music comes from different places and different periods of time

*Kendall, J. et all, McRel Standards, 2004.

Appendix D

Suggestions for Teachers or Parents: How to Read Full-Circle Learning Take-Home Books to Children

1. Show the picture on the cover. Discuss with the child what is happening and, together, guess what the book will be about.
2. Read the book aloud. Point to the words so the child can follow along. Discuss how the pictures reinforce the words. (For example, when the words say, “One, two,” there are two friends in the picture. When the words say, “Three, four,” more friends appear.)
3. If you have read the book in Spanish only, have someone in the family read the book in English, if possible.
4. Discuss the meaning of the habit-of-heart the teacher has told you to discuss (i.e., patience, empathy, cooperation, appreciation of diversity or acting on convictions.) Ask the child to point to pictures that show children helping others or showing patience, cooperation or other qualities that help us practice the habit.
5. Remind the child of a time when we have practiced the habit together at home.
6. Plan a time and a way to practice the habit this week at home.
7. Ask the child to teach you a song he or she has learned about the habit.
8. After helping the child practice the habit at home, help him or her complete the homework sheet the teacher has provided. Sign the sheet and send it back to the teacher.
9. Practice reading the book three times a week, each time pointing out new words and letters and asking the child to make new observations.

Appendix E

References

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Teresa Henkle Langness, an author, curriculum developer and educational project leader, developed Full-Circle Learning, an integrative model of education, in response to community need. She has written for leading US publishers of textbooks and educational development companies, as well as writing literary novels, poetry, and non-fiction books and articles since 1973 and has been awarded for her writing and for work in the field of human relations and education. In 2004, Trinity Southern University granted her a Ph.D. in Fine Arts for applied life experience, for the body of her written work. She is the founding board president of Children's Enrichment Program/Full-Circle Learning and serves as an advisor or board member of other national boards, but her greatest joy is to see the growth of the children she serves.