

FULL-CIRCLE LEARNING

Volume I

An Educational Model with Three Curriculum Modules

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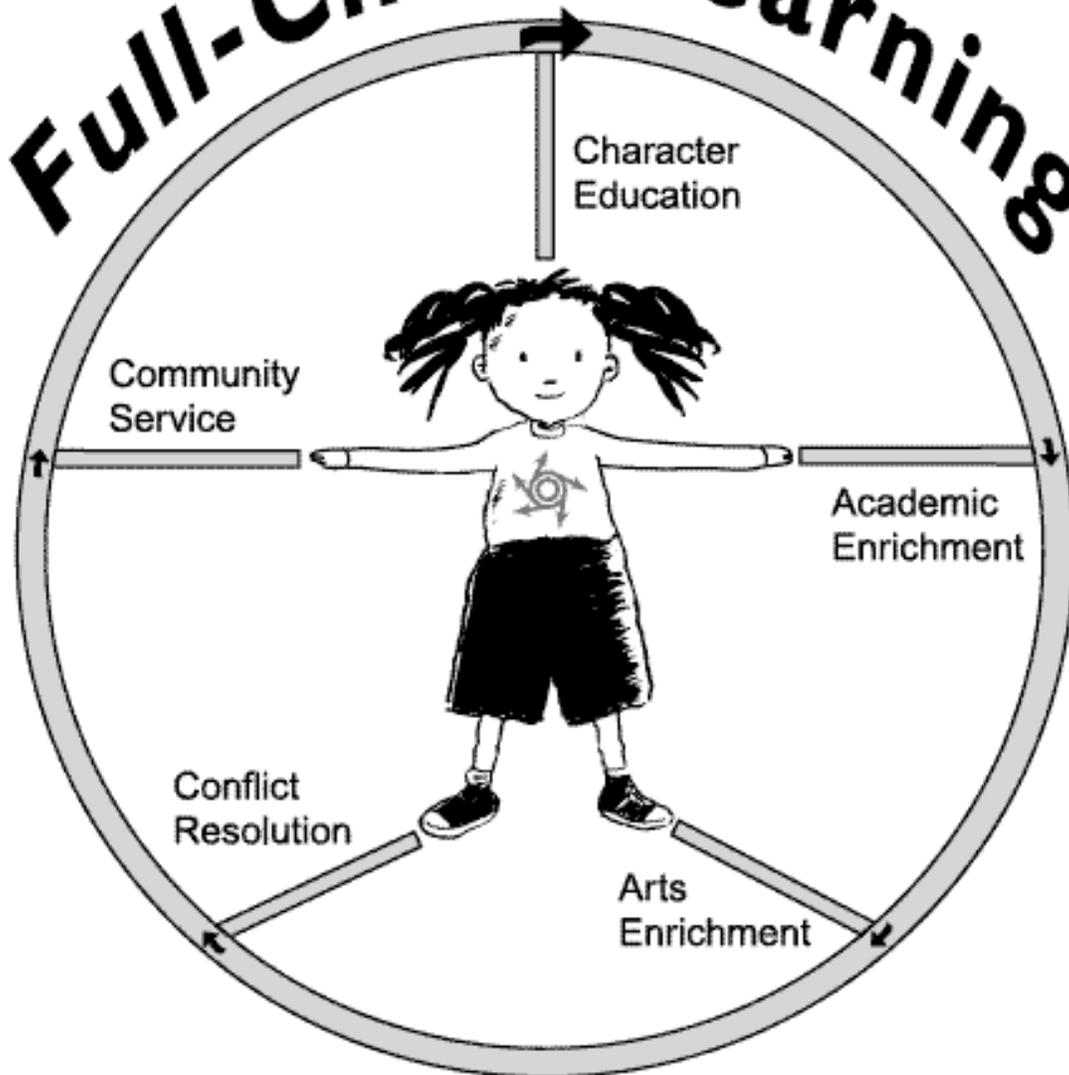
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Full-Circle Learning



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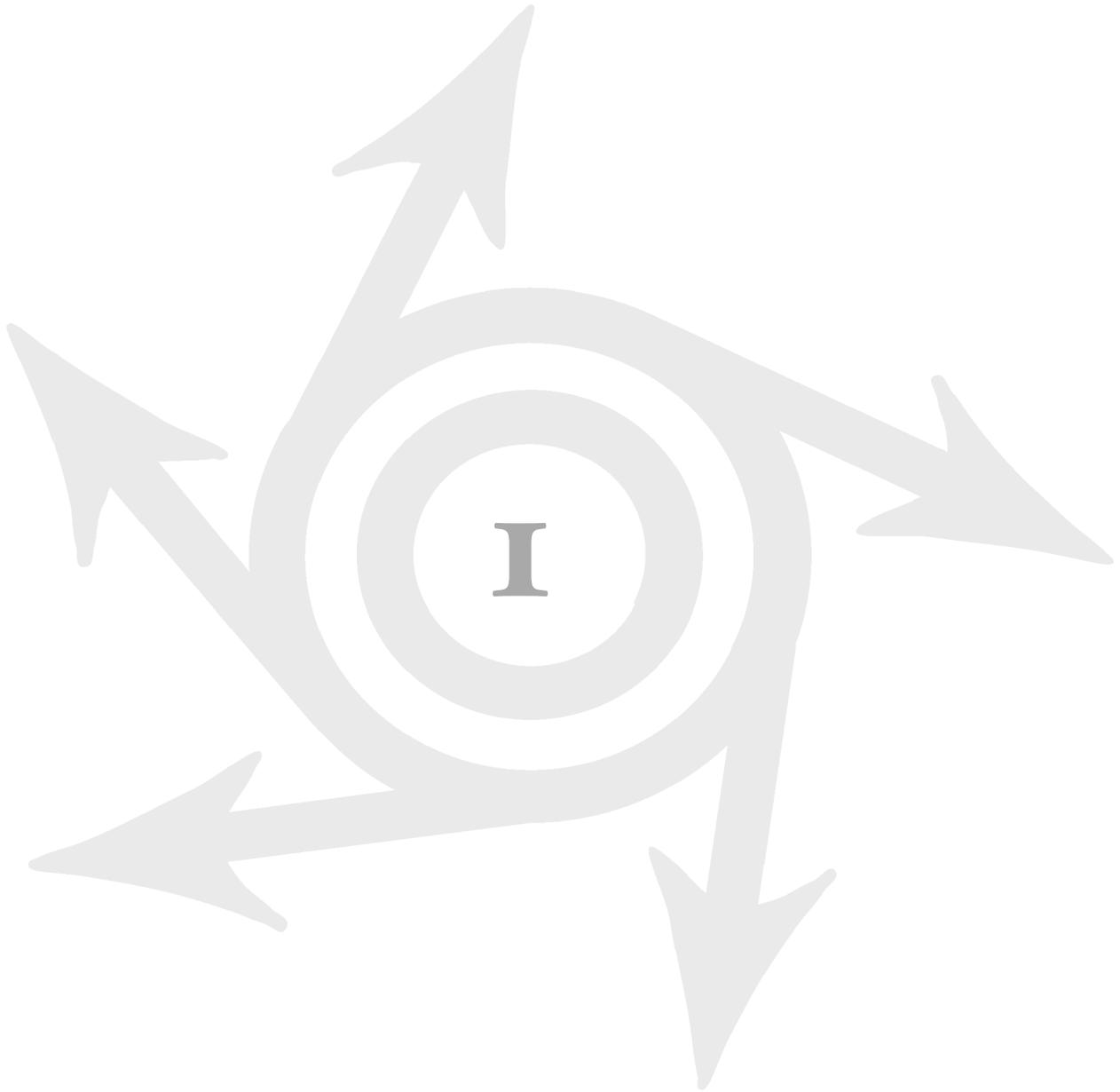
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Part One
Getting Started



Introduction: A New Model or a Link to Life?

A second-grader lives in a troubled environment with little support for the development of study habits or social skills. She seemed to find little purpose in school until she began to learn a new vocabulary of virtues. She learns how to apply the word *consideration* in her interactions one day, helping another child put on a backpack and receiving a rare pat on the back for the act. Her eyes light up.

Over the course of the summer, the child's reading and language arts lessons, math problems, art activities, music and all the other aspects of her learning include content related to consideration and to the other new words she has learned. The students in her class discuss how these qualities do not exist as latent virtues but as habits we must practice—specifically, as habits of heart. The students then go out into the community to apply their new habits, exercising newly learned skills as they perform a song or a service, write a letter or a book of literature on habits of heart, engage in a work project or in a simple act of kindness. When the girl's behavioral issues surface, teachers find teachable moments to connect the behavior with the habits she committed to learn.

Three years pass. Many more character traits enter the girl's vocabulary, such as compassion, unity, empathy, trustworthiness, and appreciation of diversity. The girl learns photography, helps clean wheelchairs and engages in a full-scale summer curriculum. She reads more books with characters whose lives depict the value of the habits of heart. She joins her class in reaching out to children abroad, to senior citizens at home and to any organization that needs help.

The girl graduates from the fifth grade—and from the enrichment program—as an honors student. At the ceremony, she presents a poised

speech about the qualities she has acquired and about their relationship to her life plan.

She has developed strong convictions during these three years. She intends to act on them. She has outlined the list of prestigious schools and graduate schools she will attend and even has a plan for how to get there. She has outlined a path of service in a career focused on fostering justice for the disadvantaged.

This one example, layered upon many more, tells a story of children who, with or without support from family and school environments, reshape their own identities. These children quickly come to see the holistic connection between developing their hearts, their self-restraint, their academic and artistic skills and their capacity for a meaningful life of connection to others through service-oriented interests and, eventually, through service-oriented careers. As a result, their academic scores improve with no discussion of ultimatums or rewards. Their joy in learning expands. Their eyes glow.

Rejuvenating a Lost Vision

Life once taught reciprocal giving as a consequence of an agrarian society. Participation in a family or a community brought with it many variations of barn-raising. Smaller enclaves and less transient families created a natural model where it truly takes a village to raise a child. Tight-knit communities of parents and role models instilled in children the idea that fulfillment comes through contribution.

Few children in these environments expected a steady diet of entertainment, at home or at school. They did not necessarily need extrinsic rewards or perks to motivate their learning.

Many felt the intrinsic fulfillment of seeing their work as important to the family's ability to thrive or even to survive. Many of them cherished opportunities to contribute. Their emerging values incubated within an environment shaped by necessity. Those values continued to evolve as a result of a character education process quite naturally built into the social construct.

This perspective, idealistic though it seems, certainly holds true in comparison to today's schema. What has changed? We live in a complex society. The beautiful fabric of cultures that colors many communities ironically insists on a long-term process of melding ideals and refashioning policy—both social and legal policy—to accommodate all. The emergence of child labor laws has, perhaps, changed children's views of their need to work in the world. A genuine lack of equity has limited the educational potential for overworked children in some corners of the world and has starved out the potential of their bored peers in more developed countries.

The fact that many contemporary children do not see their parents at work has, perhaps, robbed them of the lessons learned when they once looked up at their parents at the end of every day. What values imprinted on them when they saw a parent with a dewy forehead and a tired but happy face completing a farming or canning chore that would dictate the family's survival that year? What did they absorb when they participated in a literal or figurative barn raising or some other community project that would accrue to the benefit of all?

Children now live in a more protected environment, for the most part. In some neighborhoods, they cannot even play on the streets for safety reasons, so they confine their activities to a room full of media that spew random elements of the world at them rather

than helping them systematically explore a context for their participation in that world. They may not develop an appreciation of the strengths, capacities and needs of people of other ages, backgrounds and geographic areas or cultures, except through what comes across a television or computer screen. Technology, at its best, can link learners with peers all over the world through email-enhanced project-based learning. Lamentably, many students learn early in life to see current technologies as entertainment that often isolates as it entertains, robbing them of the interactivity that traditionally came through human interaction and collective work.

Sometimes this isolation separates children from their own innate longing for a deep sense of purpose, the greatest incentive for all learning. They can only conjure up a vision for their lives that entails the professions, causes and lifestyles of the adults in their limited environment. They can only break the cultural walls that divide by truly knowing and caring for others and seeing the members of the human race as one family. Isolating children from the world while immersing them in whatever media crosses their path does not necessarily preserve this sense of purpose, belonging and connectedness.

Meanwhile, these same children limit their own attention span as they become accustomed to instant food from a microwave or fast food counter and instant sound bytes from a television or computer game. These media do not require the child to give anything up or to exercise too much effort for the brief payoff. While children claim to enjoy this trend and feel a new sense of entitlement to distracted entertainment, an interesting twist occurs. Some show a greater level of boredom than children exhibit when life extracts effort from them—when it relies on them to contribute to a sense of communal well being within a family or a neighborhood.

Every era faces its own unique challenges. This one brings a special irony. Contemporary education has access to higher technology than ever before, yet test scores do not indicate a higher level of motivation. Political attention to education has demanded emphasis on assessment and, in some cases, has even tied funding to how well schools “teach to the test,” yet the trend seems to neglect the most essential component for success: motivating learning with a sense of purpose and relevance. At the same time, overwhelming stimuli and competition for the attention of children has attracted some students toward the role of the served rather than that of the servants.

Serving Breeds Skills

Civic-mindedness remains alive and well—no question about that—but only through the extra measures taken to offset the trend. Parents, educators and many others who touch children’s lives work overtime to generate meaning in the children’s lives. However sincere the intention, sometimes these efforts result in frenetic activity that may or may not integrate all the delicate aspects of an evolving human being.

A corps of reflective educators struggles to continually reexamine the nature of the learning activities, to preserve the essential component that has inspired human achievement of the noblest kind throughout history. They yearn for the time and flexibility not only to launch real-world projects but to infuse *other-directed* purpose into learning. They remember that empathy and a sense of oneness with others, the highest level of self-realization in Maslow’s hierarchy, requires the cultivation of a greater emotional intelligence than merely learning for the momentary exaltation of the ego (for an A, a sticker or to appease a teacher or assessor).

These educators may recall the epiphanies they experienced in their own childhood that led to their choice of a service-oriented career. Generally, these peak moments did not occur in the middle of a multiple-choice test but, rather, during an experience that connected the evolving identity to others and gave the person the warm satisfaction of knowing they had improved life somehow for someone.

The point of reconstructing such a model is not to generate service as an end to itself but to motivate intellectual as well as personal development by helping students connect the pursuit of excellence with its value in society. The value may then bear fruit years later when those early impulses blossom within a generation of community leaders capable of identifying group needs, creatively remedying society’s ills and carving a culture in which giving back becomes, once again, the reward.

A Model in Search of a Setting

When educators inch toward this lofty goal during the course of the school day, bravo for them. However, if the institutional standards limit their capacity to do so, summer school and after-school curricula can provide the enrichment that enhances a student’s learning and, ultimately, a whole community’s future.

Excellent educational enrichment models abound. Some focus on character education. Some offer recreational outlets or stress reduction. Some provide tutoring, reading aloud or skills-building academic activity. Some channel students to seek creative outlets through music, dance, theater or visual art.

The full-circle learning model goes a step farther. It holistically integrates the various aspects of learning so deeply that it influences aptitude as well as attitude. Instead of ending each project with an assessment, students self-

assess as they experience the joy of the altruistic act that grew out of their character development goals and their academic learning. Every integrated learning unit culminates in a meaningful contribution to society. Students soon come to see service to humanity as the goal of their learning.

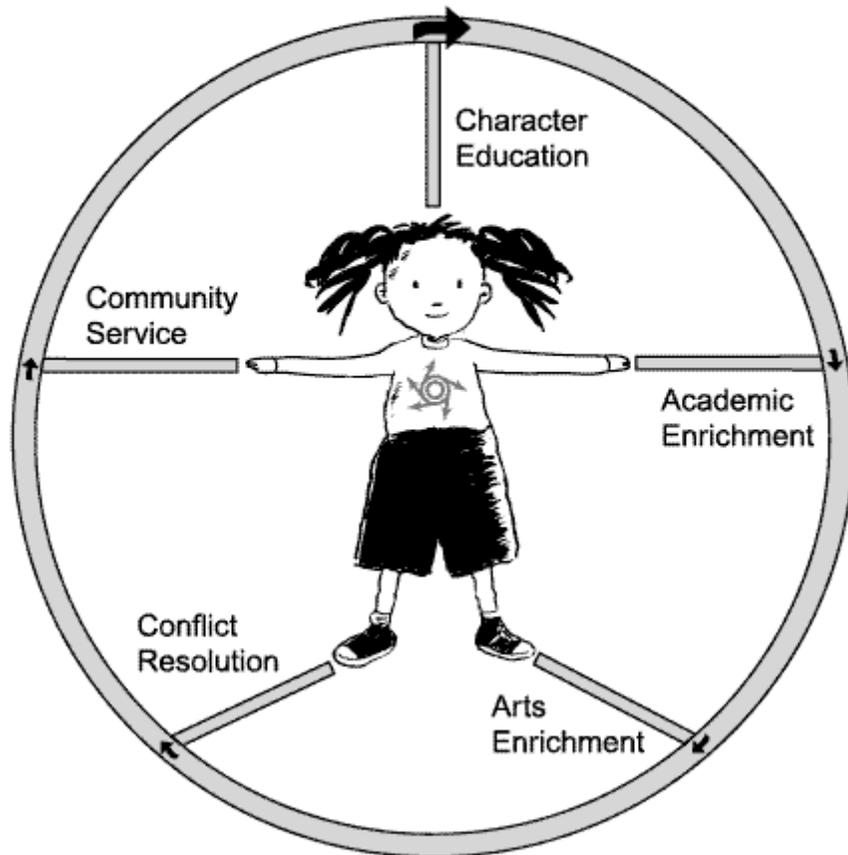
Suddenly, no one asks for entertainment. Instead, they seek out their own niche for contributing something positive to the lives of those with fewer advantages than they enjoy. No matter how disadvantaged, they always find someone else whose suffering they can address, someone they will honor even as they offer assistance, recognizing the strengths that person has acquired through the struggle. With compassion rather than with pity, they ask, How will practicing new habits, reading new books, listening to community workers, writing and computing and singing and painting and cleaning and doing help me to help someone else? How can I recognize a need and, out of an empathic desire to respond, become one of society's helpers and healers?

When a child asks not how education can serve her but how it can help her better serve the world, the learning has truly come full circle.



THE CEP MODEL OF EDUCATION:
FULL-CIRCLE LEARNING

Based on the premise that character education inspires relevant learning,
which culminates in meaningful contribution to society.



MISSION:

Full-Circle Learning helps children embrace their role
as society's helpers and healers.

METHOD:

CEP accomplishes its mission through educational programs
that deeply integrate character education, academic and arts enrichment,
conflict resolution and community service.

CEP’s Model of Integrated Curriculum:

FULL-CIRCLE LEARNING

Example

Springboard: Character Education

In this example, children study ways to apply two habits of heart—compassion and appreciation of diversity—in their daily interactions. They include diverse abilities in their definition of diversity. They define and spell the words. They role play real and hypothetical examples. They receive homework assignments that involve parents in documenting the children’s application of these habits at home.

Related Academic Enrichment

✦ **Reading/Language Arts Activities:** Read-aloud book assignments and discussions include examination of characters who find meaningful ways to show compassion. They also include books about people with diverse disabilities. Silent reading assignments include books on themes of compassion or on people compensating for physical limitations. To feel compassion for blind children and also to respect their strengths, students go through a class period blindfolded and write about their learning with the blindfolds still on. Students create blind fictional characters who cultivate many strengths as a result.

✦ **Math Activity:** A standards-based lesson on statistics and data gathering challenges students to chart the number of community health care workers needed to stem the epidemic of river blindness in Cameroon. The math writing assignment includes letters to compassionate Health for Humanity physicians assisting with this work in the real world.

✦ **Science Component:** Students learn about and discuss the cause of river blindness and the importance of sanitation in environmental planning.

✦ **Social Studies Lesson:** Presentation on conditions in rural Africa prepares students to write culturally sensitive letters to a disadvantaged child in such a region.

Related Arts Enrichment

✦ **Art Activity:** Students make three-dimensional cards or art objects for blind children, attaching appliques or other kinesthetically appealing materials.

✦ **Music Activity:** Music teacher teaches a song about the habits of heart for students to perform for blind children.

✦ **Literary Activity:** Poetry workshops prepare students to write original poetry about the habits of heart. They customize the poems for blind beginning readers, to help them hear word and letter patterns and to encourage their phonemic awareness, as they cannot rely on visual cues to a word’s spelling.

Conflict Resolution Applications

✦ **Conflict Resolution Assignment:** Students apply compassion and appreciation of diversity while following the steps of conflict resolution. Students work in teams, using a laminated conflict bridge to exercise these qualities as they resolve real-world labor issues occurring around the world, based on disputes documented in recent newspaper articles. They later perform role plays for parents to showcase their learning.

✦ **Acting-on-convictions Component:** Students tour UCLA's Jules Stein Eye Center to interview researchers about how they chose their careers.

Culmination: Community Service

✦ **Service project:** Students recite their original poetry at a party hosted by the Braille Institute Library. They also sing to the Braille Institute's students and give them the hand-made cards or art objects. To ensure reciprocity, they accept an invitation to engage in joint art and dance activities with the Braille Institute children. Even the shy students try to mingle, to establish collaborative relationships between sighted and sightless children.

This example illustrates the implementation of one of five themes developed during Summer School 2000. Each year, planners customize themes and projects to reflect current community needs, student development and global events.

Why and How the Model Works

To understand what the *full-circle learning* model has to offer, visualize a child's development as a turning wheel. See the illustration on page 12 and the adjoining example of an integrated curriculum. The wheel rolls, spurred by character education and working toward meaningful real-world contributions over the course of the learning period, with this basic incentive generating the momentum for integrated academic content as it strengthens resilience and peacemaking skills and as it moves students toward relevant service.

The example given occurred over one week of summer school. Each week during the same summer, a similar pattern evolved around a new habit of heart. By the end of the summer, the students had received reinforcement throughout the entire day and the entire week for the new habits they learned.

While integrated content areas merely link language to math or math to science or science to music, this fully integrated curriculum links *every* content area to the foundation, the habit of heart, and to the culminating service project. In essence, the learning comes full circle every time. Consequently, the motivation soars.

The Full-Circle Learning Program, in its very first independent assessment, showed that 80% of the students improved their ranking within the national percentile over the course of one school year. (Tests included the WRAT-3, The Gray Oral and the Brigance Test of Skills.) In the most recent test at this writing, the Gray Oral test showed 90% of new students reading above grade level by the end of a school year.

What's more, parents consistently see the difference when polled at the end of each summer. See the charts on next page for details.

Premises and Underpinnings

The design of the Full-Circle Learning derives from the following premises. These pedagogies are substantiated in the primary sources listed, especially in the works of David Johnson (1), Stephen Levy (2), Deborah Stipek (3) Art Costa (4) and Alan November (5).

Pedagogical Premises

Character development and skills development enhance one another.

By teaching and modeling positive character traits, adults can help children internalize the perceptions and habits that will lead to success in school, harmonious relationships and spiritual well-being. (Costa, 1991, 87-94.)

To build a cooperative multicultural community, students need more than tolerance. They need commitment to the well-being of others.

A cooperative community nurtures students in the effort to establish this sense of caring. It provides them with effective tools for consistently managing conflict. It imbues students with the civic values that motivate their desire to support the cooperative system. (Johnson, 1997.)

It takes a village to raise a child.

An educational enrichment model that integrates parent support and tutorial assistance can enhance a student's absorption of general classroom instruction, development of study skills, social integration and positive attitudes toward learning. (Bracey, 1996; Rosenthal & Sawyers, 1996; Epstein, 1995, Thompson, 1993.)

The most productive learning occurs in an environment marked by trust.

Children learn best in a milieu where diverse ages, genders races and cultures are appreciated and the experiences of all are valued. (Levy, 1996, 184-5; Costa, 1991.)

Children learn best when learning serves a purpose.

Project-based, interdisciplinary learning can reinforce basic concepts and skills by helping students understand them in a relevant context and by encouraging positive learning partnerships. Motivation increases when children receive opportunities to serve in the real world—to apply their talents, time, energy and ideas in a context relevant and useful to others. (Stipek, 1998; Levy, 1999; November, 1996.)

The cultivation of desired attributes often predicts success more than the acquisition of knowledge. A vocabulary of positive character traits and awareness of their applications can increase confidence collaboration skills and motivation to learn. The cycle of understanding, reflection, self-assessment and action, introduced at the elementary age, can help students become self-directed learners and take greater responsibility for their own thinking and behavior. (Costa, 1991.)

Students' ability to contribute to a cooperative society relies largely on the deliberate development of social skills. Students need to learn not only to understand but to practice these skills until they become habits, fully integrated into each student's personality. (Johnson, 1998, Costa 1991.)

The motivation to learn can increase when educators engage, cultivate and activate a student's altruistic identity.

Students and society benefit when schools open their eyes to the needs, suffering and hopes of children worldwide and develop a partnership through empathic global education. (Eisler, 2000).

Altruism is no mere ornament to social life but its fundamental basis. Eight social processes promote inclusive altruistic propensities: bonding, empathizing, learning caring norms, participating in caring behaviors, diversifying, networking, developing problem-solving strategies and forming global connections. Together, these processes link the learner to a broader society (Oliner, 1992).

The Full-Circle Learning educational model and project design express an effort to act on these premises. Each element contributes to the overall mission of establishing a culturally-united setting in which community members nurture a new generation—a generation of servants of humanity who dedicate their intellectual, artistic and social capacities to enhance the world in which they live.

Johnson, David W. and Roger T. *Teaching Students to Be Peacemakers*, 1995, Interaction Book Company.

Levy, Stephen. *Learning from Scratch*, 1996, Heinmann.

Stipek, Deborah. *Motivation Theory and Intrinsic Learning, Managing Behavior in Today's Diverse Classroom*, 1998.

Costa, Arthur. *The School as a Home for the Mind, The Habits of Self-Directed Learners*, 1997, Skylight Publications.

November, Alan. *Technology in Today's Classroom: Alan November on Technology, the Learning Process and a Vision for the Future*, 1997, Canter & Associates.

(Riane Eisler, 2000, *Tomorrow's Children*, Westview Press, p. 25).

(Samuel and Pearl Oliner, *Embracing the Other*, New York University Press, 1995, pp. 375-376, 386).

The Process of Influencing Attitude, Aptitude and the Altruistic Identity

Process theory attracts scholars from many disciplines, from science to philosophy to psychology. It affects the way we view particles, the way we evaluate dreams, the way we define morality. Certainly, then, it affects the perception of the emergent self.

If experience and interaction and the exploration of free will to participate in the future is a motivating aspect of our humanity, what does it mean for education? How can educators holistically teach students during the stages of development when the identity emerges as a creative force, continually constructing new patterns of interaction with others, new ideas about the purpose for existence and new impressions of the relationship between experience, accountability, and the future?

The implications of process theory on education have been pioneered at length, yet the changing times invite us to continually explore and adapt practical learning models and strategies that work for each new generation of children and youth. This chapter will consider the fundamental principals and effectiveness of one such fully integrated educational model, Full-Circle Learning.

What is Full-Circle Learning?

A Full-Circle Learning curriculum operates like a five-spoked wheel, with character education at the top. The deliberate development of personal character turns the wheel, creates the thrust and becomes the incentive for a continuum of interdisciplinary learning events and processes, which culminate in a specific service to humanity and reinforces the character trait presented in the initial interaction.

Specifically, this integrated education model employs a curriculum that fuses together each of the following elements in every learning unit:

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

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

- a. an offsite field trip
- b. simply by breaking into groups then reuniting to present for classmates
- c. making a presentation for a guest presenter
- d. emailing a challenge to distant students
- e. writing letters to professionals in a field
- f. conducting and publishing experiments or challenging a sister site in a two-part knowledge exchange
- g. producing a class newspaper on a theme
- h. creating a technology product, etc., and
- i. reflecting on who benefited from their action, to complete the cycle of:
conceptual understanding > practice/
classroom interaction > introspection/
home interaction > skills building and
knowledge application > community
interaction > reflection on the process

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

The History of Crisis and Change

Philosophers', humanitarians', and educators' dreams all coalesce in the development of Full-Circle Learning. 'Abdul-Baha referred to this period in world history as the age "wherein science is penetrating the mysteries of the universe, the oneness of the world of humanity is being established and service to mankind is the paramount motive of all existence."(2) The human rights leader Cesar Chavez later declared that the goal of all education is service to humanity.

Visionary process-based education seeks strategies that do more than advance cognitive skills but that recognize the link between the innate sense of purpose and the essence of human passion. Whitehead described the early fascination with the learning process as the romance phase and as a predecessor to precision in learning a concept. The educator need not choose between free love and focused learning in introducing a concept but can guide the use of creativity and thereby strengthen the passion by turning it into compassion. Altruism and the creative processes not only share the stage but often make a beautiful marriage in Full-Circle Learning.

The idea for Full-Circle Learning took inspiration, to some degree, from the educational practices of an educator named Adolf Berle, who brought his process-based integrated educational practices into his own home to educate his own children in the 1920s. His children then grew up to make great accomplishments of their own. One of these children became a liberal law professor, an author of many books on finance reform, and an advisor to five U.S. presidents, including Franklin D. Roosevelt, in the mid-20th century. This son, Adolf Berle, Jr., reflected his father's influence when he said, "The art and science of asking questions is the source of all knowledge." (3)

Through word games at the dinner table, dolls who acted out history and tree houses that became geometry lessons, Berle taught through the process of experience and interaction. The impact of his emphasis on the holistic learning was manifest in the humanitarian acts and professional accomplishments of his students and children, who influenced the well being of a nation through its most difficult economic era yet.

Next came the late Daniel Jordan, who introduced process theory into education when he saw that the structure of schools did not fit the current understanding of human development. Jordan called for learning communities that attracted multiple role models and valued the importance of experience in human development. Jordan recognized the nature of enlightenment as going far beyond acquisition of content knowledge. He built an educational system in which “the organismic philosophy of Alfred North Whitehead generated the best framework for analyzing the synthesizing knowledge about human growth and development, including the concept of purpose.” (4) Since his work became popularized in the 1970s, other process-based trends have continued to influence education. By the 1990s, discussions of varying learning styles, based on innate differences in personality and perspective, have also made educators more aware of the need to explore the processes that connect thinking, feeling, personal interactions, problem solving and skills development. Full-Circle learning lesson plan manuals encourage awareness of these concurrent processes.

Experience Shapes Aptitude

In America, as around the world, the new generation has seen the great intersection of culture and education sometimes result in great collisions. Educators often work with students experiencing a different social context than they did in their own youth. Economic shifts have created greater extremes between materialism and poverty. Many families spend more hours than ever earning an income. Communities have become more diverse and their value systems less homogeneous.

At the same time, in America, schools have come under pressure from a litany of laws to produce results in a more linear fashion, not always geared to social values, esthetic qualities, interactive skills or the processes educators

would measure if they were evaluating an individual child’s holistic needs and experiences. Simultaneously, behavioral challenges in classrooms have increased and the teaching profession has become more challenging as teachers tried to motivate students to learn.

In California and other states, some educators have created a grassroots movement to reduce the size of schools, keep them open longer hours, and bring parents in to volunteer, to help recreate the sense of community that encourages positive interactions and supports experience over acquired knowledge. It seems they are renewing the prescription for process-based learning. They want to send the message that high success in life does not just rely on skills drills but on high quality experiences. (5)

Experience Shapes Attitude

The Commission on Children at Risk, a think tank of American scientists, doctors and researchers, published a document in 2003 which identified that the increasing incidence of attention deficit, behavioral disorders, depression and suicide among young people was directly attributable to the students’ hunger for an inclusive community of positive role models and the search for meaning in life.(6) In other words, the students yearned for *experiences* and *interactions* that would glue together the disparate pieces of their learning and life experience into a socio-spiritual culture that would give their lives meaning. Accustomed to a model of education that did not present professionals and non-professionals consistently working together to show what it means to be good and to provide settings in which they could develop their own humanitarian impulses, the students had become frustrated with the random skills development and confused values systems they associated with school. The Dartmouth study suggests that the students were crying out for a process-based learning environment.

Experience Shapes Identity

Sociologists' studies have confirmed the long-term value of heightening the opportunities for meaningful interaction and experience among children. A study by Samuel and Pearl Oliner, of Humboldt University, evaluated altruistic tendencies among mature adults. The long-term study illustrated the cause and effect relationship between childhood experiences and meaning-making adult lives. Children who developed bonding relationships, had problem-solving opportunities and consistent chances to empathize with others, no matter how great their own hardships, turned their academic learning into professional careers that benefited the whole society by the time they reached midlife. (7)

Full-Circle Learning as an Integrated Process

The Full-Circle Learning model was developed by the non-profit organization Children's Enrichment Program/Full-Circle Learning, whose mission is to help students embrace their role as society's helpers and healers. It posits that as students identify with the most noble aspects of the human experience—the process of creativity becomes purposeful and other-directed, integrating and ennobling all interactions and enriching the learning experience. Our observations and assessments indicate that this process naturally encourages absorption in the learning process instead of self-absorption and stimulates higher levels of cognition, in turn affecting creativity, memory, and performance as students see that their learning tasks are not ends unto themselves but are real-world experiences that catapult their own enlightenment and connect it with the strengthening of relationships and the betterment of society.

Linking Current Processes with Future Events

Public education in California has ever-

increasing pressure imposed by state and federal laws, shifting many teachers' emphasis away from integrated experiences toward measurable assessment outcomes in each content area. This can force students to remain in symmetrical boxes for the sake of expediency. The mathematical mind is expected to operate independently for an hour, after which we engage the linguistic processes, saving the emotional pathways for recess. Skills development may show up on test scores but contextualized learning may be less likely to take place. A child's unexpressed need to experience life as a participant in a linked process of unfolding events may account for the Dartmouth study's reported lack of connectedness to purpose beyond either extrinsic pressure or self-gratification.

We have observed that students who learn primarily by rote and who are not introduced to a range of experiences and interactions that stretch beyond their physical reality and selfish concerns sometimes have difficulty moving beyond this perspective at a later age. If an experiential, interactive perspective is presented from the start, there seem to be fewer barriers to later growth. A new inconvenience arises in the later grades, however. Once students are mature enough to problem solve and interact in the broader world, the text books offered to them are increasingly specialized and offered by publishers with differing subspecialties. The students do not have a chance to fully integrate their learning experiences academically, artistically and socially. Rarely do you meet a student for whom the emotional and interactive processes of living and the events of the classroom consistently pivoted around central themes that linked them to a higher emotional purpose or a sense of egoless humanitarianism.

Conversely, when at the youngest age, children learn to value their participation in an ever-advancing civilization and receive ample opportunities to link their personal development to global development theme, our

findings show that many feel increased motivation and joy in learning and discover new areas of capacity.

Teacher as Intuiter

Even though many educators have embraced an understanding of the role of diverse learning styles in shaping student performance-and, as Whitehead would suggest, what it means to meaningfully exist at all, if experience and interaction are more important than matter-it takes an adroit teacher to look out over a classroom of students and adapt a lesson plan so it meets the needs of every student.

In reality, unless they see the relevancy between the past, the future and the internal processes currently taking place within them and beyond them, some students may risk becoming disengaged rather than bringing their best thinking processes to the learning community.

Ian Thompson notes that “In Whitehead’s process theory world, there is only one thing in the universe, Creativity.” (8) The Full-Circle Learning model suggests specific strategies for creating a classroom culture conducive to personal aspiration and altruism but never at the expense of group camaraderie and creativity.

A student caught staring out the window in wonderment at a caterpillar spinning a cocoon might find the metamorphosis of the caterpillar into the butterfly more relevant and interesting than the study of an historical figure who passed away long ago and to whom the child has no sense of connection. However, if the same historical figure suddenly became a character whose conflicts the children acted out in the front of the room, and the teacher compared the character’s development to that of the caterpillar and to that of an evolving country learning how to end its civil war or feed its hungry, and then the students learned a song about the process of personal growth (metamorphosis) and enlightenment and sang it to create a shift in

consciousness for students in another classroom or for elders from the community whom they invited to come and tell the stories of their own histories, and to whom they gave handwritten stories about what they want to be like when they are elders, imagine the difference not only in the student’s comprehension but in her connection with the past and desire to positively influence the future.

There is no end to the ideas a creative, intuitive teacher might have upon noticing that a child is staring out the window at a caterpillar during history class. While most teachers engaged in interdisciplinary teaching might look at the student and see an opportunity for a discussion of the biology of caterpillars and maybe a related art lesson, a Full-Circle Learning teacher will look far beyond. For teachers new to the model, lesson plans help suggest learning units and themes.

Lesson plans and community role models have helped Full-Circle Learning students influence the future in many ways, including the following. Students have:

- helped sister sites learn to create potable drinking water in deforested regions.
- helped unschooled girls return to school.
- submitted blueprints for uses of new parklands.
- engaged in intergenerational learning with the sick and elderly.
- worked to end world hunger.
- helped locate missing children.
- helped communities address their own health care issues.
- created real community change in countless other ways, always connecting their projects to academic content along the way.

Through these processes, students have begun to see the connection between their interactions and their ability to exercise their free will to

influence the future. As one parent wrote in her evaluation of the program, “My children are now always talking about the future.”

In a typical learning experience at the elementary school level, the teacher first introduces the link between experience and emotion and application of skills through the structure of the lesson plans, but eventually, students begin to intuitively think as pragmatists, sometimes at a younger age than their peers in other classrooms. One six-year old started her own project to benefit a library in another country just a few months after starting the program, with help from her parents.

In another example, a group of elementary school aged students was practicing the habit of *Sacrifice* when the tsunami hit Southeast Asia. Like many teachers around the world, the Full-Circle Learning teacher held a class discussion, but the difference between this classroom and was that here, the students had already learned how to interact around an emotion—the desire to sacrifice for others. During their class discussion, one boy said he wanted to sacrifice some of his favorite books and sell them to benefit the children of Sri Lanka. Other students chimed in with similar ideas. The project grew into a book sale and cake sale but needed to incorporate skills. A traveling musical museum exhibit was arranged, so the students could take their learning to the auditorium after school each afternoon to teach departing students about the dynamics of the disaster. The students later updated their exhibit with continuing information about the tsunami. They made mock mosquito nets and displays about malaria. The students had conducted age-specific academic assignments, and some had been asked to write to researchers to determine whether the lower-than expected incidence of malaria outbreaks after the tsunami had resulted from advances in treatment, prevention and intervention due to the sacrificial work of aid workers and scientists.

The students were pleased to receive a certificate for their contribution, with news of how the funding had helped clear camps, install latrines, pump in clean water and buy school supplies for the people of Hambantota, Sri Lanka.

Student Elizabeth Rahmani said, “It made me feel so, so, so happy to help other people in need. It is important to be selfless. I feel it helps people around the globe because that way the world is impossible to ruin.”

Javier Gonzalez added, “I think it is important to help the people of Sri Lanka because kids lost their homes and parents. Being a part of the human family is helpful in times of crisis because we are one family.”

This project, typical of Full-Circle Learning projects, ennobled the learning process, engaged the emotions, stimulated curiosity and problem solving skills in several areas, put students in the role of teachers and integrated science, math, social studies, writing, music, art, oratorical skills and conflict resolution skills. The students ended the project with a better sense of how their learning experiences and their interactions with others were all part of the expression of their free will to influence the well being of others on the planet, even though the class never left the school grounds.

Creating a Cultural Shift in the Classroom

Full-Circle Learning has been applied among varying socio-economic and ethnic groups with positive results in terms of personal development, social skills, esthetics and academic growth. (Over five years of testing, at least three of every four students improved their grade equivalency ranking when tested at the end of their first school year in the program. Parents surveyed universally also reported improvements in more than one of the

following areas or sometimes in all of these areas among their children in as little as six weeks: social behaviors, motivation to learn, academic skills and creative expression.) What seems to matter most is how well the teacher backs up intuition with strategy. As the luminary, the teacher who sees each challenging moment as an opportunity for fruitful interaction can extend the learning into many interactions, even in a large classroom.

Educators who effectively apply the Full-Circle Learning model:

- **Use the integrated lesson plan as a springboard for learning;**
- **Challenge students to apply thematic connections in all course content;** and
- **Look for ways to create positive interactions, role modeling and classroom interactive processes that shift the peer culture.** These shifts come as educators:
- **Recognize opportunities to empower students by applying the habits-of-heart to classroom situations.** One example is the case of the teacher who says to two students arguing over whose chair has been taken, “Wonderful! Someone has the opportunity to experience sacrifice. Who will it be?” Without further discipline, both students may proudly step aside and offer the chair to the other.
- **Use specific strategies that built interactive skills and positive bonding experiences among students or among students and adults.** For example, they might build a *layer cake* of responses in a class discussion instead lecturing and asking for written responses.
- **Invite other adults into the learning environment when the lesson plan calls for it, as guests who share their experiences**

and feelings about their relevant life experience and its effect on others or on society. Parents also become part of the process by reinforcing character-based homework, by serving as guest presenters and by participating in awards ceremonies in which teachers honor each individual student for mastery of a character trait and students honor parents for their own positive qualities.

- **Develop class traditions that favors altruism and the kind of positive processes it breeds.** Employ strategies that help students look beyond class, culture and other material constraints—that foster the celebration of one another’s successes and the deliberate cultivation of personal compassion, empathy and ethics. Strategies include such practices as student nominations for observed positive habit-of-heart interactions. Students must observe positive behaviors in others and nominate servers accordingly before a daily meal or snack can be served.
- **Seek and encourage constant connections between students’ socio-emotional lives and their academic and artistic goals and life experiences.** Teachers can serve as role models by noticing the variety of strengths and needs within the classroom and offering a range of choices for fulfilling an assignment that make the experience fulfilling and still accomplish the learning.

When these elements are in place, both the environment and the instruction support process theory and its natural place in classroom learning.

For more information, visit fullcirclelearning.org

Or write to TLangness@aol.com

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Samples of Full-Circle Learning Site Evaluations

Full-Circle Learning sites conduct assessments through anonymous parent surveys and, in some cases, school surveys and independent academic assessments. The assessments below are offered as samples of the results of three site evaluations taken during the same time period in 2004, representing three different population groups. The reports of student growth in multiple areas are consistent with reports from earlier years at these sites and at other sites serving other populations or socio-economic groups.

Site 1: Parent Assessments (Short- and Long-term) and Independent Academic Assessments

Academic Improvement

Independent academic assessments showed grade equivalency increases in 75% of the students, based on median scores in Math, Reading, Spelling and Vocabulary (based on WRAT-3 and Gray Oral Reading tests). These results were consistent with the 75%-84% increase in grade equivalency over five years of assessing new students. Exit exams of multiple-year students tend to show multiple-grade increases.

Parent Assessments (Short- and Long-term): Improvements Reported in Students Enrolled for one School Year or Less - Spring 2004

Parents were asked yes or no questions with the option of explaining their responses. Almost every parent wrote in many positive comments throughout the survey. An answer or section left blank was counted as no improvement.

Enhancement of two or more of the following social skills: 100%

Enhancement of *all* of the following social skills: 37.5%

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

Sample Comments:

"My child, as well as her siblings, has learned to be more giving, especially to those in need."

"...has grown to be more helpful, especially to elderly people."

"...is beginning to respect his classmates more."

"...is beginning to really understand the importance of making the right choices and is now accepting responsibility for the choices."

"...knows when someone is in need of food, clothes or shelter...always wants to give to others on the street."

Global or cultural issues: 75%

Sample Comments:

"My children have taken much interest."

"...noticeable growth."

Goal setting or approach to lifelong learning: 87.5%

Sample Comments:

"Is beginning to have more focus on the work that will be useful in his future learning."

“My children are now constantly talking about the future.”

Critical thinking skills: 87.5%

Sample Comments:

“My son is able to say what happens and guess what the outcome might be.”

Reading, Writing, Spelling and/or Vocabulary Skills: 100 %

Sample Comments:

“There have been improvements in all areas listed. You do a wonderful job!”

“...is speaking with big words that he learned from the program.”

Math: 100%

Sample Comments:

“...is managing his time while completing his math.”

Scientific issues: 75%

Sample Comments:

“...has been able to tell family members and others what certain processes do.”

“...significant improvement.”

Musical or artistic capacities: 100%

Sample Comments:

“...is more confident with singing; because of his deep voice, he didn't like to sing.”

“[both children] have grown to love the arts.”

“...loves to do different types of performance and is learning more different cultures' ways of doing so.”

“...more open to becoming an artist and doing art projects at home.”

General Comments:

“My children have become much more creative and open to express their thoughts.”

“Just keep doing what you are doing to help my child respect and to give.”

Improvements Reported in Students Enrolled for 18 months or longer

Enhancement of two or more of the following social skills: 100%

Enhancement of all of the following social skills: 50%

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

Sample Comments:

“...more confident, compassionate, understanding, tremendous total growth.”

“...more open-minded, kind and sharing, and responsible for his behavior.”

“...from being shy to very outgoing, takes the initiative in every aspect of her life.”

“...takes the leadership role, but never tries to hurt others.”

“...compassionate and will give you her last.”

“...gets along better with everyone.”

“...considers others' points of view.”

“...always wants to help.”

“...understands that everyone may not be as fortunate as others.”

Goal setting or approach to lifelong learning: 87.5%

Sample Comments:

"...more effort in goal planning."

"The bridge program helps. He uses it at home."

"He attacks his homework each night with enthusiasm."

"My child has grown and sets goals and completes them on a timely basis."

"He loves to write. He even wrote a letter to an author asking questions on how she got started."

Critical thinking skills: 87.5%

Sample Comments:

"...more improved effort to problem solving."

"There are many more questions being asked."

"He now has good reasoning skills. He can analyze his behavior."

"He has matured as a young man, and I know the program played a part in that."

"He analyzes every scenario in his homework and notices when things don't make sense."

"He's always been like that, and he's growing."

Reading, Writing, Spelling and/or Vocabulary Skills: 87.5 %

Sample Comments:

"...reads with confidence and fluency."

"...writing skills have improved tremendously."

"...uses and understands a bigger variety of words now."

Math: 75%

Sample Comments:

"...has increased his love and understanding of math."

"...much more confident in her math."

Global or cultural issues: 75%

Sample Comments:

"...is very expressive and aware."

"...can now speak confidently about these issues."

"...very aware of other countries and cultures."

Scientific issues: 75%

Sample Comments:

"...enjoys going to those classes and comes home and teaches me."

"It's amazing how well-rounded she has become, and the interest varies."

Musical or artistic capacities: 100%

Sample Comments:

"More animated and eager to participate."

"Sings with heart."

"Has become very creative."

"Has become less critical of his own artistic creations."

General Comments:

"The program is perfect."

"The program was complete and totally beneficial to my family."

"Most of all, an overall awareness of well being and effort in social skills."

Site 2: Teacher Evaluations

School-day Teachers' Evaluations of Their Students Who Attend the After-school Program Compared to Their Students Who Do Not Attend the Program

Students who were observed to show:

Increased compassion, empathy or ability to get along with others: 100%

Increased ability to resolve conflicts: 100%

Enhanced global awareness: 80%

Greater accountability than the average student: 80%

Greater self-management: 80%

Increased motivation to learn: 60%

Improvement in basic skill areas: 60%

Increased leadership skills: 60%

Site 3: Parent Assessments

Anonymous Parent Surveys from Non-English Speaking Parents of Students from 2 - 17

Parents observed positive changes in their children in the following areas over the course of a summer:

Motivation to learn: 100%

Art: 75%

Science: 62.5%

Music: 62.5%

Conflict Resolution: 47.5%

Compassion for Others: 25%

Geography: 25%

How to Use this Book

This section assumes that planners have identified a site, a sponsoring school or organization, a system for identifying or enrolling students and a plan for funding a program. If you are considering the idea of a program but have not yet followed these steps, you will want to identify a committed sponsoring organization and site, conduct a needs assessment in the school you hope to serve and find a financial base for support, either through school grants, corporate sponsorships or through an existing provider. If you need assistance or consulting in any of these areas, write to the Full-Circle Learning board* for more information or for the booklet, *Beyond Bridges and Mortar*. Otherwise, follow the outline below to get started.

Step One:

Identify whether you have the resources to provide both a summer school and an after-school program to implement the model. The extended hours and curriculum of a summer school enable you to reinforce the skills and concepts to a greater extent, but your sponsoring organization may only have funding for one format or the other. Once you have determined when you will implement the material, read through Part One, then turn to either Summer School Session I or Summer School Session II or to After-School Adaptations to make your plans.

Step Two:

This model works best when the program planners or educators customize the curriculum to meet the needs of the community and of the students. Before beginning the summer session or semester, meet to brainstorm what legitimate needs students could fill. Talk to members of local nursing homes, environmental agencies, non-profit agencies, health care providers, friends, colleagues or anyone else who might identify a place where the students' services could be useful. (See page 54, How to Adapt Community Service Projects and Field Trips.)

Examine conflicts, public health issues or other social causes in the local newspaper or in materials from abroad. Identify global or local issues students could come to understand through reading, discussion, role play, guest presenters and demonstrations. Determine a culminating service for local community projects and even for the more distant projects, such as writing an advocacy statement, thank you letter, get well card; etc. to a leader or to an individual involved with the issue. Consider objects the students might make that could engage language arts as well as kinesthetic, computational, artistic and other skills.

Step Three:

Next, list the personal qualities or character traits (habits-of-heart) a student might exercise.

Consider the behavior of the students. Determine which qualities they currently struggle with and which qualities the projects might best reinforce. If the planners do not have a strong opinion on this issue, you may want to adapt the lessons directly from this curriculum and find projects in

your area to match. Remember the goal—to go beyond project-based learning to find actual needs the students can serve that also reinforce character development goals.

Step Four:

Evaluate the content areas in this book. (Main academic content areas within the summer school sections include reading, poetry and math/science. Both summer and after-school sections include *habits-of-heart* lessons with suggestions for integrated curriculum.) If you plan to adapt this model for use within the school day, compare it with your own content areas, standards and curriculum requirements. If your program will maintain flexibility and autonomy, look at the habits-of-heart and academic content in terms of the projects you have chosen. Match the themes that fit into your plan for meeting community needs.

The book includes two five-week summer plans based on the scheduling for the pilot program, which operates ten hours a day, five days per week. To lengthen the plan for an extended ten-week summer school, use both sections. To adapt the curriculum for a half-day program, read through the curriculum for one session and choose the areas you will cover. Otherwise, use the second section the following summer, to reduce repetition for incumbent students. Students benefit from staying in the program several years, so contact the publisher to inquire about the availability of Volume II once you have presented all the content in this manual to the same group.

If you plan to adapt the material for an after-school program, refer to the section on after-school programs and to the sample lesson plans in that section. Develop a less ambitious schedule for the school year and emphasize an individual habit for two to four weeks. You can further stretch the content over the course of the year by incorporating activities from the summer program.

See the sample charts that follow in Figure D. Copy the blank chart to begin to draft your plan. Refer to page 25 and order the primary texts you will incorporate into the program.

Step Five:

While the full-circle model's uniqueness lies in its integration of personal and intellectual development, the Full-Circle Learning pilot site incorporates many of the excellent learning strategies already developed by educational specialists. Rather than reinventing the wheel to lend to the wheel's momentum, the program takes advantage of many of the existing tools that focus on one spoke of the wheel. For instance, planners can pick and choose among several texts on conflict resolution to flesh out the activities described in the curriculum. Therefore, this section covers only the additional areas not covered in the recommended texts.

Please review the list of recommended texts at the end of this section. You can order most of them through whatever online bookseller you choose, or you may be able to order them through a bookstore. You may want to contact the publisher's website to order copies. You may also request a supplementary book list from Full-Circle Learning. Review these books and choose the portions you will incorporate into your program. Add them onto your chart, stretching or squeezing the number of lessons and activities based on your program schedule and student needs.

Step Six:

Order the read-aloud and literature circle books listed or substitute your own books linked to the same habit-of heart. If you substitute, remember to design dialogue questions that stimulate learning while reinforcing the students' awareness of the meaning, applications and value of the trait or habit.

Step Seven:

Refresh your curriculum as needed. Continually keep an eye out for guest presenters in the community who embody the qualities the students will discuss in terms of their application in the community. For example, a neighborhood resident near the pilot program traveled to Africa and started a project to feed hungry children. He ended up staying seven years. When he returned for a visit, the program invited him to speak to the children about reliability. In another example, students made first-aid kits for homeless children and families, soliciting supplies from a health care non-profit. Program planners then invited a social worker from a local homeless agency to bring in a client willing to discuss the causes and cures for homelessness in a way that helped the children develop new respect, empathy and solutions. They awarded the presenter some of the kits for her own family and gave the remaining kits to an educational non-profit serving homeless children. The children always follow up with detailed thank-you notes outlining their learning and what inspired them about the presentation.

See the suggestions on page 44 for help in locating guest presenters.

Step Eight:

Arrange the service-oriented field trips, including transportation, and if you must move the dates, move the weekly theme to a period as close as possible to the actual field trip. Add notations to the chart.

Step Nine:

Plan to spend time on the first day of each session or semester having students discuss ways to create a classroom atmosphere in which everyone enjoys safety, respect and a sense of belonging. Elicit their participation in designing and committing to a few basic rules and consequences that will create those conditions.

Strategize a behavioral plan that supports the goals of the program. Use strategies that foster respect and accountability and that draw on intrinsic motivation rather than on reward and punishment. For instance, if a child has difficulty controlling his impulses and accidentally bumps into another child while running, instead of suspending the student, have him write down the impact of his action on others, and how the impact might have differed had he chosen a different action. Then give the parents a booklet of exercises to try at home. If the problem persists, provide the parents with exercises in self-management to help their children conduct at home. You will find suggested exercises at the end of the book. You will also find suggestions and reproducibles in the supplementary text, *First-Class Teacher*.

Step Ten:

After gathering learning materials, prepare promotional materials such as flyers. Promote the program's emphasis to parents, teachers or whoever will refer students to the program. If the program is not school-based, you will need to develop your own support materials such as enrollment forms and trip slips. (See the resources at the back of the book.)

Step Eleven:

Plan for the additional support you will need. For instance:

If the program is not school-based, line up an independent assessor to conduct tests at the beginning and end of the school year, to determine the effectiveness of your program.

You may want to invite parents to be on a parent advisory board to enlist their support and input early on.

If your program includes homework tutoring, you will also want to devote a training meeting to all volunteer tutors before the first day to help them embrace the vision and understand the standards of the program.

Hold a parent meeting or call or visit families to explain the model and enlist their support for habits of heart homework and special projects.

Before you pursue these steps, browse the pages of this book and envision ways to implement full-circle learning for the children in your midst.

