

Liberty Corner School
Character Education Curriculum



2015-2016

LCS Character Education Overview

As a school we will focus on a specific pillar every month. Each Friday or closest calendar day, 8th period will be dedicated to Character Education activities in the form of assemblies, classroom meetings, read alouds, and buddy activities. We will hold an all school Kick-Off Assembly the first Friday of each month to introduce the pillar and monthly activities. On Fridays, an announcement will be made at the start of 8th period and the LCS Character Education Song will be played for the whole school to sing.

This year, we will focus on following, "The Golden Rule". Our school wide motto will be "Do the right thing...even when nobody is watching." We are moving away from extrinsic motivation such as the spotlight behavior or colored cards behavior systems. Lessons are provided to help teachers adapt the more intrinsically motivating approach of, Rules and Natural Consequences.

Golden Chains

During Character Education meetings, students will be given the chance to reflect and record how they demonstrated the pillar. Students should record these reflections on a golden link (symbolic of The Golden Rule). All links will be added to the classroom chain. At the end of the school year, all classroom chains will link together to form a schoolwide chain. Chain links are available in the main office in a box above the mailboxes.

Buddy Classes: K&5, 1&3, 2&4

Buddy Classes are predetermined.

| | |
|---------------|-----------------|
| K - Baliko | 5 - House |
| K - Bubnowski | 5 - Mastroianni |
| K - Mastrian | 5 - Ragard |
| K - Somers | 5 - Legvari |

| | |
|----------------|--------------|
| 1 - Brouillard | 3 - Keri |
| 1 - Kwiecinski | 3 - Len |
| 1 - LaRubbio | 3 - Mailloux |
| 1 - Scheffler | 3 - Scharff |

| | |
|-------------|---------------|
| 2 - Cerra | 4 - Barisonek |
| 2 - Rain | 4 - Lillia |
| 2 - Ray | 4 - Quinn-Foy |
| 2 - Sytsema | 4 - Stianchi |

**2015-2016
Character Education Timeline**

| | | |
|-----------------|---------------------------|-------------------------|
| September (9/8) | Kick-Off Event | Staff College Committee |
| October | Respect | Grade 4 |
| November | Responsibility | Grade 3 |
| December | Compassion & Empathy | Literacy Support |
| January | Trustworthiness & Honesty | Grade 2 |
| February | Caring | Kindergarten |
| March | Self-control | Grade 5 |
| April | Fairness | Specialists |
| May | Citizenship | Grade 1 |
| June | Culminating Event | KFC, Jim, and Jenna |

Kick-off Assembly

**1st Day of School - Tuesday, September 8th
10:00 am**

1. One Smile Book read by Mrs. Hawkswell
2. Golden Chains - when we follow "The Golden Rule" a chain reaction occurs which leads us to the hopes and dreams that we have - Barbara House and Trisha Bubnowski
3. School wide hope and dreams goal - Do the right thing...even when nobody is looking. - Amy Legvari
4. Skits video - expected behaviors in the hallway, cafeteria, bathroom, playground, assemblies, and arrival/departure - Andy Henthorn Narrator
5. Classroom meeting explanation - Jen Cerra and Noreen Quinn-Foy
6. Dr. Oliver Speaks
7. Students and teachers disperse to classrooms for classroom meetings setting classroom expectations and rules.
8. Back in Classroom: Students make their own hopes/dreams/goals and they will establish how they will meet them. Teacher and students will make rules to meet those goals. See lesson plan and resources for Rules and Logical Consequences.

Culminating Assembly – June

- Character Ed Song
- Watch a Character Ed photo/video clip montage created by Mr. Rauschenberger's Lion's Den Pride Club.
- Essays read by students "The Story of My Link". (An essay written by students telling the story of how the Golden Chain affected them.
- School exits to field-
- Administration and staff members will hand students and classroom teachers the chain to stretch across the field.
- Inspirational music gathered by Mr. Raushenberger's Lion's Den Pride Club will play on speakers in background.
- Jim and Jenna recognize and celebrate the effort of the students at Liberty Corner School.

Name: _____

Grade: _____

LCŞ Character Education Essay

Contest 2015-2016

Essay Instructions

This year we all took part in the “Golden Chain” here at Liberty Corner School. The links in our chain represent your story of how you were affected by good character this school year. The theme of your essay should be “The Story of My Link”. Here’s your opportunity to tell us more about the story behind your link in the chain. Please hand in your story by June 1st to the main office. You may be chosen to read your story aloud at our culminating assembly.

