



Dear Parents,

Let's face it, we, at *Ethics4Kids Inc.* are preaching to the converted! Our curriculum, which focuses on 'core values' such as The Golden Rule, Honesty, Kindness, Listening, Generosity, and Coping with Conflict are already part of what you are teaching your children by your example and direction and one of the many reasons you're home schooling them. These 'core values' are rarely discussed or totally missing from many public, private and charter school curriculum for various reasons...and that is unacceptable to you and to us.

*Ethics4Kids Inc.* understands that these 'core values' are the foundation skills our children should have to become the *change* needed for a better and less violent future.

At the heart of our lessons is the concept of cause and effect. This fascinating concept will help you guide your children to discover how their actions ripple out into the world, influencing their own lives and those around them. This forms the foundation for a host of other vital lessons, such as empathy, responsibility, and the power of good choices.

Our current suite of curricula consists of five core values. Each lesson consists of an easy-to-follow Teaching Guide with a suggested timeline, script, activities, and a resource section with the links to available resources for that topic. You choose the book, video and activity most suited for your child.

Over a period of time, Ethics4Kids Inc. will post many more core value suites. We've started with five values (the Golden Rule, Kindness, Honesty, Respect and, Responsibility). As new lessons are completed, they will be added to the curricula.

Thank you for being a part of this exciting journey. Let's make learning an adventure together!

Best regards,

*Don Evons*

Donald (Don) Evons  
Founder & CEO

Dear Teachers,

The foundation for “Ethics-4-Kids” was initiated at a 2022 antiviolence meeting. The focus was on superficial solutions, such as legislation and incarceration, there was no mention of teaching the basics of the difference between Right vs Wrong. When the topic of “values” was introduced, it was explained that discussing values was off limits **Thus** the beginning of “Ethics-4 -Kids.”

*“Don’t blame for what they do not know!”*

The conclusion was that teaching morals and ethics should begin at a very early age, I.E. Kindergarten. In addition, parents and teachers should be involved. The Ethics-4-Kids curricula focuses on Traditional Values including. Books, Games, Sounds, workbooks, Social Media games and, most importantly, **Family interaction.**

**Five of many principles/values include:**

- The Golden Rule
- Respect for Authority
- It is better to Give than Receive
- We create our own destiny
- Perseverance is the key to success

The attached book includes suites of Ethics-4-Kids Traditional Value curricula for your teaching environment. This book includes seven Traditional Values suites with more than thirty 30 minute lesson plans. It also includes 28 resource support recommendations in the form of books, videos, games and social media. This is just the beginning.

Our objective is to see these curricula in every elementary school, which is why we make them available with a minimal charge. While we are made up of volunteers, there are costs involved in running any company. For this reason, we encourage you to visit the donation tab on our website ([www.ethics4kids.org](http://www.ethics4kids.org)). Not just visit, but please consider participating.

I hope that you enjoy teaching this Ethics-4-Kids curriculum

Sincerely,

*Don Evons*

Donald (Don) Evons  
Founder & CEO

## SUITE INDEX

The goal of Ethics-4-Kids is to expose as many of our youth as possible to the “core values” that help them make better decisions as they mature. For this reason, our suites of curricula are available at “no charge”\* to teaching institutions, homeschoolers, day care centers and associations. Companies that provide teaching tools may also download them at no expense\*. It is highly recommended that anyone who downloads our curricula register so they receive updates and new products; as they become available.

Each suite has its own index and there is no obligation or cost to view each suite. To view the values within a suite go to “Curricula” and choose the suite that best suits you.

Directions for downloading suites: Each suite include a variety of curricula and each curricula includes a variety of lesson plans. When downloading; the complete suite of traditional and homeschool are downloaded (*individual lessons may not be downloaded.*)

### INDEX OF SUITES

- A) **TRADITIONAL SUITES:** This suite of seven values is based on “core values” for all educational environments. It includes the following subjects: Kindness, Golden Rule, Cooperation, Avoiding Conflict, Truthfulness, Perseverance, Responsibility. Also included are suggested resources and list of partners which supply books, videos, games, songs, workshops etc.
- B) **HOMESCHOOL SUITES:** This set of (five of nine) suits is directed to parents who home school. It offers a variety of curricula based “core value” topics. This variety offers, to the parents, a choice of what to focus on and in what sequence. The suites includes: Golden Rule, Kindness, Honesty, Listening, Honesty, Empathy, Responsibility, Perseverance, Managing Conflict. Also included are suggested resources and list of partners which supply books, videos, games, songs, workshops etc.
- C) **FAITH BASED SUITES:** It is the intend to complete the first version of this suite within months. It will include values such as: Honor your father and mother & Do unto others as you would do unto yourself.

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**The Golden Rule:** “Treat others as you wish to be treated”. Learning empathy and respect for others.

**Kindness:** How working together in a harmonious atmosphere has effects in creating relationships and accomplishing positive outcomes.

**Honesty:** Honesty is the foundation of society. This lesson focuses on why honesty is important and how to practice it.

**Respect:** How to respect ourselves, others, property and the consequences of disrespect.

**Responsibility:** The cause and effect of our actions. Learning that every decision has consequence, no matter how big or small.

# A “Right from Wrong” Teaching Guide



## Ethics4Kids



*"We cannot blame those for what they do not know"*



# **Kindergarten & First Grade Curriculum**

## **Be Kind**

### **Be Kind**

**Lesson 1:** I can explain the importance of kindness

**Materials Needed:**

- Large construction paper or chart paper
- Post-it notes (12 or more)
- [Vocabulary](#) slides (kind)
- [The kindness Book](#)
- Be kind: lesson 1 [Home Connection](#)

**Opening (5 minutes):** Begin the lesson by introducing the new topic of the week: Be Kind. Ask students to share what they think this term means. Give students an opportunity to brainstorm with a partner and share their thoughts. After, display the vocabulary card and give the definition.

**Work Session (20 minutes):**

Discussion (10 minutes): Discuss the importance of kindness. Explain that being kind means treating others with respect and care. Display, The Kindness Book. After the story, ask students to think about a way to be kind to someone else. Allow students to turn and talk and brainstorm with someone.

Label the chart paper/construction paper with 'Ways to Spread Kindness. Ask students to share their ideas to be kind to others. Record their ideas on a post-it note and add it to the chart.

Challenge students to practice kindness using ideas from the sticky notes.

\*Optional Extension\* Consider making creating a 'kindness challenge' in your classroom. When your students demonstrate a kind behavior from a post-it note, you remove the post-it. When all of the post-its have been removed, your class could earn an incentive (art project, extra recess, PJ day, etc)

**Closing (5 minutes):** Summarize the lesson and encourage the students to be kind and look for ways to spread kindness around them.

**Home Connection:** [Be Kind: lesson 1](#)



## Be Kind

**Lesson 2:** I can explain the effects of kindness

**Materials Needed:**

- **Strips of paper** (copy or construction paper) at least 1 per student
- [Chain reaction video](#) (optional resource if students need a visual of a 'chain'.  
Would recommend only watching the first minute or sound, volume is not necessary)
- Be kind: lesson 2 [home connection](#)

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson and homework. Ask a few students to share their responses from the homework and discuss.

**Work Session (20 minutes):**

Discuss the effects of kindness. Explain that being kind can make others feel good, improve relationships, and create a positive environment.

Activity (10 minutes): Organize a "Kindness Chain" activity. Have students write down/draw ways to be kind on strips of paper. Help the students link them together to create a class chain. Discuss how each act of kindness can lead to another, creating a "chain reaction" of kindness.

**Closing (5 minutes):** Summarize the lesson and encourage the students to create a "chain reaction" of kindness.

**Home Connection:** Be kind: lesson 2

## Be Kind

**Lesson 3:** I can show kindness to others

**Materials Needed:**

[Vocabulary](#) (review: kindness)

[How Full is your Bucket?](#) - book

[Be Kind: partner scenarios](#)

[Be Kind: Lesson 3](#) Home Connection

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson. *Yesterday we learned that when we do kind things, it can make others feel good or happy. Our actions cause others to feel good. This is sort of a chain reaction (remind students about domino example). What are some ways that we can show kindness to others? What are some ways that you can be kind to someone today?* Invite students to share their homework responses

**Work Session (20 minutes):**

Display or read aloud, [How full is your bucket?](#) After reading, discuss: *What are some things that made Felix's bucket feel empty? What are some things that made his bucket fuller?* Allow students to share thoughts with an elbow/turn and talk partner. Invite a few students to share events from the story that led to Felix feeling happier or sad.

*Remember, that when we choose kindness, we set off that chain reaction for someone else to feel good.*

*Today we are going to practice kindness with partners. We are going to listen to the different situations and work together to use kindness to solve different issues.*

Separate the class into pairs around the room. Read the scenario aloud on each slide and have pairs work together to decide what they would do to help the student in need.

Partner Scenarios: Students should work together to show kindness to the person in need. \*As students are modeling the scenarios, actively monitor. Give feedback and guidance when needed to ensure that the students are actually using kind actions or words to solve the problem. Remind students that kindness can come in many forms!

**Closing (5 minutes):** Invite a few groups who did well, to share their kind solutions to a scenario. Give truthful feedback so students can see real ways to be kind to someone. Summarize the lesson and encourage the students to practice kindness in all situations.

**Home Connection:** Be Kind: lesson 3

## Suggested Resources:

**Books:** What should Danny Do

**Videos:** Stay awesome

**Games:** Secret Kindness Mission Cards

**Social Media:** Social Media Wellness

The above and more at: “STOP THINK CHOOSE” ethics 4 schools\*\*

The listed resources are independently produced and the Resources content is the sole responsibility of the author.

## To search for more resources

	LINKS	SEARCH PHRASE*
<b>Books:</b>	E4S, Amazon, Google	Kindness for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Kindness for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Kindness for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Kindness for elementary* students

**\*\*Partnering” tab** on this site: E4S “Ethics4Schools.com” for more.

\*The word elementary may be interchanged with age or grade.

## The Golden Rule

### The Golden Rule

**Lesson 1:** I can treat others with kindness and respect.

#### Materials Needed:

- Chart Paper & markers **\*may want to prep some steps in advance\***
- [Golden Rule Picture Cards](#) \*consider displaying the picture as a slideshow AND printing and cutting a set of pictures for the poster\*
- [Vocabulary](#) (introduce: respect and kindness)
- [Busy Bees Share Activity](#)

**Opening (5 minutes):** Begin the lesson by introducing the new topic of the week: The Golden Rule: "Treat others as you would like to be treated". Ask students to share with a partner what they think this statement means. Allow a few students to share their responses.

#### Work Session (20 minutes):

The teacher should repeat the rule and explain that this means that we should think about other people's feelings and treat them the way we would want to be treated.

The teacher should display vocabulary cards for respect. Give students an opportunity to brainstorm with a partner, *a time when they were treated with respect*. Allow students to share with the group \*encourage students to use the vocabulary word: respect in their share.

Repeat this process with the vocabulary word: kindness. Students should share with a partner a time when they were treated with kindness and a few should get a chance to share. An example of a student share may be: "\_\_\_\_\_ *treated me with kindness when she helped me zip up my coat.*"

**\*may want to prep in advance\*** Title the anchor chart - The Golden Rule - (you may also want to write a subheading: Treat others the way you would like to be treated. - as a reminder for younger students) Teacher will use the picture cards to complete the anchor chart together.

Students will participate in a Busy Bee Share (see slide for directions) to complete the anchor chart. When bees land, the teacher should display the first scenario picture. The teacher should pose the scenario and ask students to share with their busy bee partner how they would respond.

Have some students share their thoughts and record their responses on the Anchor Chart.

**Closing** (5 minutes):

Review the golden rule together - the teacher should do a quick review of the anchor chart the class made together. Challenge your students to use this thinking as they work together throughout the day. *How can we treat other people with the same kindness and respect that we would like?*

**Home Connection:** NA

## The Golden Rule

**Lesson 2:** I can treat others with kindness and respect.

### Materials Needed:

- [The Day the Crayons Quit](#)
- [Vocabulary](#) (respect & kindness)
- Anchor Chart from previous lesson to refer back to
- [Independent tasks](#) - Golden Rule: Lesson 2

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson. To review, the teacher will pose the following scenario: *You fell at recess and scraped your knee. How would you want the people around you to treat you?*

Give students an opportunity to share with an elbow partner or think-pair-share to share their responses.

### Work Session (20 minutes):

The teacher should display or read, [The Day the Crayons Quit](#). Before reading, explain to the class that we will be thinking about the crayons feel in this story.

After reading, *How did the crayons in this story feel about being used by Duncan? Were any of the crayons happy in the story? Were there any unhappy crayons? Why were some of the crayons upset? How could Duncan help his crayons feel better?*

Give students an opportunity to turn and talk/think-pair-share/busy bee share to respond to the discussion.

**Independent/Partner Work:** Students should think about the story from one of the crayons' perspectives. Students should draw how the crayon feels and tell how they treat the crayon.

**Closing (5 minutes):** Remind students about the meaning of 'respect' and 'kindness'. *How do you feel when someone treats you with respect and kindness? What is something that you can do to show respect or kindness to someone today?*

**Home Connection:** Students should share their independent work with their families at home. Students can share the crayon they chose and how they would treat the crayon.

## Golden Rule & Friendship

**Lesson 3:** I can treat others with respect and kindness.

### Materials Needed:

- [Chester's Way](#) text
- [Vocabulary](#) (respect & kindness)
- Chart paper/[poster](#) (\*consider titling the poster ahead of time)
- [Home Connection](#): Golden Rule and Friendship: Lesson 3

**Opening (5 minutes):** Begin by reviewing the anchor chart the class made together in the previous lesson. Have students share what they remember about the golden rule and ways they use it in their lives. Explain to the class that we will begin to think about specifically, about we treat our friends. Have students share with a partner what they think makes someone a good friend. *What are things a good friend does?*

### Work Session (20 minutes):

Display or read aloud, [Chester's Way](#). After reading, lead the class in setting up their friendship chart. Explain to the class that they will think back to the story and think about how the characters showed that they were friends. *What did they say to each other? How did they treat each other? What did they do for one another?* Encourage students to brainstorm with a partner before sharing with the group - use the ideas the students share to fill in the t-chart on the poster. \*Consider sketching and labeling the chart for younger students\*

Explain to the class that they are going to play a game to get to know their friends in class better. In the story, Chester, Wilson and Lilly shared a lot of interests. Today they will get a chance to learn about their friends in class and see what things they have in common.

**Activity:** Students get to choose a partner to pair up with (groups of 2 or 3). Encourage students to ask each other about their interests. Students can ask each other: *What do you like to do for fun? What is your favorite game to play? What is your favorite flavor of ice cream/ dessert? What is your favorite animal?*

Give partners a chance to 'interview' their partners.

**Closing (5 minutes):** Give a few students an opportunity to share something they learned about their partner. After their shares, remind students what being a good friend looks like and sounds like. *Remember how you like to be treated, how can we treat our friends well today?*

**Home Connection:** Golden Rule Friendship: Lesson 3



## The Golden Rule and family

**Lesson 4:** I can treat my family with respect and kindness

### Materials Needed:

- [Berenstain Bears Forget their Manners](#)
- [Vocabulary](#) (respect & kindness)
- [Busy Bee Slide](#) directions (optional)
- Charts from previous lessons
- [Home Connection](#). Golden Rule and Family: Lesson 4

**Opening (5 minutes):** Begin by having the students partner up and share the meaning of the 'Golden Rule'. Encourage students to use the anchor charts from previous lessons if needed. Explain that today we will think about how we can use the golden rule when we are at home with our families.

### Work Session (20 minutes):

Display or read aloud, [Berenstain Bears Forget their Manners](#). After reading, discuss with the class what the problem was in the story. *What was the problem in this story? How did Mama Bear feel at the beginning of the story? What did Mama Bear think the cubs should do differently? Do you agree with Mama Bear? Why or why not?* Allow students to turn and talk with a partner to share their thinking then allow a few students to share aloud with the group.

Busy Bee Share - Have students participate in a 'busy bee' share for the following questions. After bees share, allow a few students to share their answers aloud for the group.

*What are some rules you have for your house?*

*How do you feel when the rules aren't followed at home?*

*How do you think your siblings or parents feel when rules aren't followed?*

*How can you treat your brothers, sisters and parents with the same respect and kindness that you like to be treated with?*

**Closing (5 minutes):** Bring class back together, remind students that they should always be thinking about the way they treat others and should always be trying to treat others with respect and kindness. Ask, *What is one way that you can treat your family well today?*

**Home Connection:** Golden Rule and Family: Lesson 5.

## The Golden Rule and community

**Lesson 5:** I can identify my communities. I can treat my community and others with respect and kindness.

### Materials Needed:

- [Vocabulary cards](#): introduce community
- [Vocabulary](#) (review: respect & kindness)
- [Community Sort](#) slides
- [Home Connection](#): Golden Rule and Community: Lesson 5

**Opening (5 minutes):** Begin by displaying the ‘community’ vocabulary card. Read the definition for the students and invite students to share what they think this means with their table mates or an elbow partner. *What do you think a community is?* Allow a few students to share their thinking (\*consider having students share their partner’s responses to practice listening and the Golden Rule as it pertains to friendship\*)

### Work Session (20 minutes):

Gather students together and allow them to quickly turn and talk to share the meaning of the Golden Rule with a partner. Remind students that we have been using the Golden Rule for how we treat our friends and our families. Ask, *Do you think the Golden Rule is only for people that we are friends with or that live in our house?* Allow for a few students to respond. Explain to the class that we should use the idea of the Golden Rule with all of the people in our community. Invite the students to say the word with you and remind them of the definition. Explain that the students belong to many communities. Remind the class that we work, live or work in communities with others.

Play a game to decide if an area is a community or not. [Community Sort](#) slides.

**Game Instructions:** Play this game as a version of ‘2 corners’. Display a slide. Have the students move to the side of the room that matches the picture that they believe is a community. \*You may need to talk through the options and remind the students of the definition of ‘community’. In their groups, have students explain their choice. Have a few students justify their thinking, then move to the next slide to ‘check’ their thinking. \*Instructors, you know your students best. Allow for some discussion with these pictures, your students may have different viewpoints that may spark conversation.\* At the end of the slide deck you can do a quick review of all the communities discussed.