Fig. D **PLANNING CHART**

Habit of Heart: _____ Dates: _____ Service Project/s: Field Trip/s: Guest presenter/s:										
	Habit of Heart	Read-Aloud Books	Word Wall/ Vocab	Poetry	Math Projects	Science Projects	Conflict-Res.	Art Projects	Social Studies	Music Projects
MONDAY										
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										

Suggested Texts & Resources

Helpful Teacher Resources

Strategies for Teaching Reading

Canter & Associates

Starting from Scratch

By Stephen Levy

Tomorrow's Children

By Riane Eisler

First-Class Teacher

Canter & Associates

Motivating Minds

By Stipek and Seals

Please Understand Me

By Kiersey/Bates

Learning Styles and Strategies

By Harvey Silver

Questioning Styles and Strategies

By Harvey Silver

Teaching Students to Get Along

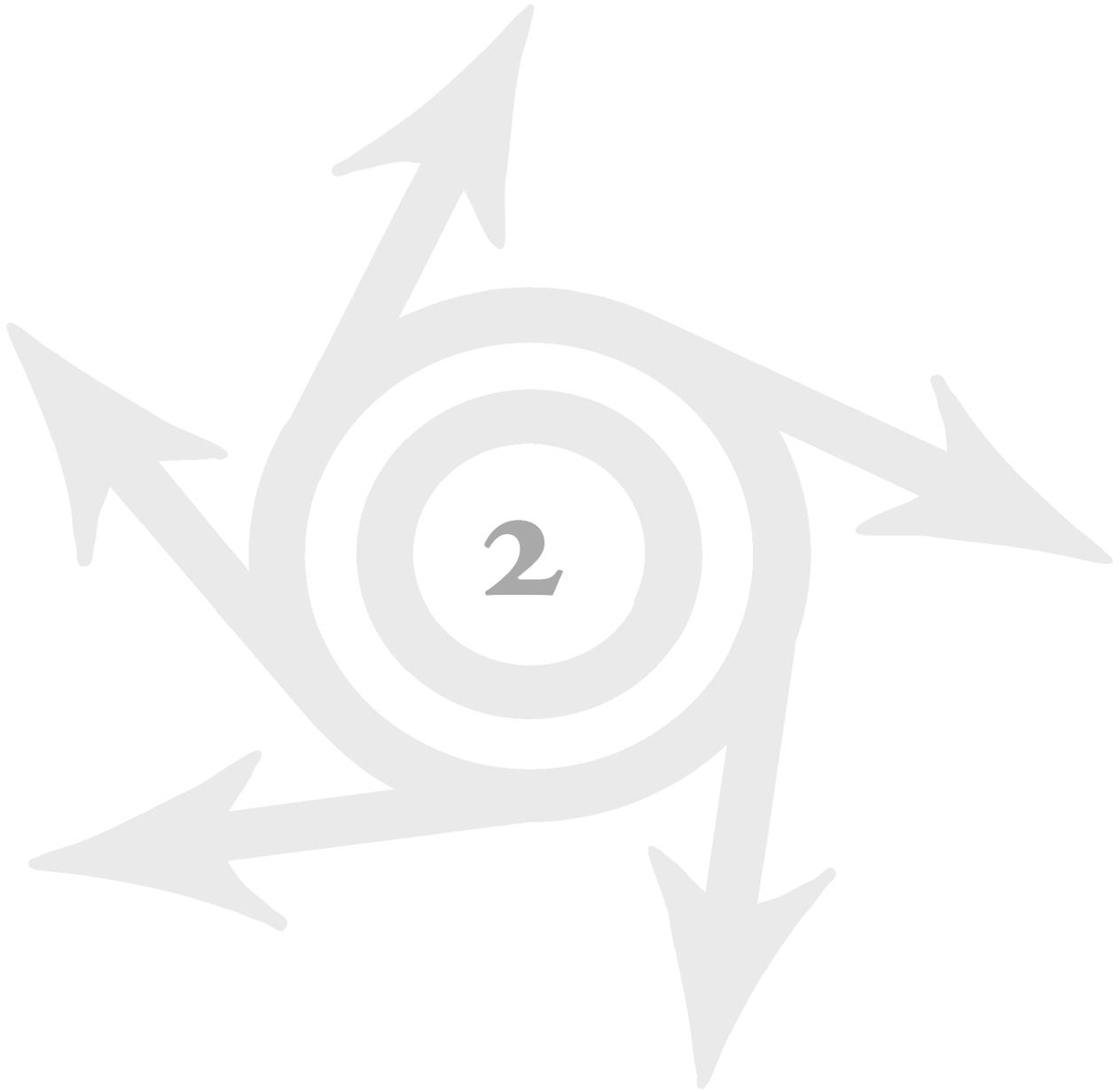
By Lee Canter and Katia Peterson, Canter & Associates

Classroom Resources

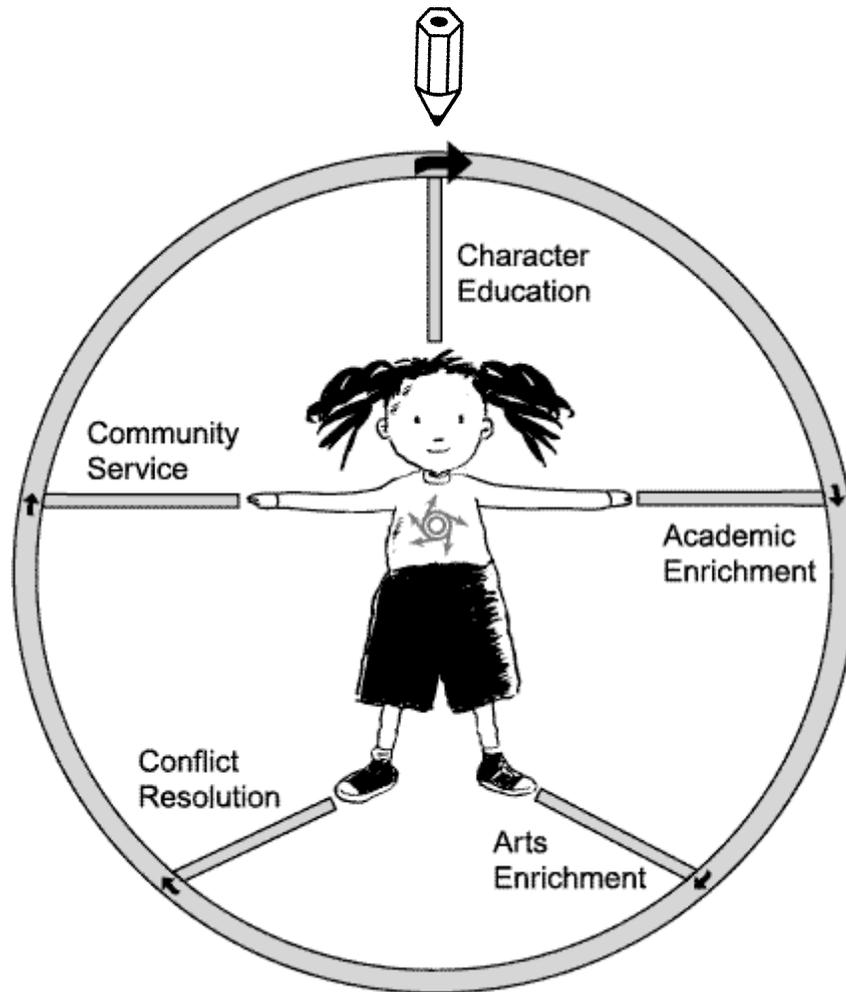
Check the Summer Supplies lists in the beginning of each session's curriculum for other books and materials needed. General materials remain the same for the after-school curriculum, with special materials listed under individual activities. Students can complete much of the work as a group on a chalkboard or flip chart to save the cost of reproducing worksheets.

With equity as a paramount goal, we designed this curriculum for use among groups who do not have access to technological resources. If the students do have computer access, they can incorporate the computers to send emails instead of letters, to type letters and to research information for math/science/social studies projects, in particular. The text lists several teacher resources downloadable from the web.

Part Two:
Spokes on the Wheel of Full-Circle Learning



Spoke I: Character Education Through Habits of Heart



16 Steps for Helping Students Develop a Habit-of-Heart

The Steps:

The following steps chronologically advance the class along the spokes on the Full-Circle Learning Wheel while maintaining the Full-Circle Learning culture in the classroom. By the time the class has successfully completed a habit-of-heart unit, many of the following 16 steps will have seamlessly occurred. Remember that you will find these steps embedded in most lesson plan units. As you plan, evaluate your teaching, and review your students' growth, frequently check this list and strengthen the steps you sense need reinforcement. The more of these processes students experience, the more extensive and life-changing their learning may become.

- 1. Preplan Ways to Link Character, Content and Altruistic Service.** At the beginning of a new learning unit, look at the objectives and concepts, and consider the expected outcomes for your grade level. Meet with other teachers, as needed. Discuss how students can develop strengths in each academic and artistic skill area that help them practice the habit-of-heart and experience the joy of service to humanity, whether you are using a Full-Circle Learning lesson plan manual or designing a curriculum based on your country's national and local criteria.
- 2. Stimulate Curiosity.** Pique students' curiosity and interest with an object lesson (the anticipatory set or attention-getting activity). Each lesson plan provides this activity, but a teacher can adapt the activity based on available resources or cultural needs.
- 3. Define the Habit-of-Heart.** Help students connect to prior knowledge. Introduce any related mottos, or quotes.

Preview the vocabulary words in the lesson plan manual and teach them through memorization games that engage varying learning styles. (Throughout the lesson plan manuals, you will see icons indicating what learning modalities each activity strengthens. By helping students play to their strengths and build new skills, you can help them integrate habits-of-heart with habits of mind.) See the strategy sheets *Potential-Tapping Icons* and *Vocabulary Games*.
- 4. Create Emotional Connections.** Through experiential, interactive activities, help students see the need for the habit-of-heart in their personal lives and in the life of a community. In class discussions, rather than asking yes or no questions, choose open-ended questions and allow students to layer their responses. (See the strategy sheet *Building a Layer Cake*.)
- 5. Offer Opportunities to Demonstrate the Habit.** Construct situations in which students practice the habit and relate to the personal need for it. The lesson plans offer cues for using your knowledge of students' learning styles and multiple intelligences when evaluating whether to enhance specific activities. Add or embellish as needed with additional role plays, free association drawings, or looks like/sounds written descriptor lists. (See *Looks Like/Sounds Like* strategy.) For preschoolers, puppets and teachers can assist shy students in the role plays. The lesson plan manual usually provides ideas ample ideas, but these are demonstration options to consider. Remind students that when their role is not in front of the class, they serve an important role as audience members and give them the task of engaging their listening skills and showing respect.

6. **Set the Culture.** A habit-of-heart takes time and practice to cultivate. You may remain on one unit for a month or longer if you are integrating the activities into a portion of the school week or a week if you are constructing an intensive summer school. From the first day the habit is introduced, amplify the effects of your efforts by reinforcing the habit within the peer culture. Encourage students to watch for the trait in each other through traditions such as *Server Nominations*. *Modeling in the Moment* is another important way to teach a trait. (See the related strategy sheets.)
7. **Strengthen the Home-to-Class Connection.** Distribute habits-of-heart homework for students to begin practicing the habit at home. Present opportunities to display the work in class. See the *Habits-of-Heart Homework* sheet and imagine how it encourages dialogue about the habit between parents and students and provides continuous reinforcement for mastery.
8. **Apply the Habit through Academic Projects.** Introduce academic projects that link the habit-of-heart to issues in the local or global community and that can be addressed using language arts, math, science, or social studies skills. Use the linked worksheets and suggested projects in the lesson plan manuals, creatively adapting the projects for students' skill levels, learning styles and presentation purposes, if needed. Multiple interactive strategies are noted in the lesson plan manuals. Technology is a plus. If your students have access to technology or to a library, add a research component. Education standards at your school can also help you turn concepts into projects.
9. **Reinforce the Students' Role as Teachers.** Set aside time for groups of different ages to present their learning to each other at the end of the school day or learning period, since the most effective learning takes place when teaching. Information exchanges with adopted grandparents and overseas pen pals also reinforce this role.
10. **Apply the Habit to the Conflict Resolution Process.** Offer at least one of each of the following types of conflicts to situations specific to the particular habit of heart: 1) interpersonal conflict; 2) community-based conflict and 3) international conflict. Challenge pairs of students to resolve them on the conflict bridge, focusing on the given habit and drawing in the audience as needed for input. For exact instructions, see the strategy sheet, *Applying Habits-of-Hearts to the Conflict Bridge*.
11. **Stimulate Visual Images.** Use the guided imagery exercises that sometimes appear within in the manual, within the lesson plan unit, or use the approach on the CD *Sweet Dreams* to help students visualize themselves practicing the habit and maintaining focus and impulse control. For more information, see the Strategy Sheet, *Some Hows and Whys of Guided Imagery*.
12. **Apply the Habit Through Habit-of-Heart Songs.** Follow the basic instructions in the music manual for introducing and exploring a character theme by first discussing a concept, singing about it, reinforcing the theme, then publicly performing it to teach others. Academic, artistic and character goals come together in this essential step. Although it appears only once, like guided imagery, it should be introduced early and repeated regularly over the study unit. See the strategy sheet *Teaching Music*. The Habits-of-Heart songs were specifically written

to address the themes and should be incorporated. As a supplement, it would be helpful to include music from various cultures that reinforces the curriculum.

13. Apply the Habit Through Visual Arts.

Incorporate visual arts into the other content areas not only as a means of helping students articulate ideas but as a gift of service they can give almost before they can give any other. Art suggestions appear in the appendices of the manuals or within the lesson plans and can also be discussed with an onsite art instructor or volunteer. When referring to an outside specialist, always explain the theme and discuss ways to apply their expertise to the habit-of-heart and culminating service project. For examples, see the strategy sheet, *Art as Service*.

14. Look for Extended School-Day Content Connections.

Look for opportunities to connect habits-of-heart learning to required content each day. For instance, enhance math story problems, journaling assignments or conflict resolution exercises within history, literature or science assignments. If the school is a secondary school or its teachers are specialized in their content areas, have the teachers meet and collaborate to connect their themes to the habit-of-heart and, when possible, include a service learning component that advances the progress toward the interdisciplinary culminating service project. For examples, see the strategy sheet *Full-Day Full-Circle Learning*.

15. Present Culminating Service Opportunities that Integrate the Content Areas.

Lead students in integrating and applying all the skills they have learned in each content area toward a group altruistic service project. This process may have already occurred by the time you

arrive at this point on the wheel, as it has been flowing through all the other areas of the wheel. Each project should in some way include contact with the world outside the classroom. In each unit, the lesson plan manuals offer guidelines for a service project that grows out of the other learning objectives, so the teacher does not have to reinvent the wheel! Adaptations to reflect cultural strengths or sensitivities are welcome. Finessing or customizing the lesson plan to respond to a need in your local community is encouraged. Reading a daily newspaper and listening to students' heartfelt comments are good ways to watch for those opportunities. Please read the strategy sheet *Full-Circle Service*.

Learning becomes truly meaningful the more it connects the head, hands and heart. The more students effectively learn to develop and act on their convictions, the more readily they will begin to contribute ideas that enhance the projects and utilize their own skills and help them truly embrace their own role as society's helpers and healers.

16. Encourage Action and Reflection.

Save time for review and reflection, so students can evaluate how their learning improved the lives of others and contributed to their own mastery. For instance, following a field trip to see adopted grandparents, younger students might sit in one large circle or in several smaller circles and pass a talking stick to share their thoughts. Older or more private students might prefer quiet time for writing in their journals. In either case, most groups find it helpful to use a worksheet to guide their thinking processes. See the strategy sheet *Field Trip Reflections*.

Sample Full-Circle Learning Unit in a Nutshell

Habit-of-Heart: Appreciation of Diversity

Character Education

1. Teacher piques students' interest in the habit-of-heart through riddles, role plays, and stimulating introductory activities, based on the lesson plan. (This unit appears in Full-Circle Learning, Volume 1.)
2. Students apply the concept to diverse capacities. They discuss the strengths gained when people must compensate for lack of capacity in one area by developing in another.
3. Students interview guest presenters who give service by raising seeing-eye dogs.

Conflict Resolution

4. Students practice resolving conflicts among people based on their differences in capacity and based on their differences in culture.
5. Guided imagery helps students see the uniqueness and beauty of each person.

Academics

6. Students read biographies about blind people who have overcome challenges. They go through a class period blindfolded and then are tested on information written on the board.
7. On a field trip, students explore public places such as parks where landscape designers and architects have taken care to accommodate the blind and physically challenged. They learn to appreciate a trail using each of their other four senses. They build architectural models of user-friendly-for-all parks on their own, learning the rudiments of physics in the process.
8. Students study the science of diseases caused by parasites. They learn about the outbreak

of river blindness in Cameroon and the WHO's efforts to reduce cases of blindness caused by the disease. They make charts and graphs to determine how many health care workers it would take to provide enough vaccinations to treat river blindness and prevent future outbreaks in the area.

Arts

9. Students write rhyming poetry about the habit-of-heart.
10. They learn songs such as *Who Can Say?*
11. They create "tactiles," art work that can be appreciated by touch.

Service

12. Students recite their original poetry at a party for blind children at the Braille Institute Library, to help beginning readers there develop phonemic awareness.
13. They also sing their songs and give the art work they have made to their new friends.
14. Students write thank-you letters to the volunteer physicians traveling to Africa to coordinate the river blindness vaccination project each year.
15. Students write to international pen pals, honoring them for their unique capacities and cultures. If the friends are from developing countries, the students identify the strengths they had developed through struggle that a student from another area might not have learned. They honor the strengths. Students challenge their friends to a global campaign to honor diversity.

Strategy Sheets



POTENTIAL-TAPPING VALUE OF THE ACTIVITY

Collaboration Connector: **CC**



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

Imagination Stoker: **IS**



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

Memory Builder: **MB**



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

Movement Maker: **MM**



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

Oratory Appeal: **OA**



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

Critical Thinking Incubator: **CTI**



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

Visual Vistas: **VV**



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

Cadence Kernals: **CK**



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

Leader Lurer: **LL**



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

Empathy Escalator: **EE**



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

Strategy Sheet - Vocabulary Games

Most Full-Circle Learning lesson plan manuals include vocabulary words at the beginning of each unit. These words appear within the reading material and lesson plan activities or they relate to the habit-of-heart. Previewing them early in the learning unit will help students grasp and contextualize the content more readily throughout the unit. However, the study of vocabulary words should not take up so much time that it replaces the meaningful content these activities are preparing students to learn. These strategies work especially well in a school day or summer school environment.

Layer Cake Definitions

Read a definition to the class. Give some examples of the definition. Challenge each student to repeat the definition and follow it with a new example, i.e. “Cargo, a noun, means goods carried from one place to another. For example, a ship carries cars from Asia to America. Cars are its cargo.” (See the Strategy Sheet *Building a Layer Cake*.)

Charades

Give each student the list of vocabulary words to study one day. On the following day, give each student a slip of paper with one word and definition. Write just the words on the board. Each student comes to the front of the class and acts out the definition without using words. The class must guess which word the student is acting out.

Sing the Definition

If you have a class of auditory learners or a number of students who enjoy performing arts, sing a word definition to the class and let them sing it back to you. Then go around the room and see if each student can sing it to their neighbor, who in turn sings it to another neighbor.

Follow up: Challenge the class to write song lyrics to a familiar tune. The song lyrics must explain the meaning of a word or series of words. Make this a timed activity. The songs can be silly, as they are not intended for performance, unless they are about the habit-of-heart.

Dictionary Chase

Write the word on the board. Have a dictionary chase to find the definition. Discuss the dictionary definition for clarification. Write a simplified version together if necessary. Use the simplified version to play one of the games above.

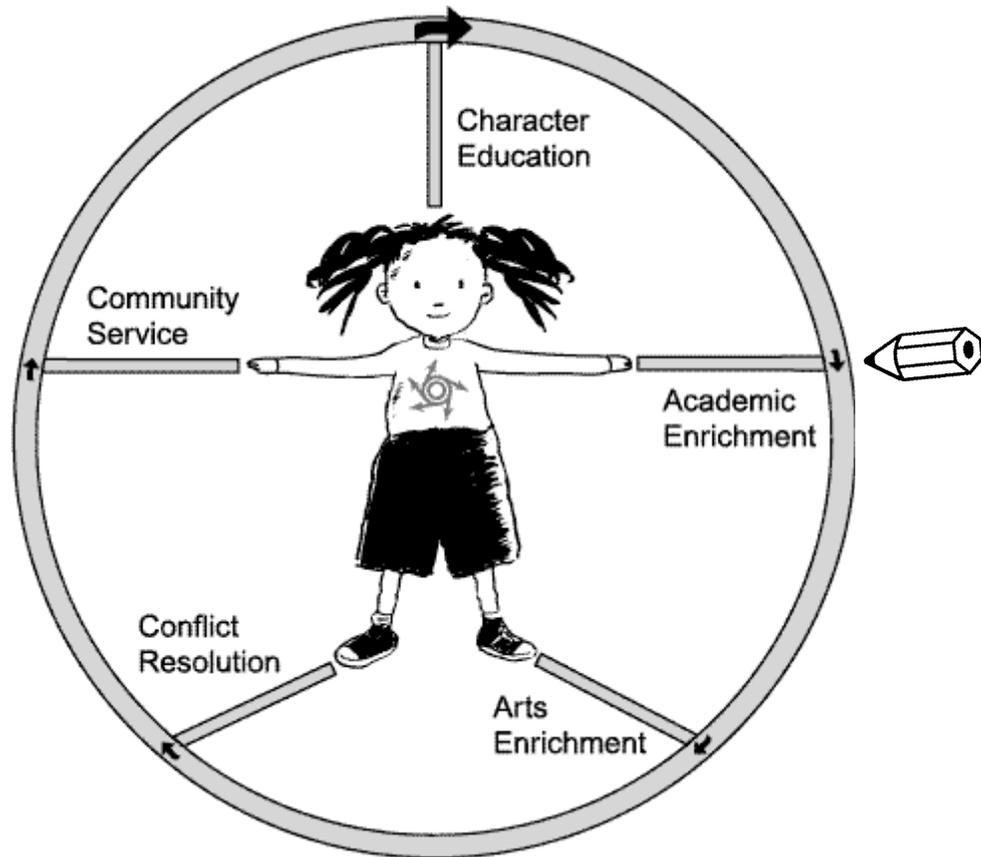
Contextualized Learning

Bring a magnifying glass to class. Write a sentence on the board that includes the vocabulary word and includes clues as to its definition. Give the magnifying glass to a student who is sitting quietly studying the sentence. Ask the student to look for and underline word clues in the sentence. Let students guess the meaning of the word and check the dictionary or a definition list for accuracy.

Weekly Planning Checklist for Teachers

- ___ Have I reviewed the lesson plans and related projects coming up this month?
- ___ Have I made a to-do list accordingly? (If not, make it now.)
- ___ Does the to-do list include the necessary communication, written and verbal, with the school staff, the parents, the students, the community and especially with others on the Full-Circle Learning team? How and when will I incorporate those steps? (If permission slips or event notifications are needed, they should go out three weeks in advance, with a reminder closer to the date. Remember that regular conversations with the music teacher are also imperative to correlate musical themes with current projects and lesson plans.)
- ___ Have I made a materials list according to the plan above?
- ___ Have I gone through the steps above for this *week's* lesson plans?
- ___ Does every day include the teaching of the Habits-of-Heart, through whatever content is taught? Do the art, music and academic projects lead toward the service goal? Have we scheduled a conflict resolution practice that relates to the academic concepts? (Let's make sure we glue together the spokes of the wheel.)
- ___ Are there special ways I modeled high self-expectations, unity, commitment and all the Habits-of-Heart for the students this week, directly and indirectly? How can I do so next week?
- ___ When can I schedule positive phone calls or notes home to parents, to build relationships that will help them support and reinforce the program goals? (These can be calls to congratulate them on a student's successful project or to inform them of a current project.)
- ___ If some essential steps weren't accomplished on schedule this week, how can I make adjustments in next week's schedule accordingly? (Flexibility for times when you need to teach in the moment is fine. To meet major goals, rearrange your schedule.)

Spoke 2: Academic Enrichment



Academic Enrichment: Linking Heart, Mind and Hands

The academic component of the full-circle learning curriculum flows from character education toward community service, but it can vary in extensiveness according to the schedule your program needs to accommodate. The primary pedagogy calls for learning activities that strengthen skills as they help students put convictions into practice. For instance, if a student studies a particular habit-of-heart and learns one way to put it into practice, the academic skills become the vehicle for doing so. A lesson on math helps a student develop a graph about world hunger to include in a letter to an international agency. On a local basis, a lesson on fractions might involve the use of measuring cups to make muffins for a homeless shelter. A social studies lesson on a country would include a chance to write letters, stories or poetry for a specific child or group of children in the country.

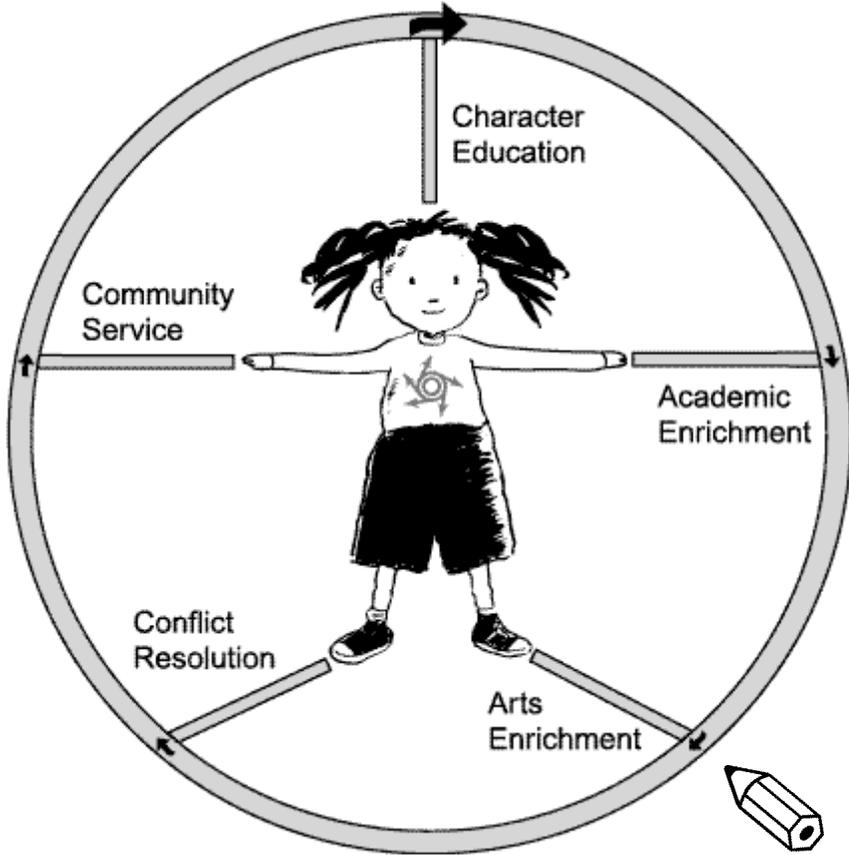
Research by Diane Halpern, in a book called *Critical Thinking*, links memory and emotion. If the brain of a student takes a full six hours to determine whether to store a memory in the long-term or the short-term memory bank, imagine the benefits of creating powerful emotional experiences associated with the sharing of cognitive and creative skills. This is the purpose of creating such experiences within each Full-Circle Learning unit.

Academic opportunities seamlessly grow out of the habits-of-heart or conflict resolution lessons and flow into community service projects. Because students work together to create real-world products, competition and grades do not become the impetus for their academic learning. Instead, the learning and skills-development become tools for contribution. Students derive their motivation to learn from a genuine sense of purpose, rather than seeing assessment as the purpose of their learning. This model promotes the true value of lifelong learning rather than pressing students toward stressful short-term goals that often result in a sense of limited potential or that prompt students to quickly forget both the information learned and the reasons for learning it. For a deeper discussion of this approach, please read the introduction and underpinnings sections.

The academic content, complemented by the four spokes of the wheel, can fill an entire eight- to ten-hour school day, or teacher can pare it down to a half day. One of the modules in this book, *Building Blocks of the Heart*, focuses more on social skills and less on academic content.

Those who want to increase the academic enrichment in the after-school program can add elements from the other modules. Those who want to supplement these modules with basic drill sheets as reinforcements can do so, as long as the drill-based learning tools do not rob time from the integrated, project-based learning activities. The academic content, complemented by the other four spokes of the wheel, can fill an entire eight- to ten-hour school day, or teachers can pare it down to a half-day. It can also be used as an introductory unit at the beginning of each school day throughout the year.

Spoke 3: Arts Enrichment



Arts Enrichment Means Project Enhancement

Arts enrichment in the full-circle learning model always flows from the habits of heart and academic work and connects with the community service activities. Like the academic components, it does not exist as a separate, unilateral curriculum but always connects with a project goal. For this reason, even if your program offers specialists in art and music, as the Full-Circle Learning pilot site does, they need to meet with the core teaching staff to brainstorm projects that emerge from the content. See the following examples as you begin to determine what types of arts connections your projects and human resources suggest.

Examples of completed arts projects:

Students write their own songs and poems about the Habits of Heart and sing them to their adopted grandparents in a nursing home.

Students learn about diversity. The music teacher helps them choreograph folk tales of various cultures to perform at the nursing home, at another school or on the lawn outside a museum.

Students learn songs about children of the world and sing them at an event to raise money for UNICEF.

Students paint a mural about their habits of heart or lesson content and give it as a gift to the city, to a community group, to a library or to their school. They may want to paint murals on destroyed buildings.

Students make kites bearing their convictions. They sail them in the park and give them away to disadvantaged children.

Students write literature books about the habits of heart to give to children in another school or country.

Students get services volunteered to make a mini-documentary interviewing the people they met on their field trips and creating a script about the benefits of giving to society.

After reading the book *Heartprints*, students vote on a goal to make a certain number of get-well cards for children in pediatrics wards. They make the designs by hands.

Students learn the art forms, dances and songs of the cultures of their pen pals.

While learning about diversity and preparing for a holiday program, students learn the songs of several holidays, such as Kwanza, Hanukkah and Christmas.

Students make a felt quilt expressing the value of reading and give it to the library.

Students team up to make totem poles to show the value of unity, with each child shaping the face of another.

Students prepare their own art exhibit based on their community service trips or interviews.

These ideas can serve as springboards, but what ever you do, ensure that all arts projects coalesce with the curriculum and result in performances, exhibits or gifts that enhance community life and help students express convictions. The following example shows the importance of the discussions that precede the actual project.

Example of Full-Circle Learning: Photography Project

Project Description:

Students learn basic photographic skills. (With a small grant, each student can have an inexpensive camera to keep at the premises and take along on field trips.)

On each field trip, students interview people who have contributed something to society through their professional or volunteer work. They take photos of the places and people they encounter. At the end of the semester or summer session, the students hold a photo exhibit and invite the community, including the people they honored.

Introductory Discussion

Sample Script:

We've all seen pictures in a newspaper or magazine that describe a tragic event or something sad that happened. Newspapers report that which is unusual, so the photo often captures the details of a disaster or a crime committed. Sometimes the picture gives information that would be more difficult to convey in words.

What other purpose might a photographer have in mind when that photographer takes a picture?

When good things happen in history, can photographers capture those events? Can you think of some positive events we know more about because of photographs?

(Allow think time. Elicit answers such as astronauts in space, the end of a war, people surviving a disaster, two countries engaging in a joint project, a disaster survivor saving the lives of others, children beautifying their school, artists at work, an animal being taken off the endangered species list, etc.)

World War II caused suffering all over the world as many countries fought against each other. But some time after the war, one country, Korea, decided to celebrate its friendship with the United States. The Koreans did so by giving us a gift. It was a beautiful bell, carved by artists with symbols and stories important to the Korean people. The bell sits in a beautiful pagoda with intricate painting all around it. People call it the Korean Friendship Bell.

Just as two friends give each other gifts, this gift is a symbol of unity and caring between two countries.

Today, you have a chance to document this historic act of friendship by photographing the Korean Bell.

(Review lessons on composition. Give details about how to photograph it—maybe look for at least

three different angles, each emphasizing a different part of the bell or the art work. Point out how much care went into every inch of the exhibit, etc.)

Lesson Concept: Photographers Can Help Create Change

Key points:

- Just as happy pictures can spread happiness, sad pictures can touch emotions.
- Showing animals or people in pain can let people know there is a problem, so more people will come to the aid of those who are suffering.
- Our pictures of animals may help other people know about the Marine Mammal Care Center, so they will want to come and help the animals.
- Throughout history, many photographers shaped history by showing society a problem that needed to be solved or a pain that needed to be healed.

Discussion

Sample Script:

Let's list the pictures we have taken so far this summer? Did they convey happiness or sadness or something else? Explain why you think so.

(Allow a variety of responses.)

When most people take pictures, they take pictures of people smiling or pets playing or positive, happy subjects. Today we have taken (or will take) pictures of animals who have been hurt or became sick or could not find enough food to stay healthy or have lost their mothers. When people look at the pictures we take of these animals, how will they feel? (Allow think time. Elicit at least two answers: They will feel sad for the animals. They will feel happy that people are helping the animals.)

Why is it important to take pictures like these? (People who see the pictures may also want to help the animals, or to end suffering for others.)

What would happen if all the photographers in the world took only happy pictures?

(People might not know about those who need help.)

Do you think photographs tell us a lot more about other places and people and problems than we would have known if we lived before cameras were invented? (Allow a range of responses.)

It takes longer to draw a picture than to take a photo, and it can be hard to show all the details in a picture we might draw. So people, generally, did not get as much information about the world as we do today by looking at photographs.

Every time we open a newspaper or magazine or book, we learn something about the world through the pictures that were included. It wasn't always this way. Do you know when cameras were invented? (Allow think time. Say "thank you for your guess" rather than telling a child they are wrong.)

Cameras were invented almost a century and a half ago. That might be about the time that your mother's great-great grandmother was born. Have you ever heard of the Civil War?

(Allow a few responses.)

The Civil War took place because the people in the North did not want slavery to exist and the people in the South did want slavery to continue, so the South wanted to break away from the rest of the country. In the South and in the North, battles took place in open field and on the hills.

At about that time, photographers began using cameras. A man named Matthew Brady was a young photographer at the time. (Show picture, if available.) He decided that if people were going to fight with each other, they should know the cost of war. They should know how many people died in battle or suffered wounds. Seeing the battle scenes would help people stop and think and find better solutions to their problems—like the negotiation skills you are learning in class.

Matthew sent a whole team of photographers out onto the battlefield to take pictures of every battle that he could. Through his efforts, even the people who did not see a battle began to realize how terrible war can be. After the war, the slaves were freed and the states within our country have never fought against each other since then. (Show some samples.)

Another lady called Dorothea Lange took pictures of hungry people who suffered through a period of time when people across the country became poor, and many people could not find work. (Show her photos, if available on the Internet or from the local library.) We refer to this period as the Great Depression. Dorothea Lange's pictures helped people realize how many needed help. People passed new laws were passed and developed programs to create jobs. By photographing pictures that were not very happy, she helped create awareness, understanding and a desire to help.

At yet another time in our history, photographers took sad pictures for a good cause. This happened about fifty years ago, when your grandparents or great-grandparents were young. During World War II, our country fought against Japan and other countries in Europe. Many Japanese-Americans who felt like loyal Americans had to leave their homes and live in prison camps. Because the government kept them or *interred* them, they called the places internment camps.

Many Americans did not realize what happened to their neighbors and friends whose only offense was that they or their ancestors had been born in Japan. They did not know the people had to give up all they owned and live in horse stalls without enough hot water for showers and laundry, without enough food to eat, with guns pointed at them if they went too near the fence. Some of these Japanese American families had sons fighting as soldiers for the United States. The families tried to make the best of it by setting up their own hospitals, schools and newspapers in the camps, but they lost their possessions and jobs and, in some cases, their opportunity to attend college. The few pictures taken—and the illustrations created for those newspapers—have gradually helped people to know the truth. A few years ago, the President of the United States apologized to these

Japanese Americans and repaid them for their loss of property and for their suffering.

We will see a few of those pictures inside the fort at San Pedro, which was built during World War II. (Fort MacArthur sits on the hill at Angel's Gate park, along with the Korean Bell, in San Pedro, California.)

Note:

This sample introduction gives an idea of the vital importance of the teacher's introduction to the project or field trip. It becomes the glue that connects the art with the academic content and the habit of heart. In this case, the students' photographs became part of their own exhibit of photography of people living lives of service in the community.

After such an introduction, feel free to bring in a photographer as a guest presenter to help students with composition, to show his or her work and to discuss the reasons for taking each photo presented. If you do not know a professional photographer, you may know someone who travels a lot and takes amateur photos of settings and people around the world. You may want to solicit a camera company or local business to provide inexpensive cameras for the students.

At one such slide show, a photojournalist showed pictures that generate awareness of cultures and conditions around the world. Her presentation inspired in students curiosity and convictions about girls' rights in Afghanistan, the life of young Tibetan monks in training and poverty in the Philippines. A guest presenter or photography teacher can bring the content to life, while the program's teachers, during the introductions and debriefings, need to continually reinforce the connection between the project goals and habits of heart and the presentation.

Try to incorporate a writing exercise with each presentation or arts project, to have students reflect on what they learned, in general and about how the presenter's work or how their own artistic work had an impact on the community. Written as essays, the writing samples can become part of a public exhibit.

Now you may return to the content areas and weave into your plan arts projects appropriate for your program. For more ideas on how to find guest presenters to reinforce not only arts content but habits of heart, academic content and community service, read on.

How to Identify Guest Presenters

Guest presenters play a special role in the full-circle learning model. They present students with real-world examples of the outcome of learning a particular skill or habit. They also reinforce the sense that a caring community of adults believes in the students' capacity to rise to the occasion and follow their example. The presentations sometimes offer students a taste of reality they would not find any other way without the expense of an additional field trip. When the lesson suggests a guest presenter, you may already know someone in your circle of acquaintances who could serve the need. If not, there are many ways to find guest presenters:

Send a needs assessment home with students asking their parents what their priorities are for their children's education. On the survey, ask if they have a hobby, occupation, skill or story that would help the children learn positive character traits or useful skills. See what comes back.

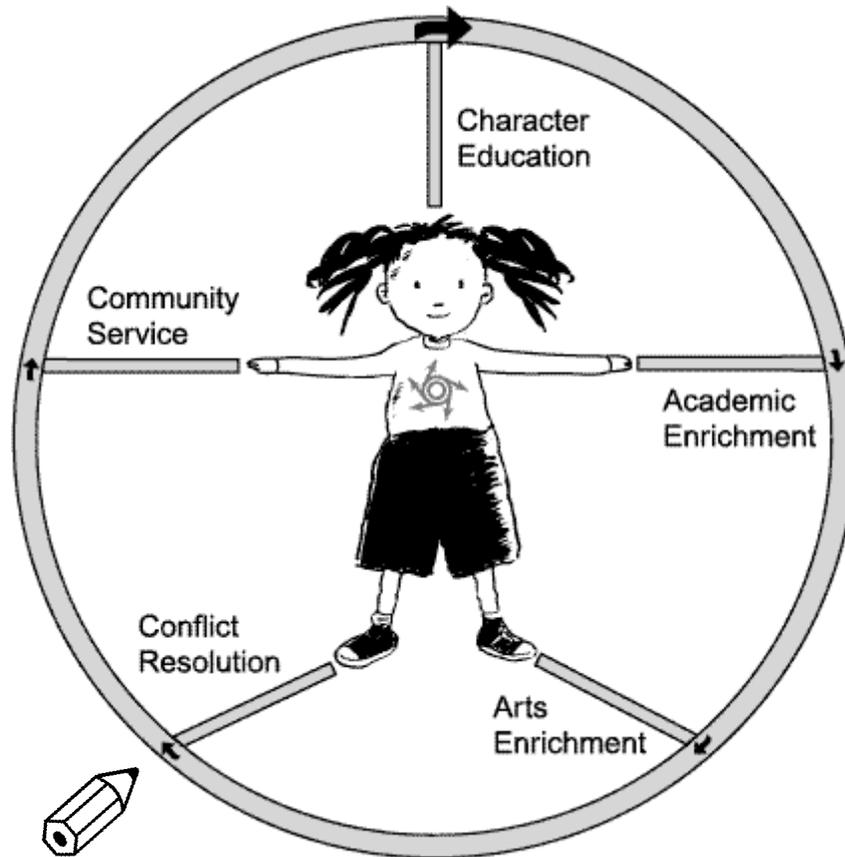
As you meet people, ask about their interests, projects and involvement in organizations. You may find people who have participated in negotiating a conflict, building a road, participating in community life or have an interesting skill to share. Always be on the lookout for something that relates to the curriculum.

Put an announcement in the school newsletter and post one in the faculty room looking for interesting presenters. You could even get a local newspaper to cover the story and see what interest that generates.

When someone from the area goes abroad, ask them to bring back their slides or photos and tell about the culture they visited. Ask them to consider with the children what is the same and what is different about the other culture. If possible, let students write to someone the person knows in that country. (Full-Circle Learning may be able to provide contacts for writing to children abroad.)

Check with the Chambers of Commerce from nearby cities to see what types of activities, businesses and organizations are present. Invite city workers, firemen, etc. to present to the kids as well as doctors, college students and others. You may have a wildlife refuge center nearby or a science teacher who is involved in wildlife preservation. You may have a woman who started a business making fry bread or Jell-O. You may find that an adult you know who grew up in a different area has interesting experiences to share with the students. There are generally human resources within your broader community that can demonstrate the diverse possibilities for professions and volunteer activities the kids can aspire to in order to make a difference in the world. Word of mouth advertising is the best way to find them. When that's not enough, explore the neighborhood as well as the worldwide web.

Spoke 4: Conflict Resolution



Conflict Resolution: A Practiced Process

Learning conflict resolution, or the peaceful resolution and negotiation of conflicts, helps students systematically reduce their own tensions and decrease the disruptions that interfere with learning. The model also works as a dispute resolution technique for use among adult groups. Like the negotiation that happens at a bargaining table during a strike, conflict resolution poses the goal of helping all participants get some of their needs met while empathizing and compromising, as needed, to simultaneously meet the needs of the other party.

When teaching conflict resolution to students, the process becomes as important as the outcome. Generating positive feelings toward others while empowering the child to resolve his or her own problems can increase the child's capacity to apply the learning to academic problem solving as well as life's many other challenges. It can strengthen social skills, friendships and create a classroom community where collaboration and cohesion become natural and students become more self-directed. It can free up mental space for more positive, engaging activities rather than leaving a child distracted over hurt feelings, unmet needs or animosity toward others. It truly reaps benefits at every level of the child's development and contributes to holistic learning.

In Full-Circle Learning's model, the conflict resolution process reinforces habits of heart and vice versa. For instance, students can call upon what they know about exercising consideration, empathy, sacrifice, self-restraint or some other quality in order to better apply the steps of conflict resolution. They can even see a compromise as a victory instead of a defeat. For instance, when two girls wanted to color with the same marker, the teacher reminded them that sacrificing for others was a great honor. Suddenly, they both wanted to give the marker away to the other! The teacher quickly reminded them that they had also studied the habit of heart called gratitude and that the one who receives the marker will have an opportunity to practice that quality. The girls made a polite exchange, feeling good about themselves and about each other.

David Johnson, a pioneer in introducing conflict resolution into education, defines the steps of conflict resolution in the book *Teaching Students to Be Peacemakers*. He describes them as:

1. Determining what each person wants.
2. Determining how each person feels.
3. Exchanging reasons and the rationale for their positions.
4. Reversing perspectives.
5. Inventing at least three other options for mutual benefit.
6. Reaching a wise agreement.

As you teach conflict resolution to children, keep in mind the purpose behind each of these steps:

1. Determining what each person wants.

This must be stated not as an aggressive demand but as an honest request, knowing the other may not see it in their best interest to meet the request. This “I” statement generally deals with a desire to change the relationship.

For example, one might say: “I want to be able to play basketball without having you call me names when I make the basket.” Or it could be a simple statement, such as, “I want you not to call me names.” The other person might respond, “I want to play without having you brag and make fun of me.”

2. Determining how each person feels.

You can state a feeling by identifying it (i.e. I feel hurt), or by using sensory words that capture how you feel (I feel like I’ve just been kicked), by reporting what the feeling makes you want to do (I feel hurt enough to go crawl in a hole) or by using a figure of speech (I feel like a lost puppy). (I feel as hurt as a bird that can’t fly.)

Let children know it’s okay to describe their feelings in enough detail that they truly come to understand each other’s feelings.

3. Exchanging reasons and the rationale for their positions.

Now that the feelings are out on the table, the negotiators generally feel they can more easily state the rational reasons for their positions. (The reason I feel this way is because when I’m about to shoot a basket and you call me a name, it upsets me so I miss the basket, disappoint my coach and feel worse about myself. It just doesn’t do anyone any good.)

During this phase of the negotiations, students have an opportunity to step outside themselves and see the situation from a more rational perspective, which leads to objectivity, at least, and hopefully, to true empathy.

As the two participants listen to each other, they decide whether their own goal prevents them from helping the other meet his or her goal. If so, they’ll need to generate compromises that satisfy everyone’s needs.

4. Reversing perspectives.

If egocentrism indicates a lack of emotional intelligence, empathy is one of the highest indicators of emotional intelligence. This exercise encourages empathy as well as several habits of heart such as active listening and caring. Explain to the students that the goal is not to present a judgement but to paraphrase what they heard the other student trying to say. It will give the other student a chance to clarify and both students a chance to own the other’s feelings.

5. Inventing at least three options for mutual benefit.

Students may tend to come up with simplistic answers when asked to resolve their conflict. As they brainstorm more than one “right answer,” they strengthen their ability to evaluate the impact of each action and discern which one could actually help others and would not hurt others or themselves. Remind them not to make negative comments about any idea the other negotiator might have but, instead, to accept all ideas then evaluate the merits of each one together.

Reaching a wise agreement.

Ultimately, the students should select options that satisfy both their needs. They may select more than one. Help them realize that the goal of the activity was not simply to resolve a conflict but to strengthen the habit-of-heart they were studying at the time. Did they practice Dedication to their friendship as they arrived at a solution? Or did they show Awareness of their partner country's needs? Or did they practice Appreciation of Differences? Address these issues with the practitioners and with the class that you may have called upon to act as their conscience through the activity. Overlaying the week's habit-of-heart over this exercise will help them understand the subtle nuances of communication that shift as they address their own character issues. It will make this exercise always new and challenging over years of use and varied applications of your choosing, with or without a lesson plan manual, history book or newspaper article in hand.



Students use the conflict bridge to apply the habit-of-heart to interpersonal, community-based and international communication processes.

Once the students have reached an agreement, they can take a step toward each other and shake hands. This is an important step because it seals both the promise and the bond. I have only seen one case in which a student was still too angry to shake the hand of the other at the end of the conflict resolution process. When this does occur, wait till later and encourage the two to approach the process again. On these occasions, anger management and stress management come into play.

To make your own conflict bridge, use a large strip of butcher paper marked off in one-foot squares. A local school supply or office supply store may be able to laminate the bridge for you after you complete it.

On the first step at each end of the butcher paper, write a cue to the first step in the process. After both students comply with that instruction, they move to the next step. The center block has two hands, to remind students to shake hand in agreement on their plan. We write cues such as 1) I need....; 2) I feel....; 2) I feel this way because....; 3) I hear your feelings and needs as...; 4) Maybe we could try..... 5) Shake on the plan.

The full-circle learning model calls for use of the conflict bridge not only to resolve personal conflicts among students but to enhance character education and academic learning. We use the concept in several ways:

- 1) To solve problems when they occur.
- 2) To challenge students with hypothetical situations and let them practice the steps of conflict resolution.
- 3) To help students play the roles of world leaders or others engaged in real-world conflicts described in the news. Students review the newspaper article as the teacher describes the conflict on a level they can understand. They come to the conflict bridge and try resolve the problem as if they were the individuals involved. The teacher calls on a succession of student-pairs to repeat the exercise, to help them see the range of possible solutions to world problems. The same process can apply to literature or to historical texts assigned to the students, as teachers ask students how they would resolve a conflict if they were the characters in the story. With either current events or assigned texts, teachers tie the current event to the habit of heart of the week and to whatever academic content is relevant. Social studies, science and arts can also become a part of this use of the conflict bridge.
- 4) To solve problems that accrue during the day by having students write down the conflict and put it in a decorated *conflict box*. At the end of the day, the teacher draws out and reads a conflict and randomly calls on two students to come up and walk the bridge toward resolution. The anonymous student who wrote the conflict then gets to see how two other students would resolve it.

Full-Circle Learning and other schools have successfully used the conflict bridge to help children learn the process of dispute resolution. Some schools also develop either formal or informal peer mediation programs once students learn the basics of conflict resolution. The resources described in the next section, especially Naomi Drew's book, provide planning steps for extending the program. One simple way to do so is to assign a peer mediator to play the role of facilitator instead of the

teacher when using the conflict bridge. CEP students sometimes volunteer to mediate playground conflicts based on their experience as conflict bridge facilitators.

Teaching Anger Management

Objectives:

- To teach students to recognize the biological signs of anger and manage their impulses.
- To give students a cooling off period before they act on a negative emotion.
- To help students learn the habit of thinking about positive approaches before acting on their anger.
- To prevent violence and encourage peacemaking skills in the next generation of children.

Step One: Anticipatory Set

Ask students if they've ever been angry. Have them try to remember the physical feeling of being angry and describe it. Draw a large thermometer on the board. Ask students what happens to their temperature when they get angry. Give them some common scenarios that might incite anger and ask them to come to the board and color in how high their temperature might rise if the experience happened to them. Allow several children to participate.

Step Two: Teach the Science of Anger

Describe the process that happens in the body when we become angry. Explain how the people of earlier times lived out in the wilds and needed a mechanism for getting away quickly in the face of danger. If a wild beast was chasing them, they needed the substance called adrenaline to course through their veins to give them extra strength. The blood rush that makes us hot, the sweaty palms, the quickly beating heart all alerted a person to danger. They knew they had to either face the beast or run very fast. We call this the fight or flight response. Most of us do not have wild beasts in our backyards very often, at least not dangerous ones, but our bodies still react the same way any time we feel threatened, even if the threat is just someone hurting our feelings or taking something that belongs to us. We need to know what to do when we feel this swell of anger or we can act quickly and inappropriately and hurt someone or say something we will regret later.

Ask if students understand why we use the phrase "cooling down" to describe the process we go through after becoming angry. Discuss ways to bring about this cooling down. Emphasize that our body needs time to get its heart rate, breathing, temperature and emotions back into the normal range. Practice taking a deep breath and holding it in for a moment, then letting it out as slowly as possible. Practice counting slowly to five, focusing on breathing and relaxing muscles to give the adrenaline a chance to even out and the body to become relaxed. Keep this up until the children can sense the difference between a relaxed state and an agitated state.

Step Three: Introduce Anger Management as a Habit of Heart

Provide simple role plays for students to act out in pairs. Focus on incidents that might happen at home or at school. If students are ready, introduce scenarios that involve current events in the real world. Use newspaper or magazine articles as source material and simplify your description of the event. Ask students to reenact it with all students showing anger management.

Write “looks like” and “sounds like” on the board. Ask students to identify things people say and do when they are managing their anger. Distribute the Habits of Heart Homework. Challenge students to manage their anger all week, using these techniques and the tool they are about to make in the following activity.

Step Four: Make Anger Management Watches

Distribute cloth hair bands (the size that fit comfortably on a child’s wrist), along with brads, two reinforcement stickers and markers. Students stick the two reinforcements together to make a circle with a hole in the middle. They turn the circle into a watch face with five digits. They insert the brad through the hole and fasten it around the hair band.

Step Five: Practice Using the Anger Management Watches

Ask students to put on their watches. Give them a hypothetical scenario that would make them angry. They now need to quickly look at their watches and remember to take a deep breath and count very slowly to five. When they reach five, they must think of three to five solutions that could solve the problem making them angry. They must be solutions that hurt no one and help someone. By the time they have gone through this process, they should note their breathing, pulse and temperature. Help them make sure they feel calm before choosing a solution.

When students wear the anger management watches through the course of a school day, especially over the course of a summer school, they become much more aware of their own emotions and conflicts decrease. Parents also notice a difference in the child’s self-control at home. In fact, the parents generally begin asking for anger management watches they can use at home—for themselves!

Have students make new anger management watches at the beginning of any new school year, semester or summer session, and review the reasons for using them.

Dealing with anger becomes easier when students begin a learning session with their stress under control. See the stress reduction exercises that follow and make them an essential element of your conflict resolution plan. Not surprisingly to advocates of full-circle learning, teaching students to manage their own tensions manifests benefits in their academic scores.

Stress Management Exercises

Research indicates that students who learn techniques for stress management over time improve their concentration, their self-direction and their ability to focus on learning. At the middle-school level, students who received two semesters or more of training improved their grades and academic scores.*

Adapt the following exercises for your classroom, by either incorporating them each day after students end a mentally or physically strenuous activity or by using them weekly when students are having a stressful day. It's best to use one exercise consistently in the beginning. When you do introduce a second one, use it repeatedly as well, to give students a chance to get in the habit of calling up the same mental images when they want to conduct the exercise on their own, during the school day or at home before beginning their homework.

Preparation for Any Exercise

Use the following first steps with each of the stress management exercises listed.

Ask children to sink deep into their seats or lay their heads on their desks to become comfortable (or lie down if the room is carpeted and clean). Turn on soft instrumental music. Ask the children to close their eyes and begin breathing deeply but quietly in and out. Give them several seconds to adjust their breathing.

Slowly, in a soothing voice, name the major parts of the body, including each limb, the torso, the neck, head, hands and feet. One at a time, instruct children to first tighten or tense that body part, then relax it, as if it were a balloon with the air slowly leaking out. Give them several seconds to do so each time before moving on to the next body part.

Now begin the exercise below that you will use on a continual basis with the children.

Going Places

Ask students to listen to the music and think about how it makes them feel and whether that feeling suggests a certain place to them. Ask them to picture a place where they have felt safe and happy. It can be a grandmother's house, a mountain or desert trail, a family holiday or picnic, a secret hiding place or even a place they have imagined but have never been, such as a tropical rain forest, a beach or sitting beside an alpine stream. If they cannot picture a place, have them invent a place. Have them imagine the fragrances they smell, the feeling of the air on their skin, the color of the sky or the room and the faces and touch of the people with them. Have them just enjoy being in this place and let their hearts feel joy there. Ask them to picture what they might do there and experience that for a few minutes. As they get ready to leave the place, have them slowly return to the room, open their eyes and take a few deep breaths.

Remind students that this special place belongs to them and can be a special home for their feelings because it is the home of their imagination. Encourage them to think of this place when they feel tension, negative feelings or restlessness, to free their mind of distractions. Encourage them to use the exercise before sitting down to study at home or when trying to recover from hurt feelings out on the playground. Remind them that at the end of the exercise, it's a great time to really focus on the next task at hand because we feel reenergized.

Variations

Skipping Stones

This variation, in particular, can help students manage their anger or impulsiveness. If you use it on a day when two students are struggling in a conflict, make sure the students still take the time to negotiate their conflict later. Often this exercise helps those who have repressed the source of their negative feelings and seemed agitated for no reason.

After completing the preparatory exercises, if students seem agitated, you may want to introduce this technique for discarding negative feelings. While they are in their special place, they go to a streamside and look at all the pretty rocks. They see a flat gray rock and pick it up. When they turn it over, they see that it has the name of the emotion they are feeling at that moment. It could be anger or sadness or frustration or disappointment or revenge. Whatever it is, they look at the word and squeeze the rock in their fist. Then they loosen their grasp and gently skip the stone into the water. They watch through the clear water as the stone sinks in slow motion to the very bottom of the stream and lies there, where it suddenly seems distant. They watch the fish swim right over it. They feel better now that they threw the angry feeling away.

Painting the Sky

After the preparatory exercise, ask students to close their eyes and listen to the music for a few moments. Introduce the colors of the rainbow, one at a time, and let them picture the sky filled with that color for a few minutes before moving on to the next color. They can imagine that the whole world around them is filled with this color. Each time, ask them to silently note how the color makes them feel and just absorb it for a few minutes. After introducing, in succession, orange, green, blue, purple and yellow, ask them to pick the one that felt the best to them. Give them a few minutes to bask in the glow of that color before turning on the lights. Suggest that they might close their eyes and picture this color whenever they feel tension or tiredness or the inability to concentrate. As always, at the end of the exercise, they should take a few deep breaths and slowly come back to focus on the next learning task.

Acknowledgement: Thanks to Dr. Kathryn de Planque, child psychologist and doctor of holistic health, for these exercises. Dr. de Planque consults with CEP as needed.

*Academic Performance Among Middle School Students After Exposure to a Relaxation Response Curriculum, 1999. Benson, Wilcher, Greenberg, Huggins, Ennis, Zuttermeister, Myers, Friedman. Sponsored by Mind/Body Medical Institute, Caregroup, Beth Israel Deaconess Medical Center, Harvard Medical School, Boston, Massachusetts.

Anger Management Follow-Up Activities

Sample Discussion

Review the concept of management as being in charge of your own feelings and deciding what you'll do about them. Discuss the meaning of manage (to take charge of), manager and management. Cite examples.

Ask what it might mean to manage your own feelings.

Ask what kinds of feelings we might need to manage. Ask what feelings we need to be careful about when acting upon them.

Discuss anger management.

Give an example of one good strategy for anger management: Think Before You Act.

If students have not made anger management watches recently, remind students that when angry, if you wait and count to five, you can then think or write some different ways to respond to a situation. You can cool off enough to choose a solution that will help not hurt. Give an example. Practice counting.

Give scenarios and have students count together, then give students cite responses and choose one that would help, not hurt.

Follow up by teaching the strategies below.

Looks like/Sounds like

Teach the students each of these techniques and have them role-play them. Practice until you can say a technique and the students can call out a response that reflects this technique.

Looks like:

Countdown:

Someone stops and counts or thinks before responding.

Mirror:

Someone repeats back what the other person said, to make sure they understand before getting angry.

Step back:

Someone who looks like they want to hit someone else takes a step and says, “Instead of fighting, let’s work this out.”

Sounds like:

Instant Replay:

“I don’t want to feel angry. Can we start this conversation over again and do it differently?”

Wait Time:

“Please give me a few minutes to cool off, so I can talk with you about this without feeling angry.”

or

“Please give me a few minutes to cool off, so I can honestly tell you that I forgive you.”

or

“Please give me a few minutes to cool off, so I can honestly tell you I’m sorry.”

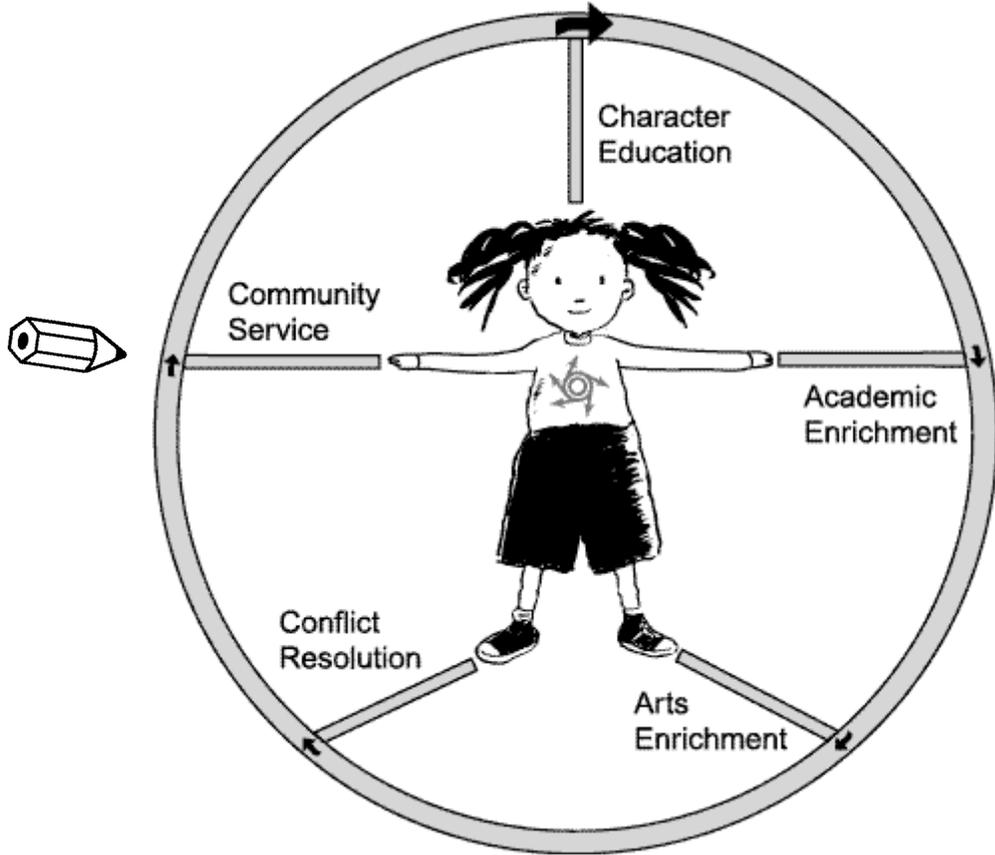
Think Before You Speak

“Please excuse me. I need to think for a minute before I speak, so I can say something that helps instead of hurts.”