Monthly Friday Character Ed Assembly Format

- Our Character Ed mascot “KC: will be present with inspirational music playing in background as students enter the gymnasium.
- Sing Character Ed song
- Grade Level will explain the pillar
- Grade level will present scenerios based on pillar. Students will vote whether pillar was displayed. Ex: is this fair or not fair? Students will answer with thumbs up and thumbs down.
- Grade level will share an overview of activities and books that students will work on with buddies throughout the month.
- End with a video clip that can be discussed later in the class

Rules and Logical Consequences

- Logical consequences should be: respectful, relevant/related, realistic/reasonable
- One warning and a suggestion that the student make a choice -(see “**choices**” below) and then consequence.

Some Types of Logical Consequences:

1. You break it - you fix it.
2. Loss of privilege
3. Time out (thinking time)

Other strategies for dealing with problems in the classroom:

- Offering **choices** (ex. “You can work quietly with your group or move to a table where you can work quietly by yourself.” “Can you walk quietly while standing next to your friend or do you need to move somewhere else in line?” “Can you find a way to take turn or do you need to put the game away?”)
- Social Conference (Problem solving for one student)
- Conflict Resolution (Problem solving for two or three students)
- Class Meeting (Problem solving for whole class or large group)
- Behavior Contract

Specific Examples

1. You Break It – You Fix It

| Student’s Action | Possible Consequences |
|-----------------------------------|--|
| draws on desk | must clean the desk |
| say something mean to a classmate | <ul style="list-style-type: none"> • write a letter of apology • sincere apology followed by asking the classmate to join in on a game • ask the students to think of something he/she can do make amends (apology of action) |
| make a mess | clean it up |

2. Loss of Privilege

| Student’s Action | Possible Consequences |
|--|---|
| talking in line | must move place in line (lose the choice of where to stand in line) |
| off task behavior | miss out on extra free time or have to complete assignment for homework |
| students don’t put the games away properly after indoor recess | no board games allowed at the next indoor recess |
| student is working on the floor and starts distracting others | student loses the privilege and must work at his/her seat |

3. Time Out

| Student's Action | Possible Consequences |
|--|---|
| calling out or talking at the carpet | go back to seat (after a few minutes, ask student to return to the carpet and try to show appropriate behavior) |
| not working cooperatively with others | work alone for a period of time |
| touching other students (pushing etc.) | sit away from others |

Establishing Class Rules Lesson Plan

1. Explain to students that today they are going to participate in an activity that will show one another what type of learning community they hope to have in their class this year.
2. Have students participate in a carousel activity where they rotate from one poster to the next with post-it notes and a pencil answering questions anonymously presented on an anchor chart: (Younger grades may simply discuss the questions in groups rather than writing these down)
 - a. What do I want my classroom to look like?
 - b. What do I want my classroom to sound like?
 - c. How will I show others respect (classmates, teachers, custodians, lunch aids, etc.)?
 - d. How will I show myself respect?
 - e. What do I hope to achieve this year?
3. Bring students back together and display all the anchor charts. Share out a few responses from each.
4. Explain that in order to make it possible for everyone to accomplish their goals and to make our classroom life work better we need to generate rules that we will all follow.
5. Have students state rules, modeling how to state them in a positive way (i.e.. Student states "Do not hit others" so you ask "If we're not going to hit others, what will we do?") and record on an anchor chart.
6. From all the rules generated by the children, combine them to create the rules (Care for yourself, care for others and care for your environment).
7. Model and role-play examples of rule following behavior. The teacher could do this or the students could be split into groups and assigned one of the rules and told "Show me what it means to care for yourself".
8. Post the rules in a centrally located part of the room and have each student sign the rules to take ownership for their behavior. Throughout the year continue to reinforce these rules through reflection and dialogue.

Establishing Logical Consequences

1. Explain that it is not always easy for us to choose to do the right thing and everyone chooses to not follow the rules sometimes. Have a few students share out a time when they did not do the right thing. Discuss strategies that help us to follow rules.