Bring group back together after looking at different communities. Explain to students that now that they know about the communities they belong to, how can we be good members of those communities. Give students an opportunity to turn & talk or think-pair-share to respond to the following prompts: *If you were playing outside in your neighborhood and got hurt, would you want one of your neighbors to check on you? Why or why not? If a new neighbor moves in next door, do you have to be nice to them even though you don't know them? Why or why not? How would you want someone to treat you if you were new to the neighborhood?*

**Closing (5 minutes):** Allow a few students to share their responses from the guided conversation above. \*Again, consider allowing students to share their partner's responses. Remind students that when they are in their community or perhaps in someone else's community (maybe visiting on vacation or somewhere new) we should always treat people the way we want to be treated.

**Home Connection:** Golden Rule and Community: Lesson 5

## The Golden Rule and Self Respect

**Lesson 6:** I can treat myself with respect and kindness

### Materials Needed:

- [The Dot](#) - read aloud
- [Vocabulary](#) (respect & kindness)
- [Partner Scenario Cards](#)

**Opening (5 minutes):** Remind students (using previous anchor chart if necessary) about the meaning of the Golden Rule. *When we think about the golden rule, we think about how we treat others. But we also need to remember that it's important to treat ourselves with respect and kindness. When you make a mistake, how do you treat yourself? Are you kind to yourself, or do you sometimes feel angry or upset with yourself?* Allow students to share how they respond to mistakes/challenges with partners/small groups.

### Work Session (20 minutes):

Introduce the read aloud, *In this story, Vashti doesn't think he is an artist. He doesn't think he can paint anything well. While we are reading today, I want you to pay attention to how others treat Vashti, and how he treats himself during the story. What kinds of things does Vashti do, what kinds of things does he say?*

Read aloud or display the story for class. At the end of the reading, invite students to turn and talk about how Vashti treated himself when he thought he wasn't a good artist. *How did he feel at the beginning of the story? Have you ever felt that way? How did Vashti change his thinking? How did his opinion of his art change during the story? Do you think Vashti was kind to himself and others?*

*Discuss: How did Vashti help make himself feel better when he was upset?* Allow a few students to share.

**Partner Practice:** Students should pair up and act out the scenario cards together. Students should pretend that they are the characters in the cards and show their partners how they would make themselves feel better in each scenario. \*Teachers: consider acting out one or two scenarios to model thinking aloud to comfort yourself and show yourself respect.\*

Example: I fell off my bike and hurt my knee!



Possible Response: “Ouch that really hurt! I’m glad it’s only my knee that got scraped up, that could have been worse. I will get up and ride more carefully.”

**Closing (5 minutes):** Summarize the lesson and invite a few students to act out their partner scenarios. Highlight the ways the students make themselves feel better in response to their scenario. *How did you treat yourself when you felt \_\_\_\_\_?*

Remind students that it’s important to treat yourself with kindness and respect always!

**Home Connection:** NA

## The Golden Rule and Self Respect

**Lesson 7:** I can calm myself down when I get upset. I can treat myself with kindness and respect.

### Lesson Materials:

- [Vocabulary](#) cards (kindness, respect and introduce: Cope/coping and calm)
- [Guided Meditation](#)
- Anchor Chart ([template](#) available)
- [Home Connection:](#) Golden Rule and Self Respect: Lesson 7 (2 pages for Coping Strategies poster)

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson and asking students what they remember about ways they can treat themselves when they are upset/unhappy. Invite a few students to share what they remember from the previous lesson.

**Work Session (20 minutes):** Begin with a mini guided meditation. Encourage students to participate (\*consider joining in too!) After the video, ask students how they are feeling. *Are you feeling relaxed, energized, sleepy, etc?*

Introduce the vocabulary words: Calm and Cope. Explain to the class that today we will be learning strategies to help us when we feel upset or need help calming down. These strategies can help us treat ourselves with kindness and respect (review definitions if necessary). They can help us feel better when we are upset.

Introduce Coping Strategies Poster. Explain that this will be a poster that the students can use to help calm themselves down if they have BIG feelings during the day. (\*Consider adding feeling pictures one at a time to have the students name the emotion.) For each emotion, have students turn and talk with a partner to brainstorm how they could cope with each feeling. Draw or write down the ideas the students have for each big feeling.

\*Coping Poster \* Consider adding different feelings to better match any areas of struggle in your classroom. Also, be sure to ONLY include coping strategies on the poster that you want your students to use. If they are not allowed to get up and play with fidgets during instructional time, this should not be a coping strategy that you include. **This is meant to be something they are able to do without asking for permission. For example, they may choose to take 3 deep breaths, they may tense up all of their muscles, then shake them out, they close their eyes and count to 10, etc).**

**Optional Extension:** Decide together on a place in the room to hang the poster. It should be a visible place where your students can apply their coping strategies when they need them.

**Closing (5 minutes):** Summarize the lesson and remind students that sometimes we all need to practice calming ourselves down and coping with hard challenges. When they feel upset or angry, they can practice their coping strategies. *Remember to always treat yourself with the kindness and respect you deserve.*

**Home Connection:** Students should work with their parents at home to come up with a coping strategies chart. This chart should be kept at home and used when students/families need reminders to calm themselves down.

## Suggested Resources:

**Books:** How Gold got in Golden Rule

**Videos:** Scooby-Doo and the Cyber Chase

**Games:** C'mon Broken Compass

**Social Media:** How to stay safe on Social Media

The above and more at: STOP THINK CHOOSE ethics 4 kids\*\*

The listed resources are independently produced and the Resources content is the sole responsibility of the author.

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<b>Books:</b>	E4S, Amazon, Google	Golden Rule for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Golden Rule for elementary* students
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<b>Social Media:</b>	E4S, Amazon, Google	Golden Rule for elementary students*

**\*\*Partnering” tab** on this site: E4S “Ethics4Schools.com” for more.

\*The word elementary may be interchanged with age or grade.



## Kindness and Cooperation

### Kindness and Cooperation

**Lesson 1:** I can be use positive affirmations

**Materials Needed:**

- [Vocabulary Slides](#) (review: kindness, respect and coping as needed) Introduce: Affirmation
- Coping Poster from previous lesson (for review)
- [Kids Affirmations with Snoop Dogg](#)
- [Chrysanthemum](#) Text

**Opening (5 minutes):** Begin by explaining that we've been discussing the Golden Rule (invite students to quickly share the meaning of the Golden Rule with an elbow partner), *today we learn how we can be kind to ourselves. We are going to learn a new word: Affirmation.* Invite students to repeat the word to themselves and with a partner. Display the vocabulary card for *affirmation* and read definition. Explain that an affirmation is something we can say to ourselves when we are feeling upset, overwhelmed, angry, disappointed, etc.

Invite students to gather for a brain break. Play 'affirmations' video and allow students to dance and chant along. \*Teachers: your cooperation will encourage student buy-in to positive affirmations\*

**Work Session (20 minutes):**

Ask students to think back to our 'coping strategies', *could we use affirmations to help us cope when we are having a BIG feeling?* Invite student responses. Introduce book, *In this story, the little girl has some very BIG feelings about her name. While we listen, I want you think to think about things that make Chrysanthemum feel good and things that make her feel badly.*

Read or display the story. After the story, allow students to complete the following discussion either as a 'think-pair-share', 'busy bees', etc. Discuss, *How did Chrysanthemum feel about her name at the beginning of the story? How did she feel in the middle? Why did her feelings about her name change? Who tried to help Chrysanthemum? Was anyone kind to her? Unkind to her?*

*Does it matter if someone does not like your name?*

After discussing the story and allowing some students to share their thoughts, give the students the following prompt:

*What are some affirmations that we could share with Chrysanthemum so she can help herself feel better?*

Students will work in partners or small groups and brainstorm affirmations that would be helpful to Chrysanthemum.

**Closing (5 minutes):** Give some groups a chance to share their affirmations. Remind students that affirmations are positive statements that we can say to help us overcome challenges.

*Today and everyday, we can use affirmations to help us cope with BIG feelings.*

**Home Connection:** NA

## Kindness and Cooperation

**Lesson 2:** I can use affirmations to overcome challenges

### Materials Needed:

- [Vocabulary Slides](#) (review: kindness, respect and coping as needed) review: Affirmation
- Coping Poster from previous lesson (for review)
- [Kids Affirmations with Snoop Dogg](#)

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson and asking students what they remember about affirmations. Allow students to respond and display vocabulary definitions as needed.

### Work Session (20 minutes):

Begin with another 'brain-break' opportunity for the students. Invite students to join the affirmations video and chant along.

After the video, explain to the class that today they will be coming up with their own affirmations that they can say when they have BIG feelings or have a problem to deal with. Allow students to brainstorm an affirmation with a partner. Move the class into a circle for sharing and allow students to take turns in the circle sharing their affirmations. This may encourage someone to think of one if they haven't already\*

After sharing, explain to students that they will be drawing a picture of themselves and will write their affirmation. They can use the sentence frame: "I am \_\_\_\_\_" to get started or they may write their own statement.

\*Teachers, use your knowledge of your students for this independent writing. If your students are not independent writers, you can support them in small groups while the others work on their self portraits or give them a sentence frame. Choose what will work best for your class.\*

[Independent Task](#): Kindness and Cooperation: Lesson 2 (Affirmations)

**Closing (5 minutes):** Summarize the lesson and encourage the students to practice the Golden Rule in their acts of kindness.

**Home Connection:** NA

## Kindness and Cooperation

**Lesson 3:** I can be kind and treat others with empathy.

### Materials Needed:

- [Vocabulary slides](#) (review kindness & affirmation) introduce: empathy
- Golden Rule Poster to review (optional)
- [Empathy Scenario Slides](#)

**Opening (5 minutes):** Begin the lesson by reminding students about the Golden Rule (refer to poster if necessary). In pairs or small groups, ask students to share what they remember about how they can use the Golden Rule in our lives. Invite a few students to share with the whole group.

### Work Session (20 minutes):

Bring the class together, display and introduce the ‘empathy’ vocabulary card. Read the definition and invite students to turn and talk with a partner about what they think that definition means. *What does this mean? How can I know how someone is feeling if I’m not feeling the same way?* Allow a few students to share their responses. Depending on student responses, explain to students that *empathy is being able to think about how someone must be feeling depending on their situation. For example, if I fell and scraped my knee, how do you think I might be feeling?* Allow students to share their thoughts. *Now that you know how I am feeling, how should you treat me? How would you want to be treated if you felt this way?* Allow students to share.

**Partner Scenarios:** For this activity, break the class into pairs or groups of 3. Display the Empathy Slides and allow teams to take turns using their empathy skills to comfort their partner. Walk around during the activity to provide feedback and guidance as necessary.

**Closing (5 minutes):** Invite one or two groups to act out one of the scenarios (choose a group that showed empathy exceptionally well.) Remind students about the meaning of ‘empathy’ and encourage students to use their empathy skills to treat others well.

**Home Connection:** NA

## Kindness and Cooperation

**Lesson 4:** I can use empathy to cooperate with others.

### Materials Needed:

- [Vocabulary slides](#) (review kindness and empathy) introduce: cooperate
- Golden Rule Poster to review (optional)
- Chart paper
- [Cooperation Challenge Slides](#)
- Copy paper (one per team for airplane challenge)
- [Kindness and Cooperation - Home Connection: Lesson 4](#)

**Opening (5 minutes):** Remind students about vocabulary: kindness and empathy. Allow students to quickly share what they remember about using empathy with a partner.

### Work Session (20 minutes):

Display and introduce the vocabulary word: cooperate. Explain that the goals you are working toward may be big or small. *For example, you may need to cooperate with your table group to line up first. You may need to cooperate with your siblings to clean up your toys. What are some other ways we cooperate?* Allow students to brainstorm alone and then with a partner some ways that they cooperate with others.

Using the chart paper, record ALL of their relevant ideas. (\*Consider drawing pictures when applicable). After the list is completed, allow students to take in the (hopefully) long list you created together. Use this as an opportunity to emphasize how important it is to cooperate with others, but also to use kindness and empathy when we cooperate.

Cooperation Challenge: Building a paper airplane! Break the class into pairs. Explain that for this activity, their team will need to cooperate to make a paper airplane. They will get one chance to watch a paper airplane be folded. Then they will need to work together to build their own. After 5 minutes, all teams will fly their planes. Display and read slides to walk through the activity.

\*Teachers, during the 5 minute fold time, circulate the room and give feedback on the cooperation you observe. Also, take note of how students are working together to complete this task.

After the timer, allow teams to fly their planes. Give teams a chance to talk to each other about how they feel they cooperated. *Were you kind to each other? Did you listen to each other's*

*ideas? How do you think that made your partner feel? Was this hard to do together? Did you enjoy working together?*

**Closing (5 minutes):** Give feedback to your class about how they worked together. Be honest and specific with your feedback, if teams worked well together, highlight things that made them successful. If teams were not successful or fought, talk about what you observed. Use your empathy skills to explain that a situation like that might be frustrating/annoying, etc. Refer back to the chart you made together and remind students about the ways we cooperate with others. Encourage students to think about the feelings of others and use empathy and kindness in their interactions.

**Home Connection:** kindness and cooperation: lesson 4

## Kindness and Cooperation

### Lesson 5: I can respect others and their differences

#### Materials Needed:

- [Vocabulary slides](#) (review kindness and respect)
- Golden Rule Poster to review (optional)
- Chart paper
- Cooperation Anchor Chart from previous lesson
- Large construction paper (12 x 18 + preferably. One piece per group of 3-4 students)
- markers/coloring materials
- [Classroom Map Challenge slide](#)
- [Kindness and Cooperation: Home Connection Lesson 5](#)

**Opening (5 minutes):** At their seats or on the carpet, ask your students to brainstorm what the word ‘different’ means? Write the word at the top of the chart paper. Allow your students time to brainstorm.

**Work Session (20 minutes):** Call on a few students to stand in front of the group. Choose students that share some similarity( all boys, same color shirt, wearing sneakers, etc). Ask the class, *What is the same or similar about these people?* Allow students to guess - remind the class, similar or same means when things are alike. Next, call up students who share difference (all different color shirts, different footwear, different hairstyles, etc) *What is something different about these people?* Allow students to guess - explain to the class the differences are things that unique about people.

Give your class time to think-pair-share with a partner some differences that people can have (their jobs, their height, where they live, their favorite colors, etc) Record as many relevant ideas on the chart paper as you can. *\*We’re going for length in this list!\**. Afterward, look over the list and give the class time to see just how many differences there can be between two people. Remind the class of the list they made the previous day about cooperation. *How can we cooperate with people if we are so different from one another?* Allow students to **mix**-pair-share (give them opportunities to share with multiple people to hear from several people.) If wasn’t mentioned, think aloud, *we really need to listen to people when they share their ideas, we need to use our empathy skills to think about other people’s thoughts and feelings. We need to be kind when we know that we disagree with someone. Etc.*

**Classroom Map Challenge:** For this challenge, you’ll need to put the class into groups of 3-4 students. Each group will get coloring materials and a large piece of paper. They will have a fixed amount of time to create a map of their classroom.

Set the timer and let students go to work.

\*Circulate the room during work time and offer feedback/guidance as necessary. Take notice of the student's interactions and the way they cooperate with each other.

**Closing (5 minutes):** Bring group back together and invite some groups to share their maps. Give students a chance to reflect and share what was easy/challenging about this activity. *Did anyone have different opinions in your group? Did everyone's voice get heard? Is there anything you would do differently next time?*

**Home Connection:** Kindness and Cooperation: lesson 5



## Kindness and Cooperation

### Lesson 6: I can solve conflicts

#### Materials Needed:

- [Vocabulary slides](#) (review kindness, respect, cooperation and empathy)
- Golden Rule Poster to review (optional)
- [Cooperation](#) and [Differences](#) anchor charts from previous lessons
- [Cooperating through differences](#) Partner Scenario Slide-deck
- [Kindness and Cooperation: Home Connection Lesson 6](#)

**Opening (5 minutes):** Begin by reminding the class about ways we cooperation (display anchor chart). *What can sometimes make cooperating with people challenging?* (we are all different). *So what should we do when we have a different opinion from someone but we HAVE to cooperate with them?* Allow students to brainstorm individually then share thoughts with an elbow partner/table mate

#### Work Session (20 minutes):

Explain that today we will practice being in situations where we don't agree with one another. We will need to use what we know about empathy and kindness to cooperate with each other even though we feel differently.

[Partner Scenarios](#): Break class up into pairs. Teams will each act out the scenario on the slide. \*Consider assigning students to be partner A or partner B for the scenarios. Be sure to read the entire slide if necessary.

Circulate to provide feedback and support to groups as needed.

**Closing (5 minutes):** Allow some students who problem solved well, to share their scenarios. Be specific with your feedback so students have language/tools they can use when they need to cooperate through differences or resolve conflict. Remind students about the ways we cooperate and the differences we might have. Encourage students to use kindness and respect when they are working with others.

**Home Connection:** Have students complete Kindness and Cooperation Home Connection for lesson 6 with their families.

## Suggested Resources:

**Books:** The Ant who couldn't dance

**Videos:** How to Train a Dragon

**Games:** Pass the Potato

**Social Media:** What should I stand for

The above and more at: [ethics 4 kids](#)\*\*

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## To search for more resources

	LINKS	SEARCH PHRASE*
<b>Books:</b>	E4S, Amazon, Google	Cooperation for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Cooperation for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Cooperation for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Cooperation for elementary students*

**\*\*Partnering” tab** on this site: [E4S “Ethics4Schools.com”](#) for more.

\*The word elementary may be interchanged with age or grade.

## Managing Conflict

### Managing Conflicts

**Lesson 1:** I can explain conflict. I can think of ways to solve a conflict.

**Materials Needed:**

- [Vocabulary Cards](#) (conflict and resolve)
- [Conflict Scenario Cards](#)

**Opening (5 minutes):** Begin the lesson by introducing the new topic of the week: Resolving Conflicts. Teachers will give students a chance to make predictions about the terms: conflict and resolve. Teacher will share vocabulary cards with the class. Explain to the class that resolving conflicts is not about running away from problems, it's about coming up with peaceful ways to solve problems.