Poems to Serve as Reminders

Have the students meet in smaller groups to write poems entitled *Think Before You Speak*. They may want to make up melodies for their poems and perform their songs for each other. (They could be rap songs with simple percussion such as tapping toes.) Have the students sing or recite the creative work frequently to remind them of their commitment.

Spoke 5: Community Service



How to Adapt Community Service Projects and Field Trips

Tailoring the full-circle learning model to your local needs and resources requires that you put some thought into the community projects most appropriate. The curriculum offers suggested local service projects and field trips, most of which have proven successful in the past. However, the more you can personalize the concepts to your students, the better. When the curriculum suggests studying a certain country or writing to a student abroad, feel free to substitute for a school or a child you have access to through an acquaintance who has lived or traveled abroad. When you see a community resource you would like to tap or a need you would like to address, weave it into the curriculum.

Before each semester or year, planners should meet together to brainstorm such community needs in order to adapt the curriculum for your purposes. Each time you meet, come prepared. Collect newspaper articles and information found on the web, and also bring a phone book and a list of contacts you have kept in the interval since the last planning session.

Use the planning sheet provided to guide your discussion. The word *community* on the worksheet can refer to the neighborhood, the city, the county, the state or region, or even the world. Use additional sheets of paper, as needed, to:

- Research the resources, concerns and basic needs of potentially served groups or individuals.
- Brainstorm services or meaningful correspondence the students could provide.
- Identify the habits of heart that relate to the service.
- Look at the current curriculum or add new curriculum to link academic content areas with service goals. Look for areas where real-world, project-based learning could occur and reinforce current learning goals.
- Determine whether an arts or conflict resolution component supports and enhances the learning or the contribution.
- Design an integrated project that meets a real need and reinforces the habit of heart while motivating the impulse to develop knowledge and skills.
- Arrange the details with site hosts and transportation providers. Make sure the hosts know the goals of the project, so they can reinforce the appropriate learning and service opportunities.

Planning Sheet for Designing Projects that Serve Community Needs

Potential areas of need and associated resources or service providers	Service students could provide/ information they could learn	Habit of heart that corresponds with the service	Related content areas (specific reading, math, science or social studies projects or lessons)
<p>Underserved Groups in Our Community:</p> <p>Social Issues that Affect Our Community:</p> <p>Non-profit Organizations in Our Community:</p> <p>Decision-making Bodies in Our Community:</p> <p>Interesting People in Our Community:</p> <p>Achievements Made in Our Community:</p> <p>Agencies or Institutions in Our Community:</p> <p>Cultural Groups Represented in Our Community:</p> <p>Arts Groups Represented in Our Community:</p> <p>Major Industries in Our Community:</p> <p>Service Providers such as Hospitals in Our Area:</p>			

Honoring the Role of Parents

Sustainable development projects of any type build the capacities latent within the community rather than imposing them from outside. Therefore, the full-circle learning model recognizes the family as an essential partner in the educational process. It engages community members from all walks of life as volunteer tutors and guest presenters, but it can also integrate meaningful parent participation in several specific ways:

- Talk individually with parents to discuss the program goals and ask about any special needs or goals they have for their children. This is a chance to encourage parents to help students with special assignments they bring home and to urge them to keep in touch about any concerns or needs.
- Explain that parents will need to assist children each week in applying the habit of heart at home. (See the reproducible form in Part 2, Spoke 1.) When students return the forms at the end of the week, discuss their experiences. If a parent does not assist the child, even after some personal encouragement, the student may apply the activities at school or elsewhere and get the signature of a member of the program staff.
- Invite parents to serve as volunteer tutors, field trip chaperones or guest presenters. Discover their interests and abilities. Guest presenters in the past have included people as diverse as a postage stamp collector who shared stamps of the world a homeless mothers whose social worker explained how hard-working, talented people become homeless; actors, park service workers, journalists, firemen, world travelers, and many others. Some parents may be willing to share their skills and interests with you, and you may find their presentation on those interests will enhance the curriculum. You may even want to survey parents about their skills and interests—or those of neighbors and extended family—before school begins.
- Once the project is up and running, invite all the parents to join a parent advisory board. Meet with them in the evening when they pick up their children, perhaps including a potluck supper on the agenda. Present them with information on the program. (See the mission statement in the reproducible section of the book.) Encourage them to set goals of their own and to assist the staff by providing community input. They also may want to help chaperone field trips, organize fundraisers such as car washes, and make suggestions to the program planners. It may take time to enthuse the parents about participating, but it helps to arrange the meetings briefly at the time parents pick up their children or after an evening program.
- Host events. A suggestion came from a parent advisory board to gather periodically for a role-play night, so the parents can see the methods the children learn to apply the habits of heart. (See the sample script in the last section of the book.)
- When a student creates continual disruptions or has a history of hitting or hurting other children, rather than suspend the child from the program, meet with the parents to discuss the problem and have the parent work with the child at home to develop the habits needed to remain in the

program. The book *First-Class Teacher* offers think sheets and other helpful resources for encouraging student reflection and holding parent conferences. In addition, you may want to develop specialized packets to help students work with their children at home on issue such as self-restraint. (See the reproducible exercises under *Becoming My Own Self-Manager* at the end of the book.)

- Turn a listening ear to parents. Share good news of their children's progress whenever possible. Compliment them on the good qualities they have instilled in their children.
- Generate enthusiasm for an awards ceremony. At the end of every year, Full-Circle Learning students emcee their own ceremony, featuring speeches from the outgoing fifth-grade graduates about the skills and habits that will help them achieve their future goals. Children of every grade level receive certificates for the habit they have best mastered. (See the reproducible in the last section of this book.) They also present a certificate to their parents for the habit of heart they most appreciate in the particular parent. The event includes a potluck dinner, so parents can simply stay for the program when they pick up their children. In the pilot program, parents at first did not attend evening programs. After they began to feel a part of the community created within the program, their participation increased. For several years, at this writing, the spring program has achieved universal participation from every family whose child attends.
- Measure success with a parent poll. (See the sample survey in the last section of the book.) Independent academic assessments measure growth over a school year, but the summer school consists of too short a time period in which to formally assess growth. Instead, distribute a questionnaire and incorporate the resulting parent input into your plans for the following year.

Part Three:
Lesson Plans



Habits of Giving

Module I

Mission and Objectives

Outline of Program

Supplies

Character Education: Habits of Heart Curriculum

Reading Curriculum

Language Arts: The Power of Poetry

Math Curriculum

Mission and Objectives

Agency Mission:

To help students embrace their role as meaningful contributors to society. The model influences aptitude as well as attitude through an enrichment curriculum that enhances academic and artistic growth as it fosters character education, conflict resolution skills and purposeful community service.

Teachers' Motto

Activate the mind in service to the heart.

Activate the heart in service to humanity.

Activate humanity in service to its own evolution.

Learning Objectives

- To help students experience and reflect on the adage, It is better to give than to receive.
- To help students discover, experientially, many new ways the concept can play out in their lives, through intellectual work, artistic work and community service.
- To introduce students to new role models who have given back to society through their life's work.
- To help students understand the value of bringing integrity, compassion, empathy, determination, consideration for others and a spirit of sacrifice to the contributions they make.
- To help students develop creative problem solving skills to address social issues, scientific problems and artistic challenges.
- To engage students in a group reading goal and a poetry workshop, to share their contributions with learning-disabled students
- To give students a range of tools to report their learning to the world.
- To enable students to use their creative gifts to help buy a goat for a family in a developing nation.
- To help students develop specific peacemaking skills and conflict resolution skills.
- To help every student expand his or her vocabulary and develop greater fluency and comprehension as a reader.
- To encourage literacy and individual expression through journals and poetry.
- To see the relationship between learning math and science concepts and peacemaking.

- To teach students the skills of anger management, impulse management, conflict resolution and peer mediation.
- To help students develop new visual and auditory arts skills and employ them in the community.
- To help students understand the context for resolving world conflicts.

Sample Outline of Five-Week Intense Session

(Can lengthen to semester-long session if fewer periods per day)

Week 1

Habit-of-Heart: Sacrifice

Suggested Guest Presenters: Documentary Filmmaker, child psychologist, doctor or nurse, maker of books on tape

Suggested Field Trips: American Red Cross blood bank

Special Projects: Scaled down drawing of specs for water tank; correspondence abroad; interviews with parents about sacrifices

Week 2

Habit-of-Heart: Consideration

Suggested Guest Presenters: Director of Parks and Recreation, tree-planting organization, Heal the Bay or similar agency

Suggested Field Trips: City park to plant a tree; beach cleanup

Special Projects: Conducting public survey, assessing both community and environmental needs in a new park

Week 3

Habit-of-Heart: Determination

Suggested Guest Presenter: Inventor or author of book on inventions; occupational therapist

Suggested Field Trips: Watts Tower or local landmark using everyday objects to create something new or useful

Special Projects: Making inventions; pollution projects; analysis of the energy crisis through invention and advocacy

Week 4

Habit-of-Heart: Compassion

Suggested Guest Presenters: Blind trainer of seeing-eye dogs

Suggested Field Trip: Nursing home to perform

Special Projects: Making model cities; making soup to give away; learning about world hunger; planning a project to buy a needy family a goat; write students abroad

Week 5

Habit-of-Heart: Integrity

Suggested Field Trips: Special Education school to present poetry

Suggested Project: Host event featuring original performance (dramatization of *Stone Soup*) or photography and student invention exhibit or documentary. Invite another school group, to raise admission money for Heifer Project

Special Projects: Students prepare letters, charts and graphs on universal education to mail to agencies

Supply Lists

Reading Books: (1 per reading group, with groups of no more than six)

The Rabbit in the Moon (beginning to intermediate readers)

The Gift of the Magi (upper-level readers)

The Giving Tree (beginning readers)

Golden Foot (intermediate readers)

The Summer of the Swans, Chapters Seven Through Nine (upper-level readers)

Two Frogs in Trouble (beginning readers)

Picture Book of George Washington Carver (intermediate and upper-level readers)

Beatrice's Goat (all levels)

The Empty Pot (beginning and intermediate readers)

Meet Abraham Lincoln (upper-level readers)

Literature Circle Books (3 or more copies)

Books on legends of various indigenous peoples

Biographies on people whose lives made a difference in society

Bill Cosby books

Teacher Read Aloud or Supplementary Books & Resources (1 copy)

(See front pages for teacher texts)

Little Horse, by Shel Silverstein, from page 125 of *Falling Up*

Thomas Edison, The Great American Inventor (from the Solutions series)

Albert Schweitzer: Friend of All Life (see alternatives listed in reading chapter for Week Four)

Women Invent, by Susan Casey

Development Education Program web site

www.worldbank.org/depweb

(Now online in French and Spanish)

General Supplies

Flip chart or chalk board

Habit of Heart Homework template (and copies for all students)

Pencils for all students

Writing paper for all students

Student journals

Literature circle books (See suggested books)

Children's names, each on 3 x 5 card

Dictionaries (one per reading group)

Stress reduction tapes (soft music, preferably with the sounds of nature)

Poster paper

Glue and scissors

Crayons and markers

Newspapers

Reproducibles as indicated by lessons

Graph paper
Worksheets to reinforce math lesson content (from textbooks or teacher-created software)
Habits of Heart Homework
VCR
CD or tape player and CD or tape of soft music, preferably incorporating the sounds of nature

Supplemental Materials

Newspaper subscription
Math Made Easy videos
Educational games
Any materials required for the field trips and service projects you arrange

Week One Special Supplies

Mirror
Two objects, one personal and one impersonal
Gift boxes of varying shapes and colors with a note or a pin wrapped inside each one saying *I reach for nobility by practicing the habit of sacrifice* (one per student)

Week Two Special Supplies

Magazine pictures (see habits of heart *Game: Looking for Evidence* for details)
Newspaper articles (see text for details)

Week Three Special Supplies

Pinwheel
Feather
Small machines or parts that illustrate scientific principles

Week Four Special Supplies

A box for each group of 3-6 students
Random blocks, Popsicle sticks, empty matchboxes, construction paper, twigs, markers and other everyday objects, as well as paper figures to represent people
Mechanical drawings and paintings of Leonardo and artwork of George Washington Carver
CD of soft music
Soup stock and soup pot

Week Five Special Supplies

Cotton ball or loose cotton
Clay for making totem poles with special education class (or blind students)
Microphone for performance
Props for presentation of *Stone Soup*

Suggested Schedule (for Non-Field Trip Days)

- 7:30 Free time (silent reading, math and reading flash cards, other educational games);
Breakfast for those who need it

- 8:30 Habit of Heart

- 9:30 Reading

- 10:30 Poetry

- 11:30 Recess

- 12:00 Lunch

- 12:45 Stress Reduction

- 1:00 Math

- 2:00 Conflict Resolution
(Alternatives: complete projects started earlier in the day; Connected Curriculum activity;
Volunteers read aloud)

- 3:00 Recess and Snack

- 3:30 Art, Music or Guest Presenter

- 5:00 Clean up and silent reading time

- 5:30 Parents pick up students

**Alternative:
Suggested Adaptations for Half-Day Program**

(Content areas can occur less frequently or on alternate days in half-day program.)

Monday

- 9:00 Introduce habit of heart of the week
- 9:30 Related activities
- 10:00 Reading groups
- 11:30 Distribute *Habit of Heart Homework* and trip slips at dismissal

Tuesday

- 9:00 Role play habits of heart
- 10:00 Poetry or literature circles
- 11:00 Content connections in social studies or math
- 11:30 Dismissal

Wednesday

- 9:00 Math
- 10:00 Art or preparation of materials for service projects
- 11:00 Stress reduction training
- 11:30 Dismissal

Thursday

- 9:00 Review habits of heart; writing activity related to field trip; collect habits of heart homework
- 9:30 Peacemaking/Conflict Resolution/Peer Mediation
- 10:15 Music or drama enrichment or guest presenter
- 11:30 Dismissal

Friday

- 9:00 Field trip, presentation or community service integrating the week's learning
- 11:30 Dismissal or have students bring sack lunch and arrange a later pick-up time

Character Education: Habits of Heart

Habit of Heart: Sacrifice

Day One

Introduction of Overall Theme

Sample Script:

In this program, we study something we call habits of heart. What is a habit? (Something we do again and again until we don't even have to think about it.)

A habit of heart is an act that we practice until it becomes so natural that we can give it from the heart. We will try to develop a new habit of heart each week.

This first week, we will practice a habit that means a special kind of giving. See if you can guess what it is.

Have you ever heard, "It is better to give than to receive?"

What do you think it means?

For the next few weeks, we will be learning about the theme, Better to Give. We will see the many ways people choose to give something of themselves to make the world a better place. Some people give friendship. Some give the world an invention. Some give their time to clean up the environment, to make books on tape for blind people, to build parks and lots of other things. All these people have learned the secret of why it's better to give than to receive. You will be meeting people who have given these types of gifts this summer, and you'll have a chance to ask them about that secret.

Some of you may already know, because some of you have given an adopted grandparent something you made or given a letter or card to a friend in a faraway country or given a first aid kit to a homeless person. Maybe you've colored a picture for someone close to you or maybe you gave your parents a hug or kiss before you left home this morning. We can give in many different ways.

Anticipatory Set

(Bring out two objects—one personal object and one new object. Hand each object to a different student.)

Sample Script:

What did I just give away? Of the two gifts I gave, which one do you think was more challenging for me to give up?

Here are some situations I would like you to think about and discuss:

- You are on your way to the park and your mother gave you money to buy some fruit to eat on the way. Your friend forgot her money. After buying an apple, you dig into your pocket and realize that you still have plenty left over, so you buy another apple for your friend. The next week, you take another friend with you. You're both hungry and you find out she did not bring any money. You reach into your pocket, but there's only enough for one apple? To help the friend you would have to give up your own lunch money. What will you do? Which would be more difficult, to give your friend an apple when you can both have one or to give up your only apple for a friend?
- It's Friday night and your mother asks you to cook dinner. You love to help, so you hurry into the kitchen. Now it's Saturday. You want to sleep in. Your mother is sick, so your brother asks you to get up and help him cook breakfast. Which of these times would you be most likely to help? Would you base your decision on which time it would be harder for you to give up your time or which time your mother needed you most?
- You love your science classes and you would like to become a doctor, but you know you will need to give up many years of your life to go to school. You've been thinking about another career doing something you would not enjoy, just so you don't have to work so hard or go to school for so many years. How will you make the decision?
- What did each of these situations require you to do? (Accept several responses, then ask them to consider another word for it. Write *sacrifice* on the board.)

We can practice kindness by *giving* something of ourselves, but when we *give up* something we truly want, we are also practicing sacrifice. To sacrifice means not just to *give* but to *give up* something for someone else. This is much harder to do, but it can be even more rewarding.

Have you ever given something to someone else who needed it?

Can you think of some things people have sacrificed for you? Layer your responses. (Include not only objects but time, energy, etc.) Prompt them to include parents' sacrifices. Point out the less common sacrifices. For instance, some people go to a blood bank and donate their blood. The blood is then used for infusions for people with medical emergencies.)

Dialogue Questions

This week's habit of heart is sacrifice. What does it look like when you practice this habit? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

Why is it important to do and say these things?

Can you think of some situations when you really needed to sacrifice?

Have you noticed other people practicing this habit? How did it affect those around them? What happens when people will not sacrifice anything for anyone else? What happens when everyone sacrifices a little bit?

Give examples of people you know or have heard of who sacrificed for others. (These can be people in certain professions, people in history or people the students personally know.) How did their sacrifices make a difference in the world?

Activity: Personal Sharing

(Tell students about a time when you received a sacrifice from someone else. Describe how it made you feel.)

Sample Script:

Think of something very precious to you, then think of someone or something you could sacrifice that object for if the person really needed it. Explain that no one would want us to have to give up everything we have, but sometimes it feels good to give up something for someone else. It helps us define our priorities and understand what we value most in life.

Imagine a story about an event that happened in which you had to give up this item. What happened? What did it feel like to give up the precious item? How did the other person feel afterward? How did your sacrifice help someone? Why were you glad you made this decision. Take the rest of the period to write your imaginary story. Illustrate it if you like.

Distribute Habits of Heart Homework

(Found in Habits of Heart section. Reproduce enough copies for entire summer)

Sample Script:

When you get home, tell your parents about our habits of heart. Ask for their help in developing this new habit. Look for a chance to practice it in the next two days. Write a note or draw a picture explaining what you did to demonstrate this week's habit of heart. Have your parents sign it. Then

bring it back on Thursday. Also interview your parents to find out what sacrifices they have made in their lives.

Day Two

Review/Role Play

Review what it means to sacrifice. Then ask students to take turns role playing situations such as the following.

- You just got a pair of skates for your birthday. Your sister wants to skate around the block once. You don't feel ready yet to give up your new skates.
- You hoped to go to a birthday party on Saturday, but your little brother has his first baseball game and has begged you to come. What arrangement can you work out with him. Who made a sacrifice?
- You have just brought a friend home from school with you. You are very hungry. You find only one cookie left in the cupboard. Your mother has told you it's best to serve guests first. What will you do?
- You are the leader of a wealthy country. The country next to yours just had a serious earthquake, and many people are hurt or homeless. You want to give them the money in your emergency fund, but your parliament or Congress wants you to use this same money to fund a tax cut for your own people, so no one will have to give up their own money to help others from the neighboring country. What conversation will you have with the other leaders?

Debriefing

In each of these examples, you had the chance to make a sacrifice. Do you think a sacrifice that hurts at first can actually make you feel better afterward?

When you put yourself first, how do you feel toward others? How do they feel toward you?

When you put someone else first, how does it make you feel? How does it make them feel toward you?

When you make difficult choices for someone else's good, you are truly giving. How can that kind of giving sometimes be better than receiving?

Day Three

Activity: Looks Like/Sounds Like Teams

Sample Script:

We've been talking about the habit of sacrifice this week. When is a sacrifice not really a sacrifice? (One possible answer: When you appear to give something up, but you're really doing it to get something for yourself in return.) For example, if you gave up your favorite eraser to a friend only because you hoped the friend would give you a toy you liked in return, you really wanted an exchange. A sacrifice is something different. It's giving that comes without expectation of receiving something in return.

Know why you are making a sacrifice. There are some things you should not give up just to please others. What might those things be? (Principles, beliefs, etc.) For example, if someone wanted you to steal some candy for them and you wanted to be more popular with that person, would you sacrifice your honor to do it?

A true sacrifice is something we give up out of concern for someone else, not just to be liked by them.

Based on the role playing we practiced yesterday, let's divide into teams and make posters called Looks Like and Sounds Like. Each team should list examples of sacrifices you might make and things you might say or do that would indicate you are making a sacrifice. Then the two groups can switch and add things to the other groups' lists.

When you sacrifice for someone else, it is important not to make them feel bad by complaining or whining about having to give something up. The most noble way to make a sacrifice is to do so willingly without letting them know you sacrificed your own interests for theirs.

Activity: Stories

Sample Script:

Close your eyes and see if you can visualize the setting as we read aloud a story called *The Christmas Bear* (found on the back pages of this section).

Now pretend you are the unseen child in the story who receives the teddy bear. Write a letter to the little girl in the story, telling her what it felt like to receive the bear as your only toy. Explain how it made you feel about her.

Next pretend you are the girl who gave away the bear and write a thank you letter in return.

How did the sacrifice help both girls?

Cesar Chavez wrote, "To be a man is to sacrifice for others..." How do you think a sacrifice can help you mature?

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart. They can include family members as well as other students in the program.

Have them assess their own success in demonstrating sacrifice and make entries in their journals.

Game: Giving It Up

Bring gift boxes to class with a note or a pin wrapped inside each one saying *I reach for nobility by practicing the habit of sacrifice.*

Use a variety of sizes and colors, making some boxes large and bright and others small and drab. Give each child a box. Challenge them to find someone at their table whose box they like better and ask them to trade boxes. Each student must decide whether to give up the box they were given. After a few minutes when everyone has a box, ask them to raise their hand if they got the box they wanted. Ask them to raise their hand if they sacrificed a box they wanted. Have a volunteer tell what it felt like to sacrifice something fancy for something plain. Ask the people at the table how they feel about the person who ended up with the most drab box. Did the person seem generous or angry about making the sacrifice? Did they respect the person for making the sacrifice? Would the game have turned out differently if we had done it before learning about the value of sacrifice?

Have everyone open the boxes and see that inside the bright paper, they all got the same thing—the chance to practice the habit of sacrifice. The ones who got the best gift, then, were the ones who had the opportunity to give up something out of concern for someone else.

Prepare for Field Trip or Guest Presenter

(Adapt schedule, as necessary, so this activity precedes the event.)

Students discuss how the habit of heart relates to their personal lives and to this week's field trip or service project. They brainstorm the interview questions they will ask this week's guest presenters or field trip hosts.

Day Five

If the field trip will not take all day, use Day Five as a teacher's choice review day, reading day or writing day. After returning from the field trip, students should record in their journals their

thoughts about the field trip, including how it made them feel and how the invention has helped others in the community.

Culminating Service Project

Suggested Field Trip: Fruit Shopping and American Red Cross Blood Bank

Students pick fruit from a nearby garden or they purchase it at a farmer's market. They make fruit baskets to take to an American Red Cross blood bank, to replenish the blood sugar of those who sacrifice their blood for medical emergencies. They interview blood bank workers and volunteers about the purpose of their work.

Integrated Curriculum

Social Studies: Sacrifice Builds Strength

Have students study the impact of poverty on children's lives. Use examples from around the world as a lens for viewing cultures. Also list the strengths children sometimes develop as a result of financial hardships. Discuss how sacrifice can make people stronger. Discuss what the students would sacrifice for a loved one. Discuss what they would sacrifice for someone far away who has very little.

With their parents' permission, have each child bring in a toy or something special to them. Ideally, it can be something that represents their culture and that they are willing to sacrifice for another child. Send the gifts to a group of students in a disadvantaged community or country, along with paper, crayons, a large envelope, and the request that the distant students draw pictures of their community and send them back as an exchange gift to the students.

Teachers' Comments on What Worked Best - for Future Use:

Habit of Heart: Consideration

Day One

Anticipatory Set

Bring a mirror to class. Challenge students to imagine what the world would be like if there were no windows, only mirrors. Give a student the mirror and ask her to hold it very close to her face. Now ask her what is going on in front of her. Point out that it would be difficult to think about anything but yourself if you had only mirrors, not windows.

Discuss the following examples:

- People driving down the street would not watch out for others because they had no windows. They would only see themselves.
- If a cat was stuck in a tree outside, the people in the house would never rescue it because they would never see it.
- No one would care if the thickness of the smog made it difficult for the plants to grow, because no one would look out a window and notice the plants.
- People with glasses could not look other people in the eye or know what others were feeling. They would only see themselves.

Tell students that although these examples seem silly, they help us understand what it means to show consideration.

To consider means to *think about*, so consideration means thinking about concerns bigger than our own. Have students imagine how much bigger the world becomes when we look outside ourselves. List examples of what it means to show consideration for the environment, for other students, for other people in the community and for others around the world.

Dialogue Questions

Why is consideration an important habit of heart?

If consideration means thinking about something, can you become more considerate by thinking before you speak or act? Why would this make a difference?

Think of someone in your life who practices consideration. How do they help others?

What does it look like when you practice this habit? What types of things would you do in these situations?

What does it sound like when you practice it? What types of things would you say in these situations?

Game: Looking for Evidence

Sample Script:

Let's see if we can understand what consideration means by playing a game. You play the detectives. I'll show you a picture, and you tell me what evidence you see that someone in this place showed consideration.

(Show students a series of photos from magazines or books. Elicit creative responses for each one. Use only positive examples rather than scenes where people did not show consideration.)

Examples:

- a clean, uncluttered park or beach - visitors showed consideration by throwing their trash away;
- a car with a seatbelt or infant seat - the car designer showed consideration for the safety of the families who would ride in the car;
- a clean kitchen - someone showed consideration for the rest of the family by doing the dishes and cleaning up their mess;
- an older person on a phone - someone showed consideration by calling to check up on a neighbor or grandparent;
- someone opening a door for a child or a person in a wheelchair - someone showed consideration for those around him or her;
- a forest of trees - a government showed consideration for the environment by not cutting down all the trees to build a shopping mall;
- carton of juice or milk or container of food - someone showed consideration for others by saving some milk/food for the rest of the family.

Every time we eat something nutritious or look at a flower in someone's garden or use a handrail on a stairway, we are doing so because someone showed consideration by providing it for us. Let's take a walk outside and see how many examples we can find of people who showed consideration for other people or for the environment.

Distribute Habit of Heart Homework

Day Two

Review/Role Play

Remind students what it means to show consideration. Role play the following situations:

- You just ate your lunch outside. Everyone gets up to come back inside, but you see crumbs all over the table. What will you do? (This is a good opportunity to remind students that their daily service should include cleaning off the lunch table.)

- You went to the park and had a picnic. Your friend threw his hamburger wrapper down on the ground, saying the park workers would pick it up later. What will you do?
- You went to wash your hands after an art project and splashed sudsy water all over the place. You're about to walk away when you notice the soapy water on the counter and even on the floor. You realize someone could slip and fall on it. What will you do?
- You're trying to invent a new drug to cure the common cold. You think you've found the right ingredients, but one of the ingredients has been known to cause another disease even as it cures the cold. You could wait and test it some more or you could make a lot of money by manufacturing it now and not considering what could happen. What will you do?
- You come home on a rainy day and you see that your neighbor left her car window open. She has some important-looking papers on the front seat, and they're starting to get wet. You could knock on her door and tell her, but you're cold and you want to hurry inside. What will you do?
- You and your family want to build a home on a hill, right where the creek feeds into the city water supply. At some point later, your home might create a water shortage in the town. You don't plan to live in the home that long. What will you do?

Debriefing

When someone does not show consideration, they may not intend to hurt anyone. They might just forget to think about the consequences of their actions on others. Let's repeat this definition again: *Consideration means thinking about others.*

Activity: Student Skits

Pair students and ask them to take five minutes to come up with a situation where one student must show consideration for the other or for the environment. Ask for volunteers to act out their role plays or skits.

Day Three

Activity

Pass around selected newspaper or magazine articles. (If you can only find one appropriate article, copy it and pass it to each group. Look for environmental stories, union negotiation stories, human rights stories, etc. If an article is difficult, you might want to summarize it before the students read it.)

Ask students to work in groups to read the article and evaluate whether the people in the story showed consideration.

Have them underline the parts of the story that show evidence of consideration or the lack of it. The groups then discuss how the need for consideration affected the other people in the article. They can also discuss how it would affect people in the future. They can write their responses or present them orally. For younger students, you may want to choose one simple article and conduct the discussion as one group.

Let students draw before and after pictures relating to the story, illustrating the consequences of showing or not showing consideration.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Prepare for Field Trip

Students determine what professions require that people practice consideration. (Virtually all professions, in some way.) List examples.

Students discuss how the habit of heart relates to this week's field trip, guest presentation or service project. They write the questions they will ask presenters and field trip hosts.

Day Five

If the field trip will not take all day, use Day Five as a teacher's choice review day, reading day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how the invention has helped others in the community.

Culminating Service Projects

Suggested Field Trips:

Visit park and interview Parks and Recreation representative. If possible, get permission and supervision to plant trees in the park.

Complete a beach clean-up through an organization such as Heal the Bay.

Integrated Curriculum

Civics Connection: Considering the Needs in a Park

Obtain the mailing list for a local homeowner's association or residents of an apartment complex or perhaps borrow a PTA or school-generated mailing list. Have students write letters explaining that they are conducting a survey to find out whether the parks help the community and whether the community helps the parks. Have them attach a survey such as the one provided on the following page.

If there are as many members of the organization as there are students, each student can address a letter to an individual and then address the corresponding envelope. Have the students enclose stamped envelopes addressed with the name of the program. As the results come in, have students tally them on the board and write down the suggestions. They can write a group letter to report this information to the Parks and Recreation representative, as a courtesy, at the end of the following week, in the hope of getting a response or confirmation before the end of the program.

Teachers' Comments on What Worked Best - for Future Use:

PLEASE SUPPORT A STUDENT-CONDUCTED SURVEY ABOUT PARKS.



Do you and your family use the city parks in our area?

Do you use them for ___ picnics; ___ group sports events; ___ sports with family and friends; ___ dog-walking; ___ walking a baby in a stroller; ___ club or school events; ___ jogging or biking; or ___ walking or resting only?

Do you find that the parks meet these needs and your family's other needs?

What, if anything, would you change about the parks? (Name the park, if you like.)

Do you see litter in the parks?

Do you pick up litter in the parks?

Do you see others picking up litter in the park?

Do you observe signs that ask us all to help protect the grass, plants or wildlife?

Do you see others observing the signs?

Do you have ideas for how the parks can better meet everyone's needs or for how people can take better care of the parks?

Please mail in your survey within 5 days, so we can share our findings with the Department of Parks and Recreation before the end of our summer school. THANK YOU.

Week Three

Habit of Heart: Determination

Day One

Anticipatory Set

Divide the class down the center.

Say to the half on your right, “Here’s a challenge for you, and I know you will succeed. I want you to stand up and lift one leg an inch off the ground and hold still in that position. You will hold perfectly still until I tell you to put your foot down. I know you can do it. The other half the class knows you can do it. Picture yourself holding perfectly still. Everyone will be quiet now, and I’ll let you know when you can move again. You are so controlled. You’re doing great. Keep it up.”

After they have finished the exercise, challenge the group on the left, saying, “I want you do the same thing, but I seriously doubt you will succeed. You’re so wiggly, I don’t expect you to try very hard to hold still. Stand up and raise your foot now. See, I already can tell you’re about to tip. You can’t hold still at all, can you?”

After the same amount of time lapses, ask the second group to sit down. Let students evaluate which group came closest to success and why. Did the teacher’s words make a difference? Did they create confidence or determination in either of the groups? Did the students who heard positive things believe in their ability to achieve the goal. Did some members of the second group become more determined, just to prove they could hold still? Let students discuss what they learned about themselves in terms of what helps them feel more inclined to focus on a goal.

Point out that the way we think about the task at hand makes a big difference in what we accomplish. Tell the story of a tutor who once worked with a boy who thought he could not figure out math problems. The boy would throw his hands up in the air and give up if a problem seemed difficult. The tutor tried to assure the boy he could do the work, but the boy refused to even try.

One day the tutor said, “If I can jump across this room, you can do that math problem.”

“You can’t jump across the room!” said the boy, looking across the very long classroom.

“Just watch me,” said the tutor. “I can do anything I set my mind to. I just have to think about *how* to do it.” With that, the tall 86-year-old man got up and hopped across the room, first on one foot then the other, using little baby steps. The boy burst out laughing.

“See?” said the tutor. “You can do your math the same way, by taking one step at a time and believing you’ll really get there.”

Can you define the word determine? (To decide on or identify). Determination, then, means putting your mind to something and doing it. It means finding a way and believing you'll really get there, and then working at it until you do.

Dialogue Questions

Do you think determination can only happen when a task seems easy? Have you seen people practice determination when the task seemed impossible? Think of some examples from history. Think of people with physical challenges.

What does it look like when you practice the habit determination? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

Can you think of some situations in which you really needed to practice this habit?

Have you noticed other people practicing determination? How did it help them give more to the world?

Activity: Testing Your Determination

Sample Script:

Let's try the same exercise we performed at the beginning of the period. This time, I won't say anything. Before we begin, close your eyes and see yourself holding perfectly still. Carefully raise your foot. Now accept the belief that you can do it. You can hold perfectly still with your foot an inch off the ground. Picture yourself succeeding at it. Silently count how many seconds you can hold it there. (Wait until the students have put their foot down.) How did you do? Was it easier or more difficult this time? Why? What did you learn about your own level of determination? Did you discover a way to increase it?

Distribute Habit of Heart Homework

Sample Script:

When you get home, tell your parents about our habits of heart. Ask for their help in developing this new habit. Look for a chance to practice it in the next two days. Write a note or draw a picture explaining what you did to demonstrate this week's habit of heart. Have your parents sign it. Then bring it back on Thursday.

Day Two

Review/Role Play

Have students role play situations in which they might need determination.

- You broke your baseball bat and you love to play baseball. You know you cannot have another one until you earn the money. You have offered to clean house for your aunts and neighbors. You did not realize how long it takes to clean a house, so you start to feel discouraged, but you really want the money for the bat. What will you choose to do?
- You see that a new student at school is very shy. You want to reach out to this student but you too feel shy. You determine that you will make her feel welcome, even if it's uncomfortable for you. What can you do to show determination?
- Pretend you are older now. Your high school science teacher asks you to do a special science project at home. You decide you want to find a way to make soap without using chemicals. The experiments you try do not work at first. You can't think of another way to approach the assignment. You feel like giving up and just not turning in a science project. Then your grandparents tells you a story about how their own grandparents, who lived in the country a long time ago, beside a beautiful, unpolluted spring. One day, someone poured lye soap into the stream and everyone got sick. Suddenly you see a purpose in making clean soaps that don't pollute, in small villages as well as in industry. You have to decide whether to keep looking for new ingredients for your soap or just to give up and go hang out with your friends.
- You were in an accident as a baby and it ruined your eardrums, so you lost almost all of your ability to hear. You find it very frustrating to go to school and try to listen to the teachers and communicate with other students. Some days you just want to stay in bed. But you have a dream of becoming a great writer. You know you need to listen and read and learn, so you can fulfill your own dream. One day, you're in class and you miss an important lesson because there's a substitute teacher who turns away from you as she speaks. You completed the wrong assignment as a result. Should you revise your work without waiting for your regular teacher to ask? Will you wait to be forced to do the work, because of your difficulty? What can you do to show determination?

Debriefing

Have the students explain why they made the choices they made. Have them list other people who have succeeded at reaching a goal because they acted with determination.

Activity: News Live

Divide students into groups. Give each group a newspaper or magazine feature article about someone who showed determination to accomplish a positive goal. Ask them to underline or list

the parts of the story that illustrate the person's determination. Have each group act out the event or story for the rest of the class.

Day Three

Activity: When You See a Triangle, Think of *A* for *Act*

Present the students the worksheet *Acting on Convictions*. Some students may have completed this exercise in another summer or after-school session. (See the lesson *Acting on Convictions*). If so, it will be a good review for them. (Repeating it every few months will help students expand their options or reinforce their goals.) For students who have not yet completed the exercise, you may have to take more time for explanations.

- Define the word conviction as a strongly held belief.
- Point out that most people have an inborn passion about some things, or they develop a passion based on their experience. When we think deeply about who we are and what we believe, we can make better choices about long-term goals and even careers.
- Challenge the class to brainstorm some possible convictions and resulting actions. For example, a person whose friend almost drowned may strongly believe in the importance of water safety. This conviction might impel the person to become a lifeguard. A shorter-term action might be that the person at least masters swim lessons.
- In each example, discuss possible preparations a person would need to make in order to pursue the course of action. For instance, becoming a lifeguard would require the person to practice swimming every day, learn first-aid techniques, study for written and physical tests and apply for certification.
- Give students quiet time, with soft music playing, to think of a conviction of their own. List key words that might prompt ideas on the board, but give them plenty of options to choose from. As they listen to the music, challenge them to visualize themselves acting on this conviction and to see what would happen in the course of a day while they are doing so. Have them picture details and bring sensory information to the experience to make it more real.
- Ask students to fill out the worksheet based on what they saw or imagined. They can include several possibilities or fill out more than one worksheet if they choose.
- Next, ask students at what point they would need to show determination to complete the actions they listed (especially during the preparation stage).
- Using a volunteer as an example, discuss the student's needed preparation and have the rest of the class think of setbacks that may require extra determination from the person. For instance, what if the lifeguard trainee does not live near a swimming pool? The volunteer must think of ways to overcome each obstacle through determination.
- Accept as many volunteers as time allows.

Follow-up Activity

Have students write on the back of their paper the ways they could show determination in reaching their goal. Have them keep the paper in the front of their journals.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Prepare for Field Trip or Guest Presenter

(Adapt schedule, as necessary, so this activity precedes the event.)

Students discuss how the habit of heart relates to their personal lives and to this week's field trip, service project or guest presenters.

They write the questions they will ask their guest presenters and field trip hosts. Students look for evidence that others, such as the characters in their reading material, showed determination in what they set out to accomplish. They use these examples to add specific questions to their interviews.

Day Five

If the field trip will not take all day, use Day Five as a teacher's choice review day, reading day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how the invention has helped others in the community.

Culminating Service Project

Suggested Field Trip: Visit an inventor or see an invention made from everyday objects, or an invention or creative local landmark that has benefited someone.

Integrated Curriculum

Suggested Guest Presenter: Inventor or author such as Susan Casey, author of *Women Invent*. If the author is not available, use her book as a resource to showcase examples of inventions by women. If possible, incorporate this information before students begin to brainstorm needed inventions.

Science Connection: Inventions that Serve

Bring in samples of simple objects that demonstrate scientific principles (see-saws, pulleys, hinges, magnets, etc.) Help students identify at least one invention that uses each of the items. Discuss what need the invention serves.

Encourage students to brainstorm needs-based inventions. Point out examples from the related reading material and guest presentations. Challenge students to think of needs within their own community and in the world at large and inventions that relate to their community. You may want to provide a list of options for students who cannot think of an idea on their own. Make sure the inventions you choose can be made with simple materials and can be given as a gift to someone in the community. Based on the class discussion, the capacities of students and the human and material resources on hand, choose the best option for student-created inventions.

Examples could include items such as:

- an efficient bag for homeless people, in which to carry both toiletries and paperwork
- an improved anger management watch for students
- elbow pads for people in wheelchairs who lean their elbows on armrests all day (could be given to nursing home to sample)
- a leash for guide dogs that glows in the dark at night

Ask volunteers (particularly those with simple tools or handyman skills) to work with small groups of students to construct the invention voted on by the students at that table.

Choose one invention the whole class can design together.

Let individual students work with random materials to create simple inventions and explain to the class how their invention can make a positive difference in the world.

This science project can go on for several days or as long as scheduling permits. The class should then present the completed products to a group or groups in the community to fill unmet needs.

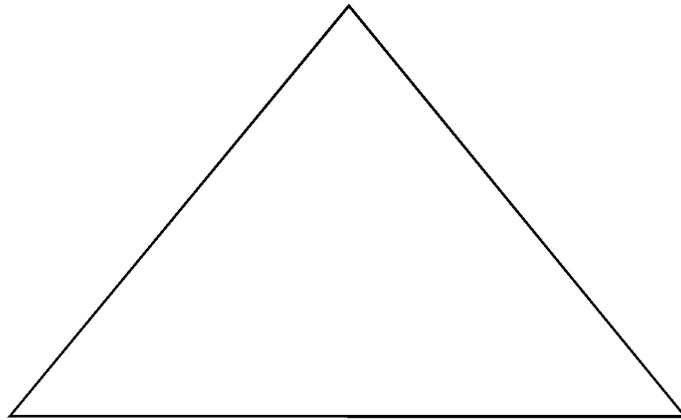
Teachers' Comments on What Worked Best - for Future Use:

Name:

Date:

I Act on My Convictions

My Conviction:



Preparation for Action:

Action:

Habit of Heart: Compassion

Day One

Anticipatory Set

Sample Script:

If I told you I needed something but did not tell you what it was, could you tell by looking at me? See if you can tell what's wrong in each of these examples. (Go through a series of gestures such as holding your head to indicate a headache, rubbing your stomach to indicate hunger and rubbing your arms as if you feel cold.)

Now let's act out some examples and you show me what you might do to help me. (Choose three different students to role play how they would respond to you if you were first cold, then crying, then hungry.)

Most of the pains we feel happen inside of us. The person next to us does not feel it. Yet some people have a certain quality that helps them feel the suffering of those around them. Do you know what it's called?

We've talked before about empathy, a consciousness of what someone else is feeling. Compassion is that same consciousness along with something else—a desire to help heal the distress someone else is feeling. It is a desire to stop someone else from suffering. We do some things because someone tells us to do them, but when we do something out of compassion, we do it because we feel someone else's pain and want to heal it as if it were our own pain.

Have you ever cried in a movie, even though the sad event happened to a character, not to you? If you did, then you were feeling empathy. Have you ever wanted to go out and help someone because of what you saw in a movie or read in a book? Then you were feeling more than empathy. You felt compassion.

Let's break the word down. What does *passion* mean? (A strong feeling.)

What does the prefix *com* mean? (With or together.) If you can have strong feelings along with someone else—feelings that make you want to help—you have compassion.

Dialogue Questions

(Some of the questions overlap with an earlier lesson on compassion and are included here for the purpose of review and reinforcement.)

What is compassion? (Showing kindness or helpfulness to someone because of your empathy.)

Let's list some examples. (Write them on the board.)

What does it look like when you practice this habit? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

Why is it important to have empathy before you can have compassion?

What is the different between compassion and feeling someone needs your help because you're better than they are?

Can you think of some situations when you really needed to have this quality?

Can you think of a time when you felt compassion? How do you know that's what you felt?

What action did you take as a result of your feelings?

Have you seen other people act out of compassion? How?

Can you practice compassion if you don't feel it at first? How?

How can we show sensitivity to what someone needs?

Activity: On the Scene

When you see someone struggling or hurting in some way, whether they hurt on the outside or the inside, you can first try to imagine what it would be them and try to actually feel their pain.

Next try to imagine what kind of help you would want if you were in their place. When it's possible, you may want to ask them what they need, because sometimes people want to feel they can do things for themselves. Sometimes if you give them something they wanted to earn for themselves, you may end their hunger or their physical pain but increase the pain they feel about themselves. Can you think of examples of this? (i.e., giving a person money instead of giving them a job or pushing someone in a wheelchair through a door when they would rather you just held the door and let them go through it by themselves.)

I will show you some pictures. See if you can tell what the person in the picture feels. Then let's brainstorm ideas for how you might help the person. (Show a series of magazine or newspaper photos or photos you have brought from home. Engage students in various guesses about what purpose they could serve in the person's life if they were on the scene.)

Distribute Habit of Heart Homework

Sample Script:

When you get home, ask your parents for their help in developing this new habit. Look for a chance to practice it over the next two days. Write a note or draw a picture explaining what you did to demonstrate this week's habit of heart. Have your parents sign it, and bring it back in two days.

Day Two

Review/Role Play

Review what it looks like and sounds like to show compassion. Role play examples such as the following:

- On your way to school, you meet a homeless woman on the street. You have seen her there before. What will you say to her? How can you show compassion? How can you show respect?
- Your brother is too ill to go to school. You feel fine yourself. You notice your brother lying in bed as you leave that morning. What can you feel, say or do to show compassion?
- You hear of a village in another country where families do not have enough money to buy pencils and paper and send the children to school. What do you feel? What can you do?
- Your neighbor, a very old woman, looks out her window every day and waves at you as you go by. She looks lonely. You begin to wonder what she feels. How can you find out? What if you talk with her about her life? What if she needs someone to bring her groceries or keep her company? How can you show compassion?

Debriefing

Each of these examples connects two things. Can you name them? (Accept answers such as *feelings and actions* or *empathy and compassion*.) When you feel empathy and you go ahead and act on it, you can find more purpose in life and help people along the way.

Activity

Point out that many people choose careers that enable them to practice compassion every day. Ask each table to come up with a number of careers that require compassion, such as veterinarian, nurse, doctor, social worker, fireman, customer service worker, special education teacher, etc. Have each group role play one someone in one of these professions rendering compassionate service to someone in need.

Challenge students to look for examples of people showing compassion and report their findings the next day. They can interview friends, family and others, or they can look in books and newspapers, as well as watching people they pass on the street or in a store or public place.

Day Three

Activity

Ask students to imagine a city where everyone feels and acts on their concern for others. Would you find plenty of hospitals to help sick people? Plenty of cross walks to protect school children? People helping others on the street? Places where homeless people can sleep and eat? Large cars shared by those who have no cars? Older children watching out for younger children in the park?

Have students write one-page descriptions of their model communities, listing as many details as they can, using the heading *My Compassionate Community*.

Challenge students to work in groups to make model communities where everyone shows compassion. They will continue this project during their art period.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Assign each table a newspaper article to read. Have them determine whether the people in the article showed compassion and how their compassion changed the outcome.

Activity: Integrity and Outcome

Assign each table a newspaper article to read. Have them determine whether the people in the article did or did not show integrity and whether the level of integrity of the people involved changed the outcome might have changed.

Prepare for Field Trip

Students discuss how the habit of heart relates to their personal lives and to this week's guest presenters and field trip or service project. They write the questions they will think about on the field trip and how they may help others by participating in the project.

Day Five

If the field trip will not take all day, use Day Five as a teacher's choice review day, reading day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how the invention has helped others in the community.

Culminating Service Project

Suggested Field Trip:

Students make soup, each one bringing a favorite vegetable from home to add. They take the soup to someone in need (i.e. nursing home residents or a nearby shelter) or they have a dinner and invite their own parents.

Interdisciplinary Curriculum

Art Connection: *Our Compassionate Community Models*

Bring in a box for each group, along with blocks, Popsicle sticks, empty matchboxes, construction paper, twigs, markers and other everyday objects, as well as paper figures to represent people.

Based on the items described in their essays and new elements as well, each group should plan what they will put in their mock community and make a checklist. They can assign a group member to make each item. Somewhere in the scene, they should each place a figure representing themselves doing what they might do in such a community.

When completed, the students will share their model cities with the rest of the class. They can write to a local library, shopping center, museum or city hall and ask permission to exhibit the models in a public place with the heading *Our Compassionate Community*. The groups then attach their written explanations to the models. The class may want to hold an informal grand opening of the exhibit, during which they can answer questions about the models and the thinking behind the models.

Teachers' Comments on What Worked Best - for Future Use:

Habits of Heart: Integrity

Day One

Anticipatory Set

Sample Script:

What would you think if I told you that we don't allow chewing gum in class, then I came to class the next day with a whole mouthful and chewed it all day? What would that mean about me? (That I didn't act on my own rules and standards.)

Have you ever said one thing and done another? Have you read about someone in a book who said one thing and did another? (Allow for several examples.)

What do we mean by *walking the walk*, not just *talking the talk*? (Doing the things we claim to believe in rather than just talking about them and doing the opposite.)

There's a word for it when we *walk the walk*. Can you think of what it might be? (Accept several answers, then introduce the word *integrity*.)

Integrity means honor and honesty and dignity. It means keeping a high standard for yourself and doing the things you say you believe in.

The root word, integrate, means to bring together or mesh something. When we bring together what we believe and what we do, we become very strong, like a piece of fabric in which many threads come together and create a force that cannot easily tear or break, even when we stretch it. (Show example of kerchief or cloth with strong interwoven fibers. Stretch it and show that it will not tear.) You might say this fabric has integrity. When we weave or integrate our ideals or beliefs together with our actions, we become strong too. We develop integrity.)

Dialogue Questions

How many ways can you describe integrity? (Accept several answers, including those listed above and those at the end of the lesson.)

What does it look like when you practice this habit? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

How could an inventor practice integrity? (Can use Alfred Nobel and Albert Einstein as examples or inventors who faced a moral crisis.)

How can we use integrity when we create projects that show compassion for others? (Make sure our

hearts are in it for the right reason; not feel superior to the ones we are helping.)

How can we show integrity when we plan cities and design parks? (Elicit variations of the following: Plan cities that serve all families equally rather than favoring one group; plan parks and cities that protect the environment while serving the needs of the people; make your plans with high standards in mind, not just to get a paycheck, etc.)

What would happen if everyone in our society practiced integrity?

What are some of the rewards for others when we practice integrity, and how do we reward ourselves by practicing integrity? (Others know they can trust us. We feel inner strength and peace of mind.)

Can you think of some situations at home or at school when you really needed to have this quality?

How can we ensure that we always remember to practice integrity?

Distribute Habit of Heart Homework.

Day Two

Review/Role Play

Review what it looks like and sounds like to show compassion. Role play examples such as the following:

- Your father asked you to walk to the market to buy a loaf of bread. When you get there, you see your favorite candy bar on a shelf near the bread. You don't have enough money for both. You could buy the candy bar and tell your father the store was out of bread. What will you do? What consequences would you expect with each of the available choices? How will your choice affect your family and your feelings about yourself?
- Every year you try out for the pep squad at school, and every year you just barely make it. There are only enough uniforms for twenty students. Your new friend Alice hardly ever gets a chance to participate in anything, because she has moved around a lot and doesn't get to know people very well at each school. You want to encourage her to try out, so she can feel like she belongs with the group, but you know that if she gets in, you might be the one not selected this year. What will you do? Why would you make this choice?
- You're on a trip with your family and you drive a very long distance. You must eat in restaurants along the way. Toward the end of the trip, your family makes one last stop, with just a few dollars left for a meal. "Thank goodness," you mama says. "We have twenty dollars left—that's five dollars apiece, with some change for a tip." You look at the menu and see your favorite dish,

barbecued ribs. The ribs cost seven dollars. You want to order them, but you can see by the price that if you do, someone else in the family won't be able to afford any meal at all, because all the other meals cost five dollars. What will you do? Why?

- Pretend you are a journalist, and your editor has told you to write more exciting stories for the publication you work for. You are writing a story about someone running for an elected office. You know that if you make up some more interesting details about the person's family, the story could sound more exciting, even if the family doesn't appreciate the false information. What will you do? Why?

Debriefing

Explain the following to the students: Each of these role plays asked not just what you would do but why you would do it. What makes that an important question?

Integrity refers not just to what you do but why you do it. It refers to your motivation or metacognition (a word we've used before to discuss how you think about your own thinking process.)

Integrity means not just going through the motions but doing what you think is right, or *walking the walk*. If you make an honest and kind choice because you believe in that choice, you are showing integrity.

Activity: Integrity Inventory

Have students write the heading *Integrity Inventory* on a sheet of paper. Ask them to draw a line down the center and make two columns: *What I Did* and *Why I Did It*. They can think of a choice they made recently and write it in the left column, then write their reasons in the right column. Ask them to assess their choice by writing *Shows Strength* next to the where their actions and their beliefs were in line. If they can't think of a real choice they've made, they can draw from the role plays and answer as if it really happened to them. Challenge students to keep the chart and use it in the coming weeks to evaluate the integrity of their thoughts and choices.

Day Three

Activity

Sample Script:

To know whether you have integrity, you need to know your own heart because integrity means what? (Keeping high standards and acting on them, doing what you believe is right, listening to

your conscience, having positive motivations, being honest with yourself and others, etc. List all these possible answers on the board.)

Today, please write a list of the guest presenters we have met recently. You may also list other adults you know. Leave several lines between each name. On those lines, tell how that person's choices in life showed integrity.

(Allow time for the activity.)

Do you remember the Acting on Convictions worksheet you filled out for another habit of heart? Please take out this sheet and study it. See if you can tell how to plan your own life in a way that shows integrity. Think of more examples of actions you can take that show integrity. Write them on the second worksheet. Write the preparations you need to make for each one. (Let students volunteer to share their reflections with the class.)

Acting on My Convictions

I believe in the following principle: _____
_____.

How I can act on this principle:

1. _____
2. _____
3. _____

How I can prepare to take this action:

1. _____
2. _____
3. _____

How my plan shows integrity:

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Review

List the last five habits of heart on the board. On the right side of the board, list scenarios that relate to each one. Mix them up. Call on the students to come up and match the habit of heart with the example. For example:

Sacrifice	Before throwing down a plastic wrapper on the pavement, a child stops to consider who will have to pick it up later or whether a bird might choke on it. [Consideration]
Consideration	A boy is playing with friends who want to do something he doesn't think is right. He wants them to please his friends, but he tells them he cannot go along with their plan. [Integrity]
Determination	A girl gives up her only doll to give her sister a birthday gift. [Sacrifice]
Compassion	A child decides to practice multiplication every day until he can multiply anything. [Determination]
Integrity	A boy sees a baby in a store crying for its mother. Knowing how awful it must feel to be lost, the boy stays with the baby and calls out to the clerk to help find the mother. [Compassion]

Challenge students to think of a plan for remembering to practice these habits in the coming weeks. They can focus on one habit day or one a week.

Ask students to write summaries in their journals, explaining how they have strengthened their awareness of each habit of heart and their ability to practice it. Have them include their goals for continuing to master these habits.

Day Five

If the field trip will not take all day, use Day Five as a teacher's choice review day, reading day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how the invention has helped others in the community.

Culminating Community Service Project

Suggested Field Trip:

Students meet with special education class for party to celebrate books they've read. They read their original poetry about the habits of heart. They participated in joint art project.

Suggested Field Trip:

If students have not yet done so, they perform *Stone Soup* at the nursing home.

Suggested Presentation:

Students may want to present their dramatization of Stone Soup and exhibit their inventions for students from another school. Or if students have made a photo-essay exhibit or documentary of the interviews with each of the presenters, they preview the documentary for a school or another audience, charging minimal admission. With the proceeds, they buy a goat for the Heifer Project and mail the contribution on the last day of the program, along with a copy of the video.

Integrated Curriculum

Music Connection: Rapping It Up

Clap out a rhythm and allow students time to work in small groups to write verses of a rap song about *Walking the Walk*. (Ideally, use volunteer facilitators to work with each group or if you prefer, work with the whole class.) Let them perform the impromptu verses for each other. If time permits, let them perform the whole song in a public place, i.e. at another school or for seniors a nursing home or at the presentation for the other school.

Teachers' Comments on What Worked Best - for Future Use:

Reading Curriculum

Objectives

- Enhance phonemic awareness and oral language development through poetry.
- Strengthen students' critical thinking skills through writing.
- Encourage reflection on character development and course content.
- Help students envision literature as a tool for expressing ideals and sharing knowledge.
- Broaden understanding of meter, rhyme, metaphor and other mechanics of poetry.

Curriculum Elements

Book of the Week

Students read the book of the week orally in small groups. Teachers facilitate discussions after students all read the same book. The book of the week reinforces the habit-of-heart for the particular week or reinforces character development and conflict resolution themes in general. It also introduces language arts themes that the teacher can reinforce in follow-up writing activities. It can also relate to the subject matter covered in other content areas during the week.

The processes introduced for the book of the week serve as a guide to students as they later pursue their independent reading.

Teacher Read Aloud Time

Teachers will also model interest in reading by reading aloud to students in an animated, engaged way. By listening and participating in the discussions and follow-up activities, students can maintain an impression of reading as a fun, purposeful activity. The teacher can repeat some of the same strategies used the previous day to introduce and follow up on the actual reading.

Vocabulary/Spelling

Each week, students should learn the meanings and spellings of words found in their reading texts. The habit-of-heart of the week should also be included as a vocabulary/spelling word. Teachers may add to or subtract from the list according to students' reading levels and capacities. Teachers may review the words using creative group activities. Emphasize immersion in a word bath rather than memorization and assessment. Fun group review activities will help students absorb the words into their vocabularies without feeling tested.

Word Walls

This reading program balances both phonics and whole language. Word walls help students memorize the spellings of frequently used words to reinforce accuracy in their everyday reading and writing. Other program elements, such as poetry, reinforce phonemic awareness of word and letter patterns. Many excellent resources exist for information on developing both word walls and literature circles. If possible, order the Canter Staff Development Package Strategies for Teaching Reading and view it well before the summer session begins. Reach Canter & Associates by calling (310) 578-4700 or look for the company on the web.

Individual Reading

Students will have time for silent reading on a regular basis. They will keep track of the number of books they read over the summer.

Journals

Students will reflect on their efforts to demonstrate the habit of heart each week. They will write self-correcting stories about those efforts. They will also try to envision the purpose of each service project and field trip and record their expectations and impressions in their journals. Encourage students to use their new vocabulary words and to check their Word Wall spellings as they write in their journals. (Best use pencils.)