2. Ask students why it is important that we follow the classroom rules?

3. Following this, the teacher will explain that there are consequences to the choices we make. Our goal is that when we are warned that our behavior is incorrect that we take responsibility and make a choice to change our behavior. For example, if we can't sit next to another student without talking we need to move our seat. However, if we aren't able to make a good choice for ourselves as learners let's take a look at what consequences will help us to change our behavior. Here are a few situations to determine what would make sense as a consequence for our behavior: (Present situations to students and ask them to help come up with the consequence. Remember that the consequences are developed with the student taking some form of ownership):

a. A student was given a warning but continues to tap her pencil during independent working time.

i. Consequence: Give up her pencil and complete her work later.

b. A student has been given a warning and continues to talk while walking in the hallway.

i. Consequence: Student has to stand at the front of the line near the teacher.

c. A student is playing with a toy car during work time that he brought from home. He is given a warning and makes the choice to leave the toy on his teacher's desk until the end of the day. No consequence is necessary.

*Refer to the logical consequences chart.

LANGUAGE OF ENCOURAGEMENT: BE SPECIFIC

The long-range effect of encouragement is self-confidence.
The long-range effect of praise is dependence on others.

I notice that you are...

I see you are...

Tell me about it.

_____ is helping _____ to _____,
just the way we talked about yesterday.

Tell me a way that you would like me to help.

I really enjoyed hearing...

I need your help to solve this problem...

Who thinks they know...

Who remembers...

What do you think?
I appreciate your help.

I can see you enjoyed that.

What would help you feel that the
problem was solved?



Name: _____

Monthly Character Planner: October

Character Focus: Respect

These are the things that I will do this month to show that I am respectful.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: November

Character Focus: Responsibility

These are the things that I will do this month to show that I am responsible.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: December

Character Focus: Compassion & Empathy

These are the things that I will do this month to show that I am compassionate and empathetic.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: January

Character Focus: Trustworthiness & Honesty

These are the things that I will do this month to show that I am trustworthy and honest.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: February

Character Focus: Caring

These are the things that I will do this month to show that I am caring.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: March

Character Focus: Self-Control

These are the things that I will do this month to show that I have self-control.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: April

Character Focus: Fairness

These are the things that I will do this month to show that I am fair.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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Name: _____

Monthly Character Planner: May

Character Focus: Citizenship

These are the things that I will do this month to show that I am a good citizen.

| Goals | Put a star in the box when you have accomplished your goal. |
|-------|---|
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September: Pay it Forward

All School Kick-Off

| Day | Date | Format |
|-----|--------------------------------------|--|
| 1 | Tuesday September 8 th | Kick-Off Assembly Staff College Committee |
| 2 | Friday September 11 th | Classroom Activity: One Book, Book Club |
| 3 | Friday September 18 th | Buddy Activity |
| 4 | Friday September 25 th | Classroom Activity: Classroom Meeting |

September: Pay it Forward

Day 2: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Good Morning Greeting" page 163-164 |
| Share | Book: "One Smile" by Cindy McKinley |
| Group Activity | Give each child a smiley face handout (in binder). Have them show one way they can be kind to someone else by drawing a picture or writing a sentence. |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |

September: Pay it Forward

Day 3: Buddy Activity Pay it Forward – Chain Link Reaction

Directions:

- Create lines of 4-6 students.
- The person in the back should say something nice about the person in front of them.
- Then that person should run to the front of the line. The next person goes and so on.
- Feel free to mix groups up any time, or turn groups around so the order changes.
- You can vary the activity in any way.

September: Pay it Forward

Day 4: Classroom Activity

| | |
|-------------------|---|
| Greeting | "Good Morning Greeting" page 163-164 |
| Group Activity | Have each student draw a picture or write an example of how he or she tried to "Pay it Forward" during the past few weeks on a piece of "link" paper. If they have not done this yet, they can think of ways they would like to try in the future. Link all the pieces together to show that the one action causes a chain reaction, and that the whole class is linked together. |
| Character Message | What is the definition? |
| Share | Students share their examples from the Chain link. |

October: Respect

| Day | Date | Format |
|-----|------------------------------------|--|
| 1 | Friday October 2nd | All School Assembly Grade 4 |
| 2 | Friday October 9th | Classroom Activity: One Book, Book Club |
| 3 | Friday October 16 th | Buddy Activity |
| 4 | Friday October 23 th | Classroom Activity: Classroom Meeting |