**Work Session (15 minutes):** Ask students to brainstorm about a time when they had a problem (conflict) they needed to solve. Students can think-pair-share with a partner about their experience. Have a few students share aloud with the group about their experience. If the conflict was not resolved well, brainstorm together about ways the student could have resolved their conflict more peacefully.

Brainstorm together types of conflicts that arise in daily life (in various settings) some examples could be disagreements over playground equipment or classroom materials, arguments at home with siblings, or about playing by the rules, etc. .

**Activity (15 minutes):** Organize students into groups (4 to 5) or split the class in half. Have students work in pairs to act out a scenario card. *The rest of their small group or class will give them feedback to help them resolve their conflict. The acting students should then try out the scenario again with the advice of their peers.*

**Closing (5 minutes):** Remind students about definitions for 'resolve' and 'conflict' and the ways they peacefully resolved conflicts. Challenge students to use these strategies with their classmates and siblings.

**Home Connection:** NA

## Managing Conflict

### Lesson 2: I can resolve a conflict

#### Materials Needed:

- [The Little Red Hen](#) - Any read aloud with a clear conflict & resolution between characters will work here\* (Enemy Pie, Rainbow Fish, The Recess Queen, etc)
- [Vocabulary Cards](#) - to review conflict & resolve
- Home Connection: [Conflict Resolution](#) lesson 2

**Opening (5 minutes):** Review meaning of ‘conflict’ and ‘resolve’ from yesterday. Have students work with a partner to recall a conflict scenario OR brainstorm a new possible conflict scenario and how they would solve it.

#### Work Session (20 minutes):

Teacher should display or read aloud, The Little Red Hen. *What was the conflict in the story? Which characters struggled with each other, why?* Students should turn and talk or think-pair-share.

Discuss as a group the way the Little Red Hen resolves her conflict.

Explain to students they will get a chance to practice resolving conflict with a partner. Pair up students read the following scenario to the groups. Have the students act out the conflict then continue on their own to resolve it.

Have pairs demonstrate their resolutions with the class after each pair has had a chance to work together.

#### Partner Scenario

You and your friend are playing Rock-Paper-Scissor-Shoot. You lost the round. Your friend calls you a mean name and walks away.

What should you do to resolve this conflict?

**Closing (5 minutes):** After having teams model their conflict resolution, remind students about using these strategies everyday.

**Extension:** Consider revisiting these lessons as needed within your classroom. In addition, remind students of their ability to talk peacefully through problems as daily conflicts arise. These are true teachable moments for students to practice using conflict resolution tools.\*

**Home Connection:** Avoid Conflict: lesson 2

\*Consider allowing students to share their responses during a morning meeting or in small groups\*

## Suggested Resources:

**Books:** Help your Dragon Resolve Conflict

**Videos:** PBS kids Video

**Games:** Stop, Relax & Resolve: Board game

**Social Media:** High Conflict: How we get trapped and how we get out.

The above and more at: ethics 4 kids\*\*

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## To search for more resources

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<b>Books:</b>	E4S, Amazon, Google	Conflict for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Conflict for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Conflict for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Conflict for elementary* students

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## **Be Truthful in All Things**

### **Be Truthful in All Things**

**Lesson 1:** I can explain the importance of truthfulness and integrity

**Materials Needed:**

- Scenarios for the "Truthfulness Role-Play" activity.
- Short Story - [Being Truthful in all Things](#)
- [Scenario Slides](#)
- [Vocabulary Cards](#) (truthful, honesty and integrity)
- [Home Connection - Lesson 1](#)

**Opening (5 minutes):** Begin the lesson by introducing the new topic of the week: Be Truthful in All Things. Ask students to share what they think this term, 'truthful' means. Record any ideas on chart paper/whiteboard.

**Work Session (20 minutes):**

Display the vocabulary cards and read each one. Allow students to share examples when they've acted with integrity or were truthful and honest.

Teacher will read aloud story: [Short story about being truthful in all things.](#)

**Discussion (10 minutes):** Discuss the importance of truthfulness. *How did the characters in the story show that they were truthful? Did our characters have integrity? Did they do the right thing, even if no one was there to see them do it?*

Students will turn and talk to a partner and share a time that they told the truth OR share an example of truthfulness from the story.

**Activity (10 minutes):** Teacher will model a scenario in which they told the truth.

Break the students into pairs around the room. Display the scenario cards and read aloud.

Allow students to practice acting out the situation with each other, taking turns deciding how to do the right thing.

\*Actively monitor during student practice. Give specific feedback about ways to be truthful when necessary.

**Closing (5 minutes):** Summarize the lesson and review the scenarios. "When is it hard to tell the truth? Have you ever been in a situation when you had to tell the truth even though you might get in trouble? What happened then?"

**Home Connection:** Be Truthful...: lesson 1

## Be Truthful in All Things

**Lesson 2:** I can explain consequences.

**Materials Needed:**

- Chart paper/whiteboard
- [Vocabulary Cards \( Consequence\)](#)
- [Scenario Cards](#)
- [The Boy Who Cried Wolf - read aloud](#)

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson and homework. Ask a few students to share their answers from the homework and discuss. "If being honest means to tell the truth, what do you think 'dishonesty' means?" Teachers will give students time to share their ideas and record any ideas on the board or chart paper.

**Work Session (20 minutes):**

**Discussion (10 minutes):** Teacher will display Read Aloud.

Discuss the consequences of dishonesty. "What consequences did the boy face because he was dishonest? What consequences did the villagers face because he was not truthful? How do you think the characters in the story felt?"

Explain that dishonesty can damage trust, hurt relationships, and lead to serious consequences.

**Activity (10 minutes):**

Review scenarios from previous lesson, allow students to share how a dishonest response would make them feel. "How would you feel if \_\_\_\_\_?" "Why would you feel that way?"

**Closing (5 minutes):** Summarize the lesson and remind students that dishonesty has consequences. Remind students to think about how they felt when someone was dishonest with them.

**Home Connection:** Be truthful...: lesson 2

## Be Truthful in All Things

**Lesson 3:** Practicing truthfulness in various situations

**Materials:**

- [Scenario Slides](#) (lesson 3)
- [Vocabulary cards](#) (truthful, honest, consequence) for review
- [Home Connection](#) (lesson 3)

**Opening (5 minutes):** Students will share their responses to the previous **home connection** with a partner. Teacher will lead a short discussion - “how does it feel when you tell the truth?” “How do you feel when someone is dishonest or tells you something that is not true?” Students will have time to share responses?

**Work Session (20 minutes):** Today we will practice telling the truth in different situations. We know that when we are dishonest, it can hurt relationships or cause hurt feelings. How can we be truthful, even when it is hard?

**Teacher will model the first scenario** - Your friend takes an extra cookie from the lunch line when no one is looking. Your friend offers to take an extra cookie for you too. What should you do?

Teacher should think aloud through the difficulty of being honest here: “I know what my friend did is wrong. She might be mad at me if I tell on her. I do like cookies, would it be wrong if she took one for me?” - Teacher should model the thoughts in her head, before telling her friend that taking cookies without paying is wrong. Teacher should encourage her friend to put the extra cookie back and be honest about taking it without paying.

**Discuss:** “How do you think my friend will feel if I encourage her to do the right thing?” How do you think I will feel about MYSELF after I encourage my friend to do the right thing?”

**Scenarios:** Teachers should read these scenarios to students acting them out. Have students demonstrate their ability to be truthful. Ask students to share if it was challenging to tell the truth in each particular situation, why or why not?

Give students opportunities to practice being truthful with partners or small groups.

**Closing (5 minutes):** Invite a few groups to act out a scenario. Remind students about the importance of being truthful.

**Home Connection:** Be truthful...:lesson 3



## Suggested Resources:

**Books:** Honesty is my Superpower

**Videos:** Life Skills for Kids

**Games:** CB Trail

**Social Media:** A Smart Girls Digital World

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## To search for more resources

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<b>Books:</b>	E4S, Amazon, Google	Truthfulness for elementary* students
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<b>Social Media:</b>	E4S, Amazon, Google	Truthfulness for elementary students*

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## Perseverance

### Perseverance

**Lesson 1:** I can explain the importance of perseverance

**Materials Needed:**

- Chart Paper
- [Big Al](#) - text
- [Vocabulary slides](#) (introduce: perseverance, review: choice ( as needed)
- Countdown [Timer](#) (needs to be able to be displayed to class)
- Perseverance Lesson 1 [Home Connection](#)

**Opening (5 minutes):** Begin the lesson by introducing the new topic of the week: We Can Do Anything If We Work Hard and Persevere. Ask students to share what they think this term means. Give students a chance to brainstorm with an elbow partner. *What does it mean to persevere or have perseverance?*

**Work Session (20 minutes):**

Begin by displaying the vocabulary card for 'perseverance' and explain the definition. Invite the students to think about something that they have worked hard for or persevered to do (learning how to ride a bike, learning to talk, walk, play a game/sport, draw something, etc) Allow students to share with a partner what they have persevered to do.

Introduce the read aloud, *Today we will read a story about a character named, Big Al. In this story, Big Al uses perseverance to make friends. While you are listening today, I want you to think about all of the things that Big Al does to show perseverance. How does he try to make friends?*

Read or display the story. After discuss: *What were some ways the Big Al used perseverance to make friends?* Record the student's ideas on the anchor chart.

**Activity (10 minutes):**

\*For this activity you will need to display a [timer](#). Break your class into pairs, explain that for this activity we will use perseverance to try to get better! For this challenge, one person will do jumping jacks and the other partner will count to see how many you did. After one minute, your partner will tell you how many jumps you did. Then you have an opportunity to try and beat your number by trying again!

Let your students spread out and start the timer for them to begin. \*Set the timer at least 4 times to allow both partners to go twice\*

**Closing (5 minutes):** Summarize the lesson and definition for perseverance. Ask students to share ways that they can use perseverance in their lives.

**Home Connection:** Perseverance: lesson 1

## Perseverance

**Lesson 2:** I can explain the importance of perseverance

**Materials Needed:**

- Chart Paper
- [Vocabulary slides](#) (introduce: perseverance, review: choice ( as needed)

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson and homework. Ask a few students to share their answers from the homework and discuss.

**Work Session (20 minutes):** Remind students of the definition of perseverance. Explain that today we will look at all of the ways that we use perseverance in our lives.

Using Chart paper, you will compile a list of things that your students have accomplished or are able to do (like cooperation & kindness, we want this list to look extensive. Be sure to include all relevant responses on the chart).

Have students use a discourse strategy such as 'busy bee', 'think/pair/share' etc to allow students to brainstorm with many students. Things they may have persevered to do could be (to learn to count, read, write, to learn letters/sounds, learning to ride a bike, scooter, etc. Learning to talk, play football, soccer, basketball, etc)

After recording all of their ideas, look back over the list. Encourage your students to feel proud of all they are able to accomplish with perseverance.

**Closing (5 minutes):** Summarize the lesson and encourage the students to think about what they are able to do when they persevere.

**Home Connection:** NA

## Perseverance

**Lesson 3:** I can persevere through a challenge.

**Materials Needed:**

- Chart Paper
- [Vocabulary slides](#) (introduce: encourage, review: choice, perseverance (as needed)
- Numbered Index cards (one card per student in class) the cards should be numbered 1 to however many students you have.
- Stopwatch [timer](#)
- [Perseverance: Lesson 3 Home Connection](#)

**Opening (5 minutes):** Ask students to share with a partner what it means to *persevere*. Allow students to share aloud. Ask students to think about what it means to ‘encourage’ someone or be encouraged by someone? Give students time to brainstorm and share their thoughts. Display the vocabulary card for *encourage*. Read the definition and give examples if necessary.

**Work session (20 minutes):** Bring the group together and explain that sometimes when we are working hard to persevere it can be challenging and we need others to encourage us. *What are some things we can say if we notice that someone is struggling with a challenge?* Allow students to share (You can do it! Do you need help? I can help you, etc)

Explain that today they will have opportunities to persevere through different challenges.

**Challenge 1 - Order up!:** For this challenge, break the class up into groups of 4-5 students. Using a stopwatch timer, have the students work together to line themselves up from shortest to tallest.

After this challenge, bring the group together to reflect. *What was easy about this activity? What was challenging? Do you feel your group persevered and worked together? Did you feel like giving up after you noticed another group won?* Allow students to share their thoughts honestly. Give feedback and remind students about encouraging others when they notice someone struggling to be their best.

**Challenge 2: Number Line Mania!:** For this activity, give each student in class one of the numbered index cards. Using a stopwatch timer, have the students SILENTLY put themselves in order.

Reflect again, *What was easy about this? What was challenging? How can you encourage each other without using words? How could you work together differently to improve your time?*

\*Ideally you would repeat this challenge to give the students a chance to persevere and try and improve upon their time.

\*you could also switch up groups and repeat 'order up'.

**Closing (5 minutes):** Summarize the lesson and give honest feedback to the encouragement and perseverance that you observed during the challenges.

*Today we participated in really fun challenges. I noticed that \_\_\_\_ (student) used perseverance when \_\_\_\_, etc*

*Remember, it's important to continue to try even if things get challenging.*

**Home Connections:** Perseverance: Lesson 3

## Suggested Resources:

**Books:** Mistakes, How I learn

**Videos:** Mental Toughness for the Young Athlete

**Games:** Perseverance makes me stronger

**Social Media:** My Strong Mind

The above and more at: STOP THINK CHOOSE ethics 4 kids\*\*

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## To search for more resources

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<b>Books:</b>	E4S, Amazon, Google	Perseverance for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Perseverance for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Perseverance for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Perseverance for elementary students*

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## **We are Responsible for our Futures**

### **We are Responsible for our Futures**

**Lesson 1:** I can explain the effect of an action.

**Materials Needed:**

- [Vocabulary Cards](#) (cause and effect)
- Chart paper and markers ([template](#) for guidance)
- [Alexander and terrible horrible, no good, very bad day](#)
- [Home Connection](#) (We are responsible for our own future: cause and effect, lesson 1)

**Opening (5 min.):** Teacher should display the vocabulary card. Ask the students what they think cause and effect means. Give students time to talk at their tables or in small groups. Have groups share what they think this term means or give examples of what they think it means. Give necessary feedback to correct any misconceptions. Give some simple examples, *When I forget to eat breakfast, I get very hungry before lunch. If I go to bed without brushing my teeth, I might get a \_\_\_\_\_ (cavity), etc).*

**Work Session (20 minutes):** Teacher should read or display Alexander and the Terrible Horrible No Good Very Bad Day - after reading/listening, discuss: *How was Alexander feeling in this story? What caused him to feel this way?*

Begin to do a picture walk during the discussion, *Why did he wake up in a bad mood? What happened during breakfast that caused him to feel upset?*

Students can turn and talk, busy bee share or think-pair-share to discuss the events of the story.

Using your chart paper - begin to complete the cause and effect anchor chart for Alexander. Have students brainstorm things from the book that made Alexander upset. As they discuss things that upset him, have the students reflect back, *why did they happen? What happened first? \_\_\_\_\_ is a consequence of this action.* Encourage students to use cause & effect vocabulary in their responses with partners and aloud.

**Home Connection:** We are responsible...:lesson 1



## We are Responsible for our Futures

**Lesson 2:** I can be responsible for my actions. I can see how my actions shape my future.

**Materials Needed:**

- Read Aloud: [Short Story: The Seed and the Sprout](#) or A [Bad Case of the Stripes](#) or [The Lorax](#) (would all be appropriate texts to discuss cause & effect relationships)
- Anchor Chart/Poster Paper
- [Vocabulary](#) (review consequence. Introduce: future, responsible, choice)

**Opening (5 minutes):** What does it mean to be responsible for our futures?

What is the future? *What will happen next, or eventually.* “How can we be responsible for the things that happen in our future? Today we will read a story, while we are listening, I want you to think about how the character’s actions in the story shaped their future.”

**Work Session (20 minutes):** *Teacher will display/read aloud chosen text.*

*I want to remind you about cause & effect. All actions have consequences, they can be positive or negative. I want you to keep this in mind while you listen today.*

**Discussion:** *Who was our character?*

*How did our character’s actions shape their future in the story? How could they have changed their actions to change their future?*

Create an anchor chart/poster to highlight the character in the story and the actions that lead to consequences for the character. Keep this poster to review throughout future lessons.

**Closing (5 minutes):** Summarize the lesson. Remind students that their actions can shape their futures. Encourage the students to share a way that they will make a positive impact that day (I will help a friend. I will be nice. I will help my mom cook dinner, etc)

**Home Connection:** N/A

## We are Responsible for our Futures

**Lesson 3:** I can be responsible for my actions. I can explain the consequences for my actions.

**Materials Needed:**

- Paper and pencils for the "Future Goals" activity.
- [Cause & Effect Cards](#)
- Anchor Chart/Poster Paper
- [Vocabulary](#) (review consequence, future, responsible, choice)

**Opening (5 minutes):** Begin the lesson by reviewing the previous day's lesson and story character. *Think back to the story from yesterday, what were the consequences of \_\_\_\_\_'s actions? What would have happened if \_\_\_\_\_ acted differently?* Students have time to share responses aloud. *Who is responsible for our actions? How can we be responsible for our own actions?*

**Work Session (20 minutes):** *Today we will think about how our actions have consequences. Some consequences of our actions can be good, some can be bad. It depends on the choices we make. We are responsible for all of the choices we make, let's see how those choices can affect our days or even, our future.*

**Scenarios:** Teacher will model thinking aloud for the first cause & effect card. Teacher will read a card aloud then explain the effect that the cause may have.

Teacher will read the cards aloud for the class, giving students an opportunity for movement using **Think-pair-Share** or **Turn and Talk** strategy for discourse.

Allow students to share their thinking and possible 'effects' for the action. Encourage students to use vocabulary as much as possible\*

**Closing (5 minutes):** Summarize the lesson and encourage the students to take responsibility for their own future. I want you to remember that the choices and actions you make, have consequences. Think about how your actions can help you in the future!