Poetry

Students will listen to poetry. They will study the elements of poetry and will write poems about the habits-of-heart. Teachers will utilize every opportunity to integrate poetry into science, reading, math and character education. Understanding the word and letter patterns and rhythms introduced in poetry enhances both reading and writing ability, especially for beginning readers.

Literature Circles

Literature Circles enable students to read books of their choice and actively participate in discussions. This practice often helps struggling readers feel a greater sense of their capacity to contribute. Groupings by book choice rather than ability levels help them feel more excited about reading and discussing the subject matter. Please note that Literature Circles usually occur on Day Three. If the teacher feels the need for more time to complete activities leftover from Days One or Two, the teacher can postpone the circles for that week.

To prepare for literature circles, select several books of which you have three or more copies. Early in the week, let students vote by secret ballot to select their first, second and third choices of which book to read.

Using the ballots, arrange reading groups by interest rather than by ability level. On the day of the circles, assign the groups and give each member of the group a card with their role written on it. They may act as a main storyteller, a habit-of-heart finder, a hard-word-definition finder, an actor or an artist.

The storyteller may read the group to the others, or they may take turns reading. Together they help each other fill roles such as identifying examples of the characters practicing the habit of heart or looking up difficult words. One student draws a representative picture. In a bilingual class, especially, the assignment of an actor is important to increasing comprehension for the whole group, as this person will demonstrate the action in the story. At the end of the period or on the following day, each student group reviews their book for the class, incorporating the role of each member in their presentation.

Literature Circles Possible Reading List

Week One

Bill Cosby Books such as:

Money Troubles

My Big Lie

The Meanest Thing to Say

The Best Way to Play

One Dark and Scary Night

Shipwreck Saturday

The Day I Was Rich

Week Two

Book on the Lives of Indigenous Peoples

(Books currently available include books on the following):

The Sioux

The Cherokee

The Alaska Territory

Ancient China

Week Three to Four:

Biographies of People Who Gave Back to Society (inventors, civil rights workers, artists, architects, physicians and other public figures) such as the following:

Thurgood Marshall

Cesar Chavez

Dolores Huerta

Harriet Tubman

Jackie Robinson

Albert Einstein

Elizabeth Fry

Week Five

Stories of people who have overcome hardship or disability

Reading - Week One

Habit of Heart: Sacrifice

Reading Group Book:

The Rabbit in the Moon (early readers); *The Gift of the Magi* (upper-level readers)

Note: Assign only the most advanced readers *The Gift of the Magi* or look for a simplified version. The vocabulary words below are based on the original O. Henry version.

Vocabulary/Spelling Words

Beginning Readers

sacrifice
being
wisdom
regard
mischievous
perplexed
resolve
disguised
imitate
deserving
insist
astonishing
beautiful
hesitation
dwelt
selfish
selfless
peasants
barley

Upper-level Readers

sacrifice
imputation
parsimony
implied
instigates
predominating
mendicancy
unassuming
agile
longitudinal
conception
ransack
platinum
meretricious
prudence
laborious
inconsequential

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.
- Answer the follow-up questions.

- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Students Read Aloud: *The Rabbit in the Moon* (beginning readers); *The Gift of the Magi* (upper-level readers)

Step 3: Follow-up Discussion Questions for *The Rabbit in the Moon*

- Many cultures have fables such as this one passed on from one generation to the next. What is a fable? (a story that tells the qualities we need to develop, often told through the eyes of an animal)
- What quality did the rabbit possess from the very beginning of the story that made others think of it as a Great Being? (kindness of heart)
- Who were the rabbit's best friends? (the otter, wolf and monkey)
- What change did the friendship produce in each of them? (overcoming bad habits such as greed, stealing and teasing)
- What do you suppose the author means by "animal nature?"
- The rabbit considered the full moon the best time of month for what? (good deeds)
- What did he want to do the following day? (bring happiness to whoever might visit)
- What concerned the rabbit as he gazed up at the moon that night? (what gift he could give worthy of a full-moon guest)
- When the Shakra, or king of heavenly beings came to test the animals' resolve, what did he want to find out? (if their actions were true to their speech)
- When he came dressed as a lost, traveler, what did the animals do? (offered to share their food and help him find his way out of the forest)
- What did the rabbit tell the man to do? (build a fire)
- What did the rabbit do next that surprised his guest (jump toward the fire to sacrifice himself as a meal)
- How did the Shakra reward him? (he caught the rabbit and saved its life and put it up in the moon)
- Why did he do this? (so seeing the rabbit in the sky would remind people of the power of selflessness)
- Have you ever had to sacrifice something simple, by sharing your food as the animals did?
- How much harder would it be to give your life, as the rabbit was willing to do, to make someone else happy?

Step 3: Follow-up Discussion Questions for *The Gift of the Magi*

- Where did the young couple in the story live? (In an inexpensive apartment in England)
- Why did the woman feel anxious in the beginning of the story? (She wanted to buy her husband a gift but did not have enough money)
- What did she do to get the money? (She sold her long hair to a wigmaker)
- Why do you think she was willing to do this? (She wanted to give her husband a gift more than she cared about her own appearance)
- What did she buy? (A chain for the pocket watch he loved so much)
- What did her husband do at first when he came home? (Stare at her and act confused)
- Why? (He had sold his watch to buy her expensive combs to decorate her hair)
- Did she need the hair ornaments without her long hair and did he need a watch chain without a watch? (No)
- How do you think they felt when they learned they had each given up their most treasured possessions for each other? (They realized they valued their company most and made light of the mistake)
- Do you think that making the sacrifice gave them more joy than having the gifts did?
- The author of this story, O. Henry, is known for his surprise endings. Did the ending surprise you?

Discuss the meaning of irony in literature (situations that turn out to be the opposite of what you might expect).

Challenge students to think of other stories, books or films in which the characters made great sacrifices for each other.

Ask students what they have that they might be willing to give up for someone they loved. What would they value more, that object or the opportunity to sacrifice it for the loved one's happiness?

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions.

Pick a name from a box and ask the child you draw to tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart to the sentence wherever they can. For instance, “Desiree tried to practice patience when her baby brother whimpered.”

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Read-Aloud Activity

Have students read *Stone Soup* in small groups.

Step 3: Follow-up Discussion Questions for *Stone Soup*

- How did the people feel toward the soldiers in the beginning of the story?
- What does it mean to hoard something?
- What is the opposite of hoarding? (sacrificing)
- What happened when the people began to give up what they had for the good of the whole group?
- What result came out of their sacrifices?
- How did they feel toward each other at the end of the story?
- How did they feel toward the soldiers?
- How do you think they felt about themselves?

Step 4: Writing Activity

Guide students to rewrite *Stone Soup* with a twist. They can give each item the people add to the pot the name of a habit of heart. For instance, carrots could represent caring. Potatoes could represent peacemaking. Milk could represent kindness. They could summarize that when everyone develops habits of heart, the whole community becomes happier.

As another plot alternative, each time someone adds an item to the pot, the item could bear the name of something a person might sacrifice for others. It could be time or energy or a precious gift or friendship or something the person had a hard time giving. If it was a sad man giving, maybe he gave a smile. If it was a small woman, maybe she carried a heavy burden.

Ask students to write their own take-off on the story using as many of the vocabulary and word wall words as they can.

Step 4: Thematic Follow-Up

Ask students to list their favorite vegetables, particularly the ones that taste good in soup. Have them write a soup recipe they could make as a group.

Step 5: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Include in this week's choices biographies and books on disabled people who showed determination.

Follow-up Service Project

Using the student-written recipe, the class can make soup to give away on their next trip to a homeless facility or nursing home. Discuss with them how sacrificing time and energy for someone rewards the giver as much as the receiver. They may present the dramatization described below during their visit, if appropriate.

Connected Curriculum

Dramatizing Stone Soup

As an arts enrichment activity, have students act out *Stone Soup* with a twist. Give each item they add to the pot the name of a character trait and write it on a cardboard object cut in the shape of the food. For instance, carrots could represent caring. Potatoes could represent peacemaking. Milk could represent kindness. At the end of the play, have a student narrator explain that the world becomes a better place when everyone sacrifices for the good of others. Have students end by telling the moral of the story in unison: *"That's why it's better to give than to receive."*

Day Three

Step 1: Review Word-Wall Words

Step 2: Teacher Read-Aloud Activity

Read the short story *The Christmas Bears*, found at the back of this book, if you did not already do so during the Habits of Heart discussion.

Step 2: Thematic Writing Activity

After you finish reading, challenge students to think of a time in their own lives when they gave, received or witnessed a sacrifice. Challenge them to write a short story based on their recollections. They can begin the story today and finish it as time permits. Encourage them to use this week's vocabulary words in the story.

Option: On Day three, give students one of the books they selected for their literature circles and allow time for reading the books and performing the activities. (See Literature Circles.) The literature circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Use the Bill Cosby series and other books in first week's literature circles. Challenge students to look for any opportunities the characters have to make sacrifices.

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field trips and their expectations about how the project will help everyone involved.

Day Five

If the field trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week Two

Habit of Heart: Consideration

Reading Group Book: *The Giving Tree* (beginning readers), *Golden Foot* (intermediate readers), *The Summer of the Swans, Chapters Seven Through Nine* (upper-division readers)

Vocabulary/Spelling Words

Beginning Readers

consideration
gather
branches
stump
conserve
protect

Intermediate Readers

consideration
captor
treachery
dumbfounded
unearth
stag

Upper-Division Readers

consideration
elegance
motionless
yoga
content
discontent
hobble
billow

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.
- Answer the follow-up questions.
- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Beginning Readers Read Aloud: *The Giving Tree*

Step 3: Follow-up Discussion Questions

- How do we know that a long time passed during the story?
- Who changed more, the boy or the tree?
- Who usually grows older, boys or trees?
- Do you know the age of the trees in the school yard? When do you think they were planted? Or do you think they grew from a wind-born seed?

- What character in the story showed consideration for others?
- How do trees help people? (They create wood for buildings, pencils, paper and many products. They give off the oxygen we breathe. They make shade. They sometimes produce fruit. They make the air smell better. They make the world beautiful.)
- How can we show consideration for trees in return? (Make sure we conserve and do not cut too many, care for the trees we have, protect forests by practicing fire safety, plant more trees to make the world beautiful.)
- Are there people in your life who give and give, like the tree? What can you give back in return?

Step 4: Thematic Follow-Up Activity

Sample Script:

Think of people or things around you that give and give, just like the tree in the story. List the resources they offer or the things they give. For instance, what does an ocean give? What does a doctor give? What does a parent give? Choose one item and write it as a title, such as, *The Giving Ocean* or *The Giving Parent*. List the gifts it gives. Then list the ways you can give back to that giving thing.

Step 2: Intermediate Readers Read Aloud: *Golden Foot*

Step 3: Follow-up Discussion Questions

- What is a Jataka tale? (a story that celebrates the power of action motivated by wisdom, love, kindness and compassion)
- Where does the story take place? (India)
- Describe Golden Foot. (coat of gold, horns like a wreath, eyes like jewels, sparkling hooves) What do you think he represents in the story? (Accept other answers but elicit that he represents the beauty and majesty of nature)
- The stag and the doe live peacefully in the forest until what event? (the hunter setting a trap by the stream)
- Why did the doe fear for the stag? (the gentle deer would lose their leader if he could not break free)
- How did she show consideration for both the other deer and her mate? (she wanted to save their leader and she waited to beg the hunter for the stag's freedom in exchange for her life)
- How did the hunter react? (he was surprised because even humans have trouble giving up their lives for their leaders)
- What did he do for her? (set Golden Foot free)
- What did Golden Foot do in return? (gave him gems to fulfill his wishes and asked him never to take a life of any creature but to help those in need)

- What do you think this story is trying to tell us about showing consideration for living things? (that if we protect and care for nature, it will reward us)

Step 2: Upper-level Readers Read Aloud: *The Summer of the Swans, Chapters Seven through Nine (pages 30-48)*

Step 3: Follow-up Discussion Questions

- Charlie had an accident that left his brain damaged when he was little. In what ways do you think his sister need to show extra consideration for him?
- How do you think Sara felt about her brother Charlie? How did she show it?
- Did Charlie’s limitations affect his ability to appreciate nature?
- What were his best strengths? What were his special needs?
- How could his sister have recognized his strengths and his needs at the same time?
- At the beginning of the story, Sara thought a lot about her own problems. Do you think her concern for Charlie will help her show more consideration for others in the end?

Encourage students to read the rest of the story on their own during their free reading time.

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions.

Pick a name from a box. Ask the child you draw to tell what the word means or how to spell it. If the child does not know, the child must say, “Please come back to me.” The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, “Desiree tried to practice patience when her baby brother whimpered.”

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity

Read aloud the poem *Little Horse*, by Shel Silverstein, from page 125 of *Falling Up*. Discuss the fact that sometimes a word sounds just like another word but has a different spelling and a different meaning. Challenge students to find such a word in *The Giving Tree*. (weak/week.) Ask them to brainstorm other word pairs that sound the same (their/there, red/read, to/two/too, etc.)

Have students work individually or as a group to write sentences about consideration that uses the word pairs, i.e., *Jasper picked up the two toys on the floor and the skates too, so no one would trip and fall.*

If time permits, challenge students to write poems or draw pictures illustrating the different spellings and meanings of these word pairs.

Step 3: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

This week, include choices of books about indigenous cultures that will generate discussions about consideration for others and for the environment, particularly among indigenous cultures.

Day Three

Step 1: Literature Circles

On Day Three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circle Instructions.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week 3

Habit of Heart: Determination

Reading Group Book: *Two Frogs in Trouble* (beginning readers); *Picture Book of George Washington Carver* (intermediate and upper-level readers)

Vocabulary/Spelling Words

Beginning Readers Intermediate and Upper-level Readers

determination	determination
courage	elementary
tingling	agriculture
snooze	debating
pail	creations
toadstool	masters degree
fable	boll weevils
churn	components
	afflict/afflicted
	polio
	synthetic
	transform
	genius
	distinguished

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.
- Answer the follow-up questions.
- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.) As students read the oral book of the week, the group facilitator should help them:

Step 2: Students Read Aloud: *Two Frogs in Trouble* or *A Picture Book of George Washington Carver*

Note: If some groups assigned to read *Two Frogs in Trouble* finish in time and some need a more challenging book, assign them to read *A Picture Book of George Washington Carver*.

Step 3: Follow-up Discussion Questions for *Two Frogs in Trouble*

- Have you gone out to play and forgot to watch out for danger?
- What danger did the frogs forget about? (The milk in the pail)
- Imagine yourself as a frog. If you fell into a pail of milk, it would be like falling into a deep pond or swimming pool. Would you begin to panic?
- What did the frogs do? (Kept swimming around)
- What would you do if you swam and swam until you were tired?
- Why didn't the little frog want to give up?
- Do you know how to make butter? (By milking a cow, then beating and stirring the creamy top layer of fresh milk until it thickens into butter)
- Why was the little frog eventually able to climb out of the pail?
- Was the frog who survived stronger and bigger than the other frog or smaller and weaker? Do you think his determination made all the difference?
- Which frog do you want to be like?

Step 3: Follow-up Discussion Questions for *A Picture Book of George Washington Carver*

- Can you describe what George Washington Carver contributed to all of us?
- What inspired him to do these things?
- What community need did he respond to when he created the inventions that made him famous?
- Why didn't he take money for his work?
- How did he show consideration for nature and for his people at the same time?
- How did he show determination?
- How would our lives be different if he had not lived?
- Why did people compare him to Leonardo da Vinci? (If available, show mechanical drawings and paintings of Leonardo da Vinci and of George Washington Carver.)

Step 4: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Pick a name from a box and ask the student you draw to tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 5: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Remind students to look for words that sound the same but have a different spelling and a different meaning. Challenge them to find such a word on the vocabulary list (for younger students) and use both words in a sentence. (The word is pail. Sample sentence: The pale milk swayed in the pail as the boy carried it.)

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity

Read aloud from *Thomas Edison, The Great American Inventor* (from the Solutions series). Read Chapters 3-4, pages 21-37. If students are unfamiliar with Morse Code, go back and read the end of Chapter 2, from page 16 on, starting with: "Though Tom's favorite things to do were different from the pastimes of other boys his age...."

Step 3: Follow-up Discussion

- Thomas Edison appeared in the book about George Washington Carver. What did he want his fellow inventor George to do?
- List the qualities both inventors exhibited. How did the events or hardships of their childhood affect both of them in a positive way? Do you think their struggles helped them develop determination?
- When universities enroll new students, they sometimes first ask the students to write essays about struggles they have overcome, so the university will know they are accepting a student

who has determination to overcome challenges. Have you ever had a difficult struggle that helped you grow stronger?

- What other qualities or hobbies did both these inventors share? (Curiosity, love of nature, a love of reading, thinking and experimenting, saving things and finding uses for them, trying new things such as writing or painting, etc.)
- Have you ever thought of turning everyday objects into inventions that benefit others?

Step 5: Follow-up Activity

Ask students why determination is important for people who want to achieve things in the world. Have them discuss how even people who were weak or small or had a physical limitation have accomplished great things in the world. Let them generate examples.

Point out that when people think more about the need at hand than about their own limits, they can go beyond those limits.

Tell students that the going beyond our limits requires us to look outside ourselves at the needs of the world instead of looking at our own young age, small size or at our particular difficulties.

Explain that we will have a chance to exercise our own ability to invent something that helps the world in some way.

Have students brainstorm the need for improvements in the everyday lives of people around them. On one side of the board, list the needs. On the other side of the board, list materials they might need to come up with inventions that serve these purposes. Ask students if they feel too young to create something that fills one of those needs. Then tell the following story.

Story:

At one time in the 1980s, the whole country felt very excited about sending a teacher into space. The teacher, Christa McAuliffe, would ride on the Challenger space shuttle and bring back information and experiences to share with her own students and many others. Something prevented that from happening. As the Challenger took off and neared the edge of the atmosphere, it suddenly burst into flames. No one knew what had gone wrong, but the whole crew died, including the teacher, Christa McAuliffe.

An eight-year old boy watched the horrible explosion on television, along with the rest of the country. That boy wondered why the space ship had blown up. He asked his mother to help him figure out why. They went to the library and looked up books on chemistry. They studied the properties of each combination of chemicals. After completing his research, the boy sat down and wrote a letter to the National Aeronautical and Space Administration (NASA). He suggested they make their next space ship out of Titanium because it is less flammable. He soon received a letter from NASA telling him what went wrong and thanking him for his ideas. The letter said they were already putting Titanium in their space ships and thanked him for his ideas. By trying to help out,

the boy had discovered a scientific truth for himself. He went on to do more experiments over his school years, such as trying to turn kitchen trash into car fuel. He is now studying environmental science at UC Berkeley, a research university in Northern California.

This boy lived in a neighborhood much like yours. He went to elementary school just a few years ago. When he was your age, he found that adults were willing to listen to his ideas when he approached a project with determination. Even when he could not get the materials to try a complicated experiment, he could carefully think through his ideas and share them with someone who does have the materials for the experiment. You can do the same types of things if you have determination.

Look at the list of needs and materials on the board. Let's brainstorm ideas about new inventions and write our suggestions in a letter to a company or agency who can experiment with the ideas. (This project can continue over time, whenever the schedule allows, until the students have identified at least one good idea. Once you identify who would find the idea useful to pursue, search the phone book or the Internet for the address and contact person from an agency, research institution, company or community organization that may want to address the issue. Send the letters, with a follow-up call to encourage a timely reply. If the reply comes after the session has ended and the students have scattered, make copy of the reply and send it to each student.)

Step 7: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Include in this week's choices biographies and books on disabled people who showed determination.

Day Three

Step 1: Literature Circles

On Day Three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circles.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

(Same as instructions for Habit of Heart, Day Five; continue same activity)

If the field trip will not take all day, use Day Five as a teacher's choice review day, reading day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how the invention has helped others in the community.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week 4

Habit of Heart: Compassion

Reading Group Books: *Beatrice's Goat*; *Albert Schweitzer: A Friend of All Life*

Please note: *Albert Schweitzer: A Friend of All Life*, by C. Green, was published by Children's Press. If you cannot obtain this book through online or bookstore sources, look for *Albert Schweitzer: Adventure for Humanity*, by Horace Robles (Millbrook Press) or the Values Tales book, *The Value of Compassion: The Story of Albert Schweitzer*. If you cannot find any of these children's versions of his story, summarize Albert Schweitzer's motivations by skimming *Out of My Life and Thought: An Autobiography*.

Vocabulary/Spelling Words

compassion
coarse
knobby
drumbeat
hoe
cassava
yearn
burr
patient
exclaim
porridge
cud
rustle
declared
heifer
poverty
leprosy

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.

- Answer the follow-up questions.
- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.) As students read the oral book of the week, the group facilitator should help them:

Step 2: Students Read Aloud: *Beatrice's Goat*

Step 3: Follow-up Discussion Questions

For *Beatrice's Goat*:

- Africa, a very large continent, would take many hours to cross on a plain. Find Uganda on the map. Compare it to the state where you live. Is it larger, smaller or about the same size?
- Describe the types of plants that grow in Beatrice's village and the types of housing and furniture Beatrice and her family owned. (banana trees, jackfruit trees, vines, pigeon trees, elephant grass; mud house, steel roof, blue wooden furniture.)
- How did Beatrice spend her days in the beginning of the story? (Hoeing, tending chickens, grinding flour, babysitting.)
- How did she want to spend her days? (going to school) Why couldn't she do this? (Her family could not afford books and a uniform.)
- What does Mugisa mean? (Luck.)
- What did Beatrice's family do with the milk after the baby goats (kids) didn't need it any more? (First they put it on their porridge, then they sold it.)
- What are the first two things Beatrice would buy with the money from the goat milk? (A shirt for her brother and a blanket for her and her sister.)
- What did Beatrice's mother then tell her she would do with the money? (Pay for supplies to go to school.)
- When they sold a baby goat, what would they do with the money? (Build a house with a roof that doesn't leak.)
- What would happen if her friend Bunane's family got a goat? (He too could go to school.)
- How did the families get the goats?
- How would you feel if you were one of the "faraway people" who helped a family buy a goat?

Step 4: Thematic Follow-Up Activity

Explain to students that this true story has happened over and over again in many countries where people need goats, pigs, chickens or cows to improve their living conditions and reduce their poverty. Each time a poor family receives a goat or another animal, they give away the first female offspring of the animal to another family in need.

If the class is able to do a project to earn money, they too can contribute to the cost of a goat for a family in Uganda or elsewhere. Explain that by the end of the season, the students will have earned enough money to help such a family. This gift will help not only one family but all those who eventually receive a baby goat from the purchase of the first goat. The contributions go through an organization called the Heifer Project.

Ask students to explain how the “faraway people” showed not just empathy but compassion. How did the family receiving the goat then show compassion? Challenge students to imagine what their own lives would be like if they could not go to school without paying for their own books and uniforms. How would they learn the skills they need to live and work in the world? How would they be helpful to others if they could not learn themselves? What would it be like to know they could never go to school?

Remind students that whatever challenges they face, they can always help someone who faces a similar or worse challenge by showing compassion.

Students can brainstorm, in groups, ideas about what *they* might learn in school that could help them improve life for others, especially for families like Beatrice’s.

Examples:

- How to create inventions that make life easier for people farming or living in a village.
- How to provide health care for people who don’t have any.
- How to help wealthy communities share with communities in need.
- How to become teachers in communities that need teachers.
- How to become writers, photographers or artists, to help each culture learn about the other and to let people know of the need to help.

Step 4: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Pick a name and ask the student you draw to tell what the word means or how to spell it. If the child does not know, the child must say, “Please come back to me.” The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, “Desiree tried to practice patience when her baby brother whimpered.”

Remind students to look for words that sound the same but have a different spelling and a different meaning. Challenge them to find such a word on the vocabulary list (for younger students) and use both words in a sentence. (The word is coarse. Sample sentence: (Of course, the coarse feel of the pavement on the little girl’s elbow made her bike accident more painful.)

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Thinking and Writing Activity

Reads aloud from the book *Albert Schweitzer: A Friend of All Life*, by C. Green (Children’s Press.) See suggestions at the beginning of Day One if this book is not available to you.

Summarize Albert Schweitzer’s motivations. In your summary, focus on Schweitzer’s observation that not everyone had the privileges he did. Comment on his decision to study until he was 30, then give back to humanity for the remainder of his life. Touch on his views on the importance of reverence for life. (Define reverence.) Discuss the reasons he may have decided to become a physician and serve villagers suffering from diseases such as leprosy who needed medical assistance more than people living in the wealthier cities of Europe.

Ask students how Albert Schweitzer showed all the habits of heart learned so far, especially compassion. Possible responses:

- He sacrificed the comforts of his early lifestyle to live in villages without many conveniences.
- He showed consideration for all living things in nature by developing his views on reverence for life and by becoming a doctor to eradicate the diseases that sometimes take lives.
- He showed determination by working hard to educate himself and by going to serve in a faraway place regardless of the advice of those who thought he should stay behind and enjoy the status he had achieved.
- He showed compassion by choosing a place where people suffering from hunger or disease had little help from others. He acted on his empathy for them by becoming their healer.

Present three quotes from Schweitzer* on the board:

“Whoever is spared personal pain must feel himself called to help in diminishing the pain of others.”

“When I hear a baby’s cry of pain change into a normal cry of hunger, to my ears that is the most beautiful music...”

“I cannot but have reverence for all that is called life. I cannot avoid compassion for everything that is called life.”

*From *The Words of Albert Schweitzer: Selected by Norman Cousins*.

Read the quotes aloud, then have students read them in unison with you. Discuss what each quote means. Challenge students to choose one of the three and write about how they see themselves incorporating the quote into their own lives. (Lower-division students may choose to draw themselves living out the quote in some way.)

To prepare students for this activity, have them close their eyes and listen to soft music as they visualize a day in their lives as an adult. Talk them through the activity. What kind of place do they see when they open their eyes in the morning? When they go to work, where are they? What types of things do they do? Who do they meet? How does compassion play a part in their day? Who benefits from their efforts? How do they feel as they go through the day? End the visualization exercise by having students return to their imagined home, see people they love and end the day on a positive note.

After the process is complete, ask students to write about the day they imagined in their lives as adults. If some students had difficulty with the activity, they can write an essay to share their thoughts about Albert Schweitzer’s quotes. They can compile the writings in an inspirational booklet to share with students from another school.

Let students vote on a favorite quote and memorize it together.

Step 3: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books |of the week from previous years. You will group the students according to their interests in literature circles the following day.

Day Three

You may need more time to complete the activity begun on Day Two. If not, proceed to Literature Circles.

Step 1: Literature Circles

On Day Three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circles.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the field trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week Five

Habit of Heart: Integrity

Reading Group Books: *The Empty Pot*, *Meet Abraham Lincoln*

Vocabulary/Spelling Words

integrity
emperor
successor
throne
proclamation
palace
succeed
transfer
shame
expect
sprout
pigeon
representative
capital
emancipation

Day One

Step 1: Preview the Book of the Week (*The Empty Pot*).

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.

Answer the follow-up questions.

Define the vocabulary or spelling words and practice using them in sentences. (See activities below.) As students read the oral book of the week, the group facilitator should help them:

Step 2: Students Read Aloud: *The Empty Pot*

Step 3: Follow-up Discussion Questions

- Where did the story take place? (China)

- What is a landscape? Compare and contrast the landscape in this story with the one in the story Beatrice's goat. (Both had many plants, but this story especially mentions flowers rather than trees or fruits.)
- How did the landscapes in both places reflect the culture or lifestyle of the people? (In the village in Uganda, people used plants to make flour and to make their homes and buildings. In the community in China, people planted flower gardens for their beauty and their nice smell.)
- Are both of these good reasons to plant things?
- How are the buildings different in this community than they were in the village in Uganda? (In Uganda, the people lived in simple huts.)
- In Beatrice's village, the children wanted very much to go to school. In Ping's town, they wanted to plant flowers. What reward did the children all want? (To become the next Emperor.)
- Why did Ping feel shame when he went to see the Emperor? (For the first time in his life, he could not grow a flower.)
- Why did the Emperor reject the flowers of the other children?
- How did the Emperor know the children had been dishonest?
- Why would cooking a seed stop it from growing?
- What quality did Ping show that no one else showed? (Integrity; also honesty and humility.)
- Why do you suppose the Emperor thought it necessary to show integrity in order to be worthy to lead the people?
- What would happen if a leader did not show integrity? What would happen to the leader's country?

Step 4: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions.

Draw a name from a box and ask the child you draw to tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 5: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Remind readers of *The Empty Pot* that they've been keeping track of vocabulary words that have a sounds-alike double. This week's list has a true homonym—a word that sounds the same and is spelled the same but has a different meaning. Challenge students to find a word on the list with two meanings (succeed) and discuss both meanings.

Step 6: Follow-up Activity

Have each student choose one of the following topics. Group students by topic to brainstorm and, if time permits, to research the question. Have each group present their theories to the class at the end of the period or the following day.

1. Why does every culture value plants and plant life? Does every culture plan for parks and gardens in the same way?
2. Why does cooking a seed make it difficult for the seed to grow, and why does churning cream make it thicken into butter? What invention could you make based on the fact that the properties of objects can change?
3. Does integrity in leadership affect the way a country or community develops?

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Students read aloud: *Meet Abraham Lincoln, Chapters 13-17*

Challenge students to look for a word that has more than one meaning. Help them list the variations on the meaning and spelling of *capital* and *capitol*.

Step 3: Thematic Follow-Up Activity

Ask what habits of heart Abraham Lincoln practiced. Have students explain their answers. Accept various answers but elicit the following: He practiced all the habits we've studied: Sacrifice in devoting his time, effort and even his life to ending slavery; consideration for the needs of the country; determination in overcoming the loss of his mother and the limits on his education; compassion for the slaves and the soldiers; integrity in acting on his convictions.

Ask students if they have ever seen cotton growing in a field. Show a cotton ball. Point out how that when cotton grows in the wild, prickly stems are attached to the cotton balls. It takes time to carefully pick the cotton without pricking your fingers. It took a lot of people to harvest cotton on a plantation and keep the farm working. Land owners did not want to give up their farms. They may have told themselves that slavery was all right because it was their only means for financial survival. The Northerners could afford to listen to their conscience because they did not have large plantations and did not need slavery to keep their economy running smoothly. Sometimes it's

tempting to use such an excuse to put aside integrity. Review the characteristics of the North and the South and the economic factors that contributed to the Civil War.

North

Manufactured items rather than relying on plantation farming
Did not need slavery and did not want it
Called the war a civil war and wanted to keep the nation together

South

Depending on free labor to keep the plantations running
Used slavery to keep the system working
Wanted to break off and start a separate country; called it the War Between the States

Review the Great Debates Lincoln participated in with Stephen Douglas when they both ran for the Senate.

Sample Script:

Lincoln's opponent, Stephen Douglas, said that people should be allowed to vote on the slavery issue. Lincoln said that people should not be allowed to vote on an issue when it is morally wrong. Why do you suppose each of them felt the way they did? Which position showed more integrity, in your opinion?

Have students play the parts of Lincoln and Douglas and use the conflict bridge to resolve the issue of whether people should be allowed to vote on an issue such as slavery. When each group of students goes to the bridge, have them role play the scenario twice, so each has a chance to play Douglas and find ways to resolve the economic issues while practicing greater integrity.

Step 3: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Please note: If the *Meet Abraham Lincoln* activities spill over into the next day, omit the Literature Circles or have the students continue with the Literature Circle books they started the previous week.

Day Three

Step 1: Literature Circles

On Day three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their Literature Circles to discuss the books. (See Literature Circles.)

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

Students should write a self-assessment in their journals, to records the things they have learned for the past five weeks and to reflect on the goals they will pursue based on their learning.

Assign students to write thank you letters to the field trip hosts and guest presenters. Complete at least one card or letter for each individual and let all students sign the completed cards. Students should also write a letter to enclose with their gift to the Heifer Project.

Teachers' Comments on What Worked Best - for Future Use:

Language Arts: The Power of Poetry

Poetry enhances the Full-Circle Learning model for its power to build and bolster reading skills and for its value as a gift of the heart. This curriculum presents one lesson per week for the summer session. Each activity can spill over into whatever spare time students have or whatever language arts time you need to allow them to finish the poems.

One-on-one brainstorming help from volunteers can encourage particularly shy children tap into their creativity. If you have tutors, use them.

Rhyming poetry encourages phonemic awareness. Metered poetry helps students hear cadence and structure. Imaginative poetry helps students awaken their own creativity and learn to express and act on their ideals.

We have designed these poetry lessons to trigger these processes. To encourage the reading skills poetry can stimulate and because some students feel shy about getting started with the creative process, some of the lessons provide structured fill-in-the-blank opportunities to practice writing poetry. Early readers or students resistant to the writing process may find this structure helpful, working their way toward the ability to listen to and perhaps write less concrete and slightly more abstract poetry by the last week of a session. In a more advanced class or if a few students have already mastered the basics and want to use another form or length on blank paper, provide them with the flexibility to do so. You may want to play soft music as they create.

Ultimately, every poetry project should serve a purpose. Alter the topic as needed to relate to the audience the poetry will serve (i.e., nursing home patients, children in another country or disabled students).

Week One - Poetry

Paired Poets

In the full-circle learning model, all content springs from character education and culminates in service. Ultimately, students should publish or perform each set of poems on the field trips or at the special events planned for this session—perhaps at a joint party with a special education school or at a nursing home or other public location.

The emphasis on determination in this session lends itself to respectful poems for people struggling with illness, physical challenges or hardships of some kind. Guide students to avoid pity or condescension but to look for shared feelings and common values. As with all content, student discussions and creative products should reflect sensitivity for the specific strengths and capacities of the otherwise challenged individuals receiving the gift or correspondence. Each week uses slightly different strategies and content related to the habit of heart. During Week One, the habit is sacrifice.

Sample Script:

What do you give when you create a poem or a piece of art work? You sacrifice a personal part of yourself. You give up something of your very own to share with the world. In the case of a poem, you create a useful invention made up of words.

Consider an important question: Can a poem make the world a better place if no one ever reads it?

Today we will practice the art of sacrifice by pouring a little of ourselves into our poems. We will think about the people receiving the poems as we write and create each poem as a gift.

We will write poems that encourage and inspire people who might feel tired, discouraged or who have some challenges. We will try to imagine the kinds of things we like to hear when we feel that way, and share those thoughts with others. Later we will give these poems to someone special.

Partnership Poems

Write your poem with a partner. The partner will write a series of questions a person might ask when feeling discouraged. The second writer will answer the question with something encouraging.

Try to write four couplets (two-sentence verses). Take turns, with one person writing the questions and the other one writing the answers. Then switch roles. If you wrote the questions for the first verse, write the answers for this verse. Keep in mind these guidelines:

- Please write rhyming poems. Draw from the Rhyme Sampler list if you need to.
- See the example on the next page and write on the space provided below it.
- After you finish, add a title.

Climbing Together

Why can't I climb to the top of the stair?
It's worth it to go where you'll smell the fresh air.

How can I see what's up at the top?
We'll see it together. We'll climb till we drop.

Why do I sometimes find myself crying?
It's okay to cry, but just keep trying.

Who can stay with me the whole day long?
I'll be your friend. Together we're strong.

Tit _____

_____ ?

_____ .

_____ ?

_____ .

_____ ?

_____ .

_____ ?

_____ .

By _____ and _____

Rhyme Sampler Lists

The words below show a few of the rhyming letter patterns in the English language. Keep in mind that the short words also form parts of longer words. For instance, *day* rhymes with *way*, but it also rhymes with *away*. Comparing these words can help you spell many multi-syllable words and compound words. It can also give you ideas for rhymes. In each line, find the different letter patterns that make the same sound. Write these letter patterns on a separate piece of paper. After you have practiced a bit with this list, put the list away and try more creative rhymes on your own.

When you want to write either free verse (unrhymed, unmetred poems) or blank verse (unrhymed, metered poems), you will not need to think of rhyming words. Yet you may still want to look at this list to think about syllables and sounds and how words create an interesting rhythm of their own.

List A: Basic Root Rhymes

at	bat	hat	scat	that	mat	fat	rat	sat
bay	day	gray	hay	play	ray	say	stay	way
sit	fit	grit	hit	split	mitt	knit	quit	bit
eat	beat	feet	seat	sheet	treat	neat	heat	sweet
ear	steer	fear	sear	peer	near	hear	here	we're
on	con	gone	upon	pawn	fawn	lawn	dawn	swan
grow	low	slow	go	foe	no	know	hoe	stow
send	lend	tend	fend	mend	end	bend	trend	spend
tote	oat	goat	mote	float	coat	vote	wrote	rote
sing	sting	bring	fling	thing	king	wing	ring	string
blue	stew	grew	flew	crew	moo	chew	true	through
tree	see	flee	flea	fee	be	pea	knee	me
lip	hip	trip	tip	blip	chip	rip	strip	sip
trim	skim	him	whim	brim	dim	rim	prim	hymn
right	write	tight	night	light	fight	sight	site	height

List B: More Original Rhymes

piece	peace	grease	niece	lease	crease
gloom	doom	groom	room	zoom	boom
tart	start	art	upstart	heart	dart
court	sort	retort	report	contort	cavort
trickle	sickle	icicle	pickle	fickle	nickel
bought	sought	rot	got	fought	taught
plumb	plum	crumb	aplomb	from	come

Week Two - Poetry

Word Wonder

Sample Script:

We will soon talk about inventing things that make the world a better place. A poem can serve as a sort of invention. It involves creating something no one has created in just the same way before.

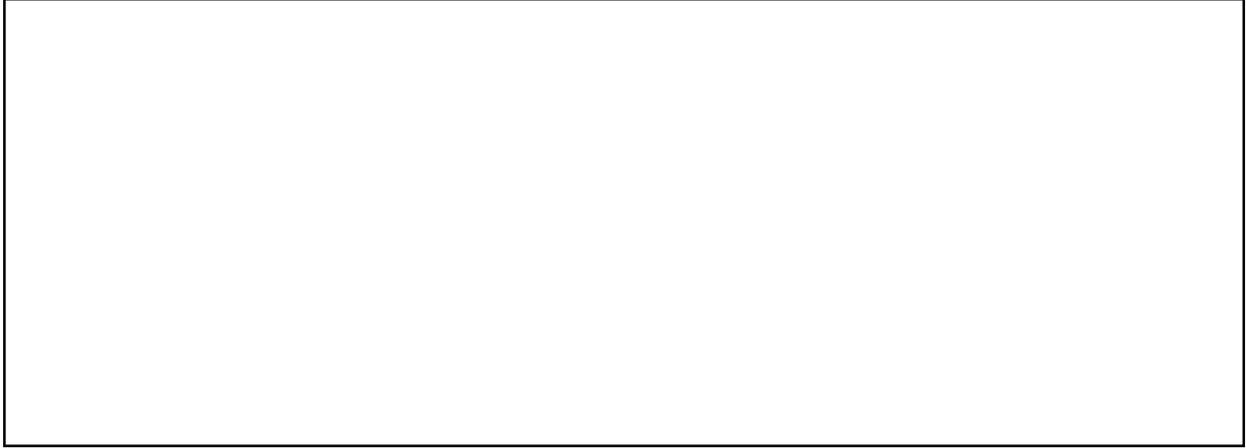
Today, we're going to invent words to describe imaginary inventions. Here's how it works. First read the descriptions of the new inventions. If you like, draw a picture to show what you think each one might look like.

Next, read the poem, *My Inventions*. See if you can tell which word refers to each invention. Then go back to the top of the page and write the words in the blanks.

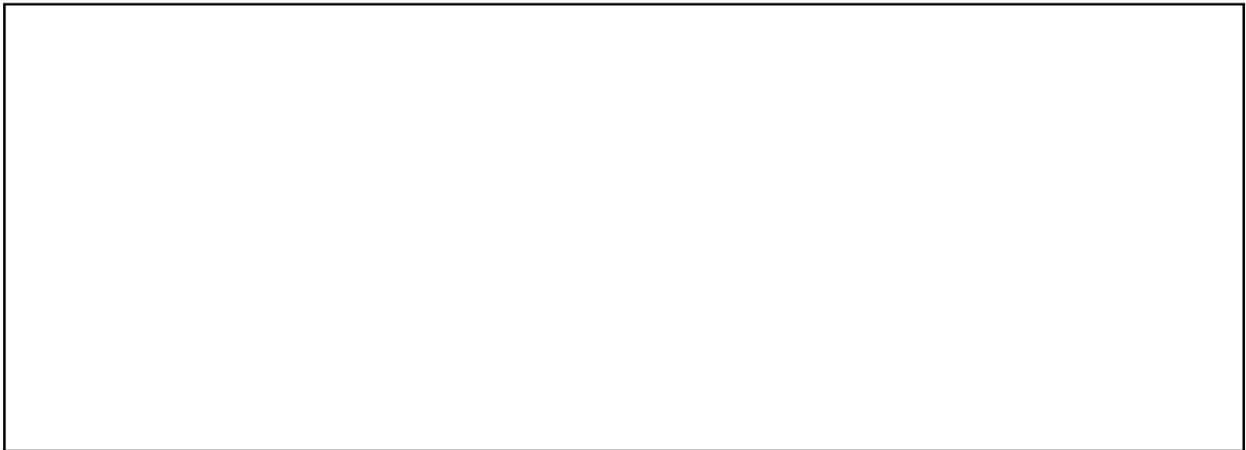
Now you're ready to write your own poem about your own imaginary inventions. Make it a rhyming poem. Look at the form Letter Patterns for Word Building if you need ideas for your invented words.

New Inventions

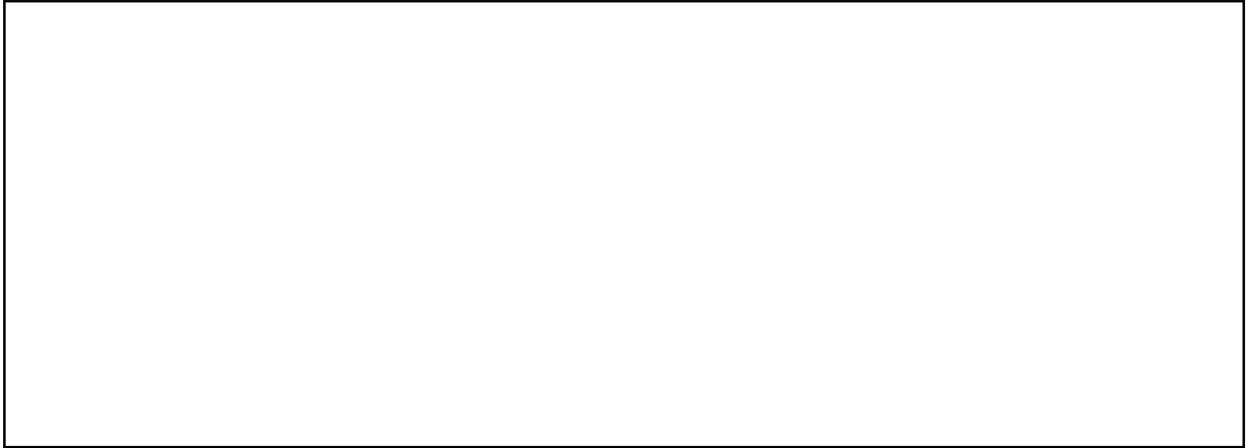
_____ : A hat with something inside it that makes your brain function at its best



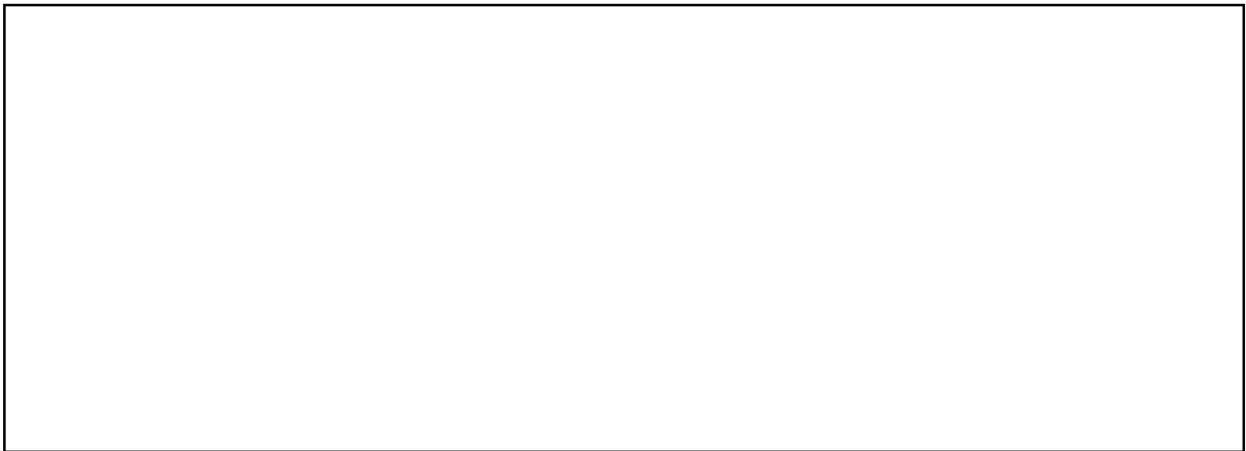
_____ : An airplane with special windows that make litter and pollution glow in the dark, so you know where clean up is needed



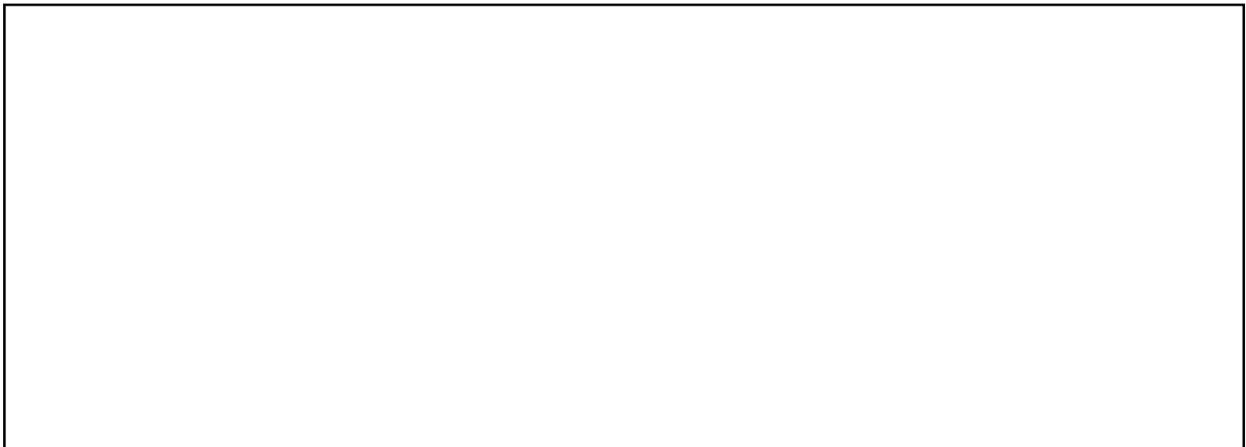
_____ : A world where all the trees and plants have died under piles of trash



_____ : Glasses that help you see whether someone is in pain or needs your help



_____ : A special jacket that lengthens your arms and helps you reach out to pick up litter



My Inventions

One day I sat in consternation,
thinking the parks needs consideration
to save them from obliteration.

I reached out for my twitter-ditter
designed just to pick up litter.

I flew up in my flapperdash
To see each thicket of smog or trash.

I then put on my jibberfly
And saw the birds and lizards cry.
for cleaner parks and clear blue sky.

What could I do to help the planet?
Why, simple. I invented a
What-ya-ma-whammet.

It makes folks consider,
before they pollute,
how they would live on a
halimahute.

It makes them remember.
It aids concentration.
It helps them practice consideration!

Vocabulary clues:

consternation: confusion, dismay or troubled thought
obliteration: the act of being removed or destroyed

Letter Patterns for Word Building

Rhyming letter patterns

Real words

Invented Words

ean
een
ine

air
er
ere

ow
ou

af
augh
aph

ole
oal
ul

shun
tion

aun
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awn

ik
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Week 3 - Poetry

Meet a Metaphor

Pick out an object in the room and make a metaphor or simile of it. For example, *the hand on the clock moves like a pouncing cat*. Review the meaning of metaphor (a word that compares two similar objects; a simile more overtly uses the word “like” in the comparison). Challenge students to find other objects in the room that suggest a comparison.

Read the poem *Fred the Metaphor Man*, asking students to listen for the 24 metaphors in the poem. Point out that most poets would never want to mix so many metaphors in one poem, but the poem helps us understand all the possibilities for comparing two like objects.

Distribute copies of the poem and have them read it and underline each metaphor or simile. Take a walk outside and ask students to bring a pencil and paper to look for and write down more metaphorical comparisons.

When they return to the room, point out the fact that not all metaphors involve tangible items or objects you can touch. Sometime we can compare ideas or concepts to something physical. For instance:

How is happiness like the wind?

How is pain like fire?

How is friendship like a fragrant flower?

Challenge students to find metaphors for determination. Ask them to list several on a piece of paper and choose one that can provide the basis for a poem. Rather than mixing unrelated metaphors, like the earlier poem did, they will want to carry out a theme through the whole poem. Remind them to try to use rhyming words and to include some of this week’s vocabulary words if they can.

Poetry Parameters

- Think of a metaphor for determination to use as the basis for the poem.
- Write an encouraging poem for someone struggling to accomplish something.
- Draw from the rhyming list only if you need to.
- Use this week’s vocabulary words, if possible.

Fred the Metaphor Man

Have you ever met a metaphor?
In one chance meeting, I found twenty-four
when I met a man with almond eyes,
a hat like a trash can
and ears like pies.
His smile stretched out like a rubber band.
A ring like a tire flashed on his hand.
The fake diamond, a real humdinger,
looked like a sugar cube propped on his finger.
His teeth, white as snowflakes,
gleamed when he spoke.
His cheeks plumped up like
bread dough when poked.
When he blew his nose,
a foghorn blew.
Wherever he went, people
stuck like glue.
They followed along just to hear his jokes.
You never have seen such jovial folks.
His clothes didn't look like he had much money,
but his hugs oozed around you like pure sweet honey.
His shoes didn't fit and seemed quite loose,
so each one slid behind like a little caboose.
He slouched a bit like a tired old bear
and his paws hung down when he sat in his chair.
He sang like a chime and laughed like a bell,
but I sure wouldn't say he ran like a gazelle.
He rode on a bike old as time, just for thrills.
He lived in a sausage-shaped house in the hills
with a dog draped with fur white as cotton and so
people called the dog "cheery as new fallen snow."
As neighbors go, he was quite friendly too.
His handshake felt like an earthquake ripped through.
When I asked where he came from,
At first he was hesitant.
Then he confessed that he used to be President.
Did I mention his hair?
'Twas a mop on his head.
Some called him silly,
but I called him Fred.

Metaphor for Determination:

Poem About Determination:

Title _____

By _____

Week 4 - Poetry

Painting a Word Picture

Sample Script:

A poem can tell a story. Because poems contain fewer words than most stories, we must carefully select the words. When telling a story in a poem, we want to capture the details that help create a feeling. Sometimes we can use dialogue (conversation) to give the story a certain rhythm. This poem is a free verse poem, so it does not rhyme. Listen for the qualities that give it rhythm and feeling. How do the sound of the words help paint a word picture? What story do the words tell?

(Read *The Conflict Resolution Circle*.)

What do you think the poem means? (Accept various responses. Elicit that the girl in the class whose parents are not getting along is the one who most wants to learn how to resolve conflicts. She wants to set an example for adults and for other children.)

Now read a poem about another girl. This girl looks to an adult as her example. In this story, the girl sees that her father acts on his convictions. He's grateful for the sunrise, and he shares his gratitude by giving back to others. He has compassion for the people he does business with every day.

The story takes place at a time and place where people put chips of wood in the furnace instead of using electric or gas heat. The reference to the girl sitting on the vent is about that sawdust heater. If there are other words or scenes you don't understand, raise your hand and we'll explain those parts afterward.

(Read *Traditions of a Moapa Valley Pilgrim*. Provide copies and have each student draw at least one scene from the poem.)

What details made this poem seem more like a story than a poem?

Did the poem describe the sights and smells and sounds that help tell a story?

Did these descriptions help you feel what the girl was feeling?

If you were going to tell a story about your feelings of compassion for someone we've learned about through our reading or our trips and presentations, who would it be? What would the story be?

Think of a story about compassion. Write it as a poem. You can make it any length you want. It can rhyme but it doesn't have to. It can use metaphors, dialogue, description or whatever you feel will help you tell the story.

The Conflict Resolution Circle

Mmm-hmm, Mmm-hmm,
purr the clutch of girls
harvesting heaps of cornrows,
showing sweet faces of
hot butterscotch skin
soft as soap,
smooth as guitar bellies,
nodding flawless chins perched high on
stems of necks.

Mmm-hmm, mmm-hmm.

Phoebe speaks for all, says
Jarvis, he keep messin' with me.
He jump right into our double dutch and
hit me on the arm and hit Latisha
and then give all the boys our address.
I know
he did it cause he like me
and then he come to my house and aks my
Mama if I like him and she tease him and
say I like somebody else and so next day I see him
walkin' by me and start to stumble and I
just put my foot out a little like so and I
trip him.

Mmm-hmm, mmm-hmm.

Didn't hurt much.
Fell on the playground, you see.
Just had a black eye for a day or so but then
the teacher blame me and
I say I can't
DO this conflict resolution stuff with somebody like
him because
he LIKE me.
You see?

Mmm-hmm, mmm-hmm.

The society of girls sees,
all but one in the corner with regal head,
tusks of arms wrapped round her knees
in search of flesh to hug,
eyes wise,
face unwrinkled by pain contemplating
just how much she misses her
dad who they took away for
arguing with the woman he loved, who
matter-of-factly argued back.

But we the example,
she croons in a girl's voice cued by
a woman's heart.
Maybe he never learn another way
to show he likes you.
Maybe we can
show him how.
Maybe now.

No mmm-hmms here.
Cornrows cock,
girls look, ponder, wonder
what she means.
Where SHE been?

Traditions of a Moapa Valley Pilgrim

I always awoke before dawn,
A tradition passed on by my
Father. The scent of heat, of
Sawdust roaring in the furnace,
Told me he had risen, so I
Could tiptoe down the stairwell.

Crouched on the grate, I let the vent
Exhale into my nightgown,
Laid my chin on the flannel balloon,
Pulled the brocade dining room drapes around me,
Watched quietly as a caped voyeur.

He could not detect me from his chair, where he
Faced a windowful of streetlights and starlights waiting
To blink out at the first pinch of dawn.
He in his frayed robe, his bare flat feet crossed,
Sat with a Holy Book laid open in his lap. I
Watched his lips twitch—tried to read them as
His eyes left the page and met the window's yawning light.

Slow tears cleared his lower lids and rambled down his cheeks,
Moving freely as in a society of spirits where
All souls present welcome the morning bath.
Rapt by my father's rapture, I
Watched him embrace the Silence with
Effortless humility and stunning grace or perhaps
I watched the Silence embrace him.

I stayed on guard throughout the years as
Prayers accrued on our front porch—
Relics bartered by customers too poor to pay their debts—
Burdens left outside our lives while he pretended he
Bought them, just to save a man's dignity.

We ate gravy on toast,
Had no school clothes to boast but
Took our wealth in
Boats without hitches,
Saddles without horses,
Chickenfeed without hens.

I loved him for his pilgrim-heart traditions but,
Following his tradition, could not say so,
Just as he could never speak what the skies of his eyes
Transported so well from their gray infinity.

He never shared the link between deed and dawn or even the
Fact of his morning reverie. Yet I knew the
Prayers from their sweet conception because
I always awoke before dawn,
A tradition passed on by my father.

Week Five - Poetry

Writing with Conviction

Sample Script:

This week's habit of heart, integrity, means being true to yourself. When you write poetry, being true to yourself can mean writing about things you really believe in.

I will pass around a box with various convictions written on it. Just take one, but take one you truly believe in.

(Pass around slips of paper with a quality, ideal or belief on each one. Relate the slips to the other content areas. They could be the habits of heart or they could be statements such as, "I believe in helping to reduce poverty" or "I believe in helping people who could not walk become active again.")

Remember the triangles we drew with a conviction at the top and an action in one corner? Think of a conviction you've developed this summer or something you want to do or be, or a cause you want to help with. If you haven't decided on a conviction, you can use one based on the inventors and doctors and creative people and community workers we've studied and interviewed. Or you can write about the conviction you drew from the box.

After you identify your conviction and what you would like to do about it, write a poem called *If I Could Do Anything*. Use the rhyme sampler list if you need ideas.

When you finish your poem, write a second neat copy of it. Keep the original for yourself. We will put the neat copy in with the package we send to the Heifer project.

If I Could Do Anything

If I could do anything, I'd _____

I'd _____

I'd _____

I'd _____

And _____.

If I could do anything, I'd _____

I'd _____

I'd _____

I'd _____

And _____.

Math Curriculum

This curriculum uses project-based learning to teach math through science and social studies content, continually tethering each lesson to character education and community service goals. Every week, the primary math theme and project links to a specific set of math standards and to the weekly habit of heart.

The lessons' intent, to increase math motivation, often means that the computation comes through the study of how to use math to solve real-world problems. Feel free to provide supporting materials such as math workbooks to reinforce the students' understanding of the concept. For maximum effectiveness, train the staff using the staff development materials developed by Canter & Associates in teaching math.

This curriculum also calls for the *Math Made Easy* student videos. If you can obtain them, a volunteer or a teacher can serve as the math facilitator to work with small groups of students on certain days of the week, alternating days of the week, so each grade can use the videos on a different day.

Look for these resource materials on the Internet, as both companies have web sites.