October: Respect

Day 2: Classroom Meeting

| | |
|-----------------------------|---|
| Greeting | "Formal Greeting" page 163 |
| Share/ Group Activity | Book: K-2 <u>Scribbleville</u> by Peter Holwitz 3-5 <u>Spaghetti in a Hot Dog Bun</u> by Maria Dismondy |
| Character Message | Use an Anchor Chart State the Definition: (see binder) Scenario: Choose one scenario from those provided in resource section. |

October: Respect

Day 3: Buddy Activity

- a. "Respectful List"-Have students work with their buddies to create a list of people (kids, adults, famous people, etc) that they find respectful and what makes them respectful.
- b. "Lining Up"-Tell the students they need to all get lined up in one line as quickly and carefully as possible. Students should facilitate this on their own. Reflect after each attempt to discuss what works and what doesn't work.
- c. "Find a Partner"-All students need to get into pairs without any help from the teacher.

October: Respect

Day 4: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Formal Greeting" page 163 |
| Group Activity | <p>K-2 Activity-Split class in half. One half of the class draws pictures using only straight lines, while the other half of the class makes pictures using only scribbles. Trade pictures and children will complete each other's drawing using their assigned type of line.</p> <p>3-5 Activity- respect video/song</p> <p>http://www.youtube.com/watch?v=ZgidFFs-j4M</p> |
| Character Message | <p>What is the definition?</p> <p>Scenario: Choose one scenario from those provided in resource section.</p> |
| Share | Students share examples from their Goal Sheets. |

November: Responsibility

| Day | Date | Format |
|-----|---|--|
| 1 | Wednesday October 30th | All School Assembly Grade 3 |
| 2 | Friday November 4th | Classroom Activity: One Book, Book Club |
| 3 | Friday November 20th | Buddy Activity |
| 4 | Wednesday November 25 th (1/2 day) | Classroom Activity: Classroom Meeting |

November: Responsibility

Day 2: Classroom Meeting

| | |
|-------------------|---|
| Greeting | "Silent Greeting" page 171 |
| Group Activity | Book- K-2 <u>What If Everybody Did That?</u> by Ellen Javernick, Colleen M. Madden 3-5 <u>Do I Have To? Kids Talk About Responsibility</u> by Nancy Loewe |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

November: Responsibility

Day 3: Buddy Activity “Classroom Crossing”

Teachers should determine a crossing point in the classroom. For example, put all students in one part of the classroom and tell them they all need to get to another part of the classroom. Depending on the classroom, teachers can make different rules to make it more difficult.

Students should take responsibility to complete the task safely.

Show: “Flight of the Geese” video.

<http://www.youtube.com/watch?v=Hj86lE2tp>

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November: Responsibility

Day 4: Classroom Meeting

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|-------------------|--|
| Greeting | "Silent Greeting" page 171 |
| Group Activity | <p>K-2 Activity- Give children little pieces of garbage (tissue, wrapper, small paper). Teacher models what classroom would look like if one small piece of garbage was dropped in the room. Children then drop their garbage and we discuss what the room looks like now since everyone has contributed.</p> <p>Discuss the importance of taking ownership of your actions. (Suggestion: keep garbage from snack time for students to use)</p> <p>3-5 Activity-As you go through the book, read the written letter of advice. Have children predict the solution that will be suggested. Read the response and discuss.</p> |
| Character Message | <p>What is the definition?</p> <p>Scenario: Choose one scenario from those provided in resource section.</p> |
| Share | Students share examples from their Goal Sheets. |

December: Compassion & Empathy

| Day | Date | Format |
|-----|---|--|
| 1 | Friday December 4 th | All School Assembly Literacy Support |
| 2 | Friday December 11 th | Classroom Activity: One Book, Book Club |
| 3 | Friday December 18 th | Buddy Activity |
| 4 | Wednesday December 23 rd (1/2 Day) | Classroom Activity: Classroom Meeting |

December: Compassion & Empathy

Day 2: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Number Greeting" page 168 |
| Group Activity | K-5 <u>Those Shoes</u> by Maribeth Boelts |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

Day 3: Buddy Activity

Have two or three pairs of buddies partner up to create a larger group. Within the group, students should role play times when someone may need to be compassionate or empathetic. Have volunteers perform for the rest of the class.