**Home Connection:** N/A

## We are Responsible for our Futures

### Lesson 4: I can make responsible choices

#### Materials Needed:

- [Future Goal Setting worksheet](#)
- [Giraffes Can't Dance](#) - read aloud
- [Vocabulary](#) (review consequence, future, responsible, choice)
- [Home Connection](#)

#### Opening (5 minutes):

1. Students will pair up and quickly review the vocabulary words: responsible, consequence & choice.
2. Teacher will read the following scenario for partners to discuss:  
"I really want to be on the gymnastics team, but I'm not very good at cartwheels yet. My sister saw me practicing and she made fun of me. I think I should just quit, I'm never going to make the gymnastics team anyway." - *What would you tell your friend in this situation? How can her choices affect her future?* Allow students to share their thoughts with a partner and let some students share with the group.

\*This may be a natural time to remind students about **empathy & kindness**\*

**Work Session** (20 minutes): Teacher will display or read aloud, Giraffes Can't Dance

**Discuss after reading:** *How did Gerald's choices shape his future? What goals did Gerald have?*

*What goals do you have?* - Students will think-pair-share their responses about their own goals.

Teacher will model completing his/her own Future Goals worksheet. Teacher will discuss how making responsible choices will help them reach their goal. (example: *I want to become a better reader. If I take time to practice my reading for a few minutes before bed each night, I will probably become a better reader.*)

**Activity (10 minutes):** Students will complete their own Future Goal worksheet (students should share their goals with a partner/table groups when they are finished).

**Extension:** You could have students hang up their goals in the room as a reminder of what they are working towards.

**Home Connection:** We are responsible...:lesson 4

## We are Responsible for our Futures

**Lesson 5:** I can explain how my choices impact my future.

### Materials Needed:

- [Future Goal Setting worksheet](#) (as a reminder of previous lesson)
- [Reaching Goals worksheet](#)
- [Shark Lady](#) - read aloud
- [Vocabulary](#) (review consequence, future, responsible, choice)
- We are responsible for our own futures: [Home Connection](#) Lesson 5

**Opening (5 minutes):** Begin the lesson by reviewing from the previous day - Have students share their goal with a tablemate or partner. Invite a few students to share how they made progress towards their goal from the day before.

### Work Session (20 minutes):

Remind students that, *the choices that we make help to shape our future. Today we learn what can happen if a person has a goal that they really believe in and are focused on.*

Read or display, Shark Lady. After read aloud, discuss some of the choices that Eugenia made to work toward her goal.

Discuss: *What was Eugenia's goal? Why was this important to her? What are some things that she did to reach her goal? Did she have any challenges/obstacles in her path? How did she overcome them?* Allow students time to talk with their partners and share out their thoughts. Give feedback to guide their thinking and make sure students can see Eugenia's 'actions' from the story.

Partner Practice: Have students work with a partner to complete the 'Reaching Goals' worksheet.

**Closing (5 minutes):** Remind the class of your goal (to be a better reader) remind them of the choices you are taking to reach your goal (reading every day to practice). Ask students to share with a partner, then invite a few to share aloud.

**Home Connection:** we are responsible...:lesson 5

## Suggested Resources:

**Books:** Bye-Bye Bully

**Videos:** Raising Kingdom Kids

**Games:** I can Do It

**Social Media:** Control Your Destiny or Someone Else Will

The above and more at: STOP THINK CHOOSE ethics 4 kids\*\*

The listed resources are independently produced and the Resources content is the sole responsibility of the author.

## To search for more resources

	LINKS	SEARCH PHRASE*
<b>Books:</b>	E4S, Amazon, Google	Responsibility for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Responsibility for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Responsibility for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Responsibility for elementary* students

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# Social Capital

## The Value Of Belonging

**Grade Level: Kindergarten and 1<sup>st</sup> Grade**

**Three Lessons**

**Objective:** Understanding the concept of Social Capital and its Importance

**Materials Needed:**

- “Bowling Alone” by Robert D. Putnam
- Ball of yarn
- Flip chart paper
- Safe scissors and glue

**NOTE:** ***Social Capital** lessons have a suggested dialogue and activities. The intent is to be used as a guide.*

### **Lesson One** (30 minutes)

#### **Opening** (5 minutes)

**Parent:**

*Begin the lesson by introducing the topic: Social Capital.*

**Today we’ll talk about Social Capital. Any ideas what this means?**

*Children answer*

**Social capital means having a lot of friends and people who help you. It’s like having a big team of people who make you happy and help you when you need it. The more friends and helpers you have, the stronger your Social Capital.**

## **Discussion and Activity** (20 minutes)

**Parent:**

**Read a simplified version of “Bowling Alone” and discuss the idea of Social Capital.**

*Children answer. Congratulate them on good answers.*

### **Activity I** (List groups)

- One the flip chart write a list of groups that thy would like to belong to. *(Family, Faith-Based, School/classroom, Neighborhood/playground, Scouting, Singing, Sports, art, dancing, etc.)*
- Ask each child to select one and ask why they choose it.
- Ask each child if they belong and if so do they like it ---- why?
- If they do not belong, why and which would they like to belong to?

### **Activity II** (Belonging)

- Have all the children with the exception of one, sit in a circle.
- Hand the ball of yarn to one child and ask them to share something they like to do.
- After they finished, ask them to toss the ball of yarn to another and ask them the same question.
- Continue until all the children in the circle had a chance to answer.

**Parent:**

- Explain how the yarn web they created represents social capital.
- Ask the child that didn't participate, how they felt.
- Ask the children who participated how they felt leaving one person out of the game.

## **Closing** (5 minutes)

**Parent:**

**Today we learn the important of having friends, including everyone, and how friends help us. Put all this together and it's called Social Capital. As you practice it, think about how wonderful you and your friends will feel.**

**Books:**

“[Lessons from the Hedge](#)” by Rosie Taylor Amazon

## **Social Capital & Community**

### **Lesson Two** (30 minutes)

**Materials Needed:**

- Various magazines
- Scissors, and glue
- Flip chart paper

### **Opening** (5 minutes)

**Parent**

Last time we discussed Social Capital meaning having a circle of friends. Today we'll expand that circle to include our community.

**What do I mean by Community?**

*Solicit answers.*

**A Community is a group of people living or working together.**

**Who is part of your community?**

*Solicit their answers and write them on the flipchart. Possible answers: Mailman, police, firefighters, teachers, doctors, trash collectors, etc.*



## **Discussion And Activity** (20 Minutes)

### **Parent**

**Let's create a collage of our community.**

Give each child a pair of safe scissors, glue, and a piece of blank paper.

Give them 10 minutes to cut out pictures from the magazines, and glue them to the paper.

When completed, have each child present their collage and explain how it represents their community.

## **Closing** (5 minutes)

### **Parent:**

**Making connections with others helps build our community. Sharing things with others, like toys and games also helps build a community**

## **Social Capital and Friendship**

## **Lesson Three** (30 minutes)

### **Materials Needed:**

- Flip chart paper
- Prepared flip chart paper with ingredient and measurements:
  - Ingredients: Kind, sincere, funny, generous, smart, shares, keep secrets, honest, (add others)
  - Measurements: Teaspoon, tablespoon, cup, pinch, dash, a pint, a quart (add others)

## **Opening** (5 minutes)

### **Parent**

**In this third and last lesson on Social Capital we'll talk about friends. Raise your hand if you have friends.**

*Children raise their hands.*

**Wave your hand if you have a best friend.**

*Children wave.*

**What makes them a best friend?**

**What is the difference between a best friend and a friend?**

*Children answer.*

- Trust: Thin vs Thick
- Doing a favor
- Keeping a secret
- Asking for a favor

Write answers on the flip chart.

**How do you make friends?**

- Play games
- See lots of each other
- Ask them to play
- Sharing toys
- Joining teams

**Anyone who has friends, whether it's one or one hundred, is very lucky. Why? Because friends are part of our Social Capital, or community and our lives.**

### **Parent**

Tell a story of one of your friends.

## **Discussion and Activity** (20 minutes)

**Parent**

**Does anyone like to cook?**

**What do you follow when you cook?**

*Children answer.*

**That's right, a recipe.**

**Let's cook up a friend recipe.**

**Parent**

Show the prepared flip chart paper with ingredients and measurements. Read each, define each, and give examples: ½ cup of kindness, 3 teaspoons of generosity, etc.

On a clean sheet of paper, write down the ingredients as the children call them out.

When completed, talk about why each ingredient is so important.

## **Closing** (5 minutes)

**Parent:**

**Remember, as much fun as it is to have friends, it's important to be a good friend.**

**What are things you can do to be a good friend?**

*Children answer.*

**Next time you are with your best friend, tell them why you like them and what they mean to you. They'll love it.**

## Social Capital Resources

### Suggested Resources:

#### Books available on Amazon:

[“Bowling Alone”](#) by Robert D. Putnam

[“Lessons from the Hedge”](#) by Rosie Taylor

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### To search for more resources

	LINKS	SEARCH PHRASE*
<b>Books:</b>	Amazon, Google	Social Capital books for elementary* students
<b>Flash Cards:</b>	Amazon, Google	Social Capital for elementary* age
<b>Videos:</b>	Amazon, Google	Social Capital elementary* age
<b>Games:</b>	Amazon, Google	Social Capital elementary* age
<b>Social Media:</b>	Amazon, Google	Social Capital for elementary* age

\*The word elementary may be interchanged with age or grade

# A “Right from Wrong” Teaching Guide



## **Ethics4Kids**

**HOME SCHOOL VERSION**

*“We cannot blame those for what they do not know”*

## **THE GOLDEN RULE**

**Grade Level:** Kindergarten and 1st Grade

### **Two Lessons**

**Objective:** Help students understand and apply the Golden Rule: Treat others as you want to be treated.

### **Materials:**

- "The Golden Rule" poster or visual aids (Resource Section)
- Chart paper and markers
- Examples of the Golden Rule in action (Resource Section)

**NOTE:** *The Golden Rule lessons have a suggested dialogue and activities. The intent is to be used as a guide.*

## **Lesson One** (30 minutes)

### **Opening** (5 minutes)

**Parent:**

**Today, we're learning about a very important rule called the Golden Rule. It means we should treat others the way we want to be treated. Why do you think this rule is important?**

*Children answer*

*Possible answers:*

- *It makes others feel good.*
- *They'll know that I like them.*

*Discuss and praise for all answers given – correct if necessary*

**Parent:**

**What do you think happens when you treat others the way THEY want to be treated?**

*Children answer*

**Parent:**

**When we treat others kindly, they are more likely to treat us kindly in return. It helps us make friends and get along better.**

## **Discussion & Activity** (20 minutes)

**Parent:** introduce examples of the Golden Rule by asking:

- **How would you feel if someone shared their toys with you? How do you think they would feel if you shared yours?**
- **Imagine someone is sad because they lost their favorite toy. How can you help them feel better?**

*After discussing a few examples, work with the children and create their own "Golden Rule" poster, drawing examples of treating others how they want to be treated.*

## **Closing** (5 minutes)

**Parent:**

**Remember, the Golden Rule helps us create a happier and friendlier world. Let's remember to practice this rule every day. Can you think of one way you can use the Golden Rule tomorrow?**

*Children answer*

**Parent:**

**For our class on (day), draw a picture or write a story about how you used the Golden Rule with a friend, your brother, sister, Mom or Dad.**

**You were wonderful today!**

## **GOLDEN RULE**

### **Lesson Two** (20 minutes)

**Materials:**

- Visual aids depicting examples of the Golden Rule in action. (Resource Section)
- Chart paper and markers for creating a class poster.
- Various storybooks that exemplify the Golden Rule in practice. (Resource Section)

### **Opening** (5 minutes)

**Parent:**

**The other day we talked about the Golden Rule. What was that?**

*Children answer*

**Parent:**

**The Golden Rule says we should treat others the way we want to be treated. How would you like to be treated?**

*Record answers on chart paper, discuss, praise and move to next section.*

### **Story Time and Discussion** (10 minutes)

**Parent:**

**I'm going to read a story that demonstrates the Golden Rule in action.**

*Choose a story (see Resource Section) that demonstrates the Golden Rule in action. As you read, pause to discuss the characters' actions and decisions.*

*Ask questions like:*

*"How do you think this made [character] feel?"*

*"Would you like it if someone did that for you?"*

**Parent:**

**Let's create a Golden Rule poster with ways we can practice the Golden Rule every day.**



## **Closing** (5 minutes)

*Wrap up the lesson by reflecting on the importance of the Golden Rule. Encourage a discussion about how following this rule can make their home, and where they play a happier place.*

### **Parent:**

**Let's try to do at least one thing that follows the Golden Rule each day.**

**As usual, you were wonderful today!**

## **Golden Rule Resources**

### **Suggested Resources:**

Books: The Golden Rule by Sherrill Cannon, How the Gold Got into "The Golden Rule".

Videos: Scooby-Doo and the Cyber Chase, Life Skills for Kids

Games: CMON Broken Compass, Sequence for Kids

Social Media: How to stay safe on Social Media

All the above and more: "STOP THINK CHOOSE" Ethics4Schools.com\*\*

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### **For further resources search the links below:**

	<b>LINKS</b>	<b>SEARCH PHRASE*</b>
<b>Books:</b>	E4S, Amazon, Google	Golden Rule for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Golden Rule for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Golden Rule for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Golden Rule for elementary* students

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## **KINDNESS**

**Grade Level:** Kindergarten and 1<sup>st</sup> Grade

**Three Lessons**

**Objective:** Understanding the importance of being kind

**Materials Needed:**

- Large construction paper or chart paper
- Post-it notes (12 or more)

**NOTE:** *Kindness lessons have a suggested dialogue and activities. The intent is to be used as a guide.*

### **Lesson One** (30 minutes)

#### **Opening** (5 minutes)

**Parent:**

*Begin the lesson by introducing the topic: Be Kind.*

**Today we'll talk about kindness or being kind. What do you think that means?**

*Children answer*

**Kindness or being kind is a way of acting that makes others feel good like helping, sharing, listening, treating other with respect and caring.**

### **Discussion and Activity** (20 minutes)

**Parent:**

**Do you think being kind is important? Why?**

*Children answer. Congratulate them on good answers.*

**Parent:**

*Display and read a book from the Resource Section that demonstrates being kind.*

*Suggestion: The Kindness Book.*

**Parent:**

**Think about a way to be kind to someone else. How would you be kind to a friend? Your brother or sister? A teacher? Your best friend's parents? A stranger?**

*Write answers on post-it notes and put on the chart paper which you labeled 'Ways to Spread Kindness'*

*Discuss their answers.*

**Parent:**

**Would you like a kindness surprise or a reward? Here's all you need to do. Over the next week, practice one new way to be kind to someone. At the beginning of lesson 2 of Kindness, we'll talk about it.**

*Surprises or reward: favorite candy, a small stuffed animal, a toy, etc.*

## **Closing** (5 minutes)

**Parent:**

**Today we learn about the important value of kindness. As you practice it, think about how wonderful your act of kindness will make someone feel.**

## KINDNESS

### Lesson Two (30 minutes)

#### Materials Needed:

- Strips of paper (copy or construction paper) at least 1 per student
- A chain or a picture of a chain

### Opening (5 minutes)

#### Parent

**So how did you practice kindness or being kind?**

*Discuss their answers.*

**How did being kind make you feel?**

*Discuss their answers.*

**How do you think it made the person feel?**

*Discuss their answers.*

### Discussion and Activity (20 minutes)

#### Parent

**You felt good and they felt good. That's what we call 'cause and effect'. Every time we do something kind or are kind to someone, we feel good and they feel good. Our relationship improves, everyone gets along better and the environment, whether it's at home, outside, at someone's house is happy and positive.**

**Have you ever heard of a kindness chain? Let's make one!**

Have students write down/draw ways to be kind on strips of paper. Help the students link them together to create a class chain. Discuss how each act of kindness can lead to another, creating a 'chain reaction' of kindness.

If there is only one child, have the child make three links and discuss how each link affects the next.

## **Closing** (5 minutes)

**Parent:**

*Summarize the lesson and encourage the students to create a "chain reaction" of kindness.*

**Being kind and showing kindness is one of the many reasons you're so special. There's one more kindness lesson. Until then, practice being kind every chance you get.**

## **KINDNESS**

### **Lesson Three** (30 minutes)

#### **Materials Needed:**

- Kindness Scenarios

### **Opening** (5 minutes)

#### **Parent**

We already learned that when we do kind things, it can make others feel good or happy. Our actions cause others to feel good. This is sort of a 'chain reaction'. What are some ways that we can show kindness to others? What are some ways that you can be kind to someone today?

*Children answer.*

### **Discussion and Activity** (20 minutes)

#### **Parent**

This third and last lesson on the value of kindness centers on what would you do, how would you feel and how do you think the other person would feel. Ready to have some fun?

**Do you know what a scenario is?**

*Children answer.*

**A scenario is a made-up story that you get to solve or take an action. Let's start with your friend Charlie.**

*Scenario #1*

**You and Charlie are playing catch with a group of friends. Charlie misses the ball and falls flat on his face. All the other kids start to laugh and make fun of him. You can tell this hurt him. What would you do?**

*Discuss.*

## **KINDNESS**

*Scenario #2*

**Parent**

**You go to a birthday party. Everyone knows each other except for Latisha who just moved into the neighborhood. No one is talking with her and she's standing alone in a corner looking like she's about to cry. What would you do?**

*Discuss.*

## **Closing** (5 minutes)

**Parent:**

*Summarize the lesson.*

**Being kind and showing kindness is one of the many reasons you're so special.  
Remember – It's Cool to be Kind!**



## Kindness Resources

### Suggested Resources:

**Books:** It is Brave to be Kind: 365 Days of Kindness

**Cards:** 365 days of kindness

**Videos:** Kindness is My Super Power: Be Kind

**Games:** What If: Kindness Bingo

**Social Media:** Common Sense Education

All the above and more: “STOP THINK CHOOSE” Ethics4Schools.com\*\*

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### To search for more resources

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<b>Books:</b>	E4S, Amazon, Google	Kindness for elementary* students
<b>Flash Cards:</b>	E4S, Amazon, Google	Kindness for elementary age
<b>Videos:</b>	E4S, Amazon, Google	Kindness for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Kindness for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Kindness for elementary students*

**\*\*Partnering” tab** on this site: E4K, “Ethics4Schools.com” for more.

\*The word elementary may be interchanged with age or grade.