The math associated with Session I links with McREL math standards, an educator resource that provides standards for use throughout the educational system. The math lessons associated with Session II are linked specifically to California standards but are easily adaptable to national standards. The similarity of the standards will enable you to easily cross-check and use the set of standards that best suits your purposes. Look for McREL standards, or other state standards and the math resources using key words on the web.

Please note:

Some of the math lessons relate to sustainable development. If your students have access to the Internet and you want to collaborate with other schools around the world on joint projects, go to the World Bank's web site (also a good source for support material):
<http://www.worldbank.org/html/schools/issues/edu.htm>

The Development Education Program web site www.worldbank.org/depweb offers learning material in French and Spanish. See the Learning Materials for Your Classroom button on the For Schools homepage. Explore Sustainable Development with learning modules full of maps, charts, photos, data tables, case studies, and a wide range of activities.

You may also want to link with Oxfam's education site:
<http://www.oxfam.org/educationnow/default.htm>

Week One - Math

Sacrifice

Focus: Measurement

Objectives

- Promoting an appreciation of sacrifice in addressing a community problem through science and math.
- Promoting motivation for learning mathematical processes linked to the standards below.

McREL Standard 4: Understands and applies basic and advanced properties of the concepts of measurement

Level 1 (Grades K-2)

Understands the basic measurements length, width, height, weigh and temperatures

Level 2 (Grades 3-5)

Understands the basic measures perimeter, area, volume, capacity, mass, angle and circumference
Understands relationships between measures (e.g., between length, perimeter, and area)

Day One

Anticipatory Set

Sample Script:

Have you ever imagined what would happen if you turned on the water in a faucet and nothing came out? What if you went to every other faucet and drinking fountain and still, nothing came out? Where would you go for water?

There are many things we take for granted every day. No matter what we don't have in life, we still have many things that someone had to sacrifice to create. Someone had to put in the pipes and make sure that clean water flows through them. Someone has to be there to make sure we're healthy and to help us when we're not. Someone has to sacrifice their time and effort to grow food, to build buildings, to make fabric and sew clothes. These are things we each use every day and someone, somewhere, had to make sacrifices to create them.

Many people make sacrifices for the good of others in need. Let me tell you a true story.

A little girl was born in El Salvador with a special heart condition. Her veins could not properly carry her blood to her heart. If she did not have surgery soon, she would die.

The little girl's parents had already given up a great deal for their children. They had another child in a wheelchair who had been injured during the war years before. They had just lost their home in

an earthquake. They had spent all their money on medical help for the children. They did not know what else to give.

One day an American radio announcer went to El Salvador. He and many other people in America had raised money to help the people who lost homes in the earthquake. They had gone to see where the money was most needed. The little girl's mother heard they were coming. She went to find the radio announcer and his co-workers. She asked them if anyone they knew could help her little girl.

Soon everyone was involved. A university in America offered to perform surgery on the little girl. A pilot offered to fly the girl and her mother there, even though he was tired and only had a few hours between his regular flights. An uncle in America welcomed the little girl and her mother to stay with him and gave them rides back and forth to the hospital. By the end of the story, the sacrifices everyone made saved the little girl's life. It might not have happened unless everyone opened their heart and made a sacrifice.

Can you count how many people made sacrifices in the story? (Write responses on board)

Those who sacrificed:

- the girl's parents, who gave time and money and help
- the radio announcer and his friends, who offered money and time to find the right people to help
- the pilot, who sacrificed sleep, time and fuel to help
- the doctors, who made time to perform the surgery
- the uncle, who gave up his own convenience to offer beds and rides to the family

This story shows that you don't have to have money or expertise to make a sacrifice. Everyone can sacrifice something. Do we sacrifice just what is convenient? Why not? (It wouldn't be a sacrifice if it were convenient.) We sacrifice not based on our own needs but on the needs of others.

Project: Assessing the Need for Sacrifice

Write on the board: *In every need lies an opportunity.*

Have students repeat and begin to memorize the quote. Ask students that they think the quote means. Have them if they've ever seen sacrifice as an opportunity.

Remind students that in order to help someone, we have to recognize their needs.

The people in the story about the little girl recognized exactly what she needed and gave it. Many others around the world are making sacrifices as well. One organization in one country, Guatemala, made a list of the ways in which their members sacrificed to help others. They did not sacrifice things that were convenient to give. They sacrificed each time based on a need.*

Direct the students to the worksheet *Sacrifices for Sanitation*. Have them add up the numbers. Explain that the water tanks referred to were round cylinders that sit on platforms high above the ground. A pipe runs from the tank down into a large basin below, so families can wash their

clothing at home without the dirty, soapy water seeping into the streams that supply drinking water. Distribute graph paper and have them complete the steps on the worksheet. Upper-level students should complete the challenge question. They may need a review of perimeter (measurements around the object) and area (height times length).

Explain that the illustrations will accompany thank you letters to the organization whose members made the sacrifices and provided the services.

*Facts taken from Plan International Guatemala 2000 Annual Report

Sacrifices for Sanitation

Community Need: People in the villages became very sick because their sewage system was too close to their supply of drinking water and because they washed their clothes in the same water supply. As a result, dangerous bacteria often showed up in the drinking water.

Sacrifices Needed:

Time to train health workers
Time and money to build new water systems
Materials for new water tanks
Materials and time to build new restrooms
Materials to connect homes to sewage systems

Numbers Given:

70 health workers
171 water systems
3,651 water tanks
1,297 restrooms
365 connected homes

Add the number of sacrifices made to meet these needs: _____

**Now you're ready to make
your own water tank!**



The water tanks installed were round cylinders that sit on platforms high above the ground. A pipe runs from the tank down into a large basin below, so families can wash their clothing at home without the dirty, soapy water seeping into the streams that supply drinking water.

Take the following steps to draw such a water tank on graph paper, *using each square as one foot*.

- First build the two posts that hold up the platform. They should each be ten feet high. They should be eight feet apart.
- Now build the platform to stretch across the top of the posts. It should be one foot high and ten feet wide.
- You are now ready to build the water tank. Make it seven feet high and six feet wide.
- Draw a narrow pipe leading from the tank down the post and into a square basin sitting on the ground. The basin is four feet high and three feet wide.
- You're almost finished, but don't forget to draw the people who will wash the clothes!

Extra challenge: Add the following information to your illustration:

Area of the wash basin: _____

Perimeter of the wash basin: _____

Length of the poles: _____

Volume of water the tank will hold if each post will support 530 pounds of weight:

Day Two

Guest Presentation

Invite a doctor or nurse to visit as a guest presenter who has sacrificed time to work in a disadvantaged community, to offer services in a medical emergency or to save lives during a war or natural disaster.

Have the health worker discuss the struggles as well as the satisfaction involved in the sacrifice made. If possible, have the health worker tell about friendships formed working with colleagues from the area being served and about honoring their knowledge. Also ask the health worker to discuss the relevance of math and science in his or her own medical training.

Day Three

Remind students about the project discussed on Monday. Ask them to think about the many hours of hard work it took to provide each of the services listed on the chart. Ask students to write thank-you letters to the project leaders who organized the work in Guatemala. Have them address the letters to:

Plan International
Guatemala Project Leaders
155 Plan Way
Warwick RI 02886

As time permits, students may participate in the Math Made Easy videos with a facilitator.

Day Four

Journals

Students record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project. As time permits, they participate in the Math Made Easy videos with a facilitator.

Day Five

As time permits, students participate in the Math Made Easy videos with a facilitator. General worksheets appropriate for students' ability levels can reinforce the week's goal but should not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week Two - Math

Consideration

Focus: Algebra, Geometry

Objectives

Promoting consideration for the needs of communities and the environment.

Promoting motivation for learning mathematical processes linked to the standards below.

McREL Standard 8:

Understands and applies basic and advanced properties of functions and algebra

Level 1 (Grade K-2)

Recognizes regularities in a variety of contexts (e.g., events, designs, shapes, sets of numbers)

Extends simple patterns (e.g., of numbers, physical objects, geometric shapes)

Level 2 (Grade 3-5)

Understands that the same pattern can be represented in different ways (e.g., geometrically or numerically; the pattern of numbers [7, 14, 21, 28...] is equivalent to the mathematical relationship $7 \times n$)

Knows that a variable is a letter or symbol that stands for one or more numbers.

Solves simple open sentences involving operations on whole number

(e.g. $? = 17 = 23$)

McREL Standard 5:

Understands and applies basic and advanced properties of the concepts of geometry

Level 1 (Grade K-2)

Understands that geometric shapes are useful for representing and describing real world situations

Level 2 (Grade 3-5)

Understands how scale in maps and drawings shows relative size and distance

Days One and Two (as needed)

Anticipatory Set

Write the following riddle on the board and have students guess the answer:

You walk on me all the time, yet I'm always there for you.

You dump on me and kick me until I'm black and blue.

Sometimes you massage me and decorate my head.

That's when I start to like you. What am I?
_____ !

Answer: A flower bed

Discussion Questions

Do you use consideration in your relationship with nature?

Do you think a decision that helps people can help nature and the environment at the same time? Why or why not?

Some students in a school in a dangerous neighborhood noticed that they felt better when the principal decided to have more flowers planted in front of the school. As the flowers grew, the environment became more beautiful. It put the students in a good mood and it told everyone that the school was a pleasant place to be. Now the school is one of the most popular in its area, and the students come out on Saturdays to help weed the gardens.

When we take care of the environment, we also take care of each other by creating a better community. Let's practice showing consideration with a special project.

Project: Planning a New Park

Sample Script:

Today we have a chance to consider the needs of nature and the needs of humans at the same time. Park planners have to do this every day. This week, we can help them by giving the matter some consideration then sharing our input with them.

“Los Angeles...is one of the most park-starved cities in the nation,” the state parks system director was quoted as saying in a *Los Angeles Times* newspaper article on May 16, 2001. For that reason, the city decided to create a state park in the Chinatown Yards near downtown Los Angeles.

A developer first bought the land for industrial use (factories and businesses). Environmental groups started a movement to turn the 40 acres into a park instead—the first state park in downtown L.A.

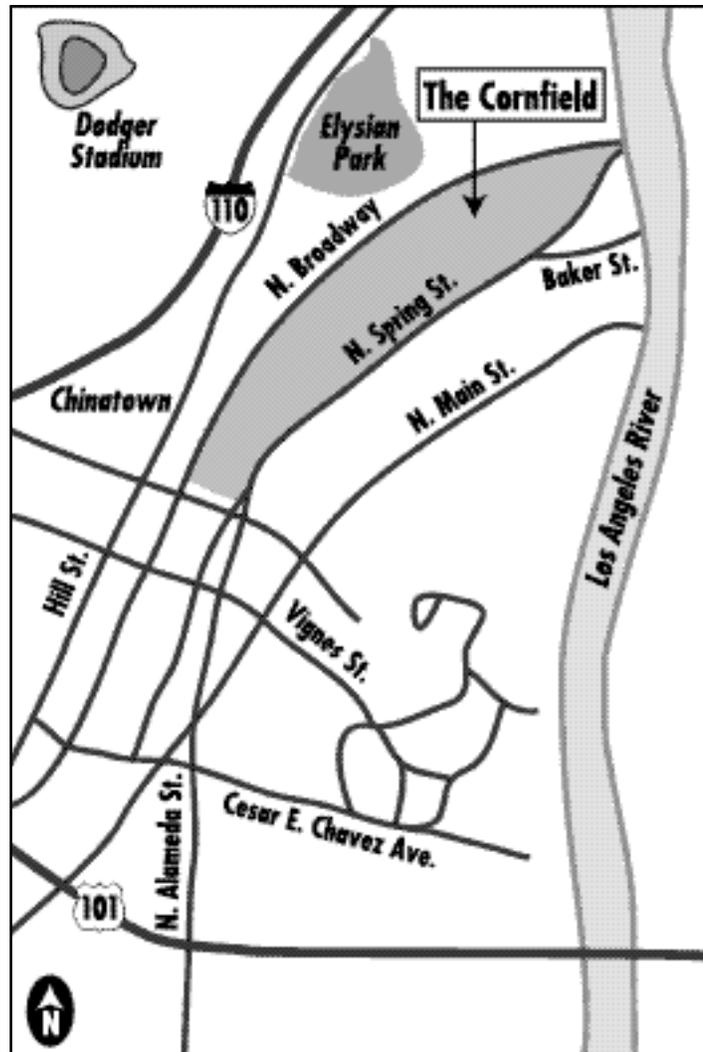
The area is called the Cornfield because corn once grew there. The Spanish started the city's first irrigation system in the area, and environmentalists wanted to make the nearby LA River available again for public use. They wanted to turn the Cornfield, now strewn with old railroad ties and gravel, into a lush park that would replenish the air and also serve the needs of the people. The planners pointed out some very good reasons why the Cornfield should become a park:

- The park land sits near Dodger Stadium.
- The Blue Line light rail reaches it, so people without cars can go there.
- People in the neighborhood want to get involved in planning the park.
- The neighborhood will eventually include a Chinese cultural center, low-income housing and a public school.

(Present reproduced, enlarged version of map.)

Look at the map of the Cornfield area. Pretend you are a city parks planner. If the 40 acres needs to serve several uses, how will you decide how much land to reserve for each use? Take the following steps to find out how.

1. If you could only choose a few uses for the park, consider the choices below.
 - baseball field
 - football field
 - playground
 - bike trails
 - duck pond and wildlife preserve
 - trolley car to go to the light rail station
 - gazebo for weddings
 - school and library
 - cultural center
 - housing project geared for people without cars
 - outdoor amphitheater for rock concerts



2. Divide into groups of six to vote on the top uses for the park land, but before you vote, hold a mock public hearing. One person will play the role of a mayor. One will act as the environmental agency representative who wants to protect the land and create more habitat to encourage water fowl to live in and around the L.A. River. Another person will speak as the athletic director of a local sports league. Another will represent the schools. One will represent Social Services and talk about the need for people without cars to enjoy life near the park and to have access to transportation. Another will represent the business owners. (Teacher may want to assign the roles or else have students draw them out of a hat. Some students may need coaching and briefing on the issues from the teacher or from other students.)

Here are the list of possible uses and the representatives who will speak out for each use:

Mayor: Acts as moderator

Athletic Director's proposed uses:

- baseball fields
- basketball and tennis courts
- playground
- bike trails

Environmental Director's proposed uses:

- duck pond/wetlands and water fowl preserve
- bike trails

School Superintendent's proposed uses

- school and library
- cultural center

Social Services Director's proposed uses

- housing project geared for people without cars
- trolley car to go to the light rail station
- bike trails

Business owners' proposed uses:

- outdoor amphitheater for rock concerts
- gazebo for weddings
- restaurant complex

3. Each person should state the uses they consider most important and explain why. The group must then discuss whether any of the uses will compete with any of the other uses. (For instance, a rock concert going on next to a housing complex with sleeping babies could present conflicts.) You might find that a particular use meets almost everyone's needs.
4. Next, have everyone vote on their five favorite uses. (Assign younger group of students to tally the votes and write down the three uses that got the most votes.)
5. The uses that got the fourth and fifth most votes will not be able to share equal space in the park because of a shortage of space. To decide how to prioritize, the two representatives involved may need to get on the conflict bridge and come to a resolution. In the end, you can only accept four primary uses. The group can give input.
6. Now decide how much land you will reserve for each of the four primary uses. Look at the number of votes each item received. Your list may look something like this:
 - bike trails - 4 votes
 - school - 3 votes
 - duck pond - 2 votes
 - playground - 1 vote

7. Now let's presume you have decided to divide the park's acres according to the number of votes received, factoring in only the top ten votes.

If the total acreage is 40, what steps will you take to decide how to divide the land?

Possible answer:

Step 1: Look at the breakout of the top ten votes.

Step 2: Divide 40 acres by 10 votes to see how many acres each vote is worth.
(If you are counting ten votes, each vote is worth 4 acres.)

Step 3: Multiply each vote by 4 to get the number of acres allocated to that use.

For example:

bike trails: $4 \times 4 = 16$ acres

school: $3 \times 4 = 12$ acres

duck pond/wetlands project: $2 \times 4 = 8$ acres

playground: $1 \times 4 = 4$ acres

For upper-level students only:

Oops. The environmental experts and the superintendent say the school and the duck pond/wetlands project will take up more space than the bike paths. Here are the acreages they propose:

bike trails: 4 acres

school: 16 acres

duck pond: 16 acres

playground: 4 acres

(If your group did not choose schools or duck ponds, a different representative or two can suggest changes.)

Step 3: How well did they honor the priorities of the group? To compare their numbers with the original vote, write down each usage as an equation, using the letter *n* to represent the mystery number.

For example:

bike trails: $n \times 4 = 4$ acres

school: $n \times 4 = 16$ acres

duck pond/wetlands: $n \times 4 = 16$ acres

playground: $n \times 4 = 4$ acres

How many points did they give each item? Get the group's consensus on these changes.

Answers in this example: bike trails: 1; school: 4; duck pond: 4; playground: 1.

Day Three

Practical Application

All levels: Students pick the activity they prefer or complete both, if time permits

Some students can draw a map of the proposed park and divide it according to uses. They will need to use graph paper, so they can determine how many blocks to allocate for each use. Challenge them to determine how they will determine this. (They will need to draw a park that covers 40 blocks and multiply the number of blocks-per-vote times 4.)

Other students may choose to write cover letters to the parks and recreation department explaining their project and making their personal suggestions as to how to plan usage within the real park.

These drawings and proposals will become part of the packet sent to the City Parks and Recreation Department.

If your class is doing this as an exercise and is not from Los Angeles, you may choose to have students instead discuss the needs in their own parks and decide how to incorporate their ideas from this exercise into the Habits of Heart parks survey assignment.

Day Four

Journals

Students record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project. As time permits, they participate in the Math Made Easy videos with a facilitator.

Day Five

As time permits, students participate in the Math Made Easy videos with a facilitator. General worksheets appropriate for students' ability levels can reinforce the week's goal but should not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week 3 - Math

Determination

Focus: Problem Solving Process

Objectives

- Promoting determination in addressing a community problem through science and math.
- Promoting motivation for learning mathematical processes linked to the standards below.

McREL Standard 1: Uses a variety of strategies in the problem-solving process

Level 1 (Grades K-2)

Draws pictures to represent problems

Uses discussions with teachers and other students to understand problems

Explains to others how she or he went about solving a numerical problem

Makes organized lists or table of information necessary for solving a problem

Uses whole number models (e.g., pattern blocks, tiles or other manipulative materials) to represent problems

Level 2 (Grades 3-5)

Uses a variety of strategies to understand problem situations (e.g., discussing with peers, stating problems in own words, modeling problem with diagrams or physical objects, identifying a pattern)

Represents problem situations in a variety of forms (e.g., translates from a diagram to a number or symbolic expression)

Understands that some ways of representing a problem are more helpful than others.

Uses trial and error and the process of elimination to solve problems

Knows the difference between pertinent and irrelevant information when solving problems.

Uses explanations of the methods and reasoning behind the problem's solution to determine reasonableness of and to verify results with respect to the original problem

Understands basic valid and invalid arguments (e.g., counter examples, irrelevant approaches)

Day One

(Can spill over into Day Two as needed)

Anticipatory Set

Write the following riddle on the board and challenge students to solve it:

How is a jar of peanut butter like a windmill?

Accept several guesses but do not tell the answer. You may want to pass around a jar of peanut butter and a pinwheel as they guess, so they can look for clues. Ask students to keep thinking about it. Tell them that by the end of this lesson, they will be able to figure out the answer.

Project: Solving the Energy Crisis

Sample Script:

What do you remember about George Washington Carver? (Accept several answers but elicit that he found a good way to make use of the land and many good ways to use peanuts.)

How did he feel about the natural resources? (He felt reverence for them and grateful for them.)

What was his motto? (Save and use what you have.)

Can you think of another word for this? (Define *conservation* and its root word, *conserve*.)

There are some things we can use every day and still have more of. Let's list some. (air, sunlight, etc.)

I'm thinking of some other items we will eventually run out of if we do not treat them with respect. Can you name some of those things? (Make sure students include fossil fuels on the list. Explain that the fossils consist of dinosaurs once buried deep in the ground whose bones turned to substances like oil, coal or gas. If we ran out, it would take many lifetimes to create new fossils to generate more fuel.)

When we *can* get more of something, we call it a renewable resource. Just as you can renew a book at the library, you can walk outside and find wind or sun most days, even if you thought you used a lot of it up the day before.

The energy crisis means that the fossil fuels such as gas and oil are becoming more difficult to replenish, or that we're depleting our supply of them. One way to use less energy is to turn to renewable resources, such as electricity made with wind or sun.

How can wind create power?

(Have one child blow on the pinwheel as the student next to her holds a feather or thin sheet of paper near it. Point out how the force generated by the wind can ruffle the feather or paper.)

This demonstration shows, on a small scale, what wind energy can do. When it moves a turbine, it can create electricity. Solar panels also capture and store heat energy to create motion. Solar means energy that comes from the sun. A mirror focuses the hot light in order to move the turbine or motor. The force of rushing water can also create movement and generate electricity. That's why we have large dams and hydroelectric plants. Hydro means water.

(Show pictures, if you have any, of windmills, hydroelectric plants, or solar panels. Let students make observations and comments about the photos.)

Many homes use natural gas and nonrenewable resources. Do you see a little blue flame underneath

when your parents turn on the stove? If you do, that's gas coming up through a tube to light the pilot light.

Now that fossil fuels have become more expensive, people are beginning to listen more to those who have experimented for so many years with renewable resources.

One day in 1976, the government offered a tax credit—a discount—for people who bought solar energy, or energy made by the sun. People tinkered with ways to create their own solar energy. One young man, an electrician, lived in a teepee in the hills. He had no electricity. He wired his lights to his car battery at night, but then the batteries went dead and he couldn't start his car in the morning. After two years, the man decided to build his own windmill. He bought an old computer drive and made a motor. He carved a 2' by 4' piece of wood into a 42-inch blade, mounted it and put the motor on a pole. He then hooked it all up to a truck battery. When the wind blew, the blade turned and ran the motor. Now he could have electricity!

How was this young man like George Washington Carver? (Both used what they had to create something useful that would not harm the environment.)

How is wind like peanut butter? (They both remind us of inventions that respected the land and conserved natural resources.)

Some countries, like Japan and Germany, already produce many, many times more solar energy than we do. We now need to rely more than ever on wind, sun, underground steam and agricultural waste.

In addition to creating new kinds of energy, we can find new ways to save energy, like turning out the lights in a room when you're not using it or inventing your own games instead of turning on a TV. Maybe a school could have certain days of the week when they don't use energy in the kitchen but serve sandwiches instead of hot lunches. Maybe a business that has a day shift and a night shift could get a bigger building and have everyone come in the day so they wouldn't need the lights at night.

If George Washington Carver, one person alone, thought of more than 300 ways to use peanuts, how many ways do you think people could think up to make or save electricity?

There's usually more than one way to solve a problem. Let's see if we can think of a number of ways. (Divide students into smaller groups.)

Now each group can brainstorm ideas to generate electricity, to make fuel or to save energy. Consider every idea. Don't throw any out. Make a list of them.

(If possible post a facilitator at every table to guide the process. Do not reject ideas that do not seem realistic or science-based at this point, but see if you can help the students, as a group, play with the ideas until they seem plausible. The idea is to trigger creative thinking about the problem and enthusiasm for the process.)

Now that every group has had a chance to think about it, please share your ideas with the class.
(Let them share.)

Now count up the number of ideas your group had and we'll tally them on the board.
(Assign a student to make a mark for each new idea.)

How many more ideas would we need to make 300? How do we figure that out?
(Subtract the number counted from 300.)

Suppose we did have 300 ideas and decided to try to make them all work. We'd need a team of 10 planners to put each idea into action. How many planners do we need? How can we find out?
(Have a student write the equation on the board: $300 \times 10 = 3,000$.)

(If possible, have one teacher or facilitator work with younger students and one with older students at this point.)

Group exercise for beginning math students:

Let's say that within a group of 10 planners, we need to send four members out to talk to the people who live in the community, to get their opinions about the ideas. How many people will stay in the meeting and keep planning? Write an equation to figure it out. ($10 - 4 = 6$.)

Now what if the four people come back with 8 inventors who want to join the team? Write an equation to show how many people are now on the team. ($4 + 8 + 6 = 18$.)

If half of them come back with a good idea, how many good ideas will we have? Draw a picture to show the answer, using light bulbs as ideas.

Group exercise for higher-level math students:

Okay, now let's say that each planning team needs to identify two spokespeople or representatives to share their ideas with the rest of the world. How many spokespeople do we need altogether. Talk about what equation we can use to find out. ($300 \times 2 = 600$.)

What if we want to tell everyone in a certain city about our ideas, and the city has 240,000 people? How many people does each spokesperson need to reach? How will we find out? (Divide 240,000 by 600 spokespeople to arrive at 400.)

Whether we succeed or not will depend not just on how many people we reach but on how well we express our ideas to them. Tomorrow we will talk about how to do that.

Not everyone grows up wanting to be an inventor. Some people would rather act as advocates. What is an advocate? (It is both a noun and a verb. Someone who advocates speaks out for a cause they believe in. They help others support an idea or a change in society.)

If you were going to convince someone to invent new ways to use renewable resources, or to better use the inventions we already have, you might convince them on the basis of cost alone.

See if you can prove that it's a good idea by figuring out the cost involved. I'm going to give you some facts and have you write down equations in your math journal. It's good to know how to do the math inside your head, but why is it also a good idea to write it down? (Accept several answers.)

Have you ever heard of metacognition? (Write the word on the board.) Cognition means thought. Metacognition means thinking about your own thinking processes. When you can remember how you arrived at a solution by writing it down, you can remember the same process when you have to solve a similar problem. When else would metacognition help you make effective decisions? (Accept a variety of answers. Add that when you practice a habit of heart or when you try to manage your anger or resolve a conflict or show self-restraint or practice any of the habits of heart, it helps to reflect on your own thought processes and make a conscious choice.)

Another good reason to write down our equations is because when you are an advocate, you need to come up with logical explanations for your opinion. You may need to show proof of the importance of your request.

So let's get ready to explore ways to solve the energy crisis, using our math journals. Consider these issues:

- A watt is a measurement we use to measure energy. A kilowatt means a thousand watts. A kilowatt-hour refers to the amount of energy one kilowatt would spend in one hour.
- In January of 2000, electricity cost 3 cents a kilowatt hour. A year later, it cost 30 cents an hour.
- Now write an equation in your math journal to show how you would determine how much the price went up? (Most likely response: $30-3=27$). Now write it as a sentence. (Thirty cents minus 3 cents equals 27 cents per kilowatt hour.)
- (Debriefing: When most students have finished, write these responses on the board. Ask if some students found another way to arrive at the answer. Point out that even in math, there is often more than one way to arrive at the same answer.)
- How much more expensive was energy in 2001 than in 2000? Turn to a partner and decide what you think. (Give choices on the board: 5 times higher; 10 times higher; 30 times higher)
- Write a sentence in your math journal to show how you arrive at the answer. (Thirty cents divided by three cents equals 10, which means that 30 cents is ten times higher than 3 cents.)
- Debriefing: When most students have finished, write these responses on the board. Ask if some students found another way to arrive at the answer. In this case, they may have used multiplication or younger students may have counted groups of objects on scratch paper to arrive at the answer.

- Challenge: Upper level students may also want to express the increase as a percentage and describe the computation process in a sentence. Tell them it's all right to round off numbers in this case. (One possible response: Thirty times 3.3 equals 99, which is almost 100, so to get an approximate percentage, you could multiply the increased cost of 27 cents times 3.3. This shows a cost increase of just over 89%.)

Is 89% a big increase in one year? What if you were an older grandparent and lived alone but could not work? How would you pay so much more all of a sudden? Would you hope that some young people would think of inventions and other ways of using electricity, to bring the cost down? Would you hope that some people would become advocates for better ways to create energy? Tomorrow we will become advocates.

Day Two

Practical Application

Sample Script:

Yesterday we talked about the fact that in some areas, energy costs increased 89% in one year, from 2000-2001. Can you remember some of the concepts we discussed? (Review yesterday's content.)

Of all the energy used during that same year in one state, only 9% came from renewable resources like sun and wind and trash or biomass. Another 1% came from dams or hydroelectric power. The rest came from nonrenewable resources. (Review the meaning of nonrenewable resources.)

Let's take a look at some more facts (already written on the board):

- In California in 2001, when electricity cost 30 cents a kilowatt hour, wind power cost 5 cents a kilowatt hour.
- At the same time, power created by burning wood chips, trash and clippings (biomass) cost 8-10 cents an hour.
- At the same time, solar (sun) energy cost 10-15 cents an hour.

Please use graph paper to compare the costs of these items. Make a chart with a row of illustrations across the top: a sun, a windmill, a wood pile and a dinosaur to represent nonrenewable resources. In the column underneath each picture, fill in the number of squares that shows how much it costs to use that energy source.

If each square on your paper represents a kilowatt hour, how many squares will you fill in under the dinosaur? How many under the windmill, wood pile and sun?

Which kind of energy do you think some energy planners call the fuel of the future? Why? (Wind, because it's less expensive.)

Now it's time to use our math skills to become advocates. We will write letters to a government leader asking that they support the use of wind, sun and other types of renewable energy to help us make better use of the earth's resources.

Assignment: Letters to Decision Makers

Upper level students will write letters incorporating the information they wrote in their math journals as well as the information on the board. Remind them to state their requests and include the math in their supporting reasons. They can also add some of the ideas their groups discussed regarding new ways to create or save energy, so the letters reflect their passions as well as their logic. They can attach their graphs. Beginning math students can attach simpler notes to their graphs if this becomes too challenging.

Decide in advance which elected officials should receive the letters and graphs. You may want to include to a governor or a local decision maker and also the federal government. The President's address is 1600 Pennsylvania Avenue, Washington, D.C. Look for other government offices in a phone book or on the Internet.

Day Three

Have upper division students finish up the letters to send to elected officials while younger students participate in the Math Made Easy videos with a facilitator. Then let upper division students participate in the Math Made Easy videos as younger students finish their letters or decorate manila envelopes for the letters and charts. Mail them.

Day Four

Journals

Students record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project. As time permits, they participate in the Math Made Easy videos with a facilitator.

Day Five

As time permits, students participate in the Math Made Easy videos with a facilitator. General worksheets appropriate for students' ability levels can reinforce the week's goal but should not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week 4 - Math

Compassion

Focus: Computation

Objectives

- Promoting compassion by addressing a community problem through science and math.
- Promoting motivation for learning mathematical processes linked to the standards below.

McREL Standard 3: Uses basic and advanced procedures while performing the processes of computation

Level 1 (Grades K-2)

Adds and subtracts whole numbers

Solves real-world problems involving addition and subtraction of whole numbers

Level 2 (Grades 3-5)

Performs basic mental computations (e.g., addition and subtraction of whole numbers)

Determines the effects of addition, subtraction, multiplication and division on size and order of numbers

Understands the properties of and the relationships among addition, subtraction, multiplication and division (e.g., reversing the order of two addends does not change the sum; division is the inverse of multiplication)

Solves real-world problems involving number operations (e.g., computations with dollars and cents)

Day One

Anticipatory Set

Somewhere in the room, I have stored some fuel. Can you see it from where you are sitting? (Have several different types of fresh and packaged food on the table or desk.)

Last week we talked about natural forces and fuels that create energy to feed our power system. What fuels feed your own personal power system? (Food and drink.)

If your body is made up mostly of water, you need to replace the water you lose every day through perspiration or by going to the bathroom. Your body also needs certain types of carbohydrates and proteins it can convert into energy.

Discussion Questions

How do you know when you feel hungry? Can you describe the feeling?

Which parts of your body does hunger affect? (Elicit that it not only can create stomach pains but can make your arms and legs feel to weak to work and can make it more difficult for your brain to think.)

What is a calorie? (It is a unit that measures the energy produced in the body by a certain food. Hand several students a packaged food. Ask them to find the calorie listing on the back and read it aloud.)

What happens to calories after we eat them? (Discuss the fact that we spend them or burn them off by doing physical work or by keeping our brains at work. When sleeping, we burn fewer calories. That's why some people gain more weight when they eat a heavy meal right before bed.)

Are all calories created equal? (Discuss the difference between empty calories that convert sugar into quick energy in the body and calories that also include energy-sustaining proteins as well as vitamins and minerals. Create a chart on the board to compare the calories, proteins and selected vitamins on each of the packages. Come up with questions that challenge students to use simple addition and, alternately, subtraction to compare the nutritional value of the items. If you like, come up with a worksheet of problems for them to solve, especially showing the inverse relationship between addition and subtraction. If you like, include challenge questions for upper level students.)

Example:

If a serving of soup has 240 calories and a serving of rice has 210 calories, how many calories would you consume if you ate them both?

If the rice has 5 grams of protein and the soup has 7 grams, how many grams of protein would you eat?

What if you could eat just one? You would need to compare the other ingredients to know which one your body most needs. For instance:

- 120 of the calories in the soup come from fat, while only 25 of the calories in the rice come from fat. What is the difference? (The soup has 95 more calories from fat.)
- The soup has 4% of the Vitamin C your body needs in a day, but the rice has 25% of the Vitamin C your body needs. How much more Vitamin C will you get from the rice? What equations can we use to express it? ($25\% - 4\% = 21\%$)
- How could you express the same equation using addition? ($4\% + 21\% = 25\%$)
- The soup has 10% of the iron your body needs and the rice has 6%. What is the difference between them? (The rice has 2% less iron than the soup)
- If the soup has 23 grams of carbohydrate and the rice has 42 grams, how many grams would you receive by eating both?
- Upper-level students: If you ate both foods, you would receive 28% of your daily sodium from the rice and 37% of your daily sodium from the soup. How much more sodium could you eat that day? How would you determine the answer? (Add 28% and 37% to get 65%. Subtract 65% from 100% to get 35%.)
- Based on all the factors above, if you could only choose one food for dinner, which of the two would you choose? Why? What types of foods would you choose the next day to balance out your diet? (Accept varying responses and reasons.)

Service Project: Giving Your Gift the “Best” Test

Send a note home with students reminding them to bring at least two different packaged food items (with nutrition labels) to class the following day. When time permits later in week, have students compare various nutritional aspects of the foods they brought using mathematical equations. Give them parameters for judging which item is the most nutritious for children or for seniors. Have them choose the most nutritious item to give to a shelter or food bank. Students may decorate the boxes and put the foods in them for delivery. Emphasize that true compassion means selecting quality items to give to others, just as you would want to eat quality items yourself.

Day Two

Project: Renewing Human Energy

Sample Script:

How is a calorie like a kilowatt? (One measures the human-energy value in food and the other measures electrical energy.)

If we have a shortage of unrenovable resources to create energy in the world, do you think it's possible we could have a shortage of resources that create human energy?

Do you think it's a shortage or a problem of distribution? (Elicit that many people have enough to eat but some do not. If we had a better way of sharing food, perhaps everyone could have enough to eat.)

Consider these facts:

- The United Nations reported in 2001* that Somalia, Afghanistan and Haiti rank as the hungriest countries in the world.
- The United Nations joins people from many countries to maintain peace and human rights and to reduce abject (severe) poverty in the world.
- The United Nations Food and Agriculture Organization has a “depth of hunger” measurement that measures just how many people in a country are hungry more often than not.
- The report says that poor people in Somalia lack 27% of the minimum calories to replace the calories they burn when doing simple activities. That means they lose weight just by living a normal life.

In Somalia 75% of the people do not have enough to eat. How many do have enough to eat? How will we find out? Discuss it in groups and write it in sentence form in your math journals. (If 75% means 75 out of 100, then we should subtract 75 from 100 to find out how many do get enough to eat—25%.)

How can we represent the same equation using four students in our class? (Elicit that we can divide 100 and get 25, so each of the four students represents 25%. Call four students to the front. Have one stand away from the group and ask who he or she represents. The class can help with the response—the one in four people who get enough to eat in Somalia. Ask who the others represent—the three out of four who do not get enough to eat.)

What does 25% mean, according to this example? (25% means one out of four.)

Now let's compare Somalia with the rest of the world. (Call up two more students to stand with the group of four.)

Worldwide, one in six people in the world (826 million people) do not get enough to eat to stay healthy. Does that mean that Somalia has more or fewer hungry people than the rest of the world? How can you tell? (One out of four is a larger amount than one out of six. If some students have trouble with this concept, draw a pie chart on the board to demonstrate it.)

For upper-level students:

If one in six people are hungry and there are 826 million people in the world, how many people are there in the world all together? How would you find out? (Multiply 826 by 6 on the board and ask a student to get 5,356 million.)

Out of all those, can just one of those people make a difference? How can compassion help us make a difference? (Elicit a discussion.)

*As reported by *Los Angeles Times*.

Day Three

Practical Application

Curing world hunger may not prove easy. Why?

Wouldn't it be a little difficult to put some food in envelopes every day and send a little of it to each hungry person in Somalia?

Let's list some things we have heard about how people do address world hunger. (Accept examples from students. Then add the following.)

- Mel Chester, a man living in Los Angeles, went to the country of Namibia, in Africa, in 1994. He went to a tourist town there and saw that the tourists were eating well but the children who lived there were not, because their parents could not find jobs. He started a project to feed hungry children every day and also to encourage them to develop skills so they could have jobs if they did leave the area some day.
- An organization called Plan International helps children who living in poor communities around the world. They get people in other countries to sponsor a child and send a little money every

month. Some of the money goes to the community, to help them find better ways to feed themselves. For instance, they might help them find easier ways for them to carry water to the village, to irrigate the crops they eat. Or they might buy sewing equipment so the people in the village can make clothing to export to other countries. Organizations such as Oxfam and UNICEF also feed the hungry.

- Restaurants in some cities give their extra food to shelters, so homeless families can eat better. We can help give extra food, when we have it, to those in our own area.
- Another organization we learned about, the Heifer Project, collects money to buy animals such as cows, chickens or goats for a family. How can a goat help a family? (They can drink the goat milk and also sell some milk to buy other foods and necessities.)

If we hold a special program and charge admission, we can raise money to help buy a family a goat. Here are some planning issues to discuss.

If a goat costs \$80 and we invite 80 people, how much would we have to charge?

If we only invited 40 people, how much would we have to charge?

If we only charged 50 cents, how many people would we have to invite?

If we raised half the money by selling handmade art or toys at \$1 each, how many items would we have to sell?

For the remainder of the period, students can begin making the objects they will sell. Ideas for items to sell:

- Goat puppets
- Art work based on content
- Simple inventions
- Anger management watches
- Artwork using geometric shapes to strengthen math skills

Students can carry over this activity into art class or over to the next day. They can plan a program incorporating music or drama (acting out some of the stories from their reading material) or they can make a documentary or photo/essay exhibit of the interviews they have conducted so far.

Day Three

Students continue to work on their goat-giving project. Let upper division students participate in the Math Made Easy videos as younger students work on their projects, then switch groups.

Day Four

Journals

Students record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project. As time permits, they participate in the Math Made Easy videos with a facilitator.

Day Five

As time permits, students participate in the Math Made Easy videos with a facilitator. General worksheets appropriate for students' ability levels can reinforce the week's goal but should not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week Five

Integrity

Focus: Statistics and Data Analysis

Objectives

- Promoting integrity by addressing the need to act on your beliefs, especially beliefs in equity and education.
- Promoting motivation for learning mathematical processes linked to the standards below.

McREL Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis

Level 1 (Grade K-2)

Understands that observations about objects or events can be organized and displayed in simple graphs
Understands that one can find out about a group of things by studying just a few of them

Level 2 (Grade 3-5)

Understands that data represent specific pieces of information about real-world objects or activities
Understands that spreading data out on a number line helps to see what the extremes are, where the data points pile up, and where the gaps are
Understands that a summary of data should include where the middle is and how much spread there is around it
Organizes and displays data in simple bar graphs, pie charts and line graphs
Reads and interprets simple bar graphs, pie charts and line graphs.
Understands that data come in many different forms and that collecting, organizing and displaying data can be done in many ways

Day One

Anticipatory Set

Raise your hand if you believe school is important. Why or why not?

Think of all the people you meet in the course of a day. How did they learn what they know how to do? What if there was no place they could go to learn those things?

What do you want to do with your own life that you can only learn in school?

If integrity means acting on what you believe, how does that relate to your beliefs about education?

People all over the world need to go to school. Yet not everyone has the chance to go. In addition to getting a good education yourself, what can you do to help others get one? Let's think about that question as we learn some new facts.

- Children in some countries cannot go to school because they cannot afford books, pencils, paper and supplies.
- Children in some countries cannot go to school because their families need them to work.
- Children in some countries cannot go to school because the school is too far away and they have no transportation.
- Children in some countries cannot go to school because the school may be close enough now, but their parents know they will not be able to send them to middle school or high school, so they don't make elementary school a big priority.
- The schools in their area may not provide a quality education anyway, so students do not go.
- Children in some areas do not go to school because their cultures favor boys or wealthier classes and do not promote education for girls or for working classes.

Project: Researching Reasons

Look at the worksheet *Number of Children Out of School*. Add the numbers of both the elementary school children and the older youth to find the total number of boys out of school in 1998. (Answer: 193 million)

Add the numbers to find the total number of girls out of school. (Answer: 236)

Add the numbers to find the total number of elementary out of school. (Answer: 574)

The same people who took these surveys looked at the trends to estimate how many children would not be in school in the year 2010. What does it mean to estimate?

What factors do you think they looked at to come up with a guess? (List factors such as whether the population of children in the countries most affected is growing or declining and whether the causes of poor education are being addressed)

Why do you think they wanted to make such an estimate? (If we can predict a problem, sometimes we can prevent or reduce the problem. Discuss the difference between *prevent* and *reduce*.)

Combine the numbers to see the projected total number of children and youth they determined would not be in school in the year 2010. First find the numbers of both the elementary school children and the older youth to find the total number of boys who may be out of school. (Answer: 223 million) Now find the total number of girls who may be out of school. (Answer: 253 million)

Upper-level Students:

To prevent this estimate from coming true, we would first want to learn which countries are having the greatest problems. Look at the next chart on the worksheet: *Out of School Children by Region*. A different organization took this survey than took the first one. Add up the numbers listed for

each region to find the total number of out of school children in the world. (Answer: 125 million.) Compare that numbers with the total you found on the first chart. Do the numbers match?

Why might the two groups arrive at a different total?

Elicit several reasons:

- 1) Since the survey could not occur at the exact same time, some children may have entered school or dropped out of school by then;
- 2) They may have studied only the hardest hit areas;
- 3) One of the surveys might have missed a certain group of people.

Can the answer to a question asked in a survey change?

Estimates help us predict what will happen so we can act on it. They are not meant to be absolute and final but to help us know what to prioritize. (Define prioritize.)

Looking at the last chart, which areas have the greatest problems? Do you think each region has different reasons for children staying out of school? How can we research and help solve the problem?

(If using this manual after the year 2010, incorporate another discussion on whether these estimates came true or not by checking their web sites.)

Summarize the reasons for these statistics.

Day Two

Practical Application

All Students:

Ask students, Do the survey takers predict that girls will have total equality yet in the year 2010? How can we help change that?

Individual students may volunteer to write persuasive advocacy letters to organizations the educational development department of World Bank or other agencies to forward to leaders of countries with lower rates of enrollment for girls. Point out that change occurs best when both males and females take a stand together.

Other students may write thank-you letters to the people who coordinate the Heifer Project to show their awareness of the importance of universal education. Both groups will enclose charts and graphs to illustrate the importance of the issue.

Assign groups of students to express the statistical information in several ways. Show samples of each on the board. Youngest students can depict the information in the first chart using a bar or

graph. Intermediate students can depict the numbers on the second chart using a bar or graph. Upper-division students can depict information on the third chart in a pie chart. They should write the percentages out to the side.

Day Three

Students should finish the projects they started the day before. When everything is complete, they will send the packets and contribution to: Heifer Project (for Kisinga Diary Goat Project), P.O. Box 8058, Little Rock, AR 72203.

They will send their advocacy letters to Development Education Program Manager, dep@worldbank.org or by mail to: Development Education Program Manager, World Banks, 1818 H Street, Washington, DC 20853.

As students finish, they can participate in the Math Made Easy videos.

Day Four

Journals

Students record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project. As time permits, they participate in the Math Made Easy videos with a facilitator.

Day Five

As time permits, students participate in the Math Made Easy videos with a facilitator. General worksheets appropriate for students' ability levels can reinforce the week's goal but should not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Number of Children Out of School

1998 Out of School Elementary Children	1998 Out of School Youth (age 12-17)
Male 60 million	Male 133 million
Female 85 million	Female 151 million
Total 145 million	Total 284 million

Total number of boys out of school: _____

Total number of girls out of school: _____

Total number of children and youth out of school: _____

Estimations for 2010

2010 Out of School Children (age 6-11)	2010 Out of School Youth (age 12-17)
Male 66 million	Male 157 million
Female 86 million	Female 167 million
Total 152 million	Total 324 million

Estimated number of boys out of school: _____

Estimated number of girls out of school: _____

Estimated number of children and youth out of school: _____

Out of School Children by Region
Latin America: 7.1 million
Sub Saharan Africa: 45 million
Arab States: 6.6 million
East Asia: 10.75 million
South Asia: 56 million

Total children out of school: _____

Sources: "Education Now: Break the Cycle of Poverty." Oxfam International. 1999
UNESCO World Education Report 1998: "Teachers and teaching in a changing world."

Teachers' Comments on What Worked Best - for Cross-Curricular Connections:

Habits of Collaboration

Module II

Mission and Objectives

Outline of Program

Supplies

Suggested Schedule

Alternative: Recommended Adaptations for Half-Day Program

Character Education: Habits of Heart Curriculum

Reading Curriculum

Math Curriculum

Mission and Objectives

Agency Mission:

To help students embrace their role as meaningful contributors to society. The model influences aptitude as well as attitude through an enrichment curriculum that enhances academic and artistic growth as it fosters character education, conflict resolution skills and purposeful community service.

Teachers' Motto

Activate the mind in service to the heart.

Activate the heart in service to humanity.

Activate humanity in service to its own evolution.

Learning Objectives

- To help students perceive the relationship between individual speech and action and the quality of community life.
- To help students develop specific peacemaking skills and conflict resolution skills.
- To help students expand their vocabulary and develop greater fluency and comprehension as a reader.
- To encourage literacy and individual expression through journaling and poetry.
- To help students see the relationship between learning math and science concepts and peacemaking.
- To teach students the skills of anger management, impulse management, conflict resolution and peer mediation.
- To help students develop new visual and auditory arts skills and employ them in the community.
- To help students understand the context for resolving world conflicts.
- To help students appreciate the cultural basis for several art and music forms.

Outline of Session II

Week One

Habit of Heart: Appreciation of Diversity

Field trip: Park or area with diverse murals and or a Braille trail

Field Trip: Museums and performance

Special Projects:

Social Studies: Pen pal letters to Kenya, Guatemala, South Africa

Science: Terrariums

Math: Packaged foods project

Art: Diversity mural

Week Two

Habit of Heart: Patience

Field trip: Mission for women and children and outdoor theater

Special Project:

Math: Bread making

Week Three

Habit of Heart: Cooperation

Field Trip: Beach or Park Clean-up

Special Project:

Science: Pollution projects

Week Four

Habit of Heart: Acting on Convictions

Secondary Field Trip: University Tour

Special Project:

Art: Related to Nelson Mandela text

Week Five

Habit of Heart: Empathy

Field Trip: Braille Institute Library Party

Special Projects:

Math: Use Eye Scope or other optical device, if available, and record impressions

Suggested Schedule
(for Non-Field Trip Days)

- 7:30 Free time (silent reading, math and reading flash cards, other educational games);
Breakfast for those who need it
- 8:30 Habit of Heart
- 9:30 Reading
- 10:30 Poetry
- 11:30 Recess
- 12:00 Lunch
- 12:45 Stress Reduction
- 1:00 Math
- 2:00 Conflict Resolution
(Alternatives: complete projects started earlier in the day; Connected Curriculum activity;
Volunteers read aloud)
- 3:00 Recess and Snack
- 3:30 Art, Music or Guest Presenter
- 5:00 Clean up and silent reading time
- 5:30 Parents pick up students

**Alternative:
Suggested Adaptations for Half-Day Program**

(Content areas can occur less frequently or on alternate days in half-day program.)

Monday

- 9:00 Introduce habit of heart of the week
- 9:30 Related activities
- 10:00 Reading groups
- 11:30 Distribute *Habit of Heart Homework* and trip slips at dismissal

Tuesday

- 9:00 Role play habits of heart
- 10:00 Poetry or literature circles
- 11:00 Content connections in social studies or math
- 11:30 Dismissal

Wednesday

- 9:00 Math
- 10:00 Art or preparation of materials for service projects
- 11:00 Stress reduction training
- 11:30 Dismissal

Thursday

- 9:00 Review habits of heart; writing activity related to field trip; collect habits of heart homework
- 9:30 Peacemaking/Conflict Resolution/Peer Mediation
- 10:15 Music or drama enrichment or guest presenter
- 11:30 Dismissal

Friday

- 9:00 Field trip, presentation or community service integrating the week's learning
- 11:30 Dismissal or have students bring sack lunch and arrange a later pick-up time

Supplies - Session II

General Supplies

Flip chart or chalk board

Habit of Heart Homework template (and copies for all students)

Word Wall Words (see instructions)

Pencils for all students

Writing paper for all students

Student journals

Literature circle books (See suggested list)

3 x 5 cards

Children's names, each on 3 x 5 card

Vocabulary words on 3 x 5 cards

Dictionaries (one for every 3-6 students)

Poster paper

Glue and scissors

Markers and crayons

Graph paper

Worksheets to reinforce math lesson content (from textbooks or teacher-created software)

Reproducibles as indicated

Habits of Heart Homework

Basketball

Any materials required for the field trips and service projects you arrange

Read-Aloud Books (1 per reading group):

Talking Walls

We Are a Rainbow

Books on legends of various indigenous classes or nations

The Handstand

Me First

Let's Play as a Team

It Takes a Village

Special People

Mrs. Rumphius

Let's Care About Sharing

The Old Man and His Door

Supplementary Books (1 copy)

Talking Walls Teacher's Guide

Masai and I

Yo! Yes?

Colors of Kenya

Falling Up, by Shel Silverstein

Everybody Makes Bread

Wocket in My Pocket

Little Red Hen

Poem: *Wouda-Couda-Shouda in Falling Up*, page 65

Extarordinary Friends

Be Good to Eddie Lee

Poem: *Sharing*, page 50, *Falling Up*

Weekly Supplies

Please Note: Poetry workshop supplies are listed separately within each lesson.

Week One Special Supplies

Basketball

11" x 17 " paper

Smaller pieces of white paper

Poster-sized paper (2 per class)

Picture or outdoor example of rainbow

Biographical sketches of Steven Hawking and Martin Luther King for teacher reference

Guatemala storyteller dolls (optional)

Information on geography, people, economy and children of Kenya

Information on geography, people, economy and children of Guatemala

Feather

Rocks of several weights

Grocery bag and lunch bag (1 per group; several per class)

Measuring cups (1 cup measure for each group)

Boxes of macaroni or pasta (one per group)

Week 2 Special Materials

Flexible hair bands to fit wrists (1 per student)

Reinforcement rings (2 per student, to stick together back to back)

Metal brads (one per student)

Marking pens

11"x17" paper (1 per class)

Troll doll or other witch-like doll (one per class)

Measuring cups of various sizes (several for each class or group)

Bread recipes (several per class)

Week 3 Special Materials

Loosely knit sweater

Plastic gloves and small - medium trash bags (1 set per student)

3 large trash bags or one large sheet of plastic

Poster Paper (1 for each group or student)

Week 4 Special Materials

Picture of Nelson Mandela and Diego Rivera (copy from *Talking Walls*)

Masking Tape

Labels for locations in each classroom: Doctor's Office/Market/Well

Blindfolds (optional, one per pair of students)

Poster Paper (1 for each group or student)

Stationery and pens

Week 5 Special Supplies

Pictures of optical illusions (at least one per class)

Masking Tape

Labels for locations in each classroom: Doctor's Office/Market/Well

Blindfolds (optional, one per pair of students)

Poster Paper (1 for each group or student)

Stationery and pens

Worksheets to reinforce

Character Education: Habits of Heart

Habit of Heart: Appreciation of Diversity

Day One

Anticipatory Set

Sample Script:

Have you ever seen a rainbow? What do you like best about it? We're going to go outside now and take a look at the rainbow painted on the building. (Or show rainbow in book. The rainbow on the building streams down through a background of all the flags of the United Nations. It could prompt a discussion on how the many-colored flags represent the diversity of the people.)

Would a rainbow be as beautiful if it were all one color? What if there were only one type of person in the world—if we all thought the same way and said the same things and looked exactly alike. What would the world be like?

This summer we will be studying habits of heart. What is a habit? (Something we do again and again until we don't even have to think about it.) A habit of heart is something that becomes very natural that comes from the heart. We will try to develop a new habit of heart each week.

Dialogue Questions

This week's habit of heart is Appreciating Diversity. What do we mean by appreciation? What do we mean by diversity? (List differences in culture, race, gender, ability, etc. on the board or flip chart.)

What does it look like when you practice this habit? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

Why is it important to do and say these things?

Can you think of some situations when you really needed to try hard to appreciate diversity?

Have you noticed other people practicing this habit? How did it affect those around them? What happens when people do not appreciate diversity.

Activity: Personal Sharing

Tell students about a time when you were a child and you felt left out because you were different. Invite them to share similar stories. Then challenge them to examine what could have helped them feel better. Ask students to think of someone in their own life who might feel left out. Ask them to reflect on what they could do for this person that they wish someone would have done for them.

Distribute Habits of Heart Homework

Sample Script:

When you get home, tell your parents about our habits of heart. Ask for their help in developing this new habit. Look for a chance to practice it in the next two days. Write a note or draw a picture explaining what you did to demonstrate this week's habit of heart. Have your parents sign it. Then bring it back on Thursday. Let's set a group goal to return our habits of heart homework every week.

Day Two

Review/Role Play

Review what it means to appreciate diversity. Then ask students to role play situations such as the following:

You and another child meet in the hallway. You see that the other boy is wearing a small cap on his head. It has something to do with his religion. You think it looks funny on him. You want to laugh. What could you do or say?

You're walking to the park with a new girl in your neighborhood. She's wearing headphones, listening to her music. You ask if you can hear the music too. When you do, you realize that she listens to totally different music than you do. You figure it's because you don't have the same race or culture. You don't like her music. What could you do or say?

You're in the store with your mother and you see a man in a wheelchair. He has a disease called cerebral palsy, and he can't control his hands or face. His mouth is open and he can't talk right. You wonder whether the disease has affected his mind or just his body. You look at your mother. What would your mother do or say? What could you do or say?

Debriefing

Each of these examples is about how to treat someone who is different. But appreciating diversity means more than not treating someone unkindly. It means noticing all the good traits about that person. Let's go back and do the role play again. This time, try to find something positive to say about the other person.

Day Three

Activity: Looks Like/Sounds Like Teams

Based on the role playing we did yesterday, let's divide into teams and make posters called Looks Like and Sounds Like. Each team should make a list of things you could either say or do to show appreciation for diversity. Then the two groups can switch and add things to the other person's list.

Activity: Stories

Tell the story of Stephen Hawking, the renowned scientist and author of *A Brief History of Time*. Have students think of other people they know who have physical challenges and yet have earned the appreciation of others.

Tell stories of people who have become close friends with a member of a diverse group. You may know some personal examples. Discuss Martin Luther King and his dream. Let the children tell you what they know and think.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Game: Appreciating Differences

Go around the circle and have each person observe something different about the person next to them. Then they must tell what they appreciate about the difference. The person then reciprocates before moving on to the next pair of students.

Prepare for Field Trip

Students discuss how the habit of heart relates to their personal lives and to this week's field trip or service project. They write the questions they will think about on the field trip and how they may help others by participating in the project.

Culminating Service Project

Suggested Service Project: Art Mural or Music Project

Students design and paint a diversity mural or painting to give as a gift to exhibit in a public building or to an organization exercising appreciation of diversity, i.e. a school or park that serves everyone equally. They may also want to present a free public performance of a skit or songs about diversity in a park, mall, museum or other outdoor setting with substantial foot traffic.

Preparation for Last-Week Project

Students begin to prepare for a poetry presentation to blind children (if a Braille Institute exists in the area). They may also want to explore parks and public places for Braille trails, wheelchair ramps or other community offerings that show sensitivity for those with diverse abilities.

Integrated Curriculum

Social Studies: Sensitivity to Cultural Diversity

Special presenters who have traveled to other countries bring news of the children from those countries or students evaluate letters from international pen pals. They evaluate the differences in topography, economic resources and customs that influence a person's development. If possible, read aloud a letter from a child in the specific country. Discuss and list on the board the similarities the students share with that child. List the differences. List the strengths and capacities the child has had a chance to develop as a result of cultural environment in which he or she lives. (Help students broaden their range of possible strengths to include not only physical and academic skills but qualities such as adapting to cold weather without complaining, learning harvesting skills to help his family, using handicraft skills to improve her community life, developing cooperation, etc.)

Teachers' Comments on What Worked Best - for Future Use:

Habit of Heart: Patience

Day One

Anticipatory Set

Ask students to imagine they have just ordered a large order of fries at their favorite restaurant. The fries are hot and smell delicious. Yet they always eat ketchup with their fries. They ask for it but it takes a long time for the ketchup to come. When it does, it won't come out of the container. You want very much to eat the fries and you feel frustrated and impatient. What habit of heart do you need right now?

Dialogue Questions

What is patience and why do you think it's a habit of heart?

When you are patient with other people, how does that show that you feel about them?

Why is it so hard to be patient?

Let's list some examples of times when you feel it's hard to be patient. (Write them on the board.)

What does it look like when you practice this habit? What types of things would you do in these situations?

What does it sound like when you practice it? What types of things would you say in these situations?

Have you noticed other people practicing this quality? How did it affect those around them?