December: Compassion & Empathy

Day 4: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Number Greeting" page 168 |
| Group Activity | <p>K-2 Activity</p> <p>Watch you tube video of the song called "Take a walk in Someone Else's Shoes." Students wear "hats" with different situations (ex. My favorite toy broke, I didn't get to be the line leader, Friends won't let you join in on the playground)</p> <p>3-5 Activity</p> <p>Watch you tube video of the song called "Take a walk in Someone Else's Shoes." Students pass out "shoes" with different situations and work with a partner to discuss how they might feel (ex. Parents going through divorce, Best friend moving away, Being left out of the group)</p> |
| Character Message | <p>What is the definition?</p> <p>Scenario: Choose one scenario from those provided in resource section.</p> |
| Share | Students share examples from their Goal Sheets. |

January: Trustworthiness & Honesty

| Day | Date | Format |
|-----|------------------------------------|--|
| 1 | Friday January 8 th | All School Assembly Grade 2 |
| 2 | Friday January 15 th | Classroom Activity: One Book, Book Club |
| 3 | Friday January 22 rd | Buddy Activity |
| 4 | Friday January 29 th | Classroom Activity: Classroom Meeting |

January: Trustworthiness & Honesty

Day 2: Classroom Meeting

| | |
|-------------------|---|
| Greeting | “Spider Web Greeting” page 172 *Note: ball of yarn is needed |
| Group Activity | Book: K-2 <u>Ruthie and the (Not So) Teeny</u> by Laura Rankin 3-5 <u>The Empty Pot</u> by Demi |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

January: Trustworthiness & Honesty

Day 3: Buddy Activity “Guard Dog”

Students work with a partner to guide them to a certain location in the school. One student will be the “eyes” and the other student will have his sight taken away in some way. Once they safely get to their destination, the students should switch roles.

Students will be expected to use “whispering voices” and we will need all hands on deck since children will be moving throughout the building.

January: Trustworthiness & Honesty

Day 4: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Ball of Yarn Greeting" page 172 |
| Group Activity | <p>Activity</p> <p>Listen to Bruno Mars song "Count on Me" on You Tube.</p> <p>Kids make a crown with a sentence strip that says, "1, 2, 3, Count on Me".</p> <p>Color the hat and wear it home. 3-5</p> <p>Activity</p> <p>Listen to Bruno Mars song "Count on Me" on You Tube.</p> <p>Kids will make a bracelet out of beads and string. Each student will need one elastic string piece and 12 beads. Students write "1, 2, 3, Count on Me" on their beads and then string it together.</p> |
| Character Message | <p>What is the definition?</p> <p>Scenario: Choose one scenario from those provided in resource section.</p> |
| Share | Students share examples from their Goal Sheets. |

February: Caring

| Day | Date | Format |
|-----|-------------------------------------|--|
| 1 | Friday February 5 th | All School Assembly Kindergarten |
| 2 | Friday February 12 th | Classroom Activity: One Book, Book Club |
| 3 | Friday February 19 th | Buddy Activity |
| 4 | Friday February 26 th | Classroom Activity: Classroom Meeting |

February: Caring

Day 2: Classroom Meeting

| | |
|-------------------|---|
| Greeting | “Hello Neighbor” page 165 |
| Group Activity | Book: K-5 <u>Somebody Loves You, Mr. Hatch</u> by Eileen Spinelli Read book and discuss the character traits that Mr. Hatch possesses after his neighbors reach out to him. Story can be found on www.storylineonline.net . |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

February: Caring

Day 3: Buddy Activity Heart Map

Directions

- Students should meet with their buddies to create a heart map.
- Inside the map, they should list all the people, places, things that they care about.
- Each child could make their own, or buddies can work together.
- They should talk about ways they can show these special people, places and things that they care.

February: Caring

Day 4: Classroom Meeting

| | |
|-------------------|---|
| Greeting | "Hello Neighbor" page 165 |
| Group Activity | Have students write one way that they would cheer Mr. Hatch up. Make Mr. Hatch faces that match how he feels at the end of the story. |
| Character Message | What is the definition? Scenario: Choose one scenario from those provided in resource section. |
| Share | Students share examples from their Goal Sheets. |

March: Self-Control

| Day | Date | Format |
|-----|---|--|
| 1 | Friday March 4 th | All School Assembly Grade 5 |
| 2 | Friday March 11 th | Classroom Activity: One Book, Book Club |
| 3 | Friday March 18 th | Buddy Activity |
| 4 | Thursday March 24 th ½ day | Classroom Activity: Classroom Meeting |