## **HONESTY**

**Grade Level:** Kindergarten and 1st Grade

### **Three Lessons**

**Objective:** Students will learn the importance of being honest and truthful in their words and actions.

### **Materials:**

- Flip Chart and markers
- Construction paper and crayons

**NOTE:** *Honesty* lessons have a suggested dialogue and activities. The intent is to be used as a guide.

## **Lesson One** (30 minutes)

### **Opening** (5 minutes)

**Parent:**

**Today, we're learning about a value called honesty. Another word for honesty is truthfulness. Both being honest and being truthful means telling the truth and not lying for fibbing.**

**Why is telling the truth important?**

*Children answer*

*Discuss and praise for all correct answers given – correct if necessary*

**Parent:**

**Being truthful or honest builds trust. Why do you think it's important that we trust others and they trust us?**

*Children answer*

*Possible Answers:*

*I can believe what they tell me.*

*I feel safe with them.*

## **Discussion & Activity** (20 minutes)

### **Parent**

*Write on the flip chart the words honesty and truthfulness. Ask the students to share examples when they were truthful and honest.*

*Choose a book about honesty and truthfulness from the Resource section. The Boy Who Cried Wolf or A Big Fat Enormous Lie are recommended.*

*Read the book, pausing to discuss the consequences of not being truthful and the importance of being honest.*

## **Closing** (5 minutes)

### **Parent:**

**Being honest is very important. Why do you think it's not always easy?**

*Children answer*

*Possible answers:*

*I might get in trouble.*

*I don't know what else to say.*

### **Parent:**

**All good answers. Sometimes it's really hard to tell the truth but, in the end, it's always the best thing to do. You were wonderful today!**

# **HONESTY**

## **Lesson Two** (30 minutes)

### **Materials:**

- Chart paper and markers for creating a class poster.
- A piece of paper that says TRUE and one that says LIE (a set for each child)
- Blank pieces of paper and crayons

## **Opening** (5 minutes)

### **Parent**

**Since we last spoke of being honest and telling the truth, how did you do?**

*Children answer*

### **Parent**

**If being honest means to tell the truth, what do you think 'dishonesty' means?"**

*Children answer*

*Write the answers on the board or chart paper.*

## **Discussion & Activity** (20 minutes)

### **Parent**

**Let's play a TRUE or LIE game**

*Give each child the set of papers that say TRUE and LIE.*

**I'm going to say things and if you believe it's TRUE, hold up the TRUE sign. If you believe I'm lying, hold up the LIE sign. Ready?**

### **Parent**

*Make up your own list or use the following.*

*I'm 10' tall.*

*I'm your parent.*

*I have 2 noses.*

*I have 3 ears.*

*I love you.*

## HONESTY

### Parent

**They were kind off easy and pretty obvious. What if I said, I'm a genius? Now I may be smart but am I a genius? If I think I'm a genius but you don't, whose right? Who's telling the truth? What do you think?**

*Children answer*

*Discuss*

### Closing (5 minutes)

### Parent:

**Let's make a promise to always tell the truth.**

*Give each child a piece of paper and a crayon and instruct them to trace their hand onto the paper.*

**With the crayon, write your name in the middle of the outline of your hand**

*Pin the drawing up where they can be seen.*

**Have a wonderful day and remember, you are fantastic and telling the truth is your superpower!**

## **HONESTY**

### **Lesson Three** (30 minutes)

**Materials:**

- Chart paper and markers for creating a class poster.

### **Opening** (5 minutes)

**Parent**

Since we last spoke of being honest and telling the truth, how did you do?

*Children answer*

**Parent**

**If being honest means to tell the truth, what do you think 'dishonesty' means?"**

*Children answer*

*Write the answers on the board or chart paper.*

### **Discussion & Activity** (20 minutes)

**Parent**

**Raise your hand if you like stories. Let me tell you about Johnny and how a lie got him in trouble.**

**The story is about Johnny, a shepherd boy. Johnny loves to play tricks on the people in the village when he lives. Once a week for the last month, Johnny, who was watching a flock of sheep for his village, repeatedly shouted that a wolf was attacking the sheep. Every time he shouted, the villagers came running and Johnny would laugh and say there was no wolf. One day the wolf did appear and when Johnny called for help, no one came.**

**Why do you think no one came?**

*Children answer*

**The villagers didn't come because they believed Johnny was playing a trick on them again.**

**What do you think happened to the sheep?**

*Children answer*



## **HONESTY**

### **Parent**

**What is the moral of this story?**

*Children answer*

**The moral of the story is that when people who lie a lot tell the truth, no one believes them.**

**What do you think Johnny should do to regain the trust of the villagers?**

*Children answer*

*Write answers on flip chart*

*Congratulate the children and close the lesson*

## **Closing** (5 minutes)

### **Parent:**

**Get your hand outline, raise it high and repeat after me.**

**I will always tell the truth (pause)**

**Even if I might get in trouble (pause)**

**Because (pause)**

**Honesty is my superpower**

*High five each child*

**Have a fun day and remember, you are wonderful and telling the truth is your ...**

*Pause for children to shout out - SUPERPOWER!*

## **HONESTY**

### **Suggested Resources:**

**Books:** Honesty is My Superpower

**Videos:** Treasure Champs, Life Skills for Kids, Boy Who Caught Crook

**Games:** Life Skills for Kids

**Social Media:** Life Skills for Kids

All the above and more: “STOP THINK CHOOSE” Ethics4Schools.com\*\*

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<b>Videos:</b>	E4S, Amazon, Google	Honesty for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Honesty for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Honesty for elementary* students

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## **RESPECT**

**Grade Level:** Kindergarten and 1st Grade

### **Two Lessons**

**Objective:** Students will learn what respect is and how to be respectful in their words and actions.

### **Materials:**

- Flip Chart and markers
- Construction paper and crayons
- Positive Words. On construction paper, print the following words (one per page). Add as many words as you'd like.

<b>Respectful/Positive</b>	<b>Disrespectful/Negative</b>
Kind	Rude
Helpful	Angry
Honest	Hateful
Sincere	Bully
Positive	Mean
Calm	Lying
Helpful	Cursing
Add other words	

**NOTE:** ***Respect** lessons have a suggested dialogue and activities. The intent is to be used as a guide.*

## **Lesson One** (30 minutes)

### **Opening** (5 minutes)

**Parent:**

**Raise your hand if you like it when someone is nice to you?**

*Children answer*

**Keep your hand up if you like it when someone does something nice for you, like share their toys or candy?**

**What they are doing is showing you respect.**

**How does it make you feel when someone is really nice to you or shares their toys, or includes you in a conversation?**

*Children answer*

**Today we'll talk about ways to show respect to others. Sound like fun?**

## **Discussion & Activity** (20 minutes)

**Parent**

**Let's make a list of the people who make you feel good and you like to be around.**

*Children answer*

*Record answers on the flip chart*

**What would someone need to do or say to you that would make you put them on this special list.**

**What should we call this list?**

*Children answer*

*Discuss and choose a name for the list. Option: call it the Respect List*

**Want to play a game called "What Do You Think"?**

*Using the Respect Words sheets you printed, hold up the word, ask the children if they know what the word means, if not, define the word and ask if the word is respectful or not and why. Use a combination of both positive and negative words*

*Children answer*

*Discuss their answers*

## **Closing** (5 minutes)

**Parent:**

**When you're respectful of others, most times they will be respectful of you. However, sometimes they won't. Don't let this stop you from "treating them the way you want to be treated" and definitely, don't be mean to them. Why do you think we shouldn't be mean?**

*Children answer*

*Discuss their answers*

**Maybe they don't know respect like you do. And maybe, just maybe, they'll start to be respectful just by watching you and the great example you set.**

**There's another important lesson that tied into being respectful and that good**

**manners. That's what we'll talk about next time. You were wonderful today!**

# **RESPECT**

## **Lesson Two** (30 minutes)

### **Materials:**

- Chart paper and markers for creating a class poster.
- Large STARS (buy or create)
- Blank pieces of paper and crayons

## **Opening** (5 minutes)

### **Parent**

Start the lesson by telling each child why you respect them. Be sincere and relate it to something specific that they said or did. Example: I saw you clear your dishes from the dinner table without being asked. That was respectful.

*After each child answers, give them a STAR.*

**You are all STARS and I'm so proud of you. How does it feel to be a STAR?**

*Children answer*

*Optional Activity: Ask each child to tell the other children, and you, why they respect them.*

*Briefly review lesson 1.*

## **Discussion & Activity** (20 minutes)

### **Parent**

**Next, we'll connect respect with manners. What are manners?**

*Children answer*

*Record answers on flip chart*

*Possible answers*

• Say please and thank you.	• Show respect to older people.
• Ask for permission.	• Ask for help.
• Use a napkin.	• Ask if you can help.
• Don't interrupt when others are talking.	• Open/hold a door for others.
• Eat with your mouth closed.	• Stand up when an older person enters the room.
• Smile.	• Look people in the eye when talking to them.

### **Parent**

*Talk about the importance of all of them or choose as many as you like. Then ask the children how many they're doing now.*

*Children answer*

**Choose one manner you're not doing.**

*Give children time to choose a new manner.*

*Ask each child what manner they chose and why.*

## **Closing** (5 minutes)

**Over the next week, I'd like you to practice the new manner you've chosen and we'll talk about how you did it, how it made you and, if another person was**



**involved, like opening and holding a door for someone, how they reacted or what they did.**

**You're wonderful!**

## **RESPECT**

### **Suggested Resources:**

**Books:** A little Respect spot

**Videos:** Respect

**Games:** Vervyspecialtales.com

**Social Media:** Kids health

All the above and more: STOP THINK CHOOSE” Ethics4Schools.com\*\*

The listed resources are independently produced and the resource content is the sole responsibility of the author.

### **To search for more resources**

	<b>LINKS</b>	<b>SEARCH PHRASE</b>
<b>Books:</b>	E4S, Amazon, Google	Respect for elementary* students
<b>Videos:</b>	E4S, Amazon, Google	Respect for elementary* students
<b>Games:</b>	E4S, Amazon, Google	Respect for elementary* students
<b>Social Media:</b>	E4S, Amazon, Google	Respect for elementary* students

**\*\*Partnering” tab** on this site: E4S “Ethics4Schools.com” for more.

\* The word elementary can be exchanged with age or grade.

## **RESPONSIBILITY**

**Grade Level:** Kindergarten and 1st Grade

### **Two Lessons**

**Objective:** Students will learn the meaning of responsibility, why it's important and how to be responsible.

### **Materials:**

- Flip Chart and markers
- Construction paper and crayons
- List of responsibility actions

**NOTE: *Responsibility*** lessons have a suggested dialogue and activities. The intent is to be used as a guide.

## **Lesson One** (30 minutes)

### **Opening** (5 minutes)

**Parent:**

**Responsibility. Now, that's one BIG word. What do you think it means?**

*Children answer*

*Possible answers (for 5-7-year-olds):*

- *Putting their toys away*
- *Cleaning up something they spilled*
- *Getting ready for school*
- *Keeping their bedroom neat*

*Record answers on the flip chart. Discuss and praise for all correct answers given – correct if necessary.*

## **Discussion & Activity** (20 minutes)

**Parent:**

**Let's take one of these and talk about how it affects others**

*Choose one of the recorded answers and discuss or use the following example.*

**Parent:**

**Carol is having cookies and a glass of milk. By accident, she tips the glass over and spills the milk.**

**What should Carol do?**

*Children answer.*

*Correct answer - **clean it up.***

**Good answer and you're absolutely correct. Carol took responsibility for spilling her milk.**

**Now, what would happen if Carol takes her cookie and leaves the spill? Is she being responsible?**

*Children answer.*

*Discuss based on the answers.*

**Now, what would happen if Carol calls her Mom or Dad to clean up the spill? Is she being responsible?**

*Children answer.*

*Discuss based on the answers.*

*Secondary discussion - use one of the other examples from the flip chart and discuss*

## **Closing** (5 minutes)

**Parent:**

**Being responsible is very important. Why do you think it's not always easy or convenient to be responsible?**

*Children answer.*

*Possible answers:*

*I'd rather do something else.*

*I don't know how.*

*I can do it later.*

*Discuss answers.*

**Parent:**

**Being responsible at your age is very important because it will help you to be responsible as you get older.**

**Next time, be ready to talk about how you showed being responsible over *(the next period of time)*.**

**As usual, you are wonderful!**

## **RESPONSIBILITY**

### **Lesson Two** (30 minutes)

#### **Materials:**

- Chart paper and markers for creating a class poster.
- Flip chart paper
- Construction paper and crayons

### **Opening** (15 minutes)

#### **Parent**

**Who remembers what responsibility means?**

*Children answer.*

#### **Parent**

**Over the last** (period of time), **how were you responsible?**

*Children answer.*

*Write the answers on the board or chart paper.*

**It's not easy being responsible all the time. Even adults sometimes forget to be responsible. Can you think of how?**

*Children answer.*

**An example might be leaving a dirty glass on the counter rather than washing it or putting it in the dish washer.**

**What might happen?**

*Children answer.*

**When we aren't responsible for an action like cleaning up our room, then what might happen?**

*Children answer.*

*Possible answers:*

*Mom or Dad cleans it up.*

*I can't find something.*

#### **Parent**

That's called 'cause and effect'.

## **Discussion & Activity** (15 minutes)

**Parent**

**Cause and Effect is when one action causes another action to happen. The cause is why it happened, like not keeping your room neat, the effect is Mom or Dad needs to clean it up or you can't find your other shoe or that special book you want to share with a friend.**

Conduct activity

**Let's look at a few situations.**

**You're running down the steps and miss a step. You fall and get hurt. Which is the cause and which is the effect?**

*Children answer*

**Here's another**

**You eat too much candy and get a tummy ache. Which is the cause and which is the effect?**

*Children answer*

**Last one. You hold the door for someone and they thank you and smile. Which is the cause and which is the effect?**

*Children answer*

## **Closing** (5 minutes)

### **Parent**

**Cause and effect can be good as well as bad. When doing something, it's important to think about what the effect will be and always try to have a good effect for all your actions.**

**You are fantastic and taking responsibility will help make you ever more fantastic!**



## **RESPONSIBILITY**

### **Suggested Resources:**

**Books:** Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Seed and the Sprout, Cause and Effect Cards, Giraffes Can't Dance.

**Videos:** You Tube: Responsibility for Kids

**Games:** Life Skills for Kids

**Social Media:** Life Skills for Kids

All the above and more: "STOP THINK CHOOSE" Ethics4Schools.com\*\*

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<b>Games:</b>	E4S, Amazon, Google	Responsibility for elementary* students <b>Social</b>
<b>Media:</b>	E4S, Amazon, Google	Responsibility for elementary students*

**\*\*Partnering" tab** on this site: E4S "Ethics4Schools.com" for more.

The word elementary may be exchanged with age or grade.

# A “Right from Wrong” Teaching Guide



## Ethics4Kids

**FAITH-BASED VERSION**

*“We cannot blame those for what they do not know”*

## **Kindergarten and 1st Grade Lessons**

### **KINDNESS AND COOPERATION THROUGH FAITH**

**Faith-based kindness** refers to acts of kindness that are motivated and guided by religious or spiritual beliefs. It involves showing compassion, generosity, and care for others as an expression of one's faith. In many religious traditions, kindness is a core value and a reflection of the teachings that emphasize love, empathy, and service to others.

For example, in Christianity, kindness is often associated with the teachings of Jesus, who emphasized loving one's neighbor as oneself. In Islam, kindness is a key aspect of living a life in accordance with the principles of compassion and mercy as taught by the Quran. Similarly, in Hinduism, kindness is a manifestation of dharma, the moral duty to act in ways that are righteous and just.

Faith-based kindness goes beyond mere polite gestures; it is a deep-seated commitment to treating others with dignity and respect, often rooted in the belief that all human beings are interconnected and deserving of care. This kind of kindness is often practiced through acts of charity, volunteering, helping those in need, and promoting peace and understanding within communities.

#### **Lesson 1: Empowering Ourselves with Positive Affirmations of Faith**

Materials Needed:

- Vocabulary Slides: Kindness, Respect, Affirmation (with faith-based definitions)
- Review of Coping Strategies through Faith
- Inspirational Faith-based Affirmations

**Opening (5 Minutes):** Begin by discussing the Golden Rule and its application to self-kindness, introducing affirmations as a faith-based practice for self-encouragement.

**Work Session (20 Minutes):** Explore how affirmations rooted in faith can help us cope with challenges. Read a faith-inspired story, discussing how faith and positive self-talk can change our perspective and strengthen our spirit.

**Closing (5 Minutes):** Share faith-based affirmations, encouraging students to rely on their faith to overcome challenges and maintain a positive spirit.

## **Lesson 2: Using Faith-Based Affirmations to Face Challenges**

Materials Needed:

- Review of Vocabulary: Kindness, Respect, and Affirmation with a Faith Lens
- Faith-Inspired Affirmations Activity

Opening (5 Minutes): Review the concept of affirmations from a faith perspective, encouraging students to see how faith can bolster their spirit in times of challenge.

Work Session (20 Minutes): Engage in activities that allow students to create their own faith-based affirmations, sharing and reinforcing the role of faith in overcoming obstacles.

Closing (5 Minutes): Reflect on the power of faith-based affirmations in fostering kindness towards ourselves and others.

Faith-Based Adaptation: Kindness and Cooperation with Empathy

## **Lesson 3: Demonstrating Godly Empathy and Kindness**

Materials Needed:

Faith-based Vocabulary Slides (Kindness, Affirmation, Empathy)

Golden Rule Poster with Scriptural References

Empathy Scenario Slides Inspired by Biblical Teachings

Opening (5 Minutes): Start with a prayer focusing on God's command to love one another deeply. Remind students of the Golden Rule, emphasizing its biblical foundation (Luke 6:31) and discuss how this principle guides us in showing empathy and kindness.

Work Session (20 Minutes): Introduce 'empathy' through biblical stories that exemplify understanding and compassion (e.g., the Good Samaritan). Discuss the importance of seeing situations from others' perspectives, and how Jesus showed ultimate empathy in His ministry. Engage in role-play scenarios that challenge students to act out empathetic responses in line with Christian values.