Activity: Patience Test

Sample Script:

If patience can become a habit, that means you can practice it. Let's practice it right now, by having a patience test. I'll give you a command. You see how long you can control your own impulses and show patience.

First, cup your hand behind your hear and patiently listen. (Wait until everyone has held the position for 20-30 seconds.) What can you hear when you practice patience? (Room sounds, outside noises, hear yourself think, etc.)

Thank you for patiently waiting. Now everyone turn to a neighbor and whisper, "I will practice patience with you if you need help from me." (Let them complete it.) Now whisper, "I will practice

patience if you do something I wish you wouldn't." (Let them complete it.) Now make a list of times this last week when you could have practiced patience with someone.

Distribute Habit of Heart Homework

Day Two

Review/Role Play

Remind students what it means to be patient. Role play the following situations:

You are waiting for your friend at the school bus. She is late again. The bus comes up and waits too. It's almost ready to pull away without you when your friend comes running up and jumps on, pushing you out of the way. You get on too, and the bus drives away. What do you feel like doing? What will you do instead?

You had a bad day at school one day, and a boy came running by and bumped into you just as you were leaving. You've felt angry and frustrated all day. What do you feel like doing? What will you do instead?

You're making an art project in class and the teacher asks everyone to go choose a marker to start with. You want the green one to make grass, but so does everyone else. A line forms at the table with the markers. You know the green will be gone by the time you get there. What do you feel like doing? What will you do instead.

Debriefing

What did you notice that was similar about each of these things? (Accept all answers but elicit the following: In each case, practicing patience meant doing something different than what you felt like doing. This is what makes patience so difficult to practice all the time. It means managing our reaction to our own feelings.)

Activity: Strategies

Some of the strategies we use in anger management are the same strategies we can use to help us develop patience. Can you name some? (They may mention deep breathing, counting to ten, going to a special place in our minds, or thinking about how our next action will affect someone else. Choose one strategy and let students role play the previous situations using that strategy instead.)

Day Three

Activity: Understanding Fight or Flight

Discuss what happens to the body when we feel frustrated, angry or excited. Compare humans to animals run from danger. The same thing happens to our bodies. Ask students if they've ever just missed another car while their parents are driving down the street or if they've ever fallen off a bike or seen a scary movie or ridden on a scary ride. Ask them to describe the feeling that comes over them whose blood rushes through their veins. Some of their body's processes shut down to give them the energy to escape danger. The problem is, the body doesn't know real danger from imagined danger. So even if it's just a movie, you may feel adrenaline rushing through you. The same thing happens when you feel sudden anger. Your body wants to respond quickly before your mind has a chance to think. Sometimes this means shouting or saying something hurtful or even reaching out and hitting someone. To practice patience, we need to give ourselves time to let the feeling pass and cool down before we speak or act. We need to be able to wait our turn, to be kind to someone who takes longer than we do, and to control our anger. We all get angry sometimes, but we don't have to act on it.

Activity: Anger Management Watches

Help students make watches with five digits on them, using hair bands and gluing the faces onto brads to wrap around the hair bands. They can wear the watches every day when they arrive, to remind them to practice patience.

Teach students that each time they need to practice patience they can: 1) Check their watches and count slowly to five; 2) take three deep breaths and 3) think of a patient action or response and try it.

Have students practice these steps several times as a group.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Activity: Skits

Have students repeat this week's role plays using their anger management watches, if time permits. Separate students into groups and have them come up with their own skits using the watches as props.

Prepare for Field Trip

Students discuss how the habit of heart relates to their personal lives and to this week's field trip or service project. They write the questions they will think about on the field trip and how they may help others by participating in the project.

Culminating Service Project

Suggested Field Trip: Theater

Students visit a theater and work in teams to develop skits on nonverbal communication. A community theater actor facilitates the workshop. They consider ways our actions communicate patience.

Suggested Field Trip: Math Boxes Help Feed Others

Students give packaged goods from their math activities to a shelter for women and children or to a local feeding project, church or school.

Teachers' Comments on What Worked Best - for Future Use:

Habit of Heart: Cooperation

Day One

Anticipatory Set

Have you ever worn a sweater with one loose thread? What happened when the thread came loose? (Much of the sweater can unravel. Bring an example, if possible, and show the students.)

All the threads in a sweater must work together or you may have to throw out the sweater. The same thing is true in a family or a classroom or a school or a community. Why?

Unity means acting as one and feeling togetherness. Cooperation is a way of acting that brings about unity. Let's take a closer look at these habits of heart.

Dialogue Questions

Do you think cooperation means always agreeing with everyone? (No. It means politely expressing your opinions and trying to find a solution that's good for the whole group, not just for one person.)

What does it look like when you practice this habit? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

Can you think of some situations when you really needed to practice these habits?

Have you noticed other people practicing unity and cooperation? How did it affect those around them?

Game: Group Hoops

Let's play a game of basketball (or another available game). Our goal will involve competition against each other but cooperation with each other. We will see how many points we can score as a whole team in the first ten minutes. Then we will start again and see if we can top our group score in the second ten minutes. When one person scores, everyone benefits. By practicing cooperation and unity, we can cheer on each person and do better. (Debrief game afterward.)

Distribute Habit of Heart Homework

Day Two

Review/Role Play

Let's role play situations where we need to cooperate.

Everyone in your family wants to rent the same movie except you. You chose a different one. They're all in the video store, watching you pout, waiting to rent the movie. What will you do or say?

You're working in a group and you have a lot to say. Someone else wants to contribute to the conversation, but you haven't finished yet. You just keep talking until the time is up and the teacher asks everyone to go back to their seats. The person who didn't get to talk looks sad. What will you do or say?

You're in a club and a new person wants to join. You liked the group the way it was. What will you do or say?

Debriefing

Explain why the students in these role plays made the choices they made.

Activity: Teamwork

Divide students into groups to conduct this activity together, then present the results to the group. If volunteers are available, provide an adult facilitator for each group.

Sample Script:

Unity and cooperation are not always an easy. We're going to play a game now to see how you do at it. Let's pretend that you are one of the coaches on a Little League ball team. You just had one player quit, so you must add one. But three different people want to be on the team. You and the other coaches must decide which one to accept. You must have a meeting and discuss it patiently together. No one can interrupt and everyone must paraphrase or repeat what the person before said to them. You must all come to complete agreement on which team member to choose. Consider these choices:

A boy who has never had a chance to play on a team.

A girl who would be the only girl on the team.

A boy who is stronger than anyone on the team now but has a very bad temper.

When you come back to present your decision to the group, be prepared to talk about the process and how well you were able to discuss it and come to a decision together, using all the conversation skills we talked about.

Day Three

Activity: Writing A World United

Sample Script:

Visualize a world where everyone cooperates. Write up a page in a newspaper, using only stories that reflect unity and cooperation. You can put your pages together to make a whole newspaper. Then we'll all read it.

Activity: Debrief Writing Exercise

Would you like to live in this world? How would your life be different? How can you create such a world?

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Game: Group Hoops

Repeat the basketball game. See if students can beat their earlier score by cooperating even more to score many points.

Preparation for Field Trip:

Students discuss how the habit of heart relates to their personal lives and to this week's field trip or service project. They write the questions they will think about on the field trip and how they may help others by participating in the project.

Culminating Service Project

Suggested Field Trip: Adopt-a-Beach or Park Trip

Students discuss the impact of pollution on a human or animal habitat. They use rubber gloves and trash bags to pick up litter, in an authorized program, if possible. They sort and identify the sources

of the pollution. They discuss how it got there and ways to prevent or reduce it. They may want to make posters or write letters to generate awareness of the problem.

Teachers' Comments on What Worked Best - for Future Use:

Habit of Heart: Acting on Your Convictions

Day One

Anticipatory Set

Show picture of Nelson Mandela. Ask if anyone remembers who he is. Review information on Wall 13 in story and reference text in the Talking Walls book and teacher's guide. Ask if students also remember Diego Rivera from the book. Ask what these two had in common. (Accept multiple answers but elicit that they both acted on their convictions.)

Dialogue Questions

What is a conviction?

Let's list some examples. (Write them on the board.)

What does it look like when you act on those convictions? What types of things would you do? (List each conviction and write the things you might do under it.)

What does it sound like when you act on your convictions? What types of things would you say? (Under each conviction, have students add things you might say.)

Why is it important to act on your convictions? (Elicit that it makes you happier to act on the principles you believe in. It also helps to make the world a better place. It also inspires others to act on the same beliefs.)

Can you think of some people you know or people you've learned about in school who acted on their convictions? If so, how? (Examples can include historical figures such as Martin Luther King and Cesar Chavez, story characters, parents or teachers, etc.)

Did these people act differently from the people around them? Do you think others ever made fun of their convictions or dreams?

Why did they keep acting on what they believed?

Do you think they were glad in the end? Why?

What are some of your convictions? Let's list them. Think about how you will act on your convictions at home this week.

Distribute Habit of Heart Homework

Day Two

Review/Role Play

Review what it looks like and sounds like to act on your convictions. Have students role play examples such as:

While walking to school, you see a piece of litter. You know that litter hurts the environment. What will you do?

On the playground, you see a child call another child a name because of the color of his skin or because of a physical challenge or disability. You believe in overcoming prejudice. What will you do for the child being picked on?

You believe in honesty. Yet one day you're taking a test and the student in front of you has his paper in full view. He's a very bright student. It would be so easy to cheat and check your answers against his. What will you do?

You believe that part of succeeding is helping others succeed. You see that your younger brother needs help with homework. What will you do?

You're at the nursing home to visit your adopted grandparent and another older person calls out to you to come and talk with her. Your convictions tell you that older people need your love and attention, especially when they are away from their families. What will you do?

Debriefing

Each of these examples connects two things. Can you name them? (Beliefs and actions) When you act a certain way, it often grows out of what you think and feel about the purpose of your life. How can we make sure our actions reflect (or match) our beliefs?

(Accept several responses, but elicit the response that we can write down what we believe and think about it, then look for opportunities to act on it every day. We'll be amazed at how many opportunities we find.)

Some students may suggest negative beliefs. Point out that even those can be turned into convictions. If you believe that there is no justice in the world, you can help create it. If you believe that you have no reason to learn, you can make it your conviction to discover all the reasons people learn.

Activity: Looking Ahead

Point out that many adults build their whole lives around their convictions. Knowing their convictions, or what beliefs they feel committed to, helps them plan what they will do and be when they grow up.

Draw triangles with conviction, action, outcome on the flip chart or board. Under conviction, list a belief. Under outcome, name a profession a person might aspire to who had that conviction. Under action, list all the things the person might have to do to get there. Example: Conviction: Children need special attention and love; Outcome: I will become a teacher; Action: I will go to college and get a teaching certificate and think about what I want to teach children.

Come up with several of these examples, each one guided by the students' convictions. Allow them time to make more Conviction Equals Action diagrams on their own.

Challenge each child to come up with three positive convictions or important beliefs they feel strongly about. Challenge them to take a university tour and ask about all the professions people prepare for there, then to match their convictions with several professions.

Day Three

Activity: Compiling Research

Sometimes we cannot see a way to change the world and make it a better place. What can we do to find other ways? We can study the lives of others to see what they have done. Challenge students to look through the books on the shelves or recall books they've read and stories they've heard. Have them list people who have made a difference by acting on what they believe. If time permits, arrange for them to interview staff members or other nearby adults. Have each student write down examples of what they learned.

Activity: Book Making

Ask students to write up their research in story form and draw pictures to go along with the stories about people they know who acted on their convictions. They can find the material into a book and leave a blank page in the back for their parents to add stories about people in the family who have acted on their convictions. Remind students to give the book a title.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Act-on-it Game

Write several convictions in one column and several actions in another column on the board. Go around the circle and have one student read off a conviction and the next one read or tell an appropriate action. (Do not align the convictions with their appropriate actions.) Go around the circle completely, then repeat the game with each child who read a conviction now choosing an action.

Prepare for Field Trip

Students discuss how the habit of heart relates to their personal lives and to this week's field trip or service project. They write the questions they will think about on the field trip and how they may help others by participating in the project.

Culminating Service Project

Suggested Field Trip:

Students tour a university campus. They interview researchers who advance the treatments for blind or disabled people. They visit other students or faculty and ask how they chose their professions. Students identify what majors they might choose to act on their convictions. They write thank you letters or give awards to the researchers they interviewed for acting on their convictions.

Integrated Curriculum

Social Studies/Science: Acting on Convictions Can Alter History

Students read history or science books. They list accomplishments that helped humanity. They list the possible convictions that might have inspired each accomplishment. They read on to confirm their theories.

Teachers' Comments on What Worked Best - for Future Use:

Habits of Heart: Empathy

Day One

Anticipatory Set

Have each child write down their life story—who they are, what they like and feel and do. Have each child include one problem they have, such as loneliness or feeling misunderstood or having a pain of some kind. They should not include their name on the paper.

Shuffle the papers and give each child someone else's paper. The children must read the paper and introduce themselves as that person. They must then say how they would like to be treated so they could feel better about their problem. The person with the problem can then come forward and show how he or she would treat them. The activity should promote empathy among those seeing the world through someone else's eyes and in the one who sees how it feels to be another person dealing with him or her.

Dialogue Questions

What is empathy? (Trying to see the world through someone else's eyes.)

Let's list some examples. (Write them on the board.)

What does it look like when you practice this habit? What types of things would you do?

What does it sound like when you practice it? What types of things would you say?

Why is it important to have empathy before you can have compassion?

What is the different between compassion and feeling someone needs your help because you're better than they are?

Can you think of some situations when you really needed to have this quality?

Have you noticed other people practicing this quality? How did it affect those around them?

Distribute Habit of Heart Homework Day Two

Review/Role Play

Here are some situations that call for empathy. What would you do?

You can't believe your mother never buys you any candy when she goes to the store. Then you hear her on the phone one day, telling a friend how sad she is that she can't buy you new shoes for school because she doesn't have enough money. How do you think your mother sees the world differently from you? How can you show compassion for her?

A girl you know cannot hear very well. You get tired of repeating yourself around her. Then one day you get an ear infection and you have to put cotton in your ears. You can't hear for a whole day. You feel very frustrated. When you get better, you go out to play and you see your friend again. How do you feel differently about her now? What will you do and say?

You have a cousin who needs lots of help with simple homework. You try to help him after you finish your own, but he wants to do everything himself and he just can't seem to learn. You know he has a problem, and you want to help him. What can you do and say?

Debriefing

How did the people in these role plays show empathy and compassion?

Activity: Writing an Appeal

Pretend you have just started an organization to help people who need extra help. Use your convictions from last week to decide what kind of an organization it is. You must write a letter urging others to join with you in helping the people you are concerned about. The letter must tell all the reasons why you want to help. You can draw a picture at the top of the people you want to help.

Debrief

Check your letter. Does it show empathy? Does it show compassion without making you sound like you feel you're better or more important than the people you want to help? Does it appreciate diversity? Would it make each person feel special?

Day Three

Activity: Writing to Parents

Sample Script:

Think of all the times your parents or family members have shown you empathy. Write them a special thank-you letter to give them at the end-of-summer program. Now think about all the habits of heart we've discussed and make a list of other habits important to you. Choose the habit of heart you think your mother or father shows the most. Make a certificate for them, awarding them with honor for developing this habit of heart and being an example to you.

Day Four

Collect Habit of Heart Homework

Catch People in the Act

Have students tell their observations about people they have seen demonstrating this week's habit of heart.

Have them assess their own success in demonstrating it and make entries in their journals.

Preparation for Field Trip:

Students discuss how the habit of heart relates to their personal lives and to this week's field trip or service project. They write the questions they will think about on the field trip and how they may help others by participating in the project.

Culminating Service Project

Students hold a special ceremony to honor their parents for the habits of heart they most appreciate in their parents.

Students visit the facility identified in an earlier lesson, such as the Braille Institute, to read poetry to help blind students develop phonemic awareness. They interact with the blind students through art projects that encourage them to exercise empathy and cooperation.

Teachers' Comments on What Worked Best - for Future Use:

Reading Curriculum

Objectives

- Enhance phonemic awareness and oral language development through poetry.
- Strengthen students' critical thinking skills through writing.
- Encourage reflection on character development and course content.
- Help students envision literature as a tool for expressing ideals and sharing knowledge.
- Broaden understanding of meter, rhyme, metaphor and other mechanics of poetry.

Curriculum Elements

Book of the Week

Students read the book of the week orally in small groups. Teachers facilitate discussions after students all read the same book. The book of the week reinforces the habit-of-heart for the particular week or reinforces character development and conflict resolution themes in general. It also introduces language arts themes that the teacher can reinforce in follow-up writing activities. It can also relate to the subject matter covered in other content areas during the week.

The processes introduced for the book of the week serve as a guide to students as they later pursue their independent reading.

The books listed are currently in print and available through educational bookstores, children's bookstores and online sources. Feel free to substitute books if you cannot locate copies of a certain book, or if you feel the situations and demographics of your class suggest a more appropriate selection. Make certain the books you choose reinforce the habit of heart of the particular week.

Teacher Read Aloud Time

Teachers will also model interest in reading by reading aloud to students in an animated, engaged way. By listening and participating in the discussions and follow-up activities, students can maintain an impression of reading as a fun, purposeful activity. The teacher can repeat some of the same strategies used the previous day to introduce and follow up on the actual reading.

Vocabulary/Spelling

Each week, students should learn the meanings and spellings of words found in their reading texts. The habit-of-heart of the week should also be included as a vocabulary/spelling word. Teachers may add to or subtract from the list according to students' reading levels and capacities. Teachers may

review the words using creative group activities. Emphasize immersion in a word bath rather than memorization and assessment. Fun group review activities will help students absorb the words into their vocabularies without feeling tested.

Word Walls

This reading program balances both phonics and whole language. Word walls help students memorize the spellings of frequently used words to reinforce accuracy in their everyday reading and writing. Other program elements, such as poetry, reinforce phonemic awareness of word and letter patterns. Many excellent resources exist for information on developing both word walls and literature circles. If possible, order the Canter Staff Development Package Strategies for Teaching Reading and view it well before the summer session begins. Reach Canter & Associates by calling (310) 578-4700 or look for the company on the web.

Individual Reading

Students will have time for silent reading on a regular basis. They will keep track of the number of books they read over the summer.

Journals

Students will reflect on their efforts to demonstrate the habit of heart each week. They will write self-correcting stories about those efforts. They will also try to envision the purpose of each service project and field trip and record their expectations and impressions in their journals. Encourage students to use their new vocabulary words and to check their Word Wall spellings as they write in their journals. (Best use pencils.)

Poetry

Students will listen to poetry. They will study the elements of poetry and will write poems about the habits-of-heart. Teachers will utilize every opportunity to integrate poetry into science, reading, math and character education. Understanding the word and letter patterns and rhythms introduced in poetry enhances both reading and writing ability, especially for beginning readers.

Literature Circles

Literature Circles enable students to read books of their choice and actively participate in discussions. This practice often helps struggling readers feel a greater sense of their capacity to contribute. Groupings by book choice rather than ability levels help them feel more excited about reading and discussing the subject matter. Please note that Literature Circles usually occur on Day

Three. If the teacher feels the need for more time to complete activities leftover from Days One or Two, the teacher can postpone the circles for that week.

To prepare for literature circles, select several books of which you have three or more copies. Early in the week, let students vote by secret ballot to select their first, second and third choices of which book to read.

Using the ballots, arrange reading groups by interest rather than by ability level. On the day of the circles, assign the groups and give each member of the group a card with their role written on it. They may act as a main storyteller, a habit-of-heart finder, a hard-word-definition finder, an actor or an artist.

The storyteller may read the group to the others, or they may take turns reading. Together they help each other fill roles such as identifying examples of the characters practicing the habit of heart or looking up difficult words. One student draws a representative picture. In a bilingual class, especially, the assignment of an actor is important to increasing comprehension for the whole group, as this person will demonstrate the action in the story. At the end of the period or on the following day, each student group reviews their book for the class, incorporating the role of each member in their presentation.

Literature Circles Possible Reading List

Secret of the Peaceful Warrior

Frog and Toad Are Friends

Peach and Blue

The Boy Who Sat by the Window

Heartprints

The Kissing Hand

Bill Cosby Books:

Money Troubles

My Big Lie

The Meanest Thing to Say

The Best Way to Play

One Dark and Scary Night

Shipwreck Saturday

The Day I Was Rich

Berenstein Bears Books:

In Crowd

Get in a Fight

Trouble at School

Double Dare

Homework Hassle

Too Much Pressure

Bad Habit

Count Their Blessings

Too Much Teasing

Forget Their Manners

Blame Game

The Truth

Say Please and Thank You

Various other fiction and nonfiction books

Reading - Week One

Habit of Heart: Appreciating Diversity

Reading Group Book: *We Are a Rainbow* (youngest readers), *Talking Walls* (older readers)

Vocabulary/Spelling Words

Youngest Readers

appreciation
differences (variation: different)
understand
separate
together
rabbit
sol
laugh
friendships
rainbows

Older Readers

appreciation
differences (variation: different)
fascinating
fortress
moistened
invaders (variation: invasion)
government
Aborigines
lament
majestic
splendid
chisels
pilgrimage
conical
sacred
circular
gigantic
instruments
traditional
adobe
pueblo
compound
architect
museum
glaciers
ethnic

Day One: Youngest Students

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph

aloud. Encourage them to look for familiar word patterns to sound out words they don't know.

- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.

Answer the follow-up questions.

Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Students Read Aloud: *We Are a Rainbow*

Step 3: Follow-up Discussion Questions

- After reading this story, do you think we are more alike or different?
- Look at the person next to you. How are they like you? How are they different?
- If someone in another country spoke a different language than you do, do you think that would mean their feelings are different? Do you think they could ever feel embarrassed or hurt or lonely or excited if they spoke a different language?
- If someone had a different color of eyes or hair or skin, does it mean they would not feel glad or frustrated or sad at the same times you feel that way?
- The part of you inside is the part that feels. Everyone has similar feelings from time to time, just as everyone gets burned when they touch heat and most people shiver when they get cold. Feelings happen to everyone.
- There are other things about you that are very different. Those are the things that make the world interesting. If you had a garden, would you fill it with only one kind of flower or would you put lots of different flowers in it? Why?
- If gardens all had only one color and rainbows had only one color, would they be as beautiful? Why or why not?
- People are the same way. We all have different languages and customs and countries, and that makes us more interesting, even if we all have similar feelings sometimes. So if you had a world, would you fill it with people who all looked the same and spoke the same language and ate the same thing for dessert?

Step 4: Follow-Up Writing Activity

Sample Script:

Let's imagine you have a whole world to yourself and you can fill it with different kinds of people.

Write descriptions of the people you would put in your world. Tell why you chose each one.

(When students finish, pull names out of a hat to have children read their descriptions to the class.)

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Conduct a follow-up activity. Put the vocabulary words on 3 x 5 cards and place them in two separate hats or boxes. Ask each student to pick a word and tell what the word means or how to

spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Day One: Older Students

Step 1: Survey the Book

As students read the oral book of the week, the group facilitator should facilitate the activities #1- 3 in the *Talking Walls* Teacher's Guide.

Step 2: Students Read Aloud: *Talking Walls*

Step 3: Follow-up Discussion Questions

Follow the instructions in the *Talking Walls* Teacher's Guide under #8, on page 2.

Step 4: Thematic Follow-Up Activity

Facilitate activities 4, 5 and 6 in the *Talking Walls* Teacher's Guide.

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Pick a name from a box and ask the child you draw to tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go

around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, “Desiree tried to practice patience when her baby brother whimpered.”

Day Two for Younger Students

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity

Read aloud *Masai and I*. Ask how the girl felt the same as a Masai and different from a Masai. Ask, “If two similar people in different countries can feel the same things, can two different people in the same country feel the same things?” (Give time for reflection and discussion.)

Conducts choral reading, with the teacher taking the part of the boy in the white and orange shirt and asking students to take the part of the boy in the green sweater. *Yo! Yes?*

Step 3: Follow-up Discussion

- Can you explain what happened in this story?
- Which boy had no friends?
- How did he feel about that?
- How can you tell?
- How were the boys the same? How were they different?
- When you see someone who’s different from you, how do you want to make them feel?
- How did the boy in the white shirt make the boy in the green sweater feel?
- What’s another word for being different? (Diversity.) Did these boys appreciate the ways in which they were different and the same?
- Have you ever had something like this happen to you? (Let a few children tell their stories.)

Step 5: Writing Activity

Can you think of words or greetings that mean the same thing but are said by different people? For instance, *hello* means the same thing as *hola*. Good-bye means the same thing as aloha. Your grandfather might say “good-afternoon,” instead of hello or good-bye. Sound out all the greetings you know and write them down. Then we’ll list them together.

See? There are many ways to say hello and good-bye. There are many ways to do the same things in every culture—things like making bread.

Step 6: Writing Activity

Look at your list of words that mean the same thing. Make up two characters and write down their conversation. Each one uses different expressions. Use as many of your spelling and word wall words as possible in the conversation.

Day Two for Older Students

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity:

Teacher has students survey *Colors of Kenya*. Then she read it aloud or passes it around and has each child read a paragraph.

Step 3: Follow-up Activity

Starting at one end of the room, have each child say something they learned about Kenya. As each student says something, write it on a flip chart. The next person must say something new. Ask each student to name a color associated with the thing they learned.

Step 4: Thematic Follow-Up

Ask students to remember these colors so that in art class, they can make posters using the colors of Kenya.

Day Three

Step 1: Anticipatory Set

Teachers each wear a Guatemalan storyteller. They explain that in some cultures, storytellers have held a very important role. For many, many years, people did not get their entertainment from television or radios or computers. Instead the children gathered around and listened to storytellers. The storytellers helped the children learn important lessons they wanted them to know. In

Guatemala, the storytellers were so important that the people still make storyteller dolls and pins like this one, to bring good luck. Now, of course, people also learn from books. The people who made these storyteller pins sold them to raise money to buy books for the schools in Guatemala.

Some of the legends or stories of the people have been passed down for many years. Some of them have even found their way into books.

Today we will study the legends or folk tales of indigenous people in North and Central America.

Step 2: Learning Legends - Reading Activity

Students of all ability levels should be grouped together. They will each be assigned to a different nation. Remind students of the meaning of the word indigenous. Explain that the indigenous people who live in an area for a long time have their own nation and government. Today, each student will be adopted into a different nation. Each student today will belong to the Pomo, Navajo, Cherokee, Cheyenne, Iroquois or Guatemalan nation.

Explain that in every culture, stories are passed down from grandparent to parent to child. After awhile, these stories become legends. They shape the way people think about the world and about life. The legends reflect the diversity of the people in that nation.

Show the students a map of the Americas. Circle and label the general areas where each of the groups live. (For the Pomo, circle Southern California. For the Navajos, circle northeastern Arizona. For the Cherokee circle Georgia, the Carolinas and Tennessee. For the Cheyenne, circle the Great Plains, Oklahoma and Montana. For the Iroquois, circle the Northeastern United States. For the Guatemalans, circle Guatemala. Explain that the people of Central and South America have their own legends, just as the North American clans do.)

Explain that these stories will tell you something about the people who made them up. Each group will pass around its book and read it, then discuss it. Then one person will record the main ideas. One person will write down interesting words from the story. One person will look up the words in the dictionary. One person will check the main ideas for accuracy. One person will list things they know about the nation from looking at the pictures and reading the story. The students will then give a presentation to the rest of the students to tell their stories. They may act out the stories if they choose. Each group will present the main message their story was supposed to teach the people of that nation.

Step 3: Follow-up Discussion after Presentations

- What was alike or different about the values or lessons of the people of these nations?
- How were the cultures the same?
- How were they different?
- How were the messages the same?
- How were they different?

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the field trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Weekly Lessons

Reading - Week Two Habit of Heart: Patience

Reading Group Book: *The Handstand*

Vocabulary/Spelling Words

patience (discuss variations: patient, impatient)

selfish

selfless

password

handstand

ponder

riddle

fiddle

dreams

senses

meaning

castle

whimper

laundry

creature

congratulations

privilege

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.

Answer the follow-up questions.

Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Students Read Aloud: *The Handstand*

Step 3: Follow-up Discussion Questions

- The children in this story were trying to learn to do something new. The boy who could not do a

handstand was becoming impatient because he wanted to win very badly.

- Who in the story was calm and patient?
- We have talked about diversity and the differences between people. Sometimes these differences have to do with our abilities. In this story, one little girl could not even walk. Yet she had some other abilities and traits. What were they? (Cleverness, helpfulness, patience, etc.)
- This girl may have felt angry or frustrated that she could not join the club because she could not do gymnastics. She could have been the one to pout or yell or stay away from the other children. What did she do instead? How did she show patience? (Instead of allowing herself to keep feeling badly, she tried to help the ones who were leaving her out.)
- Who would you most like to be if you were a character in this story? Why?
- How would your version of the story end?
- Have you ever felt left out, or have you wanted to do something or have something that you could not have? Have you ever been angry at the way someone else was acting? What do you do when you feel that way? Do you try to be patient? How?
- Why did the girl use the joke about the chicken to help the boy think of an idea? (Both the joke and the handstand trick used word plays.)
- What is a word play? Do you ever hear a phrase and see a picture in your mind that's different from what the speaker meant?

Step 4: Thematic Follow-Up Activity

Sample Script:

Sometimes it's fun to visualize different meanings for the words we hear. We're going to try a little game now. Please take out a piece of paper. I will say a word or phrase and you can draw a funny picture that shows a different meaning for the word. For instance, if I said handstand, you could draw the girl or boy with their hands tucked under their feet. I will tell you the real meaning. Try to think of a clever or unusual meaning for each of the phrases.

The first term is witch hazel. This is a liquid used on bites and burns, like peroxide. What else could it mean. Draw a picture of witch hazel.

(Allow a few minutes for students to think about it. If they don't like this word, they can wait for the next one.)

The second term is car pool. This means picking up people and riding somewhere together instead of alone. What else could it mean? Draw a picture. (Allow a few minutes.)

Corn crib. This is a tray farmers use to store food for their pigs. What else might it look like?

Do you get the picture? You can use your imagination to create word plays when you speak, write or draw. Cartoonists do this all the time. Listen and look for word plays when you read.

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Conduct a follow-up activity. Put the vocabulary words on 3 x 5 cards and place them in two separate hats or boxes. Ask each student to pick a word and tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity

Teacher reads aloud the poem *Cookwitch Sandwich*, by Shel Silverstein, from page 125 of *Falling Up*. Discuss compound words such as sandwich. Ask students why the term can mean more than one thing. Students examine the spelling of sandwich and explain how it is different from *sand* and *witch*, yet sounds the same. Students think of other compound words. List them on flip chart or board.

Teacher has students survey *Me First* by looking at the cover, then reads as students follow along or each child reads a page. Teacher can stop in the middle and see if students can guess what will happen to the pig.

Step 3: Follow-up Discussion

- What did the pig in the story learn?
- Was the pig selfish or selfless in the beginning of the story?
- Have you ever felt that way?
- Have you ever decided to be patient and wait for your turn instead? How did it make you feel?
- How can we learn from Pinkerton's experience at lunch and at snack time today?

Step 4 Follow-up Activity

Sample Script:

Yesterday we talked about word plays or expressions that can mean two different things. Another word for these are *puns*. Some word plays make us laugh. Today, we're going to look through comics and cartoons to see if you can find any based on a pun or an expression with two meanings. (Provide several Sunday funnies, cut into comic strips. Pass one to each student and let students read and pass them around until someone finds a word play. List any word plays on the flip chart.)

Step 5: Writing Activity

Sample Script:

In the end of today's story, Pinkerton became a patient pig and a selfless one. If you were going to write a second chapter to this story, think about how you could make Pinkerton even more patient and selfless.

Please write your chapter now. Use some of our spelling and vocabulary words and our word wall words. If you like, use a pun somewhere in your chapter.

(Give students time to finish their chapters. Those who finish early may draw illustrations for their stories on separate pages.)

We will put all our stories together to make a book about Pinkerton. But first, I'm going to read your chapters aloud. As I do, I'll ask the one who wrote that chapter to put herself or himself in Pinkerton's place.

(As you read aloud to the class, say the child's name instead of Pinkerton's. For example, if Anthony wrote, "Pinkerton went out to the mailbox, impatiently hoping for mail," say "Anthony went out to the mailbox, impatiently hoping for mail." Staple the children's chapters together in a booklet. Pass around an 11x17 piece of paper and let them each draw one element to decorate the cover.)

Step 6: Curriculum Integration Follow-up Activity

Sample Script:

Serving others is a privilege. The little girl in yesterday's story served others instead of thinking about her own hurt feelings. As we try to understand one another's feelings, it's easier to show patience with each other. It's easier to wait for our turn and let others go first. At lunch today, some students who we catch in the act of patiently waiting and serving others first will get a special privilege, for showing they have matured enough to show patience with others.

(After lunch, during recess, bring out a troll doll or other doll that needs grooming or repairing. Walk up to a student or two who have been patient and say, "You've been very patient today. Would you care for a sandwich?" Let one student from each reading group work together to fix or groom the witch.)

Step 7: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Day Three

Step 1: Literature Circles

On Day three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circle Instructions.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important.

Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week Three

Habit of Heart: Cooperation

Reading Group Book *Let's Play as a Team*

Vocabulary/Spelling Words

unity
cooperation
zeal
gridiron
distance
concur (variation: concurred)
field
stumped
democratic
decision
croquet
badminton
sportsmanship
fake
tournament (slang: tourney)

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.
- Answer the follow-up questions.
- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Students Read Aloud: *Let's Play as a Team!*

Step 3: Follow-up Discussion Questions

- Can you summarize what happened in the story?
- When the children each wanted to do something different, how did they decide what to do?

- After they voted, they called it democratic. What did they mean by that?
- Have you ever felt mad that the group you were with decided to do things differently than you would have done them? What did you do? What could you have done?
- When the children played fair and helped each other, did they care whether they won or lost? Why or why not?
- Can you think of some words for the habit of heart these children were practicing?
- Unity means acting as one or doing something for the good of the group even if it wasn't the thing you wanted to do most. Cooperation means working well together. Who was the first one to suggest something that would bring unity? (Henry.) Was there anyone in the story who did not practice cooperation?
- Do you think that's why they had fun?
- Let's look at the way the author told this story using rhyme all throughout. Can you find the two rhyming words on the first page?
- Can you find the four rhyming words on the second page?
- What pattern did the writer use for his rhyme?
- Look at the first stanza on the fourth page. What are the two rhyming words?
- Are rhyming words *always* spelled the same way? Are they *sometimes* spelled the same way?

(List several examples of each in columns, such as Sue and two in the differences column and all and ball in the similar column. Point out that sometimes you can create a rhyming word just by adding or subtracting a letter. List words on the board that rhyme by just changing one letter. For younger kids, read *Wocket in my Pocket* as an example.)

Step 4: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Conduct a follow-up activity. Put the vocabulary words on 3 x 5 cards and place them in two separate hats or boxes. Ask each student to pick a word and tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 5: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity

Read aloud book: *It Takes a Village*

Step 3: Follow-up Discussion

- What is a village? What do you think Yemi’s mother meant when she said, “It takes a village?”
- Have you ever noticed that when everyone helps protect everyone else, they all feel safer?
- Let’s compare Yemi’s village with your own neighborhood. And let’s see what kind of villagers you are.
 - What would you do if you do if your neighbor’s bike was parked on the sidewalk and a strong wind came along and blew it over?
 - What would you do if you were walking across the school grounds and saw some litter lying beside the lunch tables?
 - What would you do if you saw a dog run past, then a few minutes later, you saw a man outside calling a dog’s name, looking in the opposite direction?
 - What would you do if all the students in your class voted to have an ice cream party on the last day of school and you wanted a popcorn party?
 - Based on your answers, do you think you would be a good person to have in a village where everyone takes care of everyone else?

Step 5: Writing Activity

Imagine your home or classroom is a village. Describe the part each person plays in taking care of the others and in keeping the village safe.

Step 6: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Day Three

Step 1: Literature Circles

On Day three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circles.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the field trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week Four

Habit of Heart: Acting on Your Convictions

Reading Group Book: *Special People* (beginning readers); Mrs. Rumphius (intermediate and upper-level readers)

Vocabulary/Spelling Words

Beginning Readers

special
trust
postmen
shopkeepers
dentists
vets
doctors
policemen
airline
pilots
writers
gardeners
convictions
rhythm
meter
fable

Intermediate and Upper-level Readers

great aunt
bristling
figureheads
prows
beautiful
porridge
library
conservatory
jasmine
tropical
cockatoos
coconut
paradise
lotus
certainly
catalogs
hollows
convictions
wharves
rhythm
meter
fable

Day One

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.

- Answer the follow-up questions.
- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Students Read Aloud: *Special People* or *Mrs. Rumphius*

Step 3: Follow-up Discussion Questions

For *Special People*:

- Each of the special people in the book did something different. What did each one do that was the same?
- Can you think of someone you know who does some of the things in this book? Have you ever been sick and had a doctor or nurse help you get better? Have you ever had your parent take care of you when you hurt yourself?
- How do you feel about people who help you?
- How do you think other people feel about you when you do things that show you care?
- What kinds of things can you do to show others that you care?
- Will they know you care if you don't do anything?
- Do you think the people in the story believed they could make themselves happier and making others happier by helping?

For *Mrs. Rumphius*:

- What two things did Mrs. Rumphius want to do as a child?
- What did her grandfather tell her was the third thing she should do?
- Mrs. Rumphius traveled and moved near the sea, but was did that make her perfectly happy?
- When was she the happiest?
- Do you know the word conviction? What does it mean to act on your convictions?
- What kind of convictions do you think Miss Rumphius's grandfather wanted her to have?
- When she finally acted on them, who became happy?

- How do you think Miss Rumphius changed the lives of the people living in that land near the sea?
- What could you do to change someone's life?
- What are some of your convictions?

Step 4: Thematic Follow-Up Activity

Ask students to envision how they could make the world a better place now. Ask them to envision how they could make the world a better place when they grow up. Have them close their eyes and play soft music as they imagine. Then ask them to write about a day in their life based on their vision.

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Ask the students to read their definitions aloud to the other students.

Pick a name from a box and ask the child you draw to tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Day Two

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity

Teacher has students survey *The Little Red Hen* by looking at the cover. The teacher reads *The Little Red Hen* aloud.

Step 3: Follow-up Discussion

- This story is a fable. What is a fable?
- Fables use stories, sometimes animal stories, to help us think about how we act. What do you think this story was trying to say?
- Which person in the story acted on her convictions? What do you think her convictions were? (She believed if you want something, you must work for it.)
- What did the cat, dog and mouse have in common?
- One of the things that helps you remember a story is the way the writer tells it. This story has been told for many, many years, but everyone seems to remember the words that the cat, dog and mouse say. What do they say? (If students don't remember, reread, "‘Not I,’ said the cat. ‘Not I,’ said the dog. ‘Not I,’ said the mouse.")
- The writer has used these animals as a kind of chorus, to echo each other. There are three of them and only one little red hen. Why do you think the story has more creatures want to eat the cake than who want to do the work? (It seems easier to take sometime without working for it.)
- What would happen if no one did the work?
- What would happen if no one acted on their convictions?

Teacher reads *Woulda-Coulda-Shouda*, by Shel Silverstein, from page 65 of *Falling Up*.

- How does this poem describe the Little Red Hen and the dog, cat and mouse?
- Who do you think felt better about life, the one who *did* or the ones who *hid*?
- Which kind of person do you want to be, the one who *did* or the one who *hid*? Why?

Step 5: Curriculum Integration Follow-up Activity

Sample Script:

I want you to close your eyes now and imagine a world where no one acts on their convictions. No one does what they truly believe is right. Everyone wants to get everything for free. You wake up in the morning and go to the kitchen, but there's nothing to eat or drink because no one wanted to buy it. You get dressed, but no one will help you fix your hair or find your books. You go to school, but there are no teachers. They all decided to stay home today. They care about your learning, but they just weren't in the mood to act on what they believed. It was easier for them to stay home. You

look around for other adults, but even the custodian, who cares so much about cleanliness, didn't bother to act on what he believes today. So your trip on trash everywhere you go. All the other students are running around on the playground. They know they should be kind to one another, but they don't act on what they know today, since no teachers are looking. They bump into each other running and never say "I'm sorry." They've forgotten what they believe about kindness. In fact, they've forgotten exactly what it is they believe is important, so they don't act on anything. By noon, you've been pushed and shoved and hurt so much, it's no fun to play. So you go home. You see a little boy crying on the way. It's your friend's baby brother. You know it's not right for him to be alone out in the street. You could be the first one today to act on your convictions by helping him. What will you do? (Elicit several responses.)

Let's say that after you do those helpful things, you remember this little boy for the rest of your life. How can you act on your convictions? (Maybe later you decide to babysit little children so they won't be alone. Maybe you decide to become a nursery school teacher. Maybe you help pass laws that help children get the care they need.)

All these things would show that you are acting on your convictions. Imagine what kind of place the world would be if everyone around you acted on what they believe and value.

Step 6: Writing Activity

Now you have a chance to write down what you imagine the world would be like if everyone acted on his or her convictions. If you like, close your eyes and picture yourself getting up and going to school the next day and finding that the teachers cared enough to come to school, the janitors acted on their belief in cleanliness and the children remembered how to act kindly toward one another. Describe your day. Describe how you feel. Predict what will happen to the children later in the day and in their lives. How does everyone feel? Write a story of at least three paragraphs. If you finish your story, you can draw pictures to illustrate it.

Step 7: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Day Three

Step 1: Literature Circles

On Day three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circles.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the field trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Reading - Week Five

Habit of Heart: Empathy

Reading Group Book *Let's Care About Sharing* and *Extraordinary Friends* (beginning readers)
The Old Man and His Door and *Be Good to Eddie Lee* (intermediate and upper-level readers);

Vocabulary/Spelling Words

Beginning readers

compassion
exchanged
tugboats
dandelions
amused
vying
collections
hilarious
private
heartaches
personal
nigh

Intermediate and Upper-level Readers

compassion
dangle
salamander
squirm
beautiful
gravel
myriad
genius
reflections
distort (variation: distorted)
hole
whole
right
write
core
corps
prints
prince

Day One for Beginning Readers

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.
- Answer the follow-up questions.

- Define the vocabulary or spelling words and practice using them in sentences. (See activities below.)

Step 2: Students Read Aloud: *Let's Care About Sharing*. The teacher reads aloud *Sharing*, by *Shel Silverstein*, on page 50 of *Falling Up*.

Step 3: Follow-up Discussion Questions

- What did the children in the book know that the children in the poem did not? (Sharing makes the giver happy as well as those who are receiving.)
- Was everyone playing alone or together in the beginning of the book? What happened when they shared their time and their understanding with each other.
- Did you notice that everyone was included in the games they played? Even the boy in the wheelchair? Do you think the boy felt he was just as much a part of the group as the others?
- What kinds of things do you enjoy sharing?
- When we want to help someone with a problem, we call it compassion. When we want to understand just how someone else feels, we call it empathy. Why do we need both? (Until you know how it feels to be someone else, it's harder to help them feel better. Explain that we will spend time this week trying to feel what others feel. Literature can help us do that.)

Step 4: Writing Activity

Help students list the rhyming words in the story (i.e. far and star, nigh and sky, day and play). Circle the building blocks of these words (the parts that sound the same, i.e. ar and ar, igh and y, ay and ay). Challenge students to add other letters to these letter patterns to create new words, such as high and eye, tar and car, may and say.) Have the students write short poems, drawing from their lists of rhyming words.

Step 5: Thematic Follow-Up Activity

Sample Script:

What did the children in the story say about the stars in the sky? (When they shine together, they give out more light.) Let's try an experiment. If I give each of you a light bulb, it wouldn't give out much light, would it? But when we all try to understand each other and share our compassion and empathy, the whole room lights up. (Give the students a string of Christmas lights. Plug them in momentarily and watch the room light up.) Please write a note to someone you would like to have more compassion and empathy for. I will give you an envelope to put the letter in, so you can write whatever you want and give it to the person later.

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign

each student or group of students some words to look up and have them write the definitions. Pick a name from a box and ask the child you draw to tell what the word means or how to spell it. If the child does not know, the group or student who researched the word can offer help. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, “Desiree tried to practice patience when her baby brother whimpered.”

Day One for Intermediate or Upper-level Students

Step 1: Preview the Book of the Week.

As students read aloud, help them:

- Look at the cover and predict what the book is about.
- Identify questions they want to learn by reading the book.
- Read the text aloud to answer their questions. Students can each read a page or a paragraph aloud. Encourage them to look for familiar word patterns to sound out words they don't know.
- Paraphrase what they have read. When each student finishes a passage, they retell to their partner before asking the partner to read.

Step 2: Students Read Aloud: *The Old Man and His Door*

Step 3: Follow-up Discussion Questions

- The man in the story could not hear very well, but he had a good heart. How do you know?
- Who did he help along the way?
- Would he have been able to help the same people if he had taken the pig instead of the door? So what was more important, his hearing or his heart?
- In Spanish, the words *puerta* and *puerco* sound similar although they do not mean the same thing. What do we call it in English when words sound the same but do not mean the same thing or have the same spelling? (Homonyms sound the same but have two different meanings. They can have the same spelling. Homophones sound the same but have different meanings *and* spellings.) Let's list some homophones. (Examples: hole and whole, right and write, core and corps, prince and prints.)

Step 4: Writing Activity

Students meet in pairs to write down lists of homonyms. (If they struggle with this activity, they can continue to list them on a flip chart or board as a whole group.) Students pair up to write sentences or paragraphs that feature at least one usage of each word. For example: The prince cannot write in cursive yet, but he prints well. His tutor prints out his worksheets on a computer.

Step 5: Writing Activity

If time permits (or later in the week), have students look at their lists of homonyms and see which ones become rhyming words if they can change one or more letters. For instance, right and write can become night, tight, rite, flight, fight or light. Students circle and rewrite the basic building blocks of the words in their lists (i.e. ight and ite). They see how many letters of the alphabet can create words when added to those letter patterns. Students draw from the lists of rhyming words to create short rhyming poems.

Step 5: Vocabulary Follow-up Activity

Help students collaborate to define the vocabulary/spelling words. To facilitate this process, assign each student or group of students some words to look up and have them write the definitions. Pick a name from a box and ask the child you draw to tell what the word means or how to spell it. If the child does not know, the child must say, "Please come back to me." The teacher can then draw other names until she finds someone who knows. Then she goes back to those who passed and has them repeat the meaning. Write the correct meaning on a flip chart or board.

Step 6: Spelling Follow-up Activity

Hold up a vocabulary/spelling card and ask the first student on your left or right to spell the word aloud. Go around the table and have each child spell the word, looking at the card. Then go around the circle again with the card covered up. Let each child spell it without looking. By this time, they will have just heard the correct spelling several times as other students repeated it. Afterward, have students write sentences using the spelling words. Challenge them to add the habit-of-the-heart of the week wherever they can. For instance, "Desiree tried to practice patience when her baby brother whimpered."

Step 7: Curriculum Integration Activity

Inside the front cover of the book, students will find a list of Spanish terms used in the book. Go over the pronunciations with them as a group. Let them quietly practice using the terms with one another in pairs. If time permits later in the week, ask them each to write a vignette (description of a person, place or incident), including a Spanish-speaking character and incorporating some Spanish terms in the dialogue.

Day Two for Younger Readers

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity *Extraordinary* Friends

Step 3: Follow-up Discussion

- Did you notice anything unusual about some of the children in this book?
- Can you list some things that were similar about all the children in this book?
- The book said that the more you know about someone, the more you understand that person. What is another word for trying to know and understand someone and appreciate how they feel? (Empathy)
- What did the book say everybody needs? (Love)
- Sometimes we think of love as showing compassion for others. What does compassion mean?
- Yet the books says that sometimes people want to do things for themselves. If you think someone needs help, should you ask first? Why? (You might make them feel that you think you're better than they are and that they cannot do things for themselves. They may enjoy being strong in whatever way they can, just like you do.)
- One word in the title is *extraordinary*. What does it mean?
- If you were to break it into two words, they would be extra and ordinary. So an extraordinary person would be an ordinary person with something extra. This is a compound word. Can you think of other compound words—two words that work together as one? (List them)

Step 5: Writing Activity

Tell students you will put some objects on the table. See if they can call out what the objects are, then tell what compound words they make. (Pull the following out of a bag: a basket and a ball for *basketball*, a container of coffee and a cooking pot for *coffeepot*, your thumb and a box of tacks for *thumbtacks*, hand-drawn stop sign and a watch for *stopwatch*, hand-drawn picture of a home and a paper plate for *homeplate*.) You may have other ideas to add to the bag.) Challenge students to find other compound words. They can look in books or dictionaries as they like. Then they can write a paragraph with as many compound words as possible in it.

Step 6: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Day Two for Intermediate or Upper-level Readers

Step 1: Word Walls

Introduce Word Wall Words and conduct Word Wall Activities.

Step 2: Teacher Read-Aloud Activity *Be Good to Eddie Lee*

Step 3: Follow-up Discussion

- If you were to meet the three characters in the book, how would you describe their qualities? (Write Jim Bud, Christy and Eddie Lee on board or flip chart. List qualities as students call them out. Make sure they include not just physical characteristics but personality traits and habits of heart.)
- Did the author use these exact words to describe the characters? How did the author help you get to know the characters? (Through their words and actions.)
- An effective author helps you see the good in people by the way they act, just as people see the good in you by the way you act in real life. Nobody makes the right decisions all the time. How did Christy change between the beginning and end of the story?
- What did she discover about Eddie Lee?
- When we use the word disability, it calls attention to what a person cannot do. If you were to look at the person's abilities instead, what would you say Eddie Lee could do? (Find lilies in places where others had not, be kind to those who had mistreated him, care about the tadpoles' mothers, etc.) Do those abilities tell you about his strengths?
- What strengths did Eddie Lee show in the story? (Kindness, courage, compassion, forgiveness, adventurousness, vision, etc.)
- When people are born with a challenge or disability, it may affect their looks, the ability to see or hear, or the way they speak and think. Yet they may have strengths or abilities that the ordinary people around them do not have. Appreciating diversity means noticing and being grateful for their strengths.

Step 5: Writing Activity

Ask students to imagine a character born with a particular challenge. It can be based on someone they know or have seen, or it can be a character they make up. Ask them to list the person's strengths, such as those of Eddie Lee, at the top of the page. Then challenge them to write a paragraph about the person without using those words. Through the person's actions and comments, they must demonstrate not the disability but the ability.

Step 7: Make choices available for Literature Circles

At the end of the reading period on Day Two, students privately cast ballots for three books that sound interesting to them. Give them choices of books you have several copies of, possibly books of the week from previous years. The students will be grouped according to their interests in literature circles the following day.

Day Three

Step 1: Literature Circles

On Day three, give students one of the books they selected and allow time for silent reading. After they finish, they can meet with their literature circles to discuss the books. (See Literature Circles.) The Literature Circle books can carry over from one week to the next, depending on how long students need to read and discuss the books.

Step 2: Review Word-Wall Words

Day Four

Step 1: Review Word Wall Words

Step 2: Review Vocabulary and Spelling

You may want to repeat the same activities conducted earlier in the week or vary them for effective review.

Step 3: Journals

Have students record in their journals all the times during the week they have practiced the habit-of-heart. Challenge them to think of a time they could have done better and rewrite the incident as a story with a positive ending.

Next, describe the service project of the week. Have students discuss why the project is important. Have them write journal entries about how the connection between the habit they are trying to learn and the project they are working on. Have them record their thoughts about the importance of the service or educational field and their expectations about how the project will help everyone involved.

Day Five

If the field trip does not take all day, it's a teacher's choice review day or writing day. After returning from the field trip, students should record in their journals their thoughts about the field trip, including how it made them feel and how they think it made the other participants/recipients feel.

Teachers' Comments on What Worked Best - for Future Use:

Language Arts: Poetry Curriculum

Week One: Appreciation of Diversity

Supplies

Picture of dragon

Flip chart and marker

Pencils and paper

Worksheets for poems - “Blind” and “Danielle Loves Diversity” and “If I Could Give You Anything”

Projects to Complete

Danielle the Dragon poem about diversity

Group poems on gifts of the senses

Short poems for kites

Anticipatory Set

I’m thinking of a creature with scales that doesn’t swim. It looks like a dinosaur but in stories, it walked on the earth with men. Do you know what it is? (Dragon)

Dragons come from tales told in medieval times. Have you ever heard the word *medieval*? What does it mean? (Middle Ages.)

In the medieval times or Middle Ages, people lived in castles. Knights wore suits of armor and rode horses. Many stories came out of that age, and the stories were full of magic. People told of dragons, make-believe creatures that looked a little like dinosaurs.

At the end of the summer, we’re going to a special party with a medieval theme. The party will take place at a library for blind children. You may wonder how there could be a library for blind children. How do you suppose they read books? (Allow several responses.)

The children learn to read Braille. It’s a method of reading by touching a surface with raised dots on it. They read with their fingers instead of their eyes. When the dots are arranged in a certain pattern, they stand for a letter or word.

We have been invited as special guests to go to the party at the end of the summer. Over the summer,

the blind children will keep track of all the books they read in Braille using their fingers. We will keep track of all the books we read with our eyes. Then we will all celebrate together at the party.

Now, when you go to a party, what do you usually take? (A gift.) We can create a special gift that will help the blind children learn to read just as it helps us learn to read. Can you guess what the gift is? (Allow several guesses. Give hints to elicit the correct response—poetry.)

We will write poems that help the children use their ears to hear rhyming words and words that start with the same letter. We will recite the poetry for the children, and the library will also tape record us as we recite it, so the children at the Braille library can listen to it later and increase their understanding of words and sounds. Then when they feel a word with their hands, they will know it rhymes by the way it sounds.

Introduce Elements

What is a rhyme, anyway? (Two or more words that begin with different sounds or letters but end with the same sound or group of letters.)

List some words that rhyme with play. (Circle “ay.” Let the children go through the letters of the alphabet to come up with a list on the flip chart.)

We want to make our poetry very special, because it is our gift to them, to thank them for inviting us to their party, so let’s learn about some of the things that make a good rhyming poem. By the way, do all poems rhyme? (No.)

Listen to the following poem and tell me whether it rhymes.

Distribute copies of the poem, “Blind,” by Langston Hughes. Read the poem aloud to the students as they follow along. Then have them read along with you.

Blind

By Langston Hughes

I am blind.
I cannot see.
Color is no bar to me.
I know neither
Black nor white.
I walk in night.
Yet it seems I see mankind
More tortured than the blind.
Can it be that those who know
Sight are often doomed to woe?
Or is it that, seeing,
They never see

With the infinite eyes
Of one like me?

Discussion Topics

What is woe? What does infinite mean? What is the poem about?

What ability does the poet think blind people have that not everyone has?

Do you hear the rhythm of this poem? How is a poem like a song?

Poems sometimes have rhyming words, and sometimes they have a meter, which means a rhythm. In fact, most song lyrics would read as poems if you took away the music. They suggest a music all their own. Some time, try speaking the words to your favorite song and clapping the beats without singing it. It will probably sound like a poem.

Pick out the rhyming words in the poem called "Blind." Underline them. Notice where they fall within the line. (Allow time for this activity.)

Check the second handout to see if you found all the rhyming words. (Pass out marked copy of same poem.)

Now clap the rhythm of the poem, clapping each time you see a boldface (darker) word. (Clap with the children.) Do you see a pattern in the rhyme and rhythm of the poem?

Blind

By Langston Hughes

I am **blind**.
I **cannot see**.
Color is no **bar** to **me**.
I know **neither**
Black nor **white**.
I **walk** in **night**.
Yet it **seems** I **see mankind**
More **tortured** than the **blind**.
Can it **be** that **those** who **know**
Sight are **often** doomed to **woe**?
Or **is** it that, **seeing**,
They **never see**
With the **infinite** eyes
Of one like **me**?

Group Writing Practice

Some poems have rhyme and some have meter. Some have neither and some have both. We will write one together that has both.

Before we begin, let's think about the idea that the party will have a medieval theme. Maybe our first poem should be about a dragon....maybe a dragon named Danielle.

We've got a head start, because two verses of this poem are already written, so we only have to fill in the middle verse.

(Using a flip chart and/or handouts, read the first and last verses of the uncompleted poem. Have students identify the rhyming words and clap the rhythm.)

Danielle Loves Diversity

Danielle the Dragon loved to see
A world full of diversity.
She liked to know that kids with sight
Could make friends with kids both black and white.
And as for those who could not see,
They loved the whole human family.

One day Danielle went out to play.
She heard _____.
She _____
And _____.

What can we learn from our dragon friend?
How can we see that in the end,
The friendly messages we send
Help our diverse worlds to blend?

Let's look at the list of words that rhyme with play. Who can complete the next line using these words? (Choose randomly.) And who can complete the next line? (Finish all lines. Then try another draft or two using all new lines. Have the students vote on the version they like best or keep going.)

You've just written a very fine group poem. We can learn this and say it for the children.

Let's write another group poem about what you would give to someone who cannot see. We'll each add a line. Think of things you love to see that you wish your blind friend could see. The first person can say anything, but the next person has to say something that rhymes with it. I'll start out to show you how. (Help the children complete the phrases as you write them on the flip chart.)

If I could give you anything,
I'd give you the blue of a butterfly wing.
I'd give you (new phrase)
I'd give you (rhyming phrase)
I'd give you (new phrase)
I'd give you (rhyming phrase)

(Keep going until everyone has a chance to participate. Then read the poem together aloud. If time permits, write another one about things you hear, smell or feel. Students may want to write some poems independently using the worksheet provided.)

Solo Writing Practice

Now I would like each of you to write your own short rhyming poem.

Write two rhyming lines about diversity. It can be about people who can see and who cannot. It can be about people of different races. It can be about people with different ideas. All those things are different kinds of diversity.