March: Self-Control

Day 2: Classroom Meeting

| | |
|-------------------|--|
| Greeting | “Compliment Greeting” page 162 |
| Group Activity | Book: K-2 <u>My Mouth Is a Volcano</u> by Julia Cook 3-5 <u>Michael’s Golden Rules</u> by Deloris Jordan |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

March: Self-Control

Day 3: Buddy Activity Thank You Template

Students work together to create a template (drawing, acting out, poem, etc.) to give or show to someone that comes into the classroom to help or volunteer. Each time someone new comes into the classroom, students will show their appreciation with their class "Thank You".

March: Self-Control
Day 4: Buddy Classroom Meeting

| | |
|-------------------|---|
| Greeting | "Compliment Greeting" page 162 |
| Group Activity | <p><u>K-2 Bubble Activity</u> Students sit on carpet criss-cross while the teacher blows bubbles in air. The children must use self-control to keep their hands on laps and NOT pop the bubbles. Afterward, students will discuss how they felt inside having to restrain themselves. Teachers can mention the strategies of using internal dialogue (self-talk), what students did with their body (sitting on hands), focusing on breathing and a friend's encouragement.</p> <p><u>3-5 Musical Control</u> Students sit on carpet in a circle. They will pass musical instruments around the circle without shaking or rattling the instruments to make noise. Afterward, students will discuss how they felt inside having to restrain themselves. Teachers can mention the strategies of using internal dialogue (self-talk), what students did with their body (sitting on hands), focusing on breathing, a friend's encouragement.</p> |
| Character Message | <p>What is the definition? Scenario: Choose one scenario from those provided in resource section.</p> |
| Share | Students share examples from their Goal Sheets. |

April: Fairness

| Day | Date | Format |
|-----|----------------------------------|--|
| 1 | Friday April 1st | All School Assembly Specialists |
| 2 | Friday April 8 th | Classroom Activity: One Book, Book Club |
| 3 | Friday April 22 th | Buddy Activity |
| 4 | Friday April 29 th | Classroom Activity: Classroom Meeting |

April: Fairness

Day 2: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Name Card Greeting" page 168 |
| Group Activity | Book: K-2 <u>Fair Is Fair</u> by Sonny Valera, Peter Mahr 3-5 <u>A Girl Named Dan</u> by Dandi Daley Mackall |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

April: Fairness

Day 3: Buddy Activity

Have students write a song about fairness. They can create a new tune or rewrite the words to a current song. Within the song, they must show what it means to be fair through the definition or examples.

April: Fairness

Day 4: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Name Card Greeting" page 168 |
| Group Activity | K-5 Activity- Provide teachers with various scenarios and children will determine if they are fair or unfair |
| Character Message | What is the definition? Scenario: Choose one scenario from those provided in resource section. |
| Share | Students share examples from their Goal Sheets. |

May: Citizenship

| Day | Date | Format |
|-----|--------------------------------|--|
| 1 | Friday May 6 th | All School Assembly Grade 1 |
| 2 | Friday May 13 th | Classroom Activity: One Book, Book Club |
| 3 | Friday May 20 th | Buddy Activity |
| 4 | Friday May 26 th | Classroom Activity: Classroom Meeting |

May: Citizenship

Day 2: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Hello Greeting" page 164-165 |
| Group Activity | Book: K-2 <u>City Green</u> by DyAnne DiSalvo-Ryan 3-5 <u>Uncle Willie's Soup Kitchen</u> by DyAnne DiSalvo-Ryan |
| Character Message | Use an Anchor Chart State the Definition: (see binder) |
| Share | Scenario: Choose one scenario from those provided in resource section. |

May: Citizenship

Day 3: Buddy Activity

Buddies should work together to draw an outline of the American Flag. They should recite the Pledge of Allegiance together and decide which line they think is the most important. Then, they should write the line on their flag and color the flag in.

May: Citizenship

Day 4: Classroom Meeting

| | |
|-------------------|--|
| Greeting | "Hello Greeting" page 164-165 |
| Group Activity | K-5 Activity- Students make a flip-book illustrating a way they can be a citizen in their "home, school, community". |
| Character Message | What is the definition? Scenario: Choose one scenario from those provided in resource section. |
| Share | Students share examples from their Goal Sheets. |