Closing (5 Minutes): Reflect on how empathy and kindness reflect the nature of Christ. Close with a prayer asking for hearts that mirror God's love in our interactions.

Faith-Based Perspective on Kindness and Empathy

## **Lesson 4: Reflecting God's Love through Kindness and Empathy**

Materials Needed:

- Faith-inspired Vocabulary Slides (Kindness, Affirmation, Empathy)
- Golden Rule Poster (optional for review)
- Empathy Scenario Slides from a Faith Perspective

Opening (5 Minutes): Start with a prayer, inviting the Holy Spirit to guide your lesson. Discuss the Golden Rule as it applies to our daily lives, using scripture or faith-based stories to illustrate how we can live out this principle through kindness and empathy.

Work Session (20 Minutes): Introduce 'empathy' with a biblical context, explaining how Jesus showed empathy towards others. Share stories or parables that highlight empathy. Discuss with the class how we can understand and share the feelings of others, even when we haven't experienced their situation directly. Use faith-based scenarios to practice this understanding and response.

Closing (5 Minutes): Conclude with reflections on how showing empathy is part of living out our faith. Share a prayer asking for the ability to see others through Christ's eyes and to respond with His love and compassion.

Home Connection: Encourage students to practice empathy at home, reflecting on how they can show God's love through their actions towards family and community members.

Faith-Based Approach to Cooperation and Empathy

## **Lesson 5: Working Together in the Spirit of Christ**

Materials Needed:

- Vocabulary Slides (Kindness, Empathy, Cooperation) with Biblical Definitions
- Golden Rule Poster (optional for review)
- Cooperation Challenge Slides with a Faith Context
- Materials for a Cooperation Activity (e.g., building a paper airplane with a partner)

Opening (5 Minutes): Begin with a scripture reading about cooperation and unity in the body of Christ. Discuss how we are all parts of one body, called to work together and support each other.

Work Session (20 Minutes): Explore the concept of 'cooperation' through stories from the Bible where people worked together for a common goal. Engage in a cooperative activity, such as building a paper airplane, while discussing how cooperation is reflected in our faith through serving and supporting one another.

Closing (5 Minutes): Reflect on how cooperation and empathy are expressions of living out the Golden Rule. Close with a prayer for unity and the strength to work together in love and respect.

Home Connection: Encourage students to find ways to cooperate with family members at home, sharing examples of how they can serve and support one another in a Christ-like manner.

## **Lesson 6: Fostering Cooperation and Empathy in Christ**

Materials Needed:

Vocabulary Slides (Kindness, Empathy, Cooperate) with Biblical Contexts

Golden Rule Poster as a Faith Reminder

Cooperation Challenge Activity Inspired by Christian Fellowship

Opening (5 Minutes): Begin with scripture that highlights the importance of unity and cooperation among believers (e.g., 1 Corinthians 12:12-27). Discuss how empathy fosters cooperation within the body of Christ.

Work Session (20 Minutes): Introduce the concept of 'cooperation' through stories of biblical teamwork (e.g., Nehemiah rebuilding the walls of Jerusalem). Engage in a cooperative activity like the paper airplane challenge, drawing parallels to working together in ministry or service projects, emphasizing kindness and empathy as key components.

Closing (5 Minutes): Summarize with reflections on how cooperation, powered by empathy, strengthens our Christian community. Conclude with a prayer for the unity and love that mirrors the early Church.

Home Connection: Assign a "cooperation at home" activity, encouraging students to apply these principles with family, reflecting on how it strengthens their collective faith journey.

—

Faith-Based Perspective on Respect and Diversity

## **Lesson 7: Celebrating God's Diverse Creation**

Materials Needed:

- Vocabulary Slides (Kindness, Respect) with Biblical Definitions
- Golden Rule Poster (optional for review)
- Materials for Classroom Map Challenge (large construction paper, markers)

Opening (5 Minutes): Start with a verse from Scripture that highlights God's creation of diversity and how it is good. Invite students to consider what 'different' means in the context of God's love for variety and uniqueness.

Work Session (20 Minutes): Discuss biblical examples of diversity and how God values each of us as unique individuals. Engage in the Classroom Map Challenge to illustrate how we are all part of God's larger plan, despite our differences.

Closing (5 Minutes): Summarize the lesson with thoughts on how respecting differences is a way of honoring God's creation. Close with a prayer asking for the ability to see and celebrate the diversity around us as a reflection of God's love.

Home Connection: Invite students to discuss with their families how they can show respect for God's diverse creation in their daily lives.

## The Golden Rule

**The faith-based Golden Rule is a moral principle found in many religious traditions, which emphasizes treating others as one would like to be treated. It is often expressed as: "Do unto others as you would have them do unto you."**

This rule is considered "faith-based" because it is deeply rooted in religious teachings and serves as a guiding ethical principle within various faiths:

- **Christianity:** The Golden Rule is found in the Bible, where Jesus teaches, "So in everything, do to others what you would have them do to you" (Matthew 7:12, NIV).
- **Islam:** The Prophet Muhammad is reported to have said, "None of you truly believes until he loves for his brother what he loves for himself" (Hadith of Sahih Bukhari).
- **Judaism:** The Torah teaches, "Love your neighbor as yourself" (Leviticus 19:18).
- **Hinduism:** The principle is reflected in the Mahabharata: "This is the sum of duty; do naught unto others what you would not have them do unto you."
- **Buddhism:** The concept is expressed as, "Treat not others in ways that you yourself would find hurtful" (Udana-Varga 5.18).

The faith-based Golden Rule emphasizes empathy, respect, and reciprocity in human interactions, urging individuals to consider the well-being of others as they would their own, grounded in spiritual or religious beliefs.

### Lesson 1: Practicing the Golden Rule in a Faith-Based Context

Materials Needed:

Chart Paper & Markers (prepared with steps)

Golden Rule Picture Cards (for a slideshow and printed set)

Vocabulary Cards (respect, kindness)



### Busy Bees Share Activity

Opening (5 minutes):

Introduce the topic: The Golden Rule - Do unto others as you have done unto you".

Discuss with students what this statement means in the context of their faith, emphasizing the universal nature of this principle.

Work Session (20 minutes):

Reiterate the Golden Rule, linking it to the concept of empathy and compassion found in many religious teachings.

Discuss the vocabulary words 'respect' and 'kindness'. Have students brainstorm and share instances where they experienced or showed respect and kindness.

Use the Golden Rule Picture Cards to create an anchor chart titled "The Golden Rule", with examples and scenarios demonstrating this principle in action.

Busy Bee Share Activity:

Conduct the Busy Bee Share activity, where students discuss how they would respond to different scenarios according to the Golden Rule.

Record student responses on the Anchor Chart, highlighting how these responses align with faith-based teachings of empathy and compassion.

Closing (5 minutes):

Review the anchor chart and the Golden Rule. Challenge students to apply this rule throughout their day, reflecting on how it aligns with their faith and moral values.

The Golden Rule

## **Lesson 2: Practicing the Golden Rule with Kindness and Respect in a Faith-Based Context**

Materials Needed:

"The Day the Crayons Quit" (or a similar story)

Vocabulary Cards (respect, kindness)

Anchor Chart from previous lesson

Opening (5 minutes):

Review the previous lesson's focus on the Golden Rule. "Treat others as you wish to be treated"

Pose a scenario related to empathy and care, such as falling at recess, and ask students how they would want others to treat them.

Discuss responses, highlighting the importance of empathy, a value taught in many faith traditions.

Work Session (20 minutes):

Read "The Day the Crayons Quit". Before reading, ask students to consider how the crayons feel in the story.

After reading, discuss the feelings of the crayons and relate their experiences to the concept of respect and kindness.

Encourage students to share their thoughts and relate them back to the principles of the Golden Rule, emphasizing how it reflects faith-based teachings of empathy and consideration for others' feelings.

Independent/Partner Work:

Ask students to choose a crayon from the story and draw how that crayon feels. They should also write or discuss how they would treat the crayon according to the Golden Rule.

This activity helps students put themselves in others' shoes, an important aspect of many religious teachings.

Closing (5 minutes):

Reiterate the meanings of 'respect' and 'kindness'.

Ask students to reflect on how they feel when treated with respect and kindness and how they can show these qualities to others, linking this back to living out their faith in daily interactions.

Home Connection:

Encourage students to share their work with their families, discussing how the Golden Rule applies in their faith and everyday life.

—

## The Golden Rule & Friendship

### **Lesson 3: Practicing the Golden Rule & Friendship in a Faith-Based Context**

Materials Needed:

"Chester's Way" text or similar story

Vocabulary Cards (respect, kindness)

Chart paper/poster

Opening (5 minutes):

Review the Golden Rule from the previous lesson and discuss how it applies to friendships. What is hurtful to yourself do not to your friend

Ask students to share with a partner their thoughts on what makes a good friend, emphasizing qualities like kindness, compassion, and respect, which are valued in many faith traditions.

Work Session (20 minutes):

Read aloud "Chester's Way" or a similar story that highlights friendship.

Lead a discussion on how the characters in the story demonstrate friendship, tying it back to faith-based values like compassion, kindness, and mutual respect.

Set up a friendship chart using the ideas shared by students, focusing on faith-inspired qualities of a good friend.

Activity:

have students pair up or form small groups to discuss their interests and find commonalities, highlighting the importance of understanding and respecting differences as part of their faith.

Encourage respectful and kind interactions during these 'interviews', reinforcing the Golden Rule in practice.

Closing (5 minutes):

Allow a few students to share what they learned about their partner.

Reiterate the importance of treating friends with kindness and respect, as an extension of practicing their faith in everyday life.

Home Connection:

Provide a Golden Rule Friendship handout where students can draw themselves and a friend enjoying an activity together, reflecting on the qualities that make a good friendship in the context of their faith.

—

The Golden Rule

#### **Lesson 4: Practicing the Golden Rule with Family in a Faith-Based Context**

Treat all family members as you wish to be treated

Materials Needed:

"Berenstain Bears Forget their Manners" or a similar story

Vocabulary Cards (respect, kindness)

Busy Bee Slide directions (optional)

Golden Rule

#### **Lesson 5**

Charts from previous lessons

Opening (5 minutes):

Have students partner up and discuss the meaning of the 'Golden Rule', using previous lessons' anchor charts.

Explain that today's focus is on applying the Golden Rule at home with family.

Work Session (20 minutes):

Read aloud "Berenstain Bears Forget their Manners". Discuss the story's problem, focusing on how the family members interact and the importance of respect and kindness at home.

Use the Busy Bee Share activity to encourage students to think about their own family rules and the importance of following them with respect and kindness.

Closing (5 minutes):

Remind the students about the importance of treating family members with respect and kindness, as a reflection of their faith and values.

Ask students to think of one way they can show kindness and respect to their family members today.

Home Connection:

Assign the Golden Rule and Family home connection activity where students draw a way they can treat their families well, emphasizing the connection between their faith, the Golden Rule, and family relationships.

—

Perseverance through Faith

The Golden Rule in Faith-Based Community Engagement

## **Lesson 6: Understanding and Embracing Our Communities with Faith**

Materials Needed:

- Faith-based Vocabulary Cards: Community
- Definitions of Respect & Kindness from a Faith Perspective
- Community Sort Activity with a Faithful Lens
- Home Connection: Applying the Golden Rule in Our Communities

Opening (5 Minutes): Begin with prayer, inviting the Spirit into your lesson. Present the 'community' vocabulary card, reading its definition through a faith-based lens. Encourage students to share their insights on what a community means within their faith. Highlight the importance of living the Golden Rule in all community interactions as a reflection of their faith.

Work Session (20 Minutes): Lead a discussion on the Golden Rule, emphasizing its significance beyond immediate circles to encompass all community members. Engage in a faith-based community sorting activity, encouraging students to discern whether an area represents a community through the eyes of faith and kindness. Discuss how faith informs our roles within various communities and how we can embody the Golden Rule in every interaction.

Closing (5 Minutes): Reflect on the day's discussions, encouraging students to share insights on applying the Golden Rule in community settings. Close with a prayer, asking for guidance in being faithful community members who treat others with the kindness and respect they deserve.

Home Connection: Encourage families to discuss and apply the Golden Rule in their community interactions, reflecting on the day's lesson.

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## The Golden Rule and Self-Respect in Faith

### **Lesson 7: Respecting Ourselves through the Lens of Faith**

Materials Needed:

- Faith-inspired Story: "The Dot" (with a focus on self-belief and divine potential)
- Vocabulary: Respect & Kindness within Faith
- Scenario Cards for Partner Discussions

Opening (5 Minutes): Open with a prayer focusing on self-respect and the love of the Creator. Remind students of the Golden Rule's importance, emphasizing its application to self-respect and kindness.

Work Session (20 Minutes): Share the story of "The Dot," focusing on Vashti's journey of self-discovery and faith in one's abilities. Discuss how we can treat ourselves with kindness and respect, especially when facing doubts, through faith-based perspectives.

Closing (5 Minutes): Summarize the importance of self-respect and kindness, encouraging students to see themselves through the eyes of faith. Conclude with a prayer asking for strength and self-compassion.

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### **Lesson 8: Calming Our Spirits through Faith**

Materials Needed:

- Vocabulary Cards: Kindness, Respect, Cope, Calm (with faith-based definitions)
- Guided Meditation inspired by Faith
- Coping Strategies Poster with a Faith Perspective

Opening (5 Minutes): Begin with a review of treating ourselves kindly, emphasizing faith-based strategies for when we're upset. Open with a prayer for peace and understanding.

Work Session (20 Minutes): Engage in a guided meditation, focusing on calming the spirit with faith. Introduce coping strategies that align with faith teachings, encouraging students to find peace through prayer, meditation, and other faith-based practices.

Closing (5 Minutes): Reflect on the lesson, encouraging students to turn to their faith when seeking calm and coping with challenges. Close with a prayer for serenity and grace in facing life's struggles.

—

## Avoiding Conflicts

**Faith-based avoiding conflict refers to the practice of resolving or preventing disputes and tensions through principles and teachings derived from religious or spiritual beliefs. This approach emphasizes peace, understanding, and reconciliation, often grounded in the idea that maintaining harmony and treating others with respect is a reflection of one's faith.**

In many religious traditions, avoiding conflict is not about avoiding difficult conversations or problems but about addressing them in ways that promote peace and understanding:

- **Christianity:** Followers are encouraged to "turn the other cheek" (Matthew 5:39) and seek peace with others, as emphasized in teachings like "Blessed are the peacemakers" (Matthew 5:9).
- **Islam:** The Quran encourages resolving disputes with patience and forgiveness, stating, "And the servants of the Most Merciful are those who walk upon the earth easily, and when the ignorant address them [harshly], they say [words of] peace" (Quran 25:63).
- **Judaism:** The Talmud advises, "The whole of the Torah is for the purpose of promoting peace" (Gittin 59b), and Jewish teachings often emphasize shalom (peace) as a key value.
- **Buddhism:** The concept of ahimsa, or non-violence, encourages followers to avoid harm to others, both physically and emotionally, by fostering a mindset of compassion and understanding.
- **Hinduism:** Dharma includes the principle of ahimsa (non-violence), promoting the avoidance of conflict through non-harmful actions and speech.

Faith-based conflict avoidance involves actively seeking ways to de-escalate tensions, mediate disputes, and foster an environment where differences are respected and resolved through dialogue, forgiveness, and mutual respect. It is driven by the belief that peace and harmony are essential to spiritual growth and the well-being of the community.

### Lesson 1: Understanding and Practicing Conflict Resolution in a Faith-Based Context

Materials Needed:

Vocabulary Cards (conflict and resolve)

Conflict Scenario Cards

Optional: Inspirational Quotes or Sayings (from various faith traditions) about peace and conflict resolution



Opening (5 minutes):

Introduce the new topic: Resolving Conflicts. Encourage students to predict the meanings of 'conflict' and 'resolve'.

Share vocabulary cards with the class. Discuss how resolving conflicts peacefully is a key principle in many faiths.

Briefly touch upon the concept of peace and harmony as central to a life of faith, using age-appropriate language.

Work Session (15 minutes):

Invite students to recall a time they faced a conflict. Encourage them to think about how principles like patience, understanding, and compassion could have influenced the outcome.

Conduct a think-pair-share activity, guiding students to reflect on how their faith or moral teachings could have helped in resolving the conflict.

Brainstorm typical daily conflicts and discuss how principles like forgiveness, empathy, and respect, which are often emphasized in religious teachings, can help resolve these conflicts.

Activity (15 minutes):

Divide students into small groups or pairs for role-playing using the scenario cards.

After each role-play, facilitate a class discussion, encouraging feedback based on faith-based principles like kindness, listening to understand, and non-violent communication.

Encourage students to retry their scenarios, this time incorporating feedback that aligns with these values.

Closing (5 minutes):

Recap the definitions of 'resolve' and 'conflict'.

Highlight how the conflict resolution strategies discussed are not only practical but also reflective of living a life aligned with faith-based values.

Challenge students to use these strategies in their daily interactions, emphasizing that this is a way to practice their faith and moral beliefs in real-life situations.

Avoiding Conflict

**Lesson 2: Understanding and Practicing Conflict Avoidance and Resolution in a Faith-Based Context**

Materials Needed:

A read-aloud book with a clear conflict & resolution (i.e., "The Little Red Hen" or similar)

Vocabulary Cards - conflict & resolve

## Home Connection: Conflict Resolution lesson 2

### Opening (5 minutes):

Review the meanings of 'conflict' and 'resolve'. Encourage students to recall or brainstorm a conflict scenario and discuss peaceful resolution strategies.

Highlight the importance of kindness and understanding in resolving conflicts, which are values emphasized in many faith traditions.

### Work Session (20 minutes):

Read aloud "The Little Red Hen" or a similar story. Discuss the conflict in the story and how it was resolved, focusing on the aspects of forgiveness and cooperation.

Encourage students to practice resolving conflicts with a partner using scenarios that emphasize compassionate and respectful solutions.

After role-playing, have pairs demonstrate their resolutions, highlighting how they used faith-based principles like kindness and understanding.