Add two more lines. Now you have a four-line poem. This poem will go in a very special place later. It will be your gift to the sky.

(Distribute list of rhyming possibilities. Allow time. Students will inscribe the poems on kites later.)

Thank you very much. You've just created a wonderful gift—a gift made out of words. It's a gift that isn't expensive and that almost anyone can give it. But when you add your own special touch, it's a gift that can only come from you. We'll write more next week. Meanwhile, practice writing poems whenever you get a chance!

Cross-curricular Connections

Music: Children could learn Puff the Magic Dragon later in the week.

Read Aloud Books: Volunteer could read *The Tears of the Dragon* and similar stories.

Art: Students will inscribe the poems on kites.

Note: These activities can spill over into second week if necessary.

Blind

By Langston Hughes

I am blind.
I cannot see.
Color is no bar to me.
I know neither
Black nor white.
I walk in night.
Yet it seems I see mankind
More tortured than the blind.
Can it be that those who know
Sight are often doomed to woe?
Or is it that, seeing,
They never see
With the infinite eyes
Of one like me?

Blind

By Langston Hughes

I am **blind**.

I cannot **see**.

Color is no **bar** to **me**.

I know **neither**

Black nor **white**.

I **walk** in **night**.

Yet it **seems** I **see** **mankind**

More **tortured** than the **blind**.

Can it **be** that **those** who **know**

Sight are **often** doomed to **woe**?

Or **is** it that, **seeing**,

They **never** **see**

With the **infinite** eyes

Of one like **me**?

Danielle Loves Diversity

Danielle the Dragon loved to see
A world full of diversity.
She liked to know that kids with sight
Could make friends with kids both black and white.
And as for those who could not see,
They loved the whole human family.

One day Danielle went out to play.
She heard _____.
She _____
And _____.

What can we learn from our dragon friend?
How can we see that in the end,
The friendly messages we send
Help our diverse worlds to blend?

If I Could Give You Anything

If I could give you anything,

I'd give you _____ . (Should rhyme)

I'd give you _____ .

I'd give you _____ . (Should rhyme)

I'd give you _____ .

I'd give you _____ . (Should rhyme)

Poetry Curriculum

Week Three: Cooperation

Supplies

Pencil, roll of paper towels, ball, other objects

Flip chart and marker

Pencils and paper

Worksheets for Metaphor Exercises and “Danielle Loves Unity”

Projects to Complete

Metaphor Exercises

Nonsense group poem

Dragon poem

Anticipatory Set

(Have children sit in circle. Have items of various shapes and sizes on hand. Bring out each item and pass it around. Each person has ten seconds to say something the object reminds them of. Give examples, i.e., a paper towel roll might remind them of a culvert on a city street or a ball might remind them of the sun. If they cannot think of a metaphor, give them a different item and let them choose a metaphor for it instead. Students toward the end of the circle will all be using recycled objects.)

Introduce Elements

Each of you just created something. Do you know what it was? (A metaphor.)

A metaphor is a comparison between two objects that are very much alike. These metaphors bring poems to life because they help the listener picture what you are seeing in your own mind.

Some metaphors we hear a lot in songs and poems and in our everyday speech. Have you ever heard of a flying saucer? What does it compare a spaceship to? Have you ever heard of a wiener dog? This term compares a dog to a hot dog. Try to use metaphors most people wouldn't think of when you write a poem.

Let's try an exercise. I'll give you a worksheet with similar objects. See if you can match each object with its metaphor. Draw a picture if you need to, and you will see the similarities.

Drinking fountain	Ropes
Snowy mountain	Bridges
Braids	Footprints
Craters	Waterfall
Raised Eyebrows	Dish of ice cream

We read a poem by Langston Hughes when we talked about rhythm and rhyme. He also used metaphor in this poem called "Kid in the Park." The very first line reads:

Lonely little question mark
On a bench in the park:

Think about the title. What did he use as a metaphor for a kid in the park? Draw a picture of a question mark. What does it remind you of?

This was a good metaphor because you can picture it so well, you understand what the poet is trying to say.

Listen for the metaphors in this verse by the poet Emily Dickinson (from "Epitaph").

She went as quiet as the dew
From a familiar flower.

Cross-curricular Connections

Math: Use metaphors in math story problems.

Art: Turn objects into the things they remind you of by adding construction paper parts.

Read Aloud: Have volunteers read poetry aloud and have them ask students to raise their hand if they hear a metaphor.

Not like the dew did she return
At the accustomed hour!

Discussion Topics

What do you think she meant by “the accustomed hour?”

She compared a person to what object in nature? Why?

She also told how the object was different. How was it different?

What do you think happened that made Emily Dickinson write this poem?

Group Writing Practice

Look at the objects we used in the beginning of the discussion. Remember what you said the object reminded you of? Now tell it in a sentence, but also tell how the object is different. For instance, you might say, “The ball reminds me of a sun that does not glow,” or “The paper towel roll reminds me of a rug much soggier than most” or “the pencil reminds me of a yellow flag pole not made of steel.”

Let’s write a group poem using metaphor. Each of you look for something in the room that reminds you of something else. Write a sentence that includes the object. For instance, “I see a button on Tony’s shirt.” Now cross out the word button and replace it with something like a button. Now the sentence reads, “I see a wheel on Tony’s shirt.”

Let’s put them all the sentences together to make a nonsense poem. (Collect the papers and copy the phrases on the flip chart when the students begin their solo activity.)

Solo Writing Practice

Please write a two to four line poem. The poem should include at least one metaphor. It should be about unity or cooperation. For example, you could write:

“Cooperative students walk briskly in line.
Cooperative ants do their work in good time.”

Now please complete your own poem about Danielle the Dragon. This time, Danielle sees children practicing cooperation and unity. Try to include your own metaphor somewhere in the poem. You can use the worksheet on the next page as a starting point or you can write the poem totally from scratch.

(If some students finish early, give them the exercise on Revising and ask them to look at their poem and see if they want to revise it.)

Danielle Loves Unity

Danielle the Dragon loved to see
Children practicing unity.
Cooperative ants walk briskly in line.
Cooperative students arrive in good time.

Danielle liked working together and so
She promised the kids she would never grow
Too old to go out and fly their kites,
Too old to mediate their fights,
Too old to join them in planting a tree,
In practicing full hearted unity.

Danielle the Dragon _____

Metaphor Exercises

Match the metaphors

Drinking fountain

Snowy mountain

Braids

Craters

Raised Eyebrows

Ropes

Bridges

Footprints

Waterfall

Dish of ice cream

Draw the metaphor.

A Kid in the Park

Lonely little question mark

On a bench in the park:

Underline the metaphor for “she.”

She went as quiet as the dew

From a familiar flower.

Not like the dew did she return

Danielle Loves Unity

Danielle the Dragon loved to see
Children practicing unity.
Cooperative ants walk briskly in line.
Cooperative students arrive in good time.

Danielle liked working together and so
She promised the kids she would never grow
Too old to go out and fly their kites,
Too old to mediate their fights,
Too old to join them in planting a tree,
In practicing full hearted unity.

Danielle the Dragon _____

Poetry Curriculum

Week Four: Acting on Your Convictions

Supplies

Plaque or engraved jewelry

Flip chart and marker

Paper and pencils

Potato and four metal brads for each student and one completed sample

Haiku worksheet

Paper bags and markers

Projects to Complete

Haiku worksheets

Haiku tree hangings

Anticipatory Set

(Wear jewelry or bring in a plaque or other engraved item.)

Have you ever seen a piece of jewelry with something engraved on it? Have you ever seen a locket with someone's picture in it?

Why do people use these things? (To remind them of someone, some time or something special.)

Today we're going to create special reminders of things we believe in.

Discussion Topics

This week we've talked about acting on our convictions. Can you give me examples of convictions?

I'm going to pass around a piece of paper. I would like each of you to think of a conviction or a belief that you feel strongly about. Think of something good. Now write it in one or two words them on this piece of paper, then fold it over and pass it on to the next person.

(Pass around a blank sheet of lined paper. As students wait for their turn, have them help pass a potato to each student. Have them write their word on a piece of paper shaped like an open mouth and put it on the potato using a metal brad. When they finish, they can add brads for the eyes and noses. Show an example of a finished potato head.)

(Have the last student turn in the list of words. Call on assistants to write the words on the flip chart.)

Group Writing Practice

Let's write a group poem using the words on the chart. Each of you can say one line as we write it down. You can use any of the words here in your line. The next person may or may not write a rhyming line.

Now we've each thought about something important to us, and each of us have a little buddy to remind us what's important to us. I would like each of you to write a poem using some of these words. But today, we will write it as a haiku.

Introduce Elements

We learned about rhyming poems. Haiku does not need to rhyme. Haiku are short poems about nature. This type of poem was invented centuries ago in Japan.

Some haiku have only three lines. The first two lines celebrate something wonderful in nature. They usually describe a scene or season. The third line is about something different. It surprises the reader.

Solo Writing Practice

First, I'd like you to think about something in nature that reminds you of the conviction you wrote down. If you wrote that you believe in loving everyone, what does that love remind you of—a flock of birds flying together? Leaves on a tree all waving at each other in the breeze? Look at pictures if you need to until you can think of an image in nature that reminds you of your conviction.

(Pass around magazines with nature photos to help students think of ideas.)

Once you have an image in your mind, write two lines of poetry about the scene in nature. Then write a line about your conviction.

For example:

Birds sit on a telephone wire,
chatting without phones.
Friendship needs no equipment but love.

Write your haiku, then we will read them to the class. (Put example on flip chart and pass out worksheets to remind the children of the directions. Have students write the haiku on paper bags and cut them out and add yarn, to hang them in a tree near their homes.)

Cross-curricular Connections

Art: Use some of the haiku on kites.

Read Aloud: Have volunteers read poetry aloud and have them ask students to raise their hand if they hear a line that describes a scene in nature.

Haiku

See the example below of haiku about nature and about a belief.

Birds sit on a telephone wire,
chatting without phones.
Friendship needs no equipment but love.

Write two lines about your nature scene, then write a line about your conviction.

Poetry Curriculum

Week Five: Empathy

(25 minutes)

Supplies

Clock (or metronome)

Flip chart and markers

Paper and pencils

Worksheets for “There Was an Old Woman” and “Derrick the Dragon Had a Very Bad Day”

Projects to Complete

Write and recite poem (verses in small groups), “Derrick the Dragon Had a Very Bad Day”

Anticipatory Set

(Display ticking clock.)

In math we talked about measuring objects and liquid and cooking ingredients. What does this measure? (Time.)

You can watch the clock tick and clap along with it to measure the beats in a minute. You can also clap to measure the beats in a poem. When a poem has a pattern of beats, you might say it has a meter. Today we will talk about meter.

Introduce Elements

Meter is a kind of rhythm. It is especially important when you write a poem that you want to turn into a song. When a poem becomes a song, the words are called lyrics.

Do you remember the song, “There Was an Old Woman?” If you know it, say some of the lyrics and clap the rhythm along with me.

(Pass out copies.)

There Was an Old Woman

There was an old woman who swallowed a fly.
I don't know why she swallowed the fly.
Perhaps she'll die.

There was an old woman who swallowed a spider.
It wiggled and giggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.

There was an old woman who swallowed a frog.
What did she think? Was her mind in a fog?
She swallowed the frog to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.

There was an old woman who swallowed a dog.
What a hog, to swallow a dog!
She swallowed the dog to catch the frog.
She swallowed the frog to catch the spider.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.

There was an old woman who swallowed a horse.
She died, of course.

Discussion Topics

Can you hear the pattern in the rhythm of the lyrics? In each verse, every line had four beats until the last one, which had two beats.

Look at the column to the right of the poem on your paper. On the first verse, every line with four beats is marked A. Every line with two beats is marked B. Let's write A or B on each line for the rest of the verses. (Clap the lines again as needed.)

This poem has an AAAB meter.

Group Writing Practice

Today is the last time we will write about our friend Danielle the Dragon. Today she meets her friend Derrick walking down the street. Derrick feels very badly. I would like you each to think of one reason why Derrick might feel badly. Use your imagination. Maybe he lost his pet human. Maybe his scales all fell off. We'll describe each reason he felt bad, using a metered pattern of four beats, then three beats. (Pass out worksheets and write example on board. Divide students into three groups and have each one brainstorm a verse.)

Example:

Derrick the Dragon had a very bad day.
His woodchuck ran away.
He lost his favorite book and then
His tooth had new decay.

Derrick the Dragon had a Very Bad Day

Derrick the Dragon had a very bad day.	A (four beats)
His _____ .	B (three beats)
He _____ .	A
His _____ .	B

Danielle the Dragon saw her friend.
She cheered him up again.
She showed compassion for his fate
And helped him till the end.

Derrick the Dragon had a very bad day.	A (four beats)
His _____ .	B (three beats)
He _____ .	A
His _____ .	B

Danielle the Dragon saw her friend.
She cheered him up again.
She showed compassion for his fate
And helped him till the end.

Derrick the Dragon had a very bad day.

A (four beats)

He _____ .

B (three beats)

He _____ .

A

He _____ .

B

Danielle the Dragon saw her friend.

She cheered him up again.

And thanks to her, this sad, sad tale

Has reached a happy end.

When all groups finish their verses, have each group read its verse in the round, with one person reading each chorus about Danielle. Practice reading the poem this way several times for the performance.

Cross-curricular Connections

Reading or Enrichment Periods: Use some time to rehearse this and the other recitations, so students can perform 3-4 group poems and one song for program.

Read Aloud: Have volunteers read poetry aloud and ask students to clap the rhythm.

IMPORTANT MATH CONNECTION: Students should choose the poems they feel are most appropriate to have translated into French to send to the children of Cameroon whose villages suffer from river blindness. The poems should be sent to Health for Humanity along with the letter to Dr. May Khadem.

The children should address the letter to:

Health for Humanity

c/o Dr. May Khadem

467 Jackson Avenue

Glencoe, IL 60022 USA

There Was an Old Woman

There was an old woman who swallowed a fly.

A (four beats)

I don't know why she swallowed the fly.

A (four beats)

Perhaps she'll die.

B (two beats)

There was an old woman who swallowed a spider.

—

It wiggled and giggled and tickled inside her.

—

She swallowed the spider to catch the fly.

—

I don't know why she swallowed the fly.

—

Perhaps she'll die.

—

There was an old woman who swallowed a frog.

—

What did she think? Was her mind in a fog?

—

She swallowed the frog to catch the fly.

—

I don't know why she swallowed the fly.

—

Perhaps she'll die.

—

There was an old woman who swallowed a dog.

—

What a hog, to swallow a dog!

—

She swallowed the dog to catch the frog.

—

She swallowed the frog to catch the spider.

—

She swallowed the spider to catch the fly.

—

I don't know why she swallowed the fly.

—

Perhaps she'll die.

—

There was an old woman who swallowed a horse.

—

She died, of course.

—

Derrick the Dragon had a Very Bad Day

Derrick the Dragon had a very bad day.

A (four beats)

His _____ .

B (three beats)

He _____ .

A

His _____ .

B

Danielle the Dragon saw her friend.

She cheered him up again.

She showed compassion for his fate

And helped him till the end.

Derrick the Dragon had a very bad day.

A (four beats)

His _____ .

B (three beats)

He _____ .

A

His _____ .

B

Danielle the Dragon saw her friend.

She cheered him up again.

She showed compassion for his fate

And helped him till the end.

Derrick the Dragon had a very bad day.

A (four beats)

He _____ .

B (three beats)

He _____ .

A

He _____ .

B

Danielle the Dragon saw her friend.

She cheered him up again.

And thanks to her, this sad, sad tale

Has reached a happy end.

Math Curriculum

Themes, Goals and Projects (Linked to California Standards for 1999)

Week One - Appreciation of Diversity Focus: Geometry

Objectives

First-grade skills mastery: Students learn to compare the length, weight or capacity of objects.

Second-grade skills mastery: Students understand that measurement means identifying a unit of measure and comparing the unit to the item measured.

Third-grade skills mastery: Students choose appropriate units and measurement tools to quantify the properties of objects.

Fourth-grade skill mastery: Students understand perimeter and area.

Fifth-grade skill mastery: Students understand and compute the volumes and areas of simple objects.

All levels: Students at all levels see a practical application for their learning.

Day One

Anticipatory Set:

Read Aloud the two poems by Shel Silverstein, *Weird Bird* and *Stone Airplane* in *Falling Up*.

Ask students to explain the difference between the bird and the stone airplane. Ask why one could not fly.

Pass around a feather and a rock. Ask students which one is heavier. Ask how they know. Weigh the stone and feather on a postal meter scale to verify their theory.

Ask students to imagine why we need to know the weight of things. Elicit examples such as: to make a kite light enough to fly; to make a ship the right weight so it won't sink; to know how many groceries a paper bag will hold without breaking.

Ask students to bring canned foods or simple boxed foods from home for the next day's activity.

Day Two

Project

The second day, divide students into groups and divide the groceries among them. Give each group a paper lunch bag and some grocery items of varying sizes and weights. Include some too large to fit into bag.

Have students determine which items are heaviest and could break the bag and which ones won't fit simply because of their width. Ask students to choose a bag large enough to fit all the items they were given.

Have first-grade students draw graphs showing the items, from smallest to largest. Then have second-grade students record the weight from the packaged goods onto the graphs, using greater than and less than signs between each one. Students add up the weights and determine how much is too much weight for the bag.

Third-grade students divide into two groups and open a packaged box of macaroni and cheese or pasta. Each group counts the pieces of macaroni and puts them into measuring cups. The groups weigh each full measuring cup to see whether each cup weighs the same as the others. Then they count the pieces of macaroni in each measuring cup. They write them down as equations, i.e. 1 cup = x pieces of macaroni or pasta; 1 box = x pieces of macaroni or pasta.

Have the student groups compare their results and discuss the following questions.

Did each box contain the same number of cups?

Did each contain the same number of pieces?

Which is a better way to measure macaroni or pasta, by the cup or by the piece? Why?

Fourth and fifth grade students measure macaroni or pasta boxes with a ruler to determine the length and wide and compute the area. They recreate the same proportions on a piece of graph paper. They may want to find the area of other objects in the grocery bag and recreate them on paper.

Day Three

Practical Application

Students decorate the bags to deliver to a homeless shelter. They write the contents of the bag on the outside, along with the weight of each item.

Day Four

Journals

Students begin their math journals. They record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project.

Day Five

As time permits, students may complete general worksheets appropriate for their ability levels that relate to the week's goals. However, these should reinforce, not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week Two - Patience

Focus: Number Sense

Objectives

First-grade skills mastery: Students study relationship between numbers and quantities. They use estimation strategies involving the ones and tens places.

Second-grade skills mastery: Students understand that fractions and decimals may refer to parts of a set and parts of a whole.

Third-grade skills mastery: Students understand the relationship between whole numbers, simple fractions and decimals.

Fourth-grade skills mastery: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.

Fifth-grade skills mastery: Students perform calculations and solve problems using fractions or decimals.

All levels: Students at all levels see a practical application for their learning.

Day One

Anticipatory Set

Ask students to close their eyes and get ready for a treat. Then place a bread crumb in each student's hand and ask them to put it in their mouths without opening their eyes. Ask them to tell what they taste.

When students report that they taste bread, ask them if they taste flour, water, butter, salt and yeast. Ask them to theorize why they cannot taste each individual taste.

Explain that the combination of ingredients all create a chemical change in the bread as it is made. Liquids become more solid and solids become more liquid. Heat then takes out the moisture and turns the dough into real bread.

Ask students the question, Why do you need a recipe to bake bread? What would happen if you just threw in a handful of this and a handful of that? Elicit the response that the bread may become too dry or too wet or too flat or it may simply taste bad. Ask students why they think something might go wrong if they did not measure just the right amount of each ingredient? (The salt could kill the yeast so the bread may not rise enough, the bread may dry out or it may stay mushy. To get the right chemical change, the measurements of certain ingredients must be right.)

Conclude that different ingredients react to each other in a certain way, but to get the same result every time, you must use an exact amount. Ask, How can we tell what amount to use?

Explain that measuring cups and spoons help us be certain that we always use the same amount of a certain ingredient. Show two different one-cup measures. Explain that some may appear taller or wider, but they all have the same amount of room inside, so they all hold one cup. Hold up a half-cup measuring cup and ask students to compare it with the cup. Is it less? How much less? How do we know?

Show students the indication of the fraction $\frac{1}{2}$ and explain that this means one out of two. A fourth-cup measuring cup would say $\frac{1}{4}$, meaning one out of four. Write these figures on the flip chart. Explain that when you have objects, like pencils or children or marbles, it's easy to take two aside and say, "This is two out of four." When using water or another liquid in a cup, it isn't so easy to see because liquid wiggles around more than pencils or marbles or even children. That's why we need measuring cups. Have children take turns pointing out measuring cups of whatever size you point out. Next, ask them what happens when you fill your $\frac{1}{4}$ cup up twice, pouring it each time into the half cup. Have a student demonstrate it. Then have another pour two half cups into the whole cup. Challenge students to tell you how many $\frac{1}{4}$ cups are now in the whole measuring cup.

Write on the flip chart $1 \text{ cup} = 4 \frac{1}{4} \text{ cups}$. Ask students to confirm this by looking at the number and seeing how it's written, as 1 out of 4. Now ask students how many half cups are in a whole cup measure.

Give students in younger grades the assignment to take three fourths cups of water out of the bowl and pour it down the sink. Ask how much water is left. Give students in older groups the assignment to come up with a number for each of those fractions, based on the idea that the number one represents one cup. Ask, How would you write one half using whole numbers and decimals? If they do not respond right away, ask them to think about money. What is half of one dollar bill? It's 100 pennies. So half of that would be 50 pennies. Since the decimal must fall beside the 1 as in 1.00, you can leave it in the same column as you write .50. Fifty out of one hundred is the same as five out of ten or one out of two. It's half. So $\frac{1}{2} = \frac{50}{100}$.

Challenge older students to convert several fractions to whole numbers and several numbers with decimals to fractions. Explain that counting money and making bread are similar. If you don't understand your decimals or fractions, you won't get the dough right!

Challenge all students to think of times when it would be important to know fractions. Examples: If a doctor told a nurse to give a patient a half-pint of blood or a teaspoon of medicine; if your mother tried to put a hem in your pants and you asked her to take them up half an inch, not a whole inch; if you were reading a menu and you didn't know the difference between a quarter pound burger and a half-pound burger. (Ask students which is bigger.)

Explain that several skills are important for making bread. Two of these are math and patience. Every culture makes bread in some form, and everybody who makes bread must practice patience. The yeast must grow and make the bread plump up when you make most breads. If you do not practice patience, your recipe may come out as flat as a pancake. Read aloud the book *Everybody Makes Bread* if available.

Have students write a group story problem about a classroom full of students who each came from a different country or continent. Some came from Asia. Some came from Africa. Some came from Europe, the Middle East or South America. Some came from North America. The problem can involve addition and incorporate different types of bread from around the world.

Encourage students to experiment with water and measuring cups or spoons at home and return tomorrow with one new piece of information to share about measuring. Give worksheets as needed.

Day Two

Project

- 1) The second day, bring in several recipes for different kinds of bread. Before presenting them, review yesterday's discussion. Remind students that to measure correctly, they must understand certain math skills. Ask if they can name some. (Addition, multiplication, fractions.)
- 2) Discuss the questions appropriate for your group's ability level:
 - First and second grade:
 - How much does one cup hold? (Give a cup to look at)
 - If a recipe called for one cup of water and two cups of flour, how would you double the recipe? (Help them define *double*.)
 - How many cups of water would you need?
 - How many cups of flour?
 - How many ounces of water?
 - How many ounces of flour?
 - Third-fourth grade: If you added $\frac{1}{2}$ cup of warm water and $\frac{1}{2}$ cup of room temperature water, how much water would you have?
 - If you then added some powdered yeast, would the water level rise?
 - If a recipe called for $\frac{1}{4}$ cup of sugar and $\frac{1}{3}$ cup of butter, which would you add more of, sugar or butter?
 - How would you write $\frac{1}{4}$ as a whole number with a decimal. (Give them a hint. Ask them to think of coins.)
- 3) Challenge students to write equations using the bread recipes. Younger students can write addition problems. Older students should incorporate fractions and whole numbers into their equations. They should also make a list of the measurements in all of the recipes and write their whole number equivalents. For instance: $1\frac{1}{2} = 1.50$; $\frac{1}{3} = 33.3$; $\frac{1}{4} = .25$.
- 4) Students work in groups to write three story problems involving themes discussed so far: recipes, bread, patience, homelessness, diversity, legends, other countries, etc. They should incorporate fractions or measurements according to their ability level. For instance: a little boy in another

country was very poor because his parents passed away. Yet he had many people to take care of him. He had three aunts, an uncle, a grandmother and three cousins. How many relatives did he have? If half of his relatives went away, how many would he have?

- 5) After each group writes its story problems, they pass it to the next group to answer. When all the story problems are answered, they are returned to the original groups, who check them for accuracy.

Day Three

Application

Students go to the kitchen and make bread under the supervision of a teacher or guest presenter. Ideally, the work in small groups to enable each child a chance to measure. Students can practice by measuring water into a bowl. They discuss patience in the process of waiting for the bread to rise and baking it. Students save one loaf to sample. They wrap the loaves of bread.

Day Four

Journals

Students decorate boxes. They put their packaged goods bags and their bread into boxes and decorate the boxes for delivery on Day Five. In their math journals, they record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world or other subjects while doing their math project.

Day Five

As time permits, students may complete general worksheets appropriate for their ability levels that relate to the week's goals. However, these should reinforce, not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week Three - Cooperation/Unity

Focus: Statistics, Data Analysis

Objectives

First-grade skills mastery: Students pose information questions and collect data and record the results using objects or graphs.

Second-grade skills mastery: Students collect and record numerical data on graphs. They demonstrate an understanding of patterns.

Third-grade skills mastery: Students conduct probability experiments by determining the number of possible outcomes and make simple predictions.

Fourth-grade skills mastery: Students organize, represent and interpret numerical and categorical data and communicate their findings.

Fifth-grade skills mastery: Students compare and interpret different data sets.

All levels: Students see a practical application for their learning.

Day One

Anticipatory Set

Offer students a riddle: I'm thinking of something everybody creates but nobody wants.

Give them time to guess before giving hints such as:

- It comes in all shapes and sizes.
- It can come in any color.
- People keep recreating it day after day.
- If you have too much of it, it's hard to get rid of.
- Other people never want yours.
- It can make animals or people sick if it ends up in the wrong place.
- In every city, there's a special place to take it.

Tell students that the answer, trash, creates pollution. Discuss the fact that pollution can come in the form of gases in the air, liquids in streams and oceans and trash or harmful substances on the ground.

Write down a question on the board or flip chart:

What kind of pollution do we have in our neighborhood?

Have students generate specific questions they want to know about the trash, such as:

- Does it blow in from far away or is it left by people walking down the street?
- Does it come from people not throwing away food containers?
- Does it spill out of trash cans?
- Is it the kind of trash that could hurt birds, animals or humans?

Ask students how they might find the answers to these questions. Elicit the answer that they can collect, examine and compare the pollutants. Give each student a set of plastic gloves and a trash bag and ask them to go on a walk outside to pick up trash. Walk down the street or through parks, playgrounds and parking lots to pick it up. Caution the students not to pick up any glass or sharp objects but to make note of it for later documentation.

Have students carefully empty and spread the trash on a large sheet of plastic. They can sort it into piles by category. Have them agree on categories such as paper flyers, fast food containers, car parts, etc. Have them write down the number of items in each category and write down any other important details before putting the trash in the trash bin.

Day Two

Project

- The second day, students should get out their list of pollutants. Assign small groups of students to count the pieces of trash that relate to a particular question asked on Day One. For instance, discuss and determine how many of the items could be harmful to birds. Each group should write the number compared to the total number of items, i.e. 4 out of 24. Then older groups should translate the number to a fraction, i.e. $1/4$.
- Draw a large column with the total number of times at the top and increments along the sides (like thermometer). Ask each group to mark on the column where their number should go and write the category out to the side.
- Ask some of the students to show all the information on bar graphs, charts and pies. Have them predict what kind of trash will prove most harmful in the community.
- Ask a group of older students to put on rubber gloves and go out and search for new trash. Have them tabulate their results and see how the numbers compare with the previous day's trash. Have them predict what the patterns are in the community.
- Discuss the two groups' findings.

Day Three

Practical Application

Students write their city officials about the kind of trash they see in the neighborhood. They cite statistics and make predictions in their letters about how the pollution could harm the community. They make suggestions for a public service campaign. They prepare posters to submit, encouraging city officials to put them up in city offices, libraries and other public buildings to remind people not to litter. The students can finish the project the following day before writing in their journals.

Day Four

Journals

Students begin their math journals. They record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project.

Day Five

As time permits, students may complete general worksheets appropriate for their ability levels that relate to the week's goals. However, these should reinforce, not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week Four - Acting on Your Convictions

Focus: Mathematical Reasoning

Objectives

First-grade skills mastery: Students made decisions about how to set up a problem. They solve problems and justify their reasoning.

Second-grade skills mastery: Students made decisions about how to set up a problem. They solve problems and justify their reasoning.

Third-grade skills mastery: Students make decisions about how to approach problems and use skills and concepts to find solutions

Fourth-grade skills mastery: Students make decisions about how to approach problems and use skills and concepts to find solutions and move beyond a particular problem by generalizing to other situations.

Fifth-grade skills mastery: Students make decisions about how to approach problems, use skills to find solutions and move beyond a particular problem by generalizing to other situations.

All levels: Students at all levels see a practical application for their learning.

Day One

Anticipatory Set

Prepare the room in advance by placing signs at various points with labels such as “doctor’s office,” “market” or “well.” Tell students to stand side by side in pairs. The person on the left should close his or her eyes. The person on the right should take the other one by the hand or arm and gently lead them from a designated point A to point B. The people with their eyes closed cannot open them but must trust the other person to take them where they need to go. Spend some time assigning the teams various tasks, such as walking to the market, shopping for imaginary fruit and carrying it back home to your spot without letting go of the person whose eyes are closed. Or they may walk the person to the well for water or to an imaginary doctor’s office, where they must wait for the doctor to give them medicine before returning to the home spot.

Ask students whether they felt frustrated. Some of the people had to trust their partners not to let them bump into anything. The others had to wait on their blind partners all day and could not go anywhere alone. Explain that this is what life is like for many people with river blindness.

Give the history of river blindness: In some of the remote areas of countries such as Cameroon, a certain type of black fly spreads disease. The fly is a parasite that depends on a host for food. The fly lives along the river and infects the people who come to use the water. It releases worms under their skin, and the worms grow inside the person and continue to reproduce and infect the blood stream. If the infected area spreads to the eyes, the person goes blind.

This disease, commonly called river blindness, has spread to so many people that in some villages, everyone is affected. When an adult gets it, the children often have to quit school to lead their

parent or grandparent around all day. Can you imagine what it would be like if several people in your family and neighborhood were blinded by this disease? What will happen if the children all stop going to school? What will happen to their children when they grow up? (Elicit several answers regarding the children's ability to learn and later to provide for their families and protect them from the disease.)

Tell students that people around the world are trying to help the people in the African countries where river blindness is a problem. The governments cannot do the job alone because it is such a big job, so they have asked 25 health organizations to help the people of the villages vaccinate everyone. (Define *vaccinate*.) A drug company is offering a drug called ivermectin for free. Anyone at risk of getting the infection and anyone who already has it must take the drug once every year for twelve years. The drug kills the baby worms and stops the females from making more worms inside the blood stream. The people assisting the World Health Organization must work together to try to end river blindness completely.

Discussion Question: Can you imagine how much you would want to help if these people were your own friends and family? Do you believe it is also important to help someone else's friends and family?

Challenge: The health care workers around the world wanted to help. Imagine you were on the planning committee at the World Health Organization. You must plan and predict how you will bring everyone together to end river blindness. Here are some questions you will need to ask. (Students can complete this activity in small groups or as a class. If done individually or in small groups, teacher then reads their papers aloud and they all help determine which wording describes the process. They write a version of the answer on the board. More than one type of description may be appropriate, depending on the level of the students' current math knowledge. This process of describing the problem will take the whole period, so let students spend ample time arriving at their conclusions. Have them leave four blank lines after each sentence. The following day, they will fill in equations and facts or goals associated with each description.)

- A.) Eighteen million people live by these swiftly flowing rivers and are affected by river blindness. How would you write eighteen million? (Let a student write it on the board or flip chart. For younger students, spend some time discussing the ones, tens, hundreds, thousands and millions columns. Help them see that if you are working with two numbers in the millions columns, you can take the zeros off to do the equation, then add them back on later.)
- B.) A million of the people actually get the parasite near their eyes and begin to have trouble seeing. Of those, one third actually go blind. How can you predict how many people will lose their sight? Write a sentence showing how we can figure it out. (An appropriate answer for third or

fourth graders would be: *You could divide one million by three.* Younger students who have not learned about division or fractions may write: *You would separate the one million into three groups and count the people in one group.*)

If 18 million people get the disease or feel its effects, but only one million may go blind, how many affected people have not yet gone blind? Write a sentence telling how to figure it out. We want to make sure we protect those people too. (*You would subtract one million from eight million.* Or *You could put the 18 million people in one group and separate a million, then count those who are left.*) If 18 million people need the vaccination and 25 health organizations (or groups of doctors) help to give it, how can you tell how many vaccinations each set of doctors will need to give? Write the problem-solving process in a sentence. (*You would divide 18 million by 25.* Or *You would separate the 18,000 into 25 groups and let one organization of doctors help each group.*)

For the drug to cure the disease, a person cannot take it just once. This is because the drug kills only the baby worms. It cannot kill the adult worms, which live for about 12 years under the skin of the people. So to cure a person and make sure no new worms begin to grow, the doctors have to return every year for at least 12 years and help the local doctors vaccinate the people. If you have 25 groups coming back every year for 12 years, how many trips to Africa is that? Write a sentence saying how we can figure it out. (Answer: *Multiply 12 times by 25 groups of doctors.* Or *Count the 25 groups 12 times.*)

When you figure out what that number is, you'll see why it's important to get the local doctors involved, so not everyone has to travel from somewhere else to give the medicine. Let's pretend there's a village with only one person trained to give the medicine. If that person goes blind, he or she will have a hard time giving it! What are the chances that doctor may lose some of his or her sight, if one million out of 18 million lost some of their sight? How would you figure it out, knowing there are only 36 people in the village? (Answer: *Compare the number of people who lose some of their sight to the number affected in all of Africa and apply the same prediction to the people in the village.* Or *Knowing that one million out of 18 million get the disease, find out how many out of 36 will get the disease—and to make it easier, take off the tens columns and just say one out of 18.*)

When we talk about these great big numbers like 18 million, does it seem that the number one isn't very important any more? We know the number one is important, because if we help one, we help many. Let's say the doctor in the village went blind. She could not help vaccinate the 36

people in her village, so many could go blind. Her own children may not go to school because they may have to help her. That means they may not grow up to become doctors, so they could not help the 50 people living in the village at that time. How many people have we counted so far who would be affected. Write a sentence telling how you would figure it out. (Answer: *Add the 36 children and adults living there now to the 50 living there when her children grow up.*) So many years from now, the health of the whole village could depend on making sure this one person does not go blind. Think about this and tomorrow we will have another planning meeting to determine the answers to our questions. (*Leave the sentences on the board or flip chart.*)

Day Two

Project

The second day, have students work in small groups to write the correct sentences from the day before, if they have not, then to write and answer them as equations, adapting, omitting or adding challenges as necessary, according to the capacity of the group. They can round off answers to the nearest whole number. Students who know the answers can explain to others how to complete them, or you can assign the most difficult questions to the older group in another room and have them come in and present their answer. Make tools available such as multiplication charts, etc. Focus on the math reasoning more than on the correct answers.

- A.) 18,000,000
- B.) $1,000,000 \div 3 = 333,333$
- C.) $18,000,000 - 1,000,000 = 17,000,000$
- D.) $18,000,000 \div 25 = 720,000$
- E.) $12 \times 25 = 300$
- F.) 1,000,000 out of 18,000 = 2 out of 36 (fourth graders can write it as a fraction)
- G.) $36 + 50 = 86$

Now we can set goals for the groups of doctors who go into the African countries to help. Let's write them. (In a guided discussion, translate each sentence and equation into a fact or goal and have students write in on their paper.)

- 18,000,000 are at risk for river blindness.
- 333,333 are already losing their sight.
- 720,000 need to be saved from losing their sight.
- Goal: Each group of doctors will treat 720,000,000 people.
- The doctors will make 300 trips to Africa over 12 years. They will bring the medicine and help the local doctors give it out.
- Goal: Every person is important. We will try to protect everyone from river blindness.

Challenge students to act on their new convictions and think of ways they can encourage the doctors or the people of Africa.

Day Three

Practical Application

Students will write the goals neatly on a chart. They will divide in groups to illustrate each of the facts or goals with a graph, bar, pie chart or illustration. One group will write to the leaders of one American health care organization helping with the project. The letter should tell the group about the class's discussions, let them know the students' concerns about river blindness and express their appreciation to the doctors for working to end the disease. (The letters will be sent later, along with some of the charts and with poetry translated into French for the children of Cameroon.)

The children should address the letter to:

Health for Humanity
c/o Dr. May Khadem
467 Jackson Avenue
Glencoe, IL 60022 USA

Day Four

Journals

Students begin their math journals. They record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project.

Day Five

As time permits, students may complete general worksheets appropriate for their ability levels that relate to the week's goals. However, these should reinforce, not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Week Five - Empathy

Focus: Algebra and Functions

Objectives

First-grade skills mastery: Students use number sentences to solve problems.

Second-grade skills mastery: Students model, represent and interpret number relationships to create and solve problems involving addition and subtraction

Third-grade skills mastery: Students select appropriate symbols to solve simple number relationships, sometimes involving multiplication.

Fourth-grade skills mastery: Students write or simplify sentences using letters, boxes, or other symbols or equations in parentheses to stand for a number.

Fifth-grade skills mastery: Students use variables in simple expressions, compute the value of the expression and plot the results.

All levels: Students at all levels see a practical application for their learning.

Day One

Anticipatory Set

Bring in some pictures with optical illusions and ask students to describe each picture. Have them discuss how the eye sees and why each person sees a little differently. Draw an analogy. Point out that we each have different opinions expect others to see things our way, but we would not each be unique if they did. Instead, we should try to see the world through another's eyes and imagine what they think and feel. Sometimes people cannot help have a different look or different abilities, just as they each have slightly different eyesight—and a slightly different vision of the world. Example: Ask students if they have ever told a story that happened in their family a long time ago and found that everybody in the family remembered the same event a little differently. By listening to each person's version and understanding why they would tell it that way, we can enjoy the story more.

Divide the students according to the different images they saw in the optical illusions. Write the number of students in each group on the board, i.e. Five saw an old woman; Eight saw a young woman. Ask students to write it as a sentence and then as an equation to come up with the total number of students who saw the woman. (*Five students who saw an old woman plus eight students who saw a young woman equals twelve students in all. $5 + 8 = 12$.*)

Ask students what would happen if they did not know how many saw the young woman but they knew how many saw the old woman and how many were in the room. How would they write the equation? Could they use a symbol, such as the letter y , for the number they did not know? (Example: $12 - y = 5$) Next have them explain how to find out what number y represents. (If $12 - y = 5$, then $12 - 5 = y$, so they could subtract 5 from 12 to find the value of y . Simplify for younger grades and use a more interesting symbol, such as a happy face.)

Challenge students to use the same symbol to come up with similar equations for the following story problems and then find the value of the symbol:

- A) Ten children in a classroom could read the chalkboard from the back row. Six children must sit in the middle rows to see. Three students can only see in the first two rows. How many students are in the classroom. ($10 + 6 + 3 = y$, so $y = 19$)
- B) All the children who needed to sit in the front row wore glasses. Half of the students who had to sit in the back rows wore glasses. How many wore glasses. ($3 + 5 = y$, so $y = 8$.)
- C) Two children forgot to wear their glasses one day and had to go home and look for them. We don't know how many children were sick that day, but counting the two who forgot their glasses, 4 were absent. What equation would help us find out? ($2 + y = 4$, so $y = 2$.)

Have students write their own story problems to go with following equations and determine the answers.

- A) $19 - y = 7$ (Example: All 19 students took the eye test at school, and most only had to take it once, but 7 had to take it twice. How many only took it once? $x = 12$.)
- B) $19 - y - 3 = 4$
- C) $6 + 20 - y = 19$

Add multiplication equations for third and fourth graders.

- D) $y \times 6 = 24$
- E) $3 \times y + 1 = 19$
- F) $12 \times 1 = y$
- G) $y - 9 = 10$

If you see that students have difficulties with multiplication or with the concept of symbols, have them drill in small groups. If you have volunteers available, employ them to work with individual groups.

Day Two

Project

Ask students if they have ever visited someone who is blind. Tell them that this week's field trip will be very special because we will be able to show empathy for children who have no sight. While they cannot see with their outer eyes, there may be many who have other skills and talents. Have students work as a group to generate a list of what those talents and skills might be. (Examples: the ability to read Braille, the ability to walk without seeing, the ability to dance, the ability to

recognize people by the sound of their voice, the ability to dress yourself without seeing, the ability to make friends without seeing them, etc., in addition to individual talents such as singing or playing the piano or doing math in their heads.) Have students contemplate whether the blind children came by those talents easily or whether they had to struggle and overcome many challenges. Have students compare and contrast their own experiences overcome challenges to develop new skills. Emphasize empathy and respect for the abilities of those who are physically challenged.

Together, come up with group story problems based on the talents of the blind children. For instance, if 25 sighted children go to the party and 25 blind children go to the party, that's 50 children. The sighted children cannot read Braille. Can you predict how many of the students have the ability to read Braille? $25 + 25 = 50 - 25 = y$, so $y = 25$. (Simplify as needed for younger students, again using interesting symbols.)

Challenge students to think of appropriate gifts for friends who are blind. They can come up with new story problems based on these gifts. (Example: If you gave a friend a xylophone or keyboard and the friend counted 88 keys, and three of every 8 keys was black, how many were white? How would the blind child playing the instrument know which are which?)

Come up with some simple gifts students can make to show their appreciation for the blind children's talents and abilities. The students will collect materials at home and bring them the next day, based on what they decide to make. (Incorporate the art teacher and items brought by all the teachers. Example: a card made of textured fabric on the outside and a Braille message made with a hole punch inside.)

Day Three

Practical Application

Students make the gifts they planned the day before. They sort and classify the gifts and put them in boxes.

Day Four

Journals

Students begin their math journals. They record the most amazing, important or new things they learned this week in their math project. They must report one new math skill (explain how to do a certain procedure) and one thing they learned about life, the world other subjects while doing their math project.

Day Five

As time permits, students may complete general worksheets appropriate for their ability levels that relate to the week's goals. However, these should reinforce, not replace the content of the math lessons.

Teachers' Comments on What Worked Best - for Future Use:

Part Four:
Building Blocks of the Heart

Module III

(Limited Academics)

After-School Adaptations

Full-Circle Learning programs are adaptable for weekend programs, after-school programs or school-day programs within limited time periods as well as extensive day programs. Keeping all the five elements of the full-circle learning model in the plan, you may extend a habit of heart for several weeks or alternate a week of habit-of-heart activities with a week of conflict resolution lessons. Keep in mind the following pointers:

- A fairly intensive model gives students two weeks to complete the activities associated with a habit of heart before moving on to the next one. If you alternate a week of conflict resolution for every week of habit-of-heart lessons, one habit would then extend for a month.
- When you feel the students have not mastered the habit, feel free to spend more time on it. Prefer depth over breadth.
- The music, art and academic exercises usually relate to a habit of heart lesson but could also relate to a conflict resolution lesson, as long as the project eventually culminates in community service.
- Whenever possible, incorporate academic activities such as reading, writing, social studies, math or science into the lessons and projects. If your program will not include a summer school session, feel free to use the integrated curriculum and stretch the content of a summer over a semester or a school year, alternating the habits of heart with the reading, poetry and math activities. As with the summer school sessions, you may adapt the field trips and service opportunities to the community needs and resources in your locale.
- Before and after each field trip, students should write in journals about the purpose of the field trip and who they hope to serve with their work. Afterward, they should evaluate whether the experience accomplished its goal and write about how they felt and how those served felt. These journals can become the basis for their speeches at the annual awards ceremony.
- At the end of the year, parents attend a ceremony where each student receives an award for the habit they best mastered over the year (determined by self-assessment as well as teacher and even peer assessment). Since the achievement measures each child against himself or herself, you may give duplicate awards for the same habit. The students also deliver awards to their parents for a habit they appreciate in their parents.

See the example that follows to decide how to best structure your plan. If your program will operate only three days a week, for example, you can either reduce the amount of time spent on one element or extend a habit of heart for more than the allotted time. This example assumes you will feature a new habit every month, substituting two weeks of conflict resolution between each habit.

Sample After-school Schedule for Week One of a Habit-of-Heart

	Monday	Tuesday	Wednesday	Thursday	Friday
2:40	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site
3:00	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack
3:30	Habits of Heart introductory lesson	Habits of Heart role plays	Habits of Heart follow-up activities	Habits of Heart special art project	Habits of Heart guest presenter
4:15	Homework tutoring	Homework tutoring	Music - based on habits or field trip	Homework tutoring	Debrief Presentation/ Homework
5:30	Parents pick up students/ Receive habits of heart homework	Parents pick up students	Parents pick up students	Parents pick up students/ Turn in habits of heart homework	Parents pick up students

Sample After-school Schedule for Week Two of a Habit-of-Heart

	Monday	Tuesday	Wednesday	Thursday	Friday
2:40	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site
3:00	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack during field trip
3:30	Habits of Heart follow-up activity	Music - based on Habits of Heart	Habits of Heart follow-up art activities	Habits of Heart preparation for field trip	
4:15	Homework tutoring	Homework tutoring	Music - based on habits or field trip	Homework tutoring	Parents pick up students
5:30	Parents pick up students/ Receive habits of heart homework	Parents pick up students	Parents pick up students	Parents pick up students/ Turn in habits of heart homework	

Sample After-school Schedule for Week Three of a Habit-of-Heart

	Monday	Tuesday	Wednesday	Thursday	Friday
2:40	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site
3:00	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed
3:30	Debrief field trip/ related writing assignments	Apply habit to Conflict Resolution lesson	Music - related to projects or performances	Follow-up activities for conflict resolution	Art project related to conflict resolution
4:15	Homework tutoring	Homework tutoring	Homework tutoring	Homework tutoring	
5:30	Parents pick up students/ Backup days for turning in habits home-work	Parents pick up students	Parents pick up students	Parents pick up students	Parents pick up students

Sample After-school Schedule for Week Four of a Habit-of-Heart

	Monday	Tuesday	Wednesday	Thursday	Friday
2:40	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site	Teachers walk students from school to site
3:00	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed	Snack Stress reduction as needed
3:30	Review habit/ Remind of Habits homework	Review Conflict/ Anger management concepts	Music - related to projects or performances	Special reading activities or free reading	Wrap-up of Habit of Heart projects and activities or non-competitive sports
4:15	Homework tutoring	Homework tutoring	Homework tutoring	Homework tutoring	
5:30	Parents pick up students/ Backup days for turning in habits homework	Parents pick up students	Parents pick up students	Parents pick up students	Parents pick up students

Regarding the elements in the sample schedule:

- **Conflict Resolution/Stress Reduction:** Please see earlier chapters for approaches to conflict resolution and stress reduction.
- **Homework Tutoring:** Seek volunteer tutors through universities, colleges, high schools, community groups, non-profit organizations such as Teach for America and volunteer columns in the newspaper. Interview the potential tutors with at least two people present and have them fill out an application such as the one at the end of this section, to ensure the safety of the children. Screen and train them well. Hold occasional meetings to get the tutors' input on the students' progress and to discuss ways to model the goals of the program. (See the resource sheets in the back of the book.)
- **Music:** You may have a music or dance teacher in your area willing to offer time to the program. You may also find music students at a university who can offer this service as a community service to enhance their resumes. Make sure whoever teaches music collaborates with the main teachers to correlate the themes and to prepare for public performances that qualify as community service, such as visits to nursing homes, presentations for community groups, a teachers' appreciation tea for the students' public school teachers and thematic programs for parents and guests. Students may also want to conduct workshops to write their own songs about habits of heart and tape them for presentation to other distant student groups.
- **Art:** Art projects are generally listed as follow-up activities in the curriculum and can be taught by the main teachers, unless you have access to specialists in the community who want to coordinate a special project such as painting a mural on a public building or creating a tile mosaic in a park.
- **Non-competitive Sports:** If you follow a two-week schedule, you probably will not have time for recreational activities. If you follow a monthly schedule and want to build it in, please make sure the activities are non-competitive. For instance, teach students to play basketball by totaling the whole group's scored baskets for ten minutes, then trying to top that same score in the next ten minutes. Choose activities that build collaborative relationships and goals.

Regarding Materials

Please preview each lesson plan for the activities materials lists. The suggested discussions and activities will prove easier if your program subscribes to a daily or weekly newspaper. If not, save newspapers to bring from home. You may also want to check the what-if questions and have the fiction and non-fiction titles on hand on a bookshelf for students to read on their own.

Modifying the Habits

Every classroom full of students differs. Some students struggle with basic issues of courtesy. Others sprout conflicts that compel students to hold grudges. At the beginning of each semester, the planners may want to meet and discuss behaviors they have observed in students. They may also want to tie in current events taking place in the world or in the community. They can also brainstorm potential guest presenters they have met or community needs that students can address that will help them develop certain attributes. Factor all these discussions into the schedule. Decide on the habits of heart most needed, and introduce them first.

This book contains fully-developed lesson plans on a number of habits of heart. You may find this list sufficient to cover the school year, if you feature one habit each month. Your usage may vary depending on how extensively you choose to incorporate guest presenters and field trips and depending on whether classroom conditions call for greater or lesser emphasis on conflict resolution. (See conflict resolution texts listed in an earlier section.) If your program will not include a summer session, you may also draw on the activities listed under summer session. Either session could stretch over a number of months of the school year if you planned to incorporate every activity.

If you choose to help students develop habits not included in this volume, *The Virtues Guide*, by Linda Kavelin Popov, contains helpful lists of virtues to serve as springboards for presenting character traits that qualify as habits of heart. Dr. Art Costa's book *School as a Home for the Mind* also elucidates *habits of mind* that have social as well as intellectual implications for students.

Implementing the Lessons

Use the lesson plans in this section as the basis for your planning. Each lesson and set of activities relates to a habit of heart. You may extend the activities, field trips and service projects over two weeks or more to meet your needs.

If you do utilize the additional texts as a springboard, extend the lessons using the full-circle learning model, which serves as the format for this text. Each lesson includes the exercise of role playing the trait to reinforce it as a habit, and each lesson extends the concepts to other content areas. When students write or read about the habits, they improve their academic aptitude as well as their sense of purpose and motivation to learn. When they see the connection of the concepts to events in the broader society, and when they apply the habits in their own community and in the world, they develop a living vocabulary of the habits of heart as well as a propensity to practice them in future years. For these reasons, remember to favor depth over breadth in your scheduling.

Please include each type of exercise to appeal to students' multiple intelligences and varied learning styles. No part is expendable. Even the anticipatory set and discussion model are also important elements of the design. For instance, the what-if questions appeal to the hypothetical learner. The visual aids and manipulatives make a concept more understandable for a learner who relies on

visuals, kinesthetics or who needs concrete examples of a concept. Therefore, try to use all the lesson elements and activities before moving on to a new habit of heart, or if you create your own lesson plans using other sources, check the format to make sure you include all the elements. (For more information on learning styles, personality types and multiple intelligences, research the works of Howard Gardner and study the Myers-Briggs research or read the Kiersey-Bates book, *Please Understand Me*. Harvey Silver and others have created materials for training teachers. Please check the web or the resource list in the front of this book. Also see the Checklist for Varying Learning Activities in the book *First Class Teacher*.)

Habit of Heart: Unity

Unit Objective

To understand the meaning and practical applications of unity and to practice working in collaborative groups.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework (found in Part 2, Spoke 1).

Anticipatory Set

Bring a magnet to class and hold it up in front of the room. Ask students how powerful the magnet could be by itself. Show what happens when you put the magnet next to other metal objects. (You may want to pick up paper clips on a table with the magnet.)

Ask, What does this lesson tell us about sticking together? (Allow several responses. Elicit that we have greater power to accomplish things when we stick together.)

Point out that unity does not mean always agreeing with others or being uniform. It means working together, sharing ideas and compromising to achieve a common goal.

Examples from history and literature to consider:

- What if the firemen in the neighborhood decided not to work as a team?
- What if the three little pigs had worked together to build one strong house?
- What if the North and South had practiced unity during the Civil War?

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about an international organization mediating a conflict
- Article about people uniting to take a stand on an important issue
- Article about group achievement that benefited society
- Article about students improving their school through unity
- Article about a war or conflict that could have been prevented through greater unity

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Collaborative Artwork

1. To prepare for the activity, choose a photograph (art print, magazine page etc.) depicting the habit of heart Unity. Enlarge the photo into an 11”x 14” color copy.
2. Divide and cut the enlargement into as many squares as there are students. Turn the squares over in their places. Number them on the back, from left to right and from top to bottom.
3. On the day of the activity, distribute a picture square and an 8”x 8” sheet of drawing paper to each student.
4. Challenge each student to pencil the design they received on the piece of drawing paper.
5. Next have students look at the numbers on the back of their pictures and place the squares on the floor in the correct order, moving from left to right and from top to bottom. Then turn over the squares to reveal the whole picture.
6. Have students place their sketches on the floor or on a table in the correct order and take turns resketching the lines of their collective drawing until the squares all match.
7. Students can now retrieve their corrected sketches and use markers, crayons, and colored pencils to complete their drawings. Hang their collective artwork on the wall and lead a class discussion about collaborative versus sole ownership of the drawing.

Debriefing

Emphasize the importance of collaborative work in real life situations (e.g. the construction of a house/building done by a group of people with one goal).

Follow-up Activity: Working as a Team

Divide students into groups. Tell them to pretend they work at a university. They have one scholarship to give away. They must decide who will receive the scholarship. They will receive a list of descriptions of the applicants. They must go around the circle and let each one suggest the applicant they will choose. In the end, they must all vote unanimously on one person. As they hold their discussion, no one can interrupt any other member. Each time someone speaks, they must first repeat what the last person said.

Give the groups time to make their decisions. Observe their decision making process. If you have additional teachers or tutors in the room, ask them to serve as group facilitators. The list of applicants written on the board or given to each student should include:

- An English student whose family has never sent anyone to college before
- A student who has already created several new inventions and wants to become a scientist
- A blind student who plays the piano and wants to major in music
- A student who knows many languages and wants to become a translator in the schools
- A student who lives in a shelter and who wants to become a doctor
- A student from an ordinary home who wants to become a teacher

After the activity, let each group present their choice. Then have them share their struggles, successes and observations about how they tried to practice unity. Have them evaluate whether the groups with the greatest unity arrived at their decision earlier or in a positive way.

Debriefing

Ask students which group chose the correct applicant. After hearing their responses, explain that there was no one right answer. Every student was worthy. The reasons for offering a scholarship are very diverse, just as each of our individual opinions is diverse. Working through a process with unity and valuing each member's contributions serves as a very more important skill and helps us arrive at a decision everyone can support.

Follow-up Activity: Collaborative Poems

Adult poetry classes often find this activity fun and creative. Divide students into small groups and have a student in each group write two lines of poetry at the top of the page. The student then folds the paper over the first line so that only the second line shows and passes the paper on to the next group member. That member writes two lines under the line showing and folds the paper down again and passes it on. This process continues until the last group member writes the ending of the poem, then unfolds it and reads it to the class.

In an ensuing discussion, point out how much easier it would be to practice unity if we communicated with each other what we were thinking about and doing, so we could develop common goals. Explain that in the next exercise, the whole class will write based on a common goal. Students will write a group poem about unity.

Introduce/explain meaning of key terms:

we	unity
team	teamwork
group	community
cooperation	group work
as one	consideration
working together	collaborating
diversity	integrate
common ground	multicultural
tolerance peace	different ideas

Activity Steps

1. Introduce one set of the above listed keywords to the class.
2. Pass a note card to each person (with one keyword listed on each).
3. Ask students to write three sentences using that keyword on the back of the note card.
4. Help each student select one of their sentences to include in the group poem.
5. Let each student go to the board and write the sentence.
6. As a group, let the students decide what to title their poem.
7. Ask them to consider which poem communicated a stronger message, the poem they wrote without knowing a common theme or the second poem.

Debriefing

Remind students that working together does not mean someone else doing your work for you. It means giving everyone a chance to participate. It means thoughtfully considering and valuing each contribution and the person who offered it.

Culminating Service Project

Talent Scouts for Unity

Students conduct interviews at sites where unity plays an important role in the service provided. For instance, they might interview a crew of firemen, a surgical team, a musical group a human relations commission or city council or other groups for whom working together is essential. They could also include a campus multicultural club or another group that unites people of different cultures. They ask both practical and philosophical questions about the procedures for accomplishing the work and how each member contributes and yet must collaborate with others to achieve the goal.

Students then go back and make totem poles using clay that does not need firing (available through educational arts catalogs). Divide students into groups and assign each group to interview a unified team (either the surgical crew, the firemen or the musical group, etc.) Each student sculpts the head of one of the professionals in the group assigned to them. The students work together to connect the heads and make totem poles.

Culminating Community Service Project

Honoring Teamwork

The students invite representatives of the agencies they visited to come to a special program where they sing songs celebrating unity and present the totem poles as special unity trophies. (Students sculpt the trophies with clay that does not need firing.)

This service project would work most effectively if it takes place over an extended period of time rather than trying to complete all the steps within two weeks.

Habit of Heart: Kindness

Unit Objective

To understand the meaning and practical applications of kindness and to practice showing kindness in their daily lives.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework. (Reproducible form found in Part 2, Spoke 1.)