### Closing (5 minutes):

Recap the importance of using peaceful strategies to resolve conflicts. Emphasize how these strategies are not only practical but also reflective of living a life aligned with faith-based values.

Suggest revisiting these lessons as needed and encourage students to talk peacefully through problems, using them as teachable moments.

### Home Connection:

Provide a Conflict Resolution handout for students to engage with their families. Encourage drawing or writing responses.

Closing (5 Minutes): Summarize the lesson by highlighting the importance of resolving conflicts in a manner that reflects Christ's love. Close with a prayer for peace and reconciliation in all relationships.

Home Connection: Encourage students to apply biblical principles of conflict resolution at home, sharing their experiences and learnings with their families.

Consider having students share their responses in a morning meeting or small groups, focusing on how their faith guides their choices in conflict resolution.

### Lesson 3: Resolving Conflicts with Christian Love

#### Materials Needed:

- Vocabulary Slides (Kindness, Respect, Cooperation, Empathy) with Scriptural Foundations
- Golden Rule Poster (optional for review)
- Partner Scenario Slide-deck with Faith-Based Conflicts

Opening (5 Minutes): Begin with a prayer for peace and understanding. Share biblical principles on conflict resolution, emphasizing forgiveness, understanding, and love.

Work Session (20 Minutes): Discuss how conflicts arose in the Bible and how they were resolved through God's wisdom. Practice resolving conflicts through partner scenarios, encouraging students to apply Christian principles in their solutions.

Closing (5 Minutes): Reflect on the importance of resolving conflicts in a manner that reflects Christ's teachings. Close with a prayer for the courage to face conflicts with love and forgiveness.

Home Connection: Encourage discussions at home about how to apply biblical principles to resolve conflicts within the family and community

#### Faith-Based Learning on Conflict Resolution

### **Lesson 4: Biblical Conflict Resolution**

#### Materials Needed:

Vocabulary Slides (Kindness, Respect, Cooperation, Empathy) Rooted in Scripture

Golden Rule Poster with Biblical Foundations

Conflict Resolution Scenarios with Faith-Based Solutions

Opening (5 Minutes): Start with a discussion on biblical teachings about conflict resolution, emphasizing peace, forgiveness, and reconciliation as Christ taught us.

Work Session (20 Minutes): Explore biblical instances of conflict resolution and engage in partner scenarios that encourage students to apply these teachings in resolving disagreements, emphasizing empathy, kindness, and cooperation.



## Faith-Based Exploration of Truthfulness

The faith-based virtue of truthfulness refers to the practice of being honest, sincere, and transparent in one's words and actions, motivated by religious or spiritual beliefs. In many faith traditions, truthfulness is considered a fundamental ethical value that reflects a commitment to living in accordance with divine will or moral law.

Truthfulness in a faith-based context involves more than just avoiding lies; it encompasses integrity, reliability, and authenticity in all aspects of life:

- **Christianity:** Truthfulness is emphasized as a reflection of God's nature, with Jesus stating, "I am the way, the truth, and the life" (John 14:6). Christians are encouraged to "speak the truth in love" (Ephesians 4:15) and to avoid falsehoods.
- **Islam:** The Quran highlights the importance of truthfulness, stating, "O you who have believed, fear Allah and be with those who are true" (Quran 9:119). Truthfulness is seen as a sign of faith and righteousness.
- **Judaism:** The Torah teaches the importance of truth, with commandments like "You shall not bear false witness against your neighbor" (Exodus 20:16). The Talmud further reinforces this by saying, "Truth is the seal of God."
- **Buddhism:** Truthfulness is one of the key precepts, encouraging followers to refrain from false speech and to practice right speech, which is honest, kind, and helpful.
- **Hinduism:** Satya (truth) is one of the yamas (ethical restraints) in Hindu philosophy, emphasizing the importance of honesty and truthfulness in thoughts, words, and deeds.

The faith-based virtue of truthfulness involves a deep commitment to honesty and integrity, seen as essential for building trust, fostering healthy relationships, and aligning oneself with spiritual principles. It is regarded as a pathway to personal growth, moral clarity, and a closer connection with the divine.

### Lesson 1: The Virtue of Truthfulness in Faith

Materials Needed:

- Scenarios for Role-Playing Truthfulness
- Short Stories or Parables on Being Truthful
- Vocabulary Cards: Truthful & Honesty with Biblical Context

Opening (5 Minutes): Start with a discussion on Proverbs 12:22, highlighting how lying lips are detestable to the Lord, but those who deal truthfully are His delight. Encourage students to share their understanding of 'truthfulness' in light of this scripture.

Work Session (20 Minutes): Read a biblical story or parable that emphasizes the importance of truthfulness. Discuss how characters in the Bible showed truthfulness and the consequences of deceit. Role-play scenarios where students can practice being truthful in difficult situations, reflecting on how this aligns with living a life of faith.

Closing (5 Minutes): Summarize the importance of truthfulness as a reflection of God's character. Close with a prayer asking for strength to always speak the truth in love.

Home Connection: Encourage discussions at home about the importance of truthfulness and how it strengthens our relationship with God and others.

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## Faith-Based Discussion on the Consequences of Dishonesty

### **Lesson 2: The Consequences of Dishonesty in Scripture**

Materials Needed:

- The Boy Who Cried Wolf (with a faith-based discussion on honesty)
- Vocabulary Cards: Consequence with Scriptural References
- Scenario Cards on Dishonesty

Opening (5 Minutes): Begin by discussing the story of Ananias and Sapphira from Acts 5:1-11, focusing on the serious consequences of their dishonesty before God. Ask students to define 'dishonesty' and 'consequence' in their own words, framed within a biblical context.

Work Session (20 Minutes): Read or summarize "The Boy Who Cried Wolf," then connect this fable to biblical teachings on honesty and the repercussions of lying. Discuss with students how dishonesty can damage trust and lead to negative consequences. Review scenarios from the previous lesson, exploring how a dishonest response impacts relationships and trust.

Closing (5 Minutes): Highlight the lesson learned about honesty and its importance in our faith. Close with a prayer asking for courage to be honest, even when it's challenging.

Home Connection: Provide scenarios for family discussion on honesty and its impact, encouraging reflection on biblical principles of truthfulness.

## Faith-Based Approach to Truthfulness

### **Lesson 3: Living in Truth According to Scripture**

Materials Needed:

- Scenarios for "Truthfulness Role-Play" Activity Reflecting Biblical Teachings
- Short Stories and Parables from Scripture Emphasizing Truthfulness
- Vocabulary Cards (Truthfulness, Honesty) with Biblical Definitions

Opening (5 Minutes): Start with a prayer asking for guidance to always speak and live in truth. Introduce the concept of truthfulness through scripture, highlighting verses that emphasize the importance of being truthful in all things.

Work Session (20 Minutes): Read and discuss biblical stories or parables that illustrate the value of truthfulness, such as the story of Ananias and Sapphira or the teachings of Jesus on honesty. Engage in role-play activities based on scenarios that challenge students to choose truthfulness in difficult situations.

Closing (5 Minutes): Reflect on the role of truthfulness in our relationship with God and others. Close with a prayer asking for strength to always choose truth, even when it's hard.

Home Connection: Encourage students to share a situation at home where they practiced being truthful and discuss the outcome with their families, reinforcing the lesson's teachings with real-life application.

## Faith-Based Understanding of Good vs Evil

**Faith-based good vs. evil is the concept within religious and spiritual traditions that distinguishes between morally righteous behavior (good) and morally wrong or harmful behavior (evil). This duality is central to many faiths, guiding believers in their understanding of right and wrong, and influencing their actions and decisions in accordance with divine or moral law.**

In a faith-based context, good is often associated with virtues, obedience to divine commandments, and actions that promote harmony, compassion, and justice. Evil, on the other hand, is linked to sin, disobedience to divine laws, and actions that cause harm, suffering, or disorder.

### Examples in Religious Traditions:

- **Christianity:** The battle between good and evil is a core theme, with good embodied by God and His teachings, and evil represented by Satan and sin. The Bible teaches that believers should strive to live righteously and resist evil, as in the verse, "Do not be overcome by evil, but overcome evil with good" (Romans 12:21).
- **Islam:** Good (al-khayr) is aligned with following Allah's will and living a life of piety, while evil (shar) is associated with disobedience to Allah and actions that go against Islamic teachings. The Quran emphasizes the constant struggle between good and evil within the human soul and in the world.
- **Judaism:** Good is associated with following the mitzvot (commandments) and living according to the Torah, while evil is seen as a departure from these commandments, often personified by the Yetzer Hara (the evil inclination). The struggle between good and evil is a central theme in the Jewish understanding of human nature and morality.
- **Hinduism:** The concept of dharma (righteous duty) represents good, while adharma (unrighteousness) represents evil. Hindu epics like the Ramayana and Mahabharata depict the cosmic struggle between good and evil forces, with the ultimate triumph of good as a moral lesson.
- **Buddhism:** While Buddhism doesn't personify evil in the same way as some other religions, it teaches that actions rooted in greed, hatred, and delusion lead to suffering (evil), whereas actions rooted in generosity, love, and wisdom lead to happiness (good). The path to overcoming evil is through right understanding and ethical conduct.

### Faith-Based Good vs. Evil in Practice:

In many faiths, the distinction between good and evil is not just theoretical but practical, guiding believers in making moral choices, treating others with compassion, and striving for personal and communal righteousness. This duality often influences the moral teachings, rituals, and ethical guidelines within religious communities, helping followers to navigate life's



challenges and align themselves with the divine will or universal moral order.

## **Lesson 1: Discerning Good from Evil Through Faith**

Materials Needed:

- Scenarios for "Good vs Evil Role-Play" Activity with Moral Dilemmas
- Inspirational Scriptures that Differentiate Good from Evil Actions
- Homework Worksheet Focused on Biblical Reflections

Opening (5 Minutes): Begin with a scripture reading about the battle between good and evil, such as Ephesians 6:12. Discuss the Christian perspective on recognizing and combating evil through good actions and God's guidance.

Work Session (20 Minutes): Explore biblical examples of individuals who faced moral dilemmas and chose good over evil. Conduct role-play activities where students must decide the most righteous path in various scenarios, guided by Christian morals and teachings.

Closing (5 Minutes): Summarize the lesson with reflections on how our faith calls us to choose good in every situation. Close with a prayer for discernment and the strength to resist evil by following Jesus' example.

Home Connection: Assign a worksheet that encourages students to reflect on a time they faced a choice between good and evil, and how biblical teachings influenced their decision.

Good vs Evil:

## **Lesson 2 Discerning and Acting on Biblical Principles**

Materials Needed:

Biblical Scenarios for "Good vs Evil Role-Play" Activity

Scriptures that Differentiate Good from Evil Actions

Homework Worksheet with Reflection on Biblical Decision-Making

Opening (5 Minutes): Begin with a prayer seeking wisdom to discern between good and evil, referencing Scripture like Hebrews 5:14. Introduce the concept of good and evil through biblical examples, encouraging students to share their thoughts.

Work Session (20 Minutes): Discuss the biblical definitions of good (actions reflecting God's love and commands) and evil (actions that rebel against God or harm others). Use role-play activities based on biblical scenarios (e.g., Daniel refusing to worship idols, the Good Samaritan) to explore making righteous choices.

Closing (5 Minutes): Reflect on the importance of choosing good over evil as followers of Christ. Encourage students with Romans 12:21 ("Do not be overcome by evil, but overcome evil with good"). Close with a prayer for strength to choose good.

Homework: Students reflect on a time they chose a godly action over a sinful one, discussing with parents how Scripture influenced their decision.

Good vs Evil:

### **Lesson 3 - Recognizing Godly Actions in Daily Life**

Materials Needed:

Scenarios for "Good and Evil Scenarios" Activity with Biblical Context

Homework Worksheet for Reflecting on Recognition of Godly Actions

Opening (5 Minutes): Review the previous day's lesson and scripture. Encourage students to share insights from their homework, emphasizing the daily application of biblical principles.

Work Session (20 Minutes): Discuss how to recognize actions pleasing to God and those that are not, using scenarios inspired by biblical teachings (e.g., showing kindness, honesty vs. lying, helping others). Encourage students to discuss and identify the godly choice in each scenario.

Closing (5 Minutes): Summarize the lesson on the impact of our actions on others and our relationship with God. Close with a prayer for discernment and the courage to live out our faith daily.

Homework: Students identify a situation where they recognized a godly or ungodly action and reflect on their response, discussing with their families how to apply biblical wisdom in similar future situations.

### **Faith-Based Decision Making: Right vs Wrong**

**Faith-based right vs. wrong is the moral framework within religious and spiritual traditions that guides believers in determining ethical behavior. It is based on the teachings, commandments, and principles of a faith that distinguish between what is considered morally correct (right) and what is deemed morally incorrect or harmful (wrong).**

In a faith-based context, "right" actions align with the teachings of the religion and are seen as pleasing to the divine or in harmony with spiritual laws. "Wrong" actions, on the other hand, are those that violate these teachings and lead to negative consequences for oneself or others.

### Examples in Religious Traditions:

- **Christianity:** Right vs. wrong is determined by adherence to God's commandments, the teachings of Jesus, and the guidance of the Bible. Right actions include love, honesty, and charity, while wrong actions include sin, deceit, and harm to others. The Ten Commandments and the Sermon on the Mount are key sources for understanding right and wrong in Christianity.
- **Islam:** Right (haqq) is defined by what aligns with the will of Allah and Sharia (Islamic law), while wrong (batil) is what goes against these teachings. Acts of worship, justice, and kindness are seen as right, while acts of injustice, dishonesty, and harm are seen as wrong. The Quran and Hadith are central to defining moral conduct.
- **Judaism:** Right vs. wrong is guided by the Torah and the mitzvot (commandments). Right actions involve following the laws given by God, such as honoring parents and caring for the needy, while wrong actions include breaking these laws, such as lying, stealing, and causing harm. The Jewish concept of teshuva (repentance) also emphasizes correcting wrong actions.
- **Hinduism:** The concepts of dharma (righteous duty) and karma (the law of cause and effect) play a key role in determining right vs. wrong. Right actions are those that fulfill one's dharma and contribute to good karma, leading to spiritual growth. Wrong actions, which violate dharma and create bad karma, hinder spiritual progress. The Bhagavad Gita is a key text that discusses right vs. wrong in the context of duty and righteousness.
- **Buddhism:** Right vs. wrong is understood through the Noble Eightfold Path, which outlines right view, right intention, right speech, right action, and other factors that lead to enlightenment. Right actions are those that reduce suffering and are rooted in compassion and wisdom, while wrong actions increase suffering and are driven by greed, hatred, and delusion.

## Faith-Based Right vs. Wrong in Practice:

Faith-based concepts of right vs. wrong provide believers with a moral compass that shapes their behavior, decision-making, and interactions with others. This framework often influences personal conduct, community laws, and ethical guidelines, encouraging individuals to live in a way that is consistent with their religious beliefs and contributes to the well-being of society. It also offers a way to seek forgiveness, redemption, or spiritual growth when one has strayed from the path of right conduct.

### Lesson 1: Making Righteous Choices in Daily Life

Materials Needed:

- Scenarios for "Right vs Wrong Role-Play" Activity with Ethical Choices
- Inspirational Scriptures on Making Righteous Decisions
- Vocabulary Cards (Righteousness, Integrity) with Scriptural References

Opening (5 Minutes): Open with a prayer seeking wisdom and guidance to discern and choose what is right in the eyes of God. Introduce the concept of making decisions based on biblical principles, highlighting verses that guide us in understanding the difference between right and wrong.

Work Session (20 Minutes): Discuss stories from the Bible where characters faced choices between right and wrong, such as Daniel choosing not to defile himself with the king's food. Engage students in role-play activities based on modern-day scenarios that require them to make ethical decisions, reflecting on what scripture teaches about righteousness and integrity.

Closing (5 Minutes): Reflect on how making decisions based on biblical principles strengthens our relationship with God and shapes our character. Close with a prayer for courage to always choose God's way, even when faced with challenges.

Home Connection: Encourage students to discuss with their families a situation where they made a decision based on what they believed was right according to their faith, and to reflect on the outcome of that decision.

## Faith-Based Emphasis on Positive vs Negative

**Faith-based positive vs. negative** refers to the distinction between actions, thoughts, and attitudes that are spiritually uplifting, constructive, and aligned with religious teachings (positive), and those that are harmful, destructive, or contrary to spiritual values (negative). This concept is used to guide believers in leading a life that is in harmony with their faith, promoting personal growth, and contributing to the well-being of others.

### Examples in Religious Traditions:

- **Christianity:** Positive actions are those that reflect the teachings of Christ, such as love, kindness, forgiveness, and generosity. Negative actions include sin, hatred, jealousy, and selfishness. The Bible encourages believers to "overcome evil with good" (Romans 12:21) and to focus on "whatever is true, whatever is noble, whatever is right" (Philippians 4:8).
- **Islam:** Positive actions and thoughts are those that are in line with the will of Allah, such as charity (sadaqah), prayer, and kindness to others. Negative actions include acts that go against Islamic teachings, such as dishonesty, oppression, and neglect of religious duties. The Quran urges believers to "enjoin what is right and forbid what is wrong" (Quran 3:110).
- **Judaism:** Positive actions are mitzvot (commandments) that contribute to the well-being of the individual and the community, such as acts of kindness, justice, and charity. Negative actions are those that break the commandments, such as lying, stealing, and causing harm. The Torah and the Talmud provide guidance on how to live a life filled with positive actions and avoid negative behaviors.
- **Hinduism:** Positive actions are those that fulfill one's dharma (righteous duty) and lead to good karma, such as compassion, truthfulness, and devotion. Negative actions are those that create bad karma, such as violence, deceit, and selfishness. The Bhagavad Gita discusses the importance of performing one's duties with a positive attitude and avoiding actions that lead to negative consequences.
- **Buddhism:** Positive thoughts and actions are those that align with the Noble Eightfold Path, such as right speech, right action, and right livelihood. These contribute to reducing suffering and promoting happiness. Negative thoughts and actions are those driven by greed, hatred, and delusion, which increase suffering. The Buddha taught that cultivating positive states of mind leads to enlightenment, while negative states of mind hinder spiritual progress.

## Faith-Based Positive vs. Negative in Practice:

In many faiths, the distinction between positive and negative is not only about actions but also about the attitudes and intentions behind them. Positive actions and thoughts are seen as those that bring one closer to the divine, enhance spiritual growth, and contribute to the well-being of others. Negative actions and thoughts are those that distance one from spiritual goals, cause harm, and lead to negative consequences in this life and beyond.

This concept encourages believers to actively cultivate positive qualities like love, compassion, and humility, while avoiding negative traits like anger, greed, and pride. It serves as a practical guide for making decisions that align with one's faith and lead to a fulfilling, spiritually rich life.

### Lesson 1: Cultivating a Positive Spirit through Faith

Materials Needed:

- Scenarios for "Positive vs Negative Role-Play" Activity Encouraging Positive Choices
- Scriptures Encouraging Positivism and Discouraging Negativity
- Vocabulary Cards (Positivism, Negativity) with Biblical Contexts

Opening (5 Minutes): Begin with a scripture reading that encourages positivity, such as Philippians 4:8. Discuss how our faith encourages us to focus on what is good and positive, and how this outlook affects our lives and those around us.

Work Session (20 Minutes): Share biblical instances where a positive outlook made a significant difference, such as Paul's attitude while in prison. Conduct role-play scenarios where students face decisions to react positively or negatively, encouraging them to choose actions that reflect faith-based positivism.

Closing (5 Minutes): Summarize the lesson by highlighting the power of a positive attitude grounded in faith. Close with a prayer asking for the ability to see the good in every situation and to react in ways that glorify God.

Home Connection: Suggest that students practice speaking positively for a week, noting how this affects their mood and relationships, and discuss their experiences with their families, emphasizing the role of faith in maintaining a positive outlook.

Home Connection: Encourage students to share a time they showed empathy at home, discussing its impact with their families to reinforce the lesson's values.

## **Faith-Based Adaptation: Responsibility and Future Planning**

### **Faith-Based Cause and Effect in Practice:**

In a faith-based context, the principle of cause and effect serves as a moral guide, encouraging individuals to act in ways that are aligned with their religious teachings. It reminds believers that their actions have spiritual significance and that they are accountable for the consequences of their behavior. This principle often motivates individuals to cultivate virtues, avoid sinful behavior, and live in a way that is pleasing to the divine or in harmony with spiritual laws.

By understanding cause and effect through a faith-based lens, believers are encouraged to make choices that lead to positive outcomes for themselves and others, both in this life and in the afterlife, contributing to their spiritual growth and well-being.

## **We Are Responsible for Our Own Future:**

### **Lesson 1 - Understanding Cause and Effect through Scripture**

Materials Needed:

Vocabulary Cards (Cause and Effect) with Scriptural References

Chart Paper and Markers

Biblical Stories Illustrating Cause and Effect

Home Connection Activity Focused on Biblical Reflection

Opening (5 Minutes): Begin with a prayer asking for wisdom to understand the consequences of our actions. Introduce the concept of cause and effect using examples from Scripture, such as the story of David and Goliath, to show how faith and courage led to victory, demonstrating the effect of trusting in God.

Work Session (20 Minutes): Read a story from the Bible that clearly illustrates cause and effect, discussing the outcomes of the characters' actions. Engage students in creating a cause and effect chart based on the story, encouraging them to reflect on how biblical principles can guide us in making responsible decisions.

Closing (5 Minutes): Summarize the lesson with reflections on how understanding cause and effect in the context of our faith can guide us to make wise decisions. Close with a prayer for discernment in our daily choices.

Home Connection: Encourage students to discuss with their families a biblical story that demonstrates cause and effect, reflecting on how it applies to their lives.

We Are Responsible for Our Own Future:

### **Lesson 2 - Being Responsible for Our Actions**

Materials Needed:

Read Aloud Texts with Themes of Responsibility and Future Planning (i.e., parables of Jesus)

Anchor Chart/Poster Paper

Vocabulary Review on Consequence, Future, Responsible, Choice with Biblical Contexts



Opening (5 Minutes): Start with a scripture that emphasizes the importance of personal responsibility (e.g., Galatians 6:5). Discuss what it means to be responsible for our futures in the light of Christian teachings.

Work Session (20 Minutes): Share a biblical story or parable that illustrates the consequences of our actions, such as the Parable of the Talents. Discuss how the characters' actions shaped their futures and how their choices reflect on their responsibility. Create an anchor chart highlighting these concepts.

Closing (5 Minutes): Reflect on the lesson with a focus on how our actions today shape our future, emphasizing the role of faith in guiding those choices. Close with a prayer for strength to make responsible decisions aligned with God's will.

Home Connection: Suggest students to identify one action they can take to positively shape their future, discussing it with their families.

We Are Responsible for Our Own Future:

### **Lesson 3 - Understanding Consequences**

Materials Needed:

"Future Goals" Activity Sheets

Cause & Effect Cards with Biblical Principles

Anchor Chart/Poster Paper

Opening (5 Minutes): Review previous lessons with a focus on biblical examples of actions and their consequences. Highlight how scripture teaches us to be mindful of our choices.

Work Session (20 Minutes): Discuss the concept of consequences, both good and bad, using biblical stories as examples. Have students work on "Future Goals" activity sheets, connecting their goals to responsible actions and potential consequences.

Closing (5 Minutes): Encourage reflection on how understanding consequences helps us make better choices. Close with a prayer asking for guidance to act responsibly, keeping in mind our future and our faith.

Home Connection: Invite students to share their "Future Goals" with their families, discussing the actions and consequences related to achieving these goals.

These lessons aim to integrate faith into learning about responsibility, future planning, and the importance of making wise decisions based on biblical teachings. Through scripture, prayer, and practical activities, students are encouraged to reflect on how their actions today shape their future, guided by their faith and values.

## Faith-Based Adaptation Encouragement

### Encourage (Faith-Based Viewpoint):

- **Encourage** means to inspire, support, or motivate others to engage in positive actions, thoughts, and behaviors that align with the values and teachings of a faith. It involves guiding others toward what is righteous, uplifting, and spiritually beneficial.

#### *Examples in Religious Context:*

- **Christianity:** Encouragement might involve urging others to have faith, persevere in difficult times, or act with love and kindness, reflecting the teachings of Jesus. Verses like "Therefore encourage one another and build each other up" (1 Thessalonians 5:11) emphasize the importance of mutual support.
- **Islam:** In Islam, encouragement can be seen in the exhortation to perform good deeds, pray regularly, and help others. The Prophet Muhammad (PBUH) said, "The best among you are those who bring the most benefit to others," encouraging positive actions.
- **Judaism:** Jewish teachings encourage acts of kindness (chesed), charity (tzedakah), and justice, reinforcing the importance of living a life that reflects God's commandments.
- **Buddhism:** Encouragement in Buddhism might involve guiding others to follow the Noble Eightfold Path, cultivating mindfulness, and practicing compassion, thereby leading to spiritual growth and enlightenment.

### Discourage (Faith-Based Viewpoint):

- **Discourage** means to advise against, deter, or dissuade others from engaging in actions, thoughts, or behaviors that are harmful, sinful, or contrary to spiritual teachings. It involves steering others away from what is spiritually damaging or morally wrong.

#### *Examples in Religious Context:*

- **Christianity:** Discouragement might involve warning others against sin, temptation, or behaviors that lead away from God. The Bible often speaks of avoiding evil and resisting temptation, as in "Submit yourselves, then, to God. Resist the devil, and he will flee from you" (James 4:7).
- **Islam:** In Islam, discouragement is seen in the admonishment to avoid sinful behavior, such as dishonesty, oppression, or neglect of religious duties. Muslims are encouraged to "forbid what is wrong" as part of their faith.
- **Judaism:** Jewish teachings discourage actions that break the commandments or cause harm to others, such as lying, stealing, or bearing false witness. The Torah and Talmud provide guidance on avoiding behaviors that lead away from God's will.
- **Hinduism:** Discouragement might involve advising against actions that lead to bad

karma, such as violence, deceit, or greed. Followers are discouraged from straying from their dharma (righteous duty) and are guided to live in harmony with spiritual laws.

### **Faith-Based Encourage vs. Discourage:**

In a faith-based context, the concepts of encouragement and discouragement serve as moral compasses, guiding believers toward spiritual growth and away from actions that are harmful or sinful. Encouragement helps to build up faith, promote good works, and foster a community of support, while discouragement helps to protect individuals from moral and spiritual pitfalls, keeping them on a path that aligns with their religious values.

These actions are not just about personal growth but also about helping others on their spiritual journeys, ensuring that the community as a whole moves closer to the divine or achieves spiritual fulfillment.

### **Encourage vs Discourage:**

#### **Lesson 1 - Fostering a Spirit of Encouragement**

Materials Needed:

Biblical Examples of Encouragement vs. Discouragement

"Encourage vs Discourage Role-Play" Scenarios Reflecting Christian Values

Homework Worksheet on Biblical Encouragement

**Opening (5 Minutes):** Start with a prayer for a heart that encourages others, sharing verses like 1 Thessalonians 5:11. Discuss the power of encouragement in the life of believers and the church community.

**Work Session (20 Minutes):** Explore instances in the Bible where encouragement played a key role (i.e., Barnabas encouraging Paul). Role-play scenarios where students practice encouraging one another in situations that reflect school life, friendships, and family dynamics, guided by Christian compassion.

**Closing (5 Minutes):** Reflect on how encouragement builds up the body of Christ and our witness to the world. Close with a prayer asking for opportunities to encourage others and to recognize when we can lift someone up.

**Homework:** Students write about a time they encouraged someone or were encouraged, discussing with their parents the impact of that encouragement and how it aligns with biblical teachings.

## Valuing God's Diverse Creation Through Respect

**Faith-based respect refers to the recognition and reverence of the inherent dignity, worth, and value of every individual, as seen through the lens of religious teachings. It involves treating others with kindness, honor, and consideration, in accordance with the moral and ethical principles of one's faith.**

### Key Aspects of Faith-Based Respect:

#### 1. Recognition of Divine Creation:

- Many faiths teach that all human beings are created by a higher power and are therefore deserving of respect. For example, in Christianity, the belief that humans are made in the image of God (Genesis 1:27) underpins the idea that every person deserves to be treated with dignity.
- In Islam, respect for others is rooted in the belief that all people are created by Allah and are equal in their humanity. The Quran emphasizes kindness and respect for others, regardless of their background or faith.

#### 2. Obedience to Religious Commandments:

- Respect is often seen as a commandment or moral obligation within faith traditions. In Judaism, the Torah commands, "You shall love your neighbor as yourself" (Leviticus 19:18), which is a directive to treat others with respect and kindness.
- In Buddhism, respect is expressed through the practice of right speech, right action, and right livelihood, which involves treating all beings with compassion and consideration.

#### 3. Acknowledgment of Human Dignity:

- Faith-based respect involves recognizing and upholding the inherent dignity of every person. This includes respecting others' beliefs, rights, and personal boundaries.
- In Hinduism, the concept of "Ahimsa" (non-violence) extends to respecting all forms of life, emphasizing the interconnectedness of all beings and the importance of treating others with care and compassion.

#### 4. Promotion of Harmony and Peace:

- Respect is crucial for maintaining harmony and peace within communities and relationships. Many faiths encourage followers to live in peace with others and to resolve conflicts with understanding and respect.
- For example, in Christianity, Jesus' teachings in the Sermon on the Mount include, "Blessed are the peacemakers, for they will be called children of God" (Matthew 5:9), emphasizing the importance of respect in fostering peace.

### 5. Respect for Authority and Elders:

- Many religious traditions emphasize respect for authority figures, elders, and parents as a key component of moral living. This respect is seen as part of honoring the wisdom and experience that comes with age or position.
- In Confucianism, respect for one's elders and ancestors is central to the moral code, reflecting the importance of familial and social harmony.

### Faith-Based Respect in Practice:

- **Interpersonal Relationships:** Treating others with kindness, listening to them, and valuing their opinions and feelings, even when they differ from your own.
- **Cultural and Religious Tolerance:** Respecting the beliefs and practices of others, even if they differ from your own, and promoting understanding and coexistence.
- **Respect for Creation:** In many faiths, respect extends to the environment and all living creatures, recognizing the interconnectedness of life and the need to care for the world.

### Conclusion:

Faith-based respect is a holistic concept that encompasses how one treats others, the environment, and even oneself, in accordance with religious teachings. It is about seeing the divine in others, acting with love and compassion, and contributing to a world where everyone is valued and honored.

## RESPECT

### Lesson 1

Materials Needed:

Vocabulary Slides (Kindness, Respect) with Scriptural References

Golden Rule Poster Highlighting Biblical Principles

Creative Activity: Classroom Map Challenge Reflecting Diversity in God's Kingdom

Opening (5 Minutes): Begin with a discussion on God's creation of diversity, referencing Scripture that celebrates diversity (i.e., Revelation 7:9). Explore what 'different' means in the context of God's love for variety.

Work Session (20 Minutes): Discuss the importance of respecting differences as part of God's creation, using biblical examples of unity in diversity. Conduct the Classroom Map Challenge, emphasizing the beauty of God's diverse kingdom.

Closing (5 Minutes): Reflect on how respecting diversity demonstrates love for God's creation. Close with a prayer for the ability to see and celebrate God's diversity around us.

Home Connection: Invite students to discuss with their families how they can show respect for God's diverse creation in their daily lives.

## Sign Up Sheet

In order to be assured of receiving free updates, please fill out the following information.

Name\*: \_\_\_\_\_

Email address\*: \_\_\_\_\_

Mailing address\*: \_\_\_\_\_

\_\_\_\_\_

Phone number: \_\_\_\_\_ Cell: \_\_\_\_\_

Your reaction to these curricula is appreciated: email <[ethihcs4kids.de@gmail.com](mailto:ethihcs4kids.de@gmail.com)>

## **Additional Lessons Coming Soon**

**FAITH BASED SUITES:** (Under construction) It is the intend to complete the first version of this suite within months. It will include values such as: Honor your father and mother & do unto others as you would do unto yourself.

### **FUTURE VALUE LESSONS:**

**Empathy:** How our actions have an impact on others and how to ‘walk in their shoes’.

**Listening:** *“We have two ears and one mouth for a reason.”* This lesson focuses on importance of paying attention with our ears, body and mind.

**Perseverance:** “It is not how many time we fall, but how many time we get up.” This lesson focuses on being resilient – starting a young age.

**Coping with Conflict:** Throughout life there will be conflicts. This lesson focuses on how to handle it.





## Evaluation Form

**Please send Evaluation form to:**

Ethics-4-Kids  
PO Box 2292  
West Chester, Pa 19380

## **ETHICS 4 KIDS CURRICULUM EVALUATION**

Name of School \_\_\_\_\_ Start Date \_\_\_\_\_

Name of Program \_\_\_\_\_ Principal \_\_\_\_\_

Lesson # \_\_\_\_\_

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**1. Is the PROGRAM age appropriate?**

\_\_\_\_\_

A. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

2. Is the sequence proper? (explain) \_\_\_\_\_

3. Is it Complete (explain) what is missing: \_\_\_\_\_

4. Is the timing adequate? (explain) \_\_\_\_\_

5. Are the timing segments adequate (explain) \_\_\_\_\_

6. Does it provide for MTSS issues  
\_\_\_\_\_

7. COMMENTS \_\_\_\_\_

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**8. BOOKS: age appropriate?** \_\_\_\_\_

B. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

9. Should there be a set sequence? (explain)  
\_\_\_\_\_

10. What was the reaction (explain) \_\_\_\_\_

11. Should there be more? (explain) \_\_\_\_\_

12. COMMENTS

\_\_\_\_\_

\*\*\*\*\*

13. **VIDEOS: age appropriate?** \_\_\_\_\_

C. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

14. Should there be a set sequence? (explain)

\_\_\_\_\_

15. What was the reaction (explain) \_\_\_\_\_

16. Should there be more? (explain) \_\_\_\_\_

COMMENTS \_\_\_\_\_

.....

17. **GAMES: BOARD: age appropriate?**

\_\_\_\_\_

D. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

18. Should there be a preset sequence? (explain)

\_\_\_\_\_

19. What was the participation (explain) \_\_\_\_\_

20. What was the reaction (explain) \_\_\_\_\_

21. Should there be better variety? (explain) \_\_\_\_\_

22. COMMENTS \_\_\_\_\_

.....

23. **BOARD GAMES age appropriate?** \_\_\_\_\_

E. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

24. Should there be a preset sequence? (explain)

\_\_\_\_\_

25. What was the participation (explain) \_\_\_\_\_

26. What was the reaction (explain) \_\_\_\_\_

27. Should there be better variety? (explain) \_\_\_\_\_

28. COMMENTS \_\_\_\_\_

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29. **PHYSICAL GAMES** age appropriate? \_\_\_\_\_

F. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

30. Should there be a preset sequence? (explain)

\_\_\_\_\_

31. What was the participation (explain)

\_\_\_\_\_

32. What was the reaction (explain) \_\_\_\_\_

33. Should there be better variety? (explain) \_\_\_\_\_

34. COMMENTS \_\_\_\_\_

.....

35. **SOCIAL MEDIA GAMES** age appropriate? \_\_\_\_\_

G. Kindergarten , \_\_\_\_ 1<sup>st</sup> Grade. \_\_\_\_ 2<sup>nd</sup> Grade, \_\_\_\_ 3<sup>rd</sup> Grade

36. Should there be a preset sequence? (explain)

\_\_\_\_\_

37. What was the participation (explain) \_\_\_\_\_

38. What was the reaction (explain) \_\_\_\_\_

39. Should there be better variety? (explain) \_\_\_\_\_

40. COMMENTS

\_\_\_\_\_

.....

#### 41. EVALUATION (MTSS)

31. Did you evaluate each child prior to first lesson? \_\_\_\_\_

42. Did you evaluate each child after the first, week ?

\_\_\_\_\_

43. Did you have use the 3 tier MTSS format?

\_\_\_\_\_

44. Was the format adequate? (explain)

\_\_\_\_\_

45. COMMENTS:

\_\_\_\_\_

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46. OVER ALL COMMENTS \_\_\_\_\_

Ending Date \_\_\_\_\_ Signature \_\_\_\_\_

THANK YOU