Anticipatory Set

Bring a real seed to class. Also bring a potted plant that sprouted from a seed. Ask students which came first, the seed or the plant. Challenge them to think of other small things that create such beautiful results.

Add to their list the fact that small deeds or acts of kindness can sometimes bring about important results. For example, grabbing a toddler about to be hit by a car could save the child's life. Helping someone learn to read could change their chances for a good career.

Point out that sometimes we cannot see the potential of our acts because they blossom much later. It is important to commit the kind acts without knowing the outcome. Sincere kindness brings about great things but does not need a reward.

Examples from history and literature to consider:

- What if an assassin decided to help an important figure instead of hurting him? Would it change the course of history?
- What if Scrooge, in the Dickens' story, *A Christmas Carol*, had not decided to be kind to Tiny Tim and his family?
- What if cartoon characters were kind to each other?

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the

situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Kindness Seeds

Materials

Acts of Kindness worksheet

Seed of Kindness worksheet

Scissors

Large flower pot

(see two upcoming activities to decide whether to fill the pot with dirt or with chips of brown paper)

Activity Steps

1. Lead the class discussion about ways to express kindness to parents, friends, strangers, to the earth and to themselves.
2. Distribute the *Three Acts of Kindness* worksheet. Challenge students to think of three acts of kindness they could perform today that they have not performed before or that they do not routinely perform. Give examples of acts of kindness performed at home, at school and to neighbors or others in the community.
3. Provide a blank *Seed of Kindness* worksheet to each student. Challenge students to commit to one act they will definitely perform today. Have each student write the one act on the seed of kindness and cut it out.
4. Ask students to place their seeds in a flower pot or paste their seeds on a large flower-pot shaped paper.

Debriefing

Remind students to perform their acts of kindness before tomorrow. Explain the symbolic reference between doing an act of kindness students usually don't do and growth.

Name:

Date:

Acts of Kindness

Three acts of kindness I could perform today that I do not usually perform:

1. _____

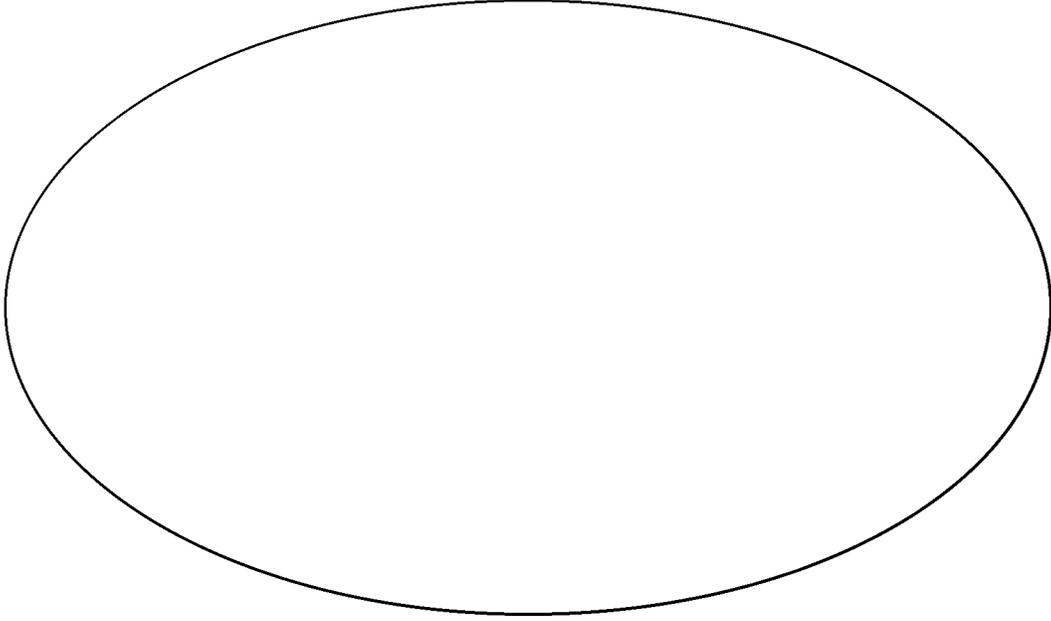
2. _____

3. _____

Name:

Date:

Seed of Kindness



Follow-up Activity: Growing and Feeling Good

Materials Needed

Construction paper
Markers

Activity Steps

Students grow a symbolic tree with the acts of kindness each student performs.

1. First discuss with the class the acts of kindness they performed.
2. If students did not perform their acts, encourage the students to do so soon. Post the *Seeds of Kindness* on a board as a reminder.
3. Provide colorful construction paper leaves and ask students to write each completed act of kindness on a leaf. If students did not perform their acts, they may participate in making the leaves but will be asked to hang them up after they performed the acts written on their seeds.

Debriefing

Have students discuss the feeling they have when they make someone else feel good. Also emphasize the difference between making a promise (a seed) and actually carrying it out (to produce a leaf).

Follow-up Activity: Fruits and Flowers of Our Labor

Materials Needed

Construction paper
Markers

At the teacher's discretion, other accessories such as tissue paper, pipe cleaners, glitter, crayons, etc. A large potted plant or a large butcher paper tree trunk posted on a bulletin board.

Activity Steps

1. Review the discussion about the outcome of each act of kindness performed. How did it make the students feel after they performed it? How did the person who was the target of this act react?
2. Distribute materials for students to make flowers and fruit. On each item, they write the reaction of the person who received the act of kindness.
3. Have the students hang their flowers and fruit on the *Kindness Tree*. This tree can be either a real floor-level potted plant or a paper trunk made of butcher paper and posted on a bulletin board.

Debriefing

Ask why the acts became leaves and the reactions became fruits and flowers. Write these expressions on the board and discuss their similar meanings: "blossom (as a verb)," "flower (as a verb)," "bear fruit," "fruits of our labors" and "come to fruition." Point out the reciprocal nature of an act of kindness. People generally pass on the good they receive. Ask student to consider whether acts of kindness are usually returned not just to people who give them but to everybody as a whole (especially acts of kindness to the earth).

Follow-up Activity: Kind Words as Tools

Ask students how some people use words as weapons to hurt others. Ask students how most people respond when they hear unkind remarks. Challenge students to see such an opportunity as the ultimate test of their ability to show kindness. When someone gives an insult, ask them to return it with a compliment, such as, “I’m sorry you don’t think I’m very smart. I think of you as a very bright person and I’ve always admired that in you.”

Ask them to experiment with this practice among siblings and friends and to gauge the reactions of others. We normally think of a weapon as something that ends a conflict through massive destruction. Did the kind words serve as a positive tool that ended the argument by building a relationship or bond instead of by destroying one?

Point out that people sometimes mistakenly think that being unkind gives them power when, actually, it takes much more strength to offer a kind word or act in response to unkindness. Unkindness creates false power, while kindness achieves much higher goals. Tell students they will develop their own personal strength as they practice kindness under all circumstances. Continue reminding them to apply this practice. Use teachable moments in class to ask them to apply the principle.

Culminating Community Service Project

Spreading Acts of Kindness

Students list acts of kindness that help the community, such as:

- picking up litter in a public place
- taking food or handmade cards or gifts to cheer up people who are sick or lonely or homeless
- passing out smiles to people who seem sad or indifferent
- interviewing a community organization to find out what it needs and providing the appropriate acts of kindness

Students carry out at least one of the ideas as a group. (You will want to research the possibilities in your community before the discussion and add them to the list.)

Habit of Heart: Preparedness

Unit Objective

To promote good study habits for academic success and to help students understand the relationship of preparedness and learning.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework. (Reproducible worksheet in Part 2, Spoke 1.)

Materials needed:

Copy of the Gwendolyn Brooks poem *We Real Cool*

Picture of Gwendolyn Brooks downloaded off the web or borrowed from a library book (or downloaded from the 9th grade version of the school software product called *AuthorWorks*, distributed to schools by Addison Wesley)

Anticipatory Set

Tell the following story:

Once upon a time in Detroit, there lived a little girl who loved to write poetry. She decided she would write a poem every day. She came home after school and went to her room, where she had lined up many books on her shelf. She had paper and pencils ready to go. She sat down and wrote a poem about something she had observed, felt or thought about that day. She revised and worked with the poem until it sang. Her mother eventually called her for dinner, and if she had not finished her poem, she went back to work right after dinner. Sometimes she spent hours reading the books on her shelf, not only paying attention to what happened in the story but also listening to the rhythm of the language. Sentences are like stanzas of music. They have a pulse and a cadence or rhythm, so reading fables about knights and kings and everything else you can imagine helped her strengthen her skills in writing poetry.

What happens when you practice something every day? (Elicit that you get better at it.)

What do you think happened to this little girl?

She continued to write every day until she became a famous poet. Then she still kept writing. She taught other young people how to write. She became the poet laureate, which is like being the national poet appointed by the leaders of the country. She made scholarships available out of her own earnings, so other young poets could go to college. She finally passed away just after the turn of the 21st century, still writing poetry. Do you know her name? (Gwendolyn Brooks. Show a picture of her if available from the library or the web.)

What qualities did she exhibit? Think of some of the words we just used to describe her activities. (Elicit words such as observant, dedicated, prepared, disciplined, practiced. Write these words on the board.)

Do you think these are the same skills we need to study any subject? Do you think these qualities could determine your success in school?

Gwendolyn Brooks' most famous poem is about some boys who make it a habit to skip school. They think they're very cool, but they become bored and soon get involved in the wrong activities, and they cut their lives short because of it. (Have a student who is a good reader read the poem *We Real Cool*. Discuss the possible meaning of "we jazz June." Point out that many times a line in a poem can have multiple meanings.)

What do you think would have happened to these boys had they stayed in school and really applied themselves? (They wouldn't be bored and would have a lot to live for. They may have found a subject that captivated them, as Gwendolyn Brooks did.)

Do you think Gwendolyn Brooks wrote this poem based on her observations? Do you think she saw young people who did not find a passion and did not dedicate themselves to learning and achieving something?

What might have happened to her had she not exercised the qualities of (list qualities on board)?

Learning well and enjoying school does not just depend on the quality of your mind. It also depends on the habits you develop. We can call them habits of heart because when you set a goal and your heart is in it, that goal impels you to come prepared, to become a good listener and to feel dedicated to learning. For those who feel this dedication, the world is a wonderful place, full of things to discover.

Remember the saying: If we reach for the stars, we will at least see the moon. If we reach for the moon, we will surely see more of the earth. It is only when we fail to reach at all that we fail.

(Students may want to repeat or memorize the adage.)

Examples from history and literature to consider:

- What if Gwendolyn Brooks had never had a pencil with her and had not disciplined herself to write every day.
- What if Thomas Edison gave up before he invented electricity?
- What if Orville and Wilbur Wright had skipped math class and couldn't measure the amount of fuel their airplane would need to stay in the air?

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Why Study?

Materials Needed

Activity Steps

- 1) Ask students where and how they study at home. (Do they have a quiet place where they study away from the television, or do they turn off the television? Do they set aside reading time in the evening? Do they make trips to the library on their own?) Ask what they do each morning to prepare for the school day. (Do they make sure they have pencils and paper? Do they come to school eager and excited?) Ask whether they feel differently about learning and about school when they do those things.
- 2) Ask the students to think about the study habits they exercise once they arrive at school and to think about the relationship between their habits and the quality of their school work.
- 3) Distribute the reference sheet *Strong Study Skills*. Have students read aloud the recommendations on the sheet.
- 4) Distribute the worksheet
- 5) Discuss possible responses.

- 6) Briefly discuss the correlation between higher education and job opportunities. Discuss the topic not only in terms of increased salaries but having greater choices about the type of work you will do and the passions you will follow as opposed to accepting a job you find boring for lack of choices. Also discuss the increased potential to serve humanity for those pursue higher education. Remind students of Gwendolyn Brooks and how her study habits prepared her for higher education and for a lifetime of sharing her thoughts and inspiring others through poetry.
- 7) Divide the class into groups. Have each group fill out the worksheet *Making a Better Future* and present their responses to the class. Have them explain, in their own words, the long-term effects of good study habits.

Debriefing

Challenge students to use a small notebook or assignment book to keep a journal every day of the ways in which they showed preparedness at school and in completing their homework. They can write reminders for what they will do to improve their efforts the following day.

Also challenge them to write at the top of each page a long-term goal that good study habits will prepare them to accomplish. For instance, they might write a career goal or a discovery they want to make or a book they want to someday write. Or they may write down a college they want to attend.

Remind students that the preparation they make today could determine the joy of discovery they experience for the rest of their lives.

STRONG STUDY SKILLS

1. Read the directions before you start.
2. Always use scratch paper for math homework and for spelling words.
3. If you don't know how to spell a word :
First, spell a word three different times on paper.
Second, look up these words in the dictionary to check which one is correct.
Third, quietly ask a peer for help.
Last, ask the teacher or volunteer.
4. Always keep homework neatly in a folder.
5. Always have school supplies with you such as:
 - 2 pencils
 - eraser
 - paper
6. Take notes when a teacher is talking. You don't have to write everything down, just the keywords (the important stuff).
7. Keep a small notepad to write down your homework assignments in.
8. Put a bookmark after you stop reading in a book.



MAKING A BETTER FUTURE

If you don't know how to solve a problem, or if you do not feel successful in a certain subject, name three things you can do to become better at them.

1. _____

2. _____

3. _____

List three good study habits. Explain their importance.

1. _____

2. _____

3. _____

What are some ways you can encourage your friends, siblings or classmates who do not feel confident in school?

1. _____

2. _____

3. _____

What is the point of studying ?

1. _____

2. _____

3. _____

Follow-up Activity: Good Study Habits

Materials

Envelopes
Scissors
Markers
Crayons
Glue

Activity Steps

Students will make inspirational bookmarks.

- 1) First ask students to recall earlier discussions and to explain how bookmarks can help save time and promote better study habits.
- 2) Challenge students to think of a word or symbol that could motivate them to think, to read, to focus or to enjoy learning. Give them time to think of one on their own. If they are truly stumped, offer suggestions such as *Think, Aspire, Read, Enjoy, Discover, Prepare*, etc.
- 3) Show students how to cut off the corner of an envelope to make a bookmark. Pass around examples of decorated bookmarks.
- 4) Ask students to make their own bookmarks using the word or symbol they selected to inspire them to study. When using the bookmark, they can put the decorated side on the page where they left off. They may want to make more than one, so they can use a bookmark for various textbooks and for their personal reading as well.

Debriefing

Challenge students to use good study habits on a daily basis and to use their bookmarks during the coming weeks.

Follow-up Activity: Habits of Heroes

On days when students finish homework early, they choose from a range of biographies about people who have made great achievements through dedication, passion and preparedness. When enough students have read the books, they give oral book reviews describing the habits of heart of the characters and why they would recommend the books.

Follow-up Activity: Hurdling Language Barriers

Find a person in the community who came from another country and has mastered two languages and performs a valuable service to humanity through a profession or other interest.

Ask the person to speak to the students about his or her native land and language. Ask the guest how he or she applied habits such as preparedness to overcome the language barrier and other challenges in order to achieve an important goal.

Have each student write down the word they chose for their book marks and let the guest presenter translate a few of them into the other language, as time permits. (Or submit a list and ask the guest presenter to translate each word later.)

Culminating Service Project

Bookmarks, Read-Alongs and Quilting Bees

Students make bookmarks for younger children or for students in another country or another school.

Students make translated bookmarks to send to the country of the guest presenter. (The guest presenter may send them to a school in the area where they lived.)

Students host a read aloud day with the goal of inspiring younger students to read. They invite younger siblings and other preschoolers in to hear them read aloud. They may also want to present their own skits about setting high goals and achieving them.

Students make a poster or felt quilt on preparedness and request permission to hang it in the library. Each student adds a piece to the quilt or poster.

Habit of Heart: Open-mindedness

Unit Objectives

- To understand the meaning and practical applications of appreciation of diversity and to practice sensitivity toward those of other backgrounds, interests and ability levels.
- To learn that diversity refers not only to cultural diversity but to diversity of thought, opinion and world view.
- To learn strategies to show acceptance for the opinions of others and to appreciate the value of multiple views in a discussion or decision.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework. (Reproducible worksheet in Part 2, Spoke 1.)

Anticipatory Set

Bring in about eight magazine pictures of people of different ages and ethnicities. Post them on the right side of the board in a column. On the other side of the board, write a list of descriptors such as:

- Loves to use creativity and thinks more funding should go to arts
- Wants schools to focus more on math and science
- Uses vacation time to volunteer to clean up trails on public lands
- Enjoys farming and grows strawberries for a living
- Practices the teachings of Buddha
- Participated in an anti-war movement as a student
- Invented a new vaccine to cure a disease
- Loves biking but sold bike to pay for a grandparent's daily medicine
- Believes in education and ran for the school board

Challenge students, one at a time, to match the pictures on the right with the descriptors on the left.

After each child has had a chance to make at least one guess, ask the rhetorical question, Is there any way to know someone's thoughts, hopes, values and achievements just by looking at the person?

Point out that people are as diverse on the inside as they are on the outside. Rather than stereotyping (define the word) or making assumptions about people, we can often benefit by

getting to know them and understanding what they think and feel. Then we can show respect for their individual opinions and priorities.

Generate a discussion on respect for differences. Why is diversity vital? Why is respect for diversity important? What does it mean to be open-minded?

Point out the richness of the world we live in. Describe a world in which everyone had the same skills and interests. We may all have working cars, but no one would know how to paint a picture or heal a wound or build a school. Or we may all care about the importance of music, but no one would write or read books or invent new technologies or grow the food we eat every day.

Help students understand that diversity makes our world work. When we do not respect an individual's contribution, we may lose that contribution. When we do not respect someone's ideas, we lose important information that may improve the work we do or the decisions we make as a group. Our society would not function if we were all the same, so we must value and appreciate our differences.

Examples from history and literature to discuss and consider (adapt or explain for the capacity of your students):

- What if the United Nations had never formed because people did not want to allow people from other cultures to come together? (We might have had more extended wars around the world and more unfair treatment in some countries.)
- What if the United States had formed as a monarchy with a king, because the President did not want to listen to others' ideas? (We would not have made laws that benefit the various people and regions represented in Congress, and we would not have the right to vote.)
- What if no one had listened to Albert Einstein or Galileo or to others who had ideas that sounded crazy but turned out to be brilliant? (We might not have many important discoveries that have advanced science and medicine in many ways.)
- What if our nation had been better at respecting the needs, rights and ideas of Africans and of American Indians from the very start?

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about an international organization mediating a conflict
- Article about lawmakers trying to create a new policy
- Article about a war or conflict that could have been prevented
- Article about scientists working together instead of competing

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Artistic Taste Test

Materials Needed

Art pieces or handicrafts from several different countries (acquired from picture books at the library, from home, from local artists or from people who have traveled and brought back souvenirs).

Activity Steps

Help students develop an appreciation of creative work from several different regions or continents. Assist students in cultivating their own unique artistic tastes and in valuing the diverse taste of classmates.

- 1) Have students sit in a circle. Each student will name a positive attribute of the person on their right.
- 2) Explain that just as we know how to show respect for someone's appearance, we need to learn to show respect for their ideas, perspectives and opinions. (Define perspective as the unique way in which a person sees something.)
- 3) Tell students to prepare to become art jurors.

INSTRUCTIONS FOR ARTISTIC TASTE TEST

- 1) Arrange at least 12 pieces of artwork or created objects from different countries on the table. Give each work a title if it does not have one.
- 2) Ask each student to observe the exhibit and write down the titles of the work they find the most original, the one they least like and the one they choose as their favorite object in the exhibit.
- 3) Vote on the most creative work. Have each student write a paragraph explaining their opinion.
- 4) Have a team of students write the titles on the board and tally the votes for each one.
- 5) Discuss the following questions:
 - Is there one right winner for each category? Why or why not?
 - If an artist received no votes from the students in the room, does that mean the work does not have merit to someone?
 - If one or two works received the most votes, does that mean the others don't have a use in the world? Explain your response.
 - What similarities do you see between accepting different tastes in art and accepting differences of opinion in others' ideas?

Remind students that some painters did not enjoy popular appeal, yet their works have lived on through the ages. For instance, Van Gogh only sold one painting in his lifetime, yet now his exhibits span the globe. As cultures change, opinions change.

Debriefing

Lead the class in a compare-and-contrast discussion. Have students pair up to discuss the preferences they chose. In their discussions, have them practice respecting and validating their partner's choices even if theirs differed.

Discuss positive ways to respond to someone when you don't agree with them, such as:

- Eagerly listening to their ideas without interrupting to voice your own opinion.
- Nodding when you do agree.
- Asking what they like about the paintings they chose and responding that theirs is an interesting perspective.
- Using a respectful tone of voice.
- Looking for similarities and pointing out opinions you do share. (For instance, maybe you did not choose their favorite painting as your own, but you do appreciate the use of color in the painting.)

Ask what phrases can you use to accomplish this. Role-play situations in which students use looks-like, sounds-like phrases to show appreciation for differences.

Follow-up Activity: Imagining the Story Behind the Art

Students write stories about their favorite work of art, imagining the story the artist might have had in mind while painting or drawing the scene. They read their stories to the class. In the discussion that follows, they compare and contrast their versions of what each artist may have tried to convey. Help students realize the variety of possible interpretations of one work of art.

Follow-up Activity: More than One Right Question

Tell students not only to many questions have more than one right answer, but many answers have more than one possible question.

Challenge students to participate in a math game in which they brainstorm several possible equations with the same answer. For example:

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 131$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 131$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = 131$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = 131$$

As a group, help students realize the various possible solutions to one problem and the value of accepting input from various sources.

If you like, develop more math answers-in-need-of-equations on a worksheet and assign students to work in small groups to complete it.

Culminating Service Project

Surveys to Sample Public Opinion

Students can conduct a survey among parents and neighbors on a community need or issue that could benefit from community input. (This may or may not involve a field trip.) Have them identify a question or series of questions write down the various responses they receive. In class, have them evaluate the variety of responses. They can then write a cover letter and send all the survey responses to the agency that needs community input.

Example #1:

A small community had one main street, through which commuters (people who drive to work from one town to another) traveled every day from distant places. These drivers, in their rush to get to work, drove too fast for people in the town to safely cross the street or turn in and out of driveways and business centers along this main road. The business owners started a petition to reduce the speed limit in the town. For this example, students could ask family and friends:

- Did you sign the petition to reduce the speed limit? Why or why not?
- What impact will it have on your family if the traffic laws do not change?
- Do you have any ideas about how to reroute either the local traffic or the commuter traffic?

Students could send the results to the highway department and the city council.

Example #2:

A new freeway is slated to be built near the neighborhood where the children live. They might ask parents and neighbors:

- How do you think the new freeway will affect you and the other people who live in the area?
- Can you suggest an alternate route or plan that would serve the community better?

The same departments that found the last survey helpful may also take interest in this one.

Example #3:

The school is considering putting in a new security system to prevent violence. One of the measures they will take is putting chains through the locker doors and blocking them off to students. Students in other areas did not feel like going to school after this measure was taken because their school looked like a prison.

- Do you think this measure will prevent students from putting dangerous items in their lockers, or do you think it will simply discourage students from wanting to be at school?
- A school in a similar area planted flowers all around it, and people began to take pride in the school and think of it as a pleasant, safe place to be. Conflicts actually reduced at the school. Do you have some alternative ideas about how to keep our school safe?

The students can send these survey results to the school superintendent.

Habit of Heart: Empathy

Unit Objective

To understand the meaning and practical applications of empathy and to understand the value of empathy in the conflict resolution process.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework. (Reproducible worksheet in Part 2, Spoke 1.)

Anticipatory Set

Ask a student to play the fairy tale role of Little Red Riding Hood. The student knocks on the door. The teacher answers, saying in a gruff voice, “I am your grandma. Come in.” The student then accuses the teacher of being the big bad wolf. As the wolf, begin to recite the reasons you put on the disguise, using claims such as:

- You had nowhere to live and the grandmother took you in. You were afraid you would scare whoever came to the door if you did not dress as the grandmother.
- You are feeling heartsick because the other wolves in your family all died at the hand of a hunter. You were looking for comfort and wanted to receive the little girl’s kindness just as the grandmother often did.
- You are tired of being thought of as bad. You wore the costume because you wanted to be someone else, someone others respected and loved. You have never hurt a soul and have been a vegetarian all your life, but still others fear you will eat them if they come too close. It makes you feel disrespected, unloved and hurt.

Ask Little Red Riding Hood how she will respond to that. Ask the class if they agree with her response. Ask if they have some hesitation about the wolf’s nature after hearing his side of the story.

Point out that when we listen to someone else’s concerns, we can usually see the reason they feel and act the way they do. It takes great strength to practice this level of empathy, but when we do, it becomes easier to find solutions that meet everyone’s needs.

Pretend you are now Grandma and you call to tell your granddaughter not to pick on the wolf and that every word he says is true.

Challenge Little Red Riding Hood, as she puts down the phone, to come up with a reaction that shows empathy for the Big Bad Wolf. Then discuss the fact that excuses do not justify harming others, but we can still feel empathy, even for one who has made a mistake.

Examples from history and literature to consider:

- What if writers had no empathy for how a character feels inside?
- What if each soldier could envision the whole life of the opponent standing before him during a war. What if he felt empathy for the family of the opponent? What would happen to his desire to hurt or kill or even to consider the opponent an enemy?
- What would happen on an everyday basis if you showed empathy for the problems of everyone who crossed your path?

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about an international organization mediating a conflict
- Article about people taking a stand for unfair treatment of workers
- Article about citizens acting on an environmental issue
- Article about an individual discovery, act or achievement that benefited others
- Article about students improving their school
- Article about a war or conflict that could have been prevented

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Empathy as a Conflict Resolution Skill**Materials Needed**

Three note cards with real or teacher-written conflicts on them

Activity Steps

1. Define the key words: empathy, labor, union, protest, strike, debate, and bargaining.
2. Discuss a current and local labor union conflict. (If there is no current conflict, use one that occurred in the recent past or use a hypothetical strike.)

3. Ask students how the conflict's outcome could affect those on each side of the issue.
4. Ask students how the conflict could affect their lives as well.
5. Discuss the importance of conflict resolution skills in problem solving.
6. Ask students to comment on the role of empathy in resolving conflicts with others.
7. Conduct a role-reversal activity. Draw three conflicts from the student conflict box, keeping the origin of the conflicts anonymous. Randomly call on students to walk the conflict bridge in front of the class. When they get to the step on which they must paraphrase their partner's perspective, have them analyze whether they feel greater empathy after doing so.

Debriefing

Reinforce the importance of practicing empathy in order to resolve conflict in the adult world. By practicing this skill now, students can make their own lives and others' lives easier and have a great impact on others when called upon to resolve real-world conflicts.

Follow-up Activity: Resolving Labor Union Conflicts

Student groups learn participate in recent labor union conflicts from Costa Rica, Argentina, South Africa and Lebanon.

Activity Steps

1. Divide students into groups of three.
2. Assign a descriptor sheet and accompanying worksheet describing a different labor conflict to each group. (In a large class, you may have two groups assigned to the same conflict.)
3. Have students read the conflict given to them and discuss it to make sure every member understands the conflict. Simplify it in your discussions with the youngest students.
4. Check to see if any of the groups have questions. If you have tutors or assistants, assign one to each group.
5. Ask the students in each group to choose a role and write their name by it. Keep a record of the roles they choose.
6. Ask students to fill out the worksheet together then prepare to discuss their side of the story in order to resolve the conflicts in front of the class. Each group will walk on a three-way conflict bridge and resolve their labor union conflict. Model the exercise if students seem confused.
7. Have students practice together. When they feel ready, have them present their labor union conflict resolution processes in class.

Debriefing

Ask students how they felt after role playing an adult conflicts. Who did they end up feeling empathy for in the end? Challenge them to bring in reports of other conflicts from television news or from the newspaper, and resolve them as a group.

Culminating Service Project

Collaborating with Consulates

Find contacts from the consulates of the countries the students studied in the labor negotiations. Have the students write suggestions about negotiating a conflict for the leaders to pass on to the leaders of their countries. Discuss the need for respect and sensitivity in the letters, and urge students to ask the consulates what steps mediators currently take to resolve a conflict, so the students can learn from the experts as well as sharing their own ideas. Send the letters. If you cannot find a consulate in your area, call information in Washington, D.C. to get the mailing address of the consulate of the appropriate country.

Labor Union Conflicts

Labor Union Conflict #1:

Country: Lebanon

Read the conflict below. How many sides are there to this story? Write your name next to one of the sides of the story below.

Elementary and junior high school teachers did not go to work for one day (last Thursday). The teachers want more money from their boss, the government (Parliament). The Education Minister (boss) does not want to give the teachers any money. The teachers want 22-29 percent more money than what they are getting now. The government said it would give private elementary and all junior high school teachers only 16-20 percent more money than they are getting now.

Government (Parliament): _____

Elementary and junior high teachers who will receive only 16-20 percent more money:

Elementary teachers who will receive no increase: _____

Labor Union Conflict #2:

Country: South Africa

Read the conflict below. How many sides are there to this story? Write your name next to one of the sides of the story below.

People who own companies do not want the government to tell them they cannot lay off workers, so a large group of owners decided to close their factories for one day. Some workers supported their employers and some did not. The government decided to change some of its laws. One-third of people in South Africa do not have jobs.

Company owner: _____

Workers who support owners: _____

Workers who do not support owners and government's side: _____

Labor Union Conflict #3:

Country: Costa Rica

Read the conflict below. How many sides are there to this story? Write your name next to one of the sides of the story below.

Thousands of citizens in Costa Rica marched in protest through the streets of the country's capitol (San Jose). The citizens protested rising gas prices, blocked traffic, low salaries for workers and an unsatisfactory retirement system.

The farmers in Costa Rica are also protesting. They want the government to tax vegetables not grown in Costa Rica. This will make the price of vegetables in grown in Costa Rica cheaper. More people will buy the vegetables from Costa Rican farmers if the government taxes vegetables from other countries.

The government feels pressured to spend money on roads, raise the minimum wage and also to tax imported vegetables. If they do impose the tax, how will they spend the new money received? Will they give some of it to the farmers or to the citizens who what the other services?

Citizens: _____

Farmers: _____

Government: _____

Labor Union Conflict #4

Country: Argentina

Read the conflict below. How many sides are there to this story? Write your name next to one of the sides of the story below.

The Colon Theater canceled its ballet performances of *Sleeping Beauty*. The dancers stopped working because they wanted to work at the theater for a long time instead of a short time. The owners of the theater decided to close the theater forever if the dancers would not perform. The dancers decided to go back to work.

Dancers: _____

Owners of Colon Theater: _____

Mediator: _____

UNDERSTANDING THE LEBANESE LABOR CONFLICT

Describe the Government's (Parliament's) side. Why do you think the government chose to give some elementary school teachers more money instead of giving all elementary school teachers?

Describe the position of the elementary and junior high teachers who are getting 16-20 percent more money: Do they think the government should give some elementary school teachers more money instead of giving all elementary school teachers more? Why?

Describe the position of the elementary teachers who are getting nothing. Why do they think the government chose to give some elementary school teachers more money instead of giving all elementary school teachers? How could they suggest making the situation fair?

Possible solutions that help everyone compromise a little yet satisfy everyone's needs:

UNDERSTANDING THE SOUTH-AFRICAN LABOR CONFLICT

Describe the company owners' position.

Describe the position of the workers who support the owner's side of the conflict.

Describe the position of the workers who do not support the owners and government's side.

What does the last sentence of this conflict have anything to do with anybody's side?

Possible solutions that help everyone compromise a little yet satisfy everyone's needs:

UNDERSTANDING THE COSTA RICAN LABOR CONFLICT

Describe the citizens' position.

What sides could join forces to solve a similar problem?

Describe the farmers' position.

Which sides could join forces to solve a similar problem?

Describe the government's position.

Which sides could join forces to solve a similar problem?

Possible solutions that help everyone compromise a little yet satisfy everyone's needs:

UNDERSTANDING THE ARGENTINIAN LABOR CONFLICT

Describe the dancers' position.

What could the dancers have done instead of stop working to solve the problem?

Describe the position of the owners of the Colon Theater.

Possible solutions that help everyone compromise a little yet satisfy everyone's needs:

Habit of Heart: Forgiveness

Unit Objective

To understand the meaning and practical applications of forgiveness and to sense its value in promoting peace and inner peace.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.

Anticipatory Set

Show the class a clear plastic bag full of trash. If feasible, empty the trash onto a newspaper-lined table. Have students observe the varied contents of the bag. Lead students in a discussion about what happens to trash as it decomposes. Would it smell? Would it attract pests? Would it create clutter? Would it become unpleasant to have around?

Draw a human form on the board. Fill it with small pieces of trash. Explain that each piece of trash represents a grudge or an unforgiven act. Ask students what happens when we carry old hurts around inside of us? (Elicit that, as with trash, each piece begins to make us feel rotten inside. We carry around bottled-up resentment and anger, which only hurts us.)

Challenge students to identify an occasion when someone hurt their feelings and they did not forgive the person. Does it still cause pain to think about it? Has it come between them and the friend involved? Point out that even when someone does not ask for forgiveness, we can try to empathize with the reasons for their actions and forgive them in our hearts. When we do, it's like taking out the trash. We renew our own sense of inner peace.

Ask if anyone in the room is perfect. Point out that we all make mistakes and we all hurt someone's feelings at some point in time, and that sometimes we do not do so intentionally. We want others to forgive us, so we can go on being their friends. Still, it takes great inner strength and nobility of character to extend forgiveness to others. We can develop that strength only through practice.

Challenge students to write down the name of one person they have not forgiven. They do not need to share the name with anyone. Allow time for them to write private letters to express understanding and forgiveness. Each student can choose whether to send the letter or to express their forgiveness in a personal conversation. Make the challenge their habit-of-heart homework assignment for the week.

Every week for the next few weeks, allow a few silent minutes for students to “take out the trash,” to release whatever hurts they feel and silently forgive those who have wronged them. Ask students how they feel after they have forgiven someone.

Examples from history and literature to consider:

- Many feuds (define feuds) have erupted into wars, even though people had sometimes forgotten the origin of the fight. What if the feuds had ended in forgiveness? (We could have prevented many wars, including those in the Balkans, in the Middle East and in Northern Europe.)
- What if mothers and fathers forgave each other more often? (We would have fewer divorces.)
- What if you practiced forgiveness with all your friends? (You would never lose a friend and would probably gain many friends.)

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students’ names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about someone who forgave another of committing a crime
- Article about countries setting aside their differences
- Article about a conflict that either did or did not happen based on someone’s ability to forgive

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Reading Minds

Offer students literature choices that contain conflicts between two individuals. Ask them to pair up to read the books aloud with another student. Each student then takes the role of a character and writes down their feelings about the conflict. The students exchange papers to see how the other one feels. In a verbal conversation, they apologize and forgive on behalf of the two characters. They write their comments on how empathy helped them feel forgiveness. Have students relate the reading assignment to real life experiences they have had.

Culminating Community Service Project

Campaign for Forgiveness

Students can discuss places in the community where they have noticed a need for more forgiveness. One place might be on the road. Ask whether they see drivers acting impatient and discourteous with other drivers. Discuss the term *road rage*. Ask whether they have ever seen a driver pass another because he or she did not like something the first driver did.

Ask the students if they would like to wage an anti-road rage campaign. Put a positive spin on the project, however, by having them emphasize positive instead of negative behavior. They can make posters encouraging courtesy and forgiveness on the road. Get permission for the students to hang the posters or distribute them as flyers at the local department of motor vehicles. You may also get permission to post them at local car dealerships.

Integrated Curriculum

Math Connection: Traffic Tally

Challenge students to participate in a survey as they ride in the car with their parents or on the bus. Ask one half of the students to count the examples of lack of forgiveness on the road that they see in a week. (They can include interactions among bus riders or pedestrians where appropriate.) The other half of the students can look for examples of drivers showing forgiveness and consideration on the road. After both groups report to class, tally the results and figure the percentages of those practicing forgiveness. You may also want to interview a police officer about the number of traffic accidents that could be prevented by courteous, forgiving behavior on the road.

Habit of Heart: Friendship

Unit Objective

To understand the value of friendship and the ways to generate it.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.

Anticipatory Set

Come into the class wearing an allergy or hay fever mask. Ask students if they know why people in hospitals wear such masks. (To prevent spreading or contracting a contagious disease.)

Tell students that some illnesses are contagious and we do not want to catch them. Challenge them to think of something contagious that people do want to catch. (Treat the question like a riddle. Accept several responses to increase the suspense.)

Tell students the answer you had in mind was *friendship*. After you reveal the answer, take off your mask to expose your smile. Point out that when you smile, other people smile back. Even people you've never met before, and even babies who don't yet know the word smile. When you give friendship, people instinctively give it in return. It's contagious in a good way.

Introduce an affirmation for friendship:

I feel happy when I help others feel happy. I can make others happy by practicing friendship. Today I will smile and say hello to people. I will share myself and show an interest in others. I know I can make new friends.

Tell students they can rehearse this affirmation every day in class for the next two weeks, to remind them to spread the condition called friendship.

Examples from history and literature to consider:

- What if politicians acted as friends before an election instead of accusing each other of negative behavior?
- What if you smiled at a playground bully instead of making faces at him?
- What if the leaders of two nations sat down to dinner together to work out their differences instead of calling in their armies?

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about someone who reached out to another
- Obituary listing a person's positive qualities that earned the person many friends
- Article about how someone bridged a cultural divide or age gap to make friends in an unexpected way

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Friendship Bank

Draw the analogy that friends are important treasures. We should value each one. We should also reach out to others in the hope of making new friends. We can determine the quality and richness of our friendships by what we put into them.

Activity Steps:

- 1) Have each student decorate a small box to look like a bank in which they might save change or pennies. Somewhere they should include the label Friendship Bank.
- 2) Divide the class into two or more groups. Ask students to cut paper in the shapes of dollar bills. On each one, they can write the name of another student in their group and extend a personal message of friendship to that person. They should include at least one common interest or compliment.
- 3) Each member of the group should complete a bill for every person in the group and sign their name to each one. Then they can deposit them in each person's friendship bank.
- 4) On the following day, students read the deposits in their friendship bank. Ask them to meet a member of their group for a few minutes to discuss the common interests or compliments listed on the deposits. After about three minutes, ask them to switch places and meet with another member. Continue doing so until they have met with each member of their group.

- 5) Discuss as a class how it made them feel to complete this exercise. Do they feel they know more about each other? Do they feel they richer in friends than they did before the exercise?
- 6) List the most important qualities a friend can have. Include listening on the list. Remind students the old adage that the secret of friendship is to develop a curiosity about others and ask about them rather than trying to impress people by talking about yourself. Listening earns many more friends than talking does.

Follow-up Activity:

Practicing Other-Directedness

Challenge students to see if they can spend five minutes listening to a friend instead of talking about themselves. Have them meet in pairs, and assign one partner to tell the other one about a recent family occasion, school activity or a favorite place to go. The silent partner can ask questions but cannot change the subject and begin talking about his or her own interests. Have students see if they can be listening friends for five minutes at a time. If they forget and blurt out something, have them start the timing all over again. Ask them to trade roles when they have successfully completed the challenge.

Follow-up Activity: Reading Aloud

Have students take turns reading from the book *Super Valentine*, by Bill Cosby. Discuss what the boy in the story learned about friendship. Ask if students sometimes act the opposite of the way they feel. As a group, identify the reasons why. Discuss ways to help a shy friend express positive feelings about others, through example and encouragement.

Culminating Service Project

Reaching out to Faraway Friends

Students learn about and write to pen pals abroad, identifying their similarities and differences and discuss ways to:

- Appreciate differences, express sensitivity about disadvantages and show awareness of the person's strengths.
- Cultivate listening skills, even in a letter.
- Write in a spirit of friendship.

Habit of Heart: Reliability

Unit Objective

To understand the meaning and practical applications of reliability and to develop it as a habit.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.

Anticipatory Set

Ask several students to act out the story of *The Boy Who Cried Wolf* as you tell it to the class. Relate the story to the issue of reliability.

Ask students to think of modern-day examples of the story that they may have seen or heard about.

Point out that when people can depend on you to be where you said you would be and to do what you said you would do, you are showing reliability.

Ask who needs reliability. (People in almost every job or living situation.)

Examples to consider:

- What if someone you cared about was hurt very badly, and you called the doctor, but the doctor said he would only come after he finished playing baseball?
- What if you were floating down a river with a friend and you fell out of the boat, and you called out for a lifesaver but your friend forgot to bring one?
- What if the man who fixed the brakes on your car quit halfway through the job and returned your car anyway?
- What if your friend borrowed your coat, and you asked her to return it before the first snow, but she did not get around to it until it had snowed for a month?
- What if your teacher decided not to come to school today?
- What if your parents decided not to buy groceries this year?

These examples show how much we each depend on others to be reliable. How do others depend on you to be reliable? (Elicit many responses. For example, your teacher depends on you to be on time for school. Your baby brother depends on you to hold him carefully. Your mother depends on you to set the table for dinner, to work hard at school, etc.)

Write down all the chances to show reliability that we have just mentioned. Add any other things that people in your life depend on you to do. Beside each item, assess yourself as showing either very little (3); some (2); or a lot (1) of reliability. Look at your list. Congratulate yourself on the number ones. Look at the twos and threes. Write down a commitment for showing more reliability in those areas this week.

Every night, look at your list and put add a mark for each time you showed reliability.

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about an achievement that could not have happened without reliability
- Article about someone depending on another
- Article about a community depending on a leader

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Guest Presenters

Invite people from various professions to come and discuss the people who depend on them. Have them share childhood stories about how they developed a sense of reliability. Let them also relate examples of reliable people who helped them along the way.

Culminating Service Project

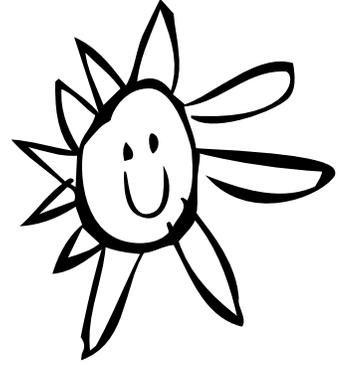
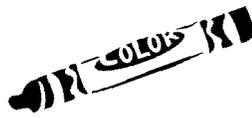
Long-term Commitments

Challenge students to think of someone in the community who needs their help. It could be a group of seniors in a nursing home, another group of children or an organization that needs volunteers. Discuss the difference between a short-term and a long-term commitment. Discuss the

meaning of the word *sustainability* and the difference between projects that help someone for a day or commitments that make a greater difference because they go on for a long time.

Commit to a long-term project that will require reliability, such as adopting a beach or park to clean up periodically. Have the students attend the first of a series of field trips to do the work. Have them discuss, each time, the positive benefits of their work and what might have resulted if they had not shown reliability.

Habit of Heart: Creativity



Unit Objective

To promote creative problem solving among students by encouraging them to find more than one solution to a problem.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework. (Reproducible worksheet in Part 2, Spoke 1.)

Anticipatory Set

Give every student a piece of paper. Ask them to fold and cut the paper however they wanted to in order to unfold it and make snowflakes. Let the children compare their snowflakes and note that no two are alike. Everyone makes a special mark on the world. Everyone shows creativity in some area.

Ask students to list the ways in which people show creativity. Add to the list the art of asking questions. Explain that creative problem solving begins with asking questions and being willing to explore many answers.

Examples from history and literature to consider:

- What if Thomas Edison had stopped trying to develop electricity after his first hundred tries instead of experimenting until he found a way?
- What if the storybook character *Curious George* lost his curiosity?
- What if two world leaders could not solve their differences, so they gave up on trying?
- What if someone developing clean water for a town could not figure out how to filter the water, so they just gave up and let impure water run through the taps?

Point out that the people who solve everyday problems in our world show just as much creativity as those who paint pictures or write songs.

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about someone who found a creative way to resolve a conflict
- Article about people who used creativity to beautify their environment
- Article about citizens looking for several answers to a social or environmental challenge
- Article about a creative discovery or invention that benefited others

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Follow-up Activity: Reporting on Creativity

Have a journalist, scientist or member of another profession discuss creative problem solving with the students.

Let students interview the guest presenter and others in the community and write articles about people who have used creativity to solve a problem. Have them sell copies of their newspapers to help solve a global problem, by supporting a children's charity or hunger project.

Follow-up Activity:

Field Trip on Form and Function

Take students on a tour around town to observe the relationship between form and function in the architecture. Have them discuss why certain buildings were built the way they were based on their location or their purpose. End the field trip at a site where students can tour a building and talk to the architects about the reasons for their decisions.

Follow-up Activity: Architectural Models

Materials:

Match boxes

Glue

Twigs

Clay

Random small objects

Give each student one of several specific challenges to overcome in making a building. For instance, the building may be in the middle of a flood plain, or maybe it needs to house many people on a small plot of land. Have students build architectural models to that creatively solve the problem. Have them compare their model with those of other students who addressed the same challenge. See how many different ways students found to solve the same problem.

Get permission for students to exhibit the models in a public building or mall or in a school library, along with essays on the importance of creativity.

Culminating Community Service Project**Letters to the Editor**

Show students a recent clipping from a newspaper addressing a community problem. Challenge them to think of several different creative solutions for the problem and write a joint letter to the editor to describe their ideas.

Habit of Heart: Humility

Unit Objective:

To understand the meaning and practical applications of humility and to develop it as a habit.

Day One

- Present the Anticipatory Set.
- Introduce the habit of heart and its root word, if applicable.
- Have students spell the word, clap the syllables and draw the shape of the word or words.
- Define and discuss the habit.
- Elicit examples from students and explanations of the importance of the habit.
- Make looks like/sounds like lists and identify uses of this habit.
- Give examples from history or literature.
- Distribute Habits of Heart Homework. (Reproducible worksheet in Part 2, Spoke 1.)

Materials Needed

Charlotte's Web, by E.B. White (one copy if teacher reads; more if students read)

Hand mirror

Small pocket mirror for each child, if possible

Note pads and pencils for field trip

Addresses of sites identified on field trip

Anticipatory Set

Read aloud from *Charlotte's Web* the following two chapters: The Egg Sac and The Hour of Triumph.

Discussion Questions:

- What word did Wilbur's family and friend use to describe him?
- What signs in the story show evidence that he was humble?
- What does it mean to be humble?
- If humble is an adjective, what is the noun form of the word? (Humility.)
- Someone once said that being humble does not mean thinking poorly of yourself. It means thinking of others more than you think of yourself. What do you think they meant? (Elicit that thinking of how others feel impels you not to want to put yourself above them and not to let your motivation be to take credit or look good in front of others.)
- Have you ever done poorly on a test or in race and then felt badly when a friend bragged about how well he did? How did it make you feel about that friend?
- How do people feel about us when we focus on others' achievements instead of our own?

One way we can practice humility is to avoid comparing people to ourselves and just focus on others. Look for the good in others and leave less space to think about your own image in front of others. Humility happens when we turn the mirror away from ourselves, toward others, and try to

build up their confidence instead of bragging or showing conceit about our own traits or achievements. (Use mirror to demonstrate this principle.)

Examples from history and literature to consider:

- What happens when politicians are more concerned about gaining power and making a name for themselves than about serving the people they represent?
- What would happen if gang members decided to speak highly of the other gang instead of trying to show their superiority over the rival gang?
- What happened to Narcissus in the famous story about the boy looking into the pond? How would humility have changed the outcome of the story? (Read from or provide a copy of this story, if possible.)
- What would happen:
 - If people refused to create or construct something if they could not take the credit for it?
 - If doctors would only perform surgery if they could tattoo their signature on the patient?
 - If every performer in a play insisted on the leading role?
 - If no one thought of others' feelings before bragging about their own accomplishments?

Follow-up Activity: Turning the Mirror Toward Others

Have the class sit in a circle. Hand the mirror to a student. Challenge the student to avoid looking in the mirror but, rather, to point it toward the person on his or her left and report one good quality he or she sees or has seen before in that student, especially an inner quality such as joyfulness or kindness. The student being discussed must also avoid looking in the mirror as she takes the mirror and shines in on her neighbor, reporting his good qualities. Have the students pass the mirror on to the next pair of students and continue the process until every student has had a chance to participate. (If you have an odd number of students, the teacher can participate.)

Debrief the activity by pointing out that you can feel comfortable with yourself and good about your own successes without focusing on those successes. Our own light increases when we shine the mirror toward others.

Day Two

Review the meaning and spelling of the habit of heart. Draw note cards with students' names on them to give examples of how a person would show the quality.

Present a series of scenarios, each time drawing the names of students to come up and role play the situation employing the habit of heart in their role play. You may want to have more than one group role play each example, to show the variety of possible applications.

Present real-world situations in which a person may need to exercise the particular habit of heart. Draw from newspaper articles, from history and from hypothetical examples.

Examples of newspaper articles to watch for:

- Article about someone speaking out on behalf of another
- Article about projects that involved many people working behind the scenes rather than taking credit
- Article about a role model of humility in the community

Challenge students to catch themselves each time they feel tempted to brag about their accomplishments and think about the mirror exercise and shine the attention on others for their good works. You may want to provide each student with a small pocket mirror to keep with them, to remind them to practice humility.

Day Three

From this day on, you may incorporate a combination of follow-up activities that reinforce content, along with guest presentations, field trips and community service projects that employ the habit. Incorporate the following ideas as you like.

Field Trip: Looking for Good Works

Walk or ride through a small section of the town or city where you live. Have students write down everything they see that makes life better for the people in the community. They may include simple objects as well as major facilities.

Sample list:

- street lights
- shingles on the roofs of houses
- school buildings
- flowers or grass planted in an apartment courtyard or along a roadside
- vegetables growing
- sidewalks that prevent people from having to walk in the street
- stop lights
- hospital
- libraries or other facilities that serve the public
- a fence around a public pool to keep small children from falling in

Field Trip Follow-up: Working for Fame or Working for Others?

When the students return, ask them what skills were needed by the people who created the objects. Did they need creativity? Math skills? Artistic abilities? Construction skills? Carpentry skills? Scientific training? Architectural skills?

Next ask if the students saw anyone's signature on the objects they listed. Ask what reward the people received for their work. (Elicit several responses. They probably felt good to know they had

helped someone or contributed to the good of the community. They probably earned money for their work, to help support their families. They probably enjoyed exercising their creativity. They received rewards of fulfillment without necessarily taking public credit for their work.)

In the last paragraphs of the book *Middlemarch*, the female author George Eliot comments that the good of the world is owing to the quiet works of anonymous people who led lives of service and now rest in unvisited tombs. Ask students to try to paraphrase what she meant. (Elicit that our lives are better because of all the people who created the world we now live in, so the work we each do and the gifts we give to others and the things we teach others are more important than having a well-known name.)

Tell the story of Alfred Nobel, a Swedish inventor whose research resulted in the development of dynamite. As an older man, Alfred became ill with heart disease and almost died. The reporters at the local newspaper thought he had already died. They printed his obituary (define *obituary*), calling him the master of destruction, because dynamite had become the major weapon used in wars around the world. As members of a peace-loving country, the Swedish news reporters did not present a good image of Alfred Nobel.

Alfred suddenly felt great sadness and grief. His name was known all over the world, yet his legacy (define *legacy*) was that of someone who destroyed rather than creating. He had to change this. He called his attorneys and asked them to draw up a will, or an agreement on how to use his wealth after he died. He had them set up special funds to award prizes each year for the acts that do the greatest good for humanity. Nobel prizes were established prizes for medical discovery, for contributing to literature, for achievements in physics and economics and, eventually, for contributing to world peace. Every year, the winner in each category would receive almost a million dollars. Many of the winners would use that money to advance their work in science, medicine or whatever community service they were involved in. The prizes are still awarded today.

Alfred Nobel kept his Nobel prizes a secret until after he died. Then his attorneys assigned each university or institution the task of searching the world to find the best candidate for a prize each year.

Ask students to discuss whether humility is something you can develop over time if it does not come naturally to you. Point out that it may be better to practice such a habit than to let sad, hurtful or embarrassing experiences bring you to a state of humility. Define a variation of the word—humbling—and ask what it means when someone says they had a humbling experience. Ask whether the students think Alfred Nobel's experience was humbling.

Debriefing

Mr. Nobel had learned, by the end of his life, that the good he encouraged in others could have more power to change the world than the accomplishments he achieved earlier, when he made a name for himself in a way that hurt more than it helped others.

Challenge students to be careful when they choose celebrities as role models to look for those who help others around them to achieve success, not just those who want to make a name for themselves without considering how they improve the lives of others.

Follow-up Activity: Dramatizing Nobel's Story

Have students work in small groups to play the role of Alfred Nobel, the reporters and the attorneys in the story of his life. Challenge them to come up with a statement about humility at the end. Have the students present their skits for one another.

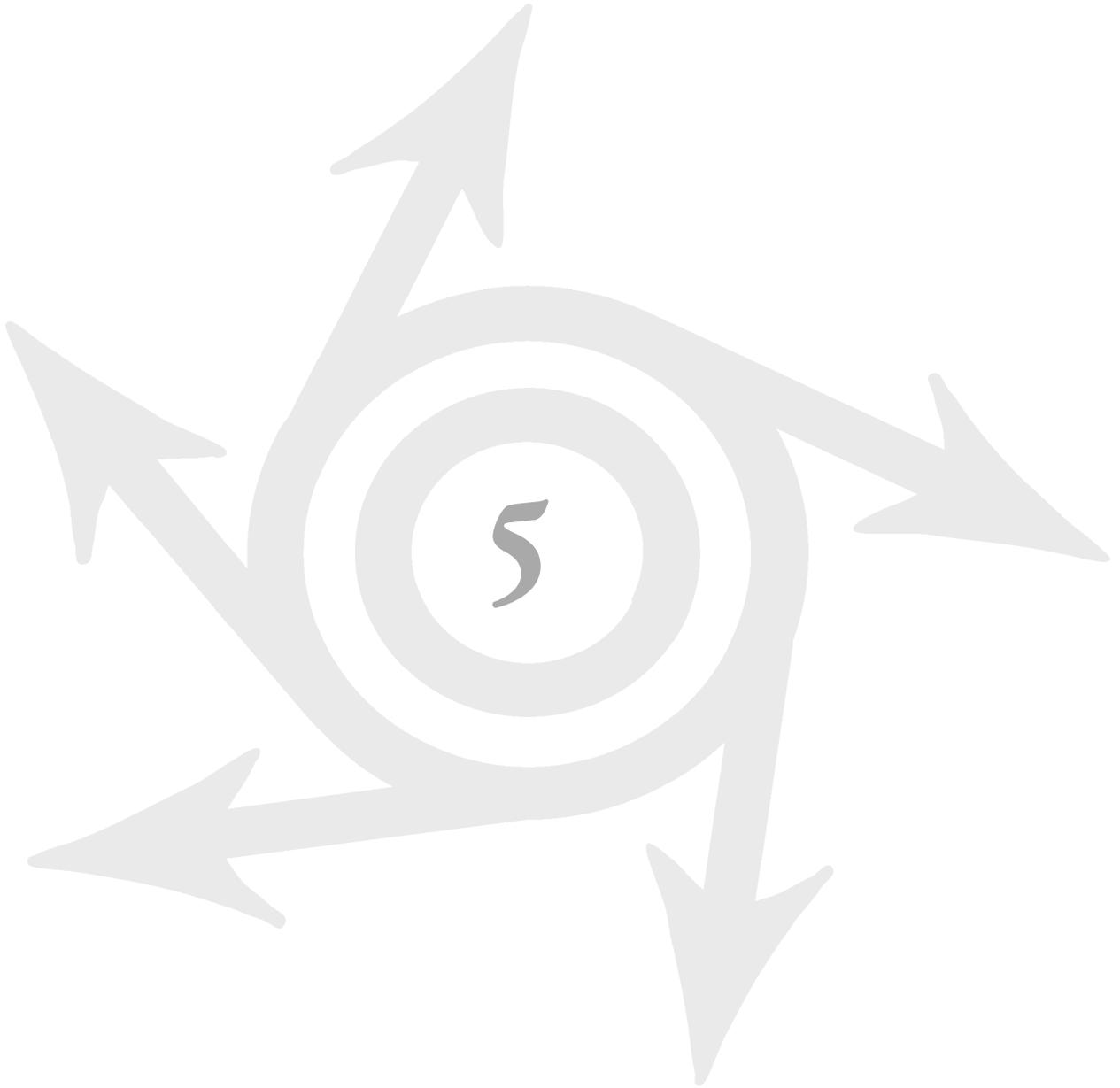
Culminating Community Service Project

Recognizing Humility

Challenge students to think of people in their own lives who show humility and to write letters complimenting them on this quality and thanking them for their good example. Point out that because of their humility, these may be people who do not normally receive recognition, so the letter will mean a lot to them.

To extend the project, you may have students write letters to the staffs of the public facilities or other appropriate sites on their field trip lists. The letters could convey a general thank you to all the people who work quietly behind the scenes to make the community a better place.

Part Five:
Reproducible Resources



Name:

Date:

Field trip:

Field Trip Focus and Reflection

Why we are going on this field trip:

Who we will help on the field trip:

What I hope to do on the field trip:

What I learned, felt and did on the field trip:

How the people felt while we were there:

Parent/Community Advisory Board Fact Sheet

Our Mission: To empower children as meaningful contributors to society and to help them embrace their role as helpers and healers or as meaningful contributors to society.

Our Programs: These summer school and after-school programs achieve their objectives through an interdisciplinary summer curriculum and year-round activities that blend academic enrichment and homework tutoring with artistic expression, character education, conflict resolution and community service.

Our Philosophy:

To help children reach for nobility, we must embrace a noble vision. We must help them learn to learn. We must show them how to live in peace and appreciate differences. We must give them opportunities to experience the joy of giving. We must teach them to seek a higher purpose for all their learning. In short, we do not see this program's function as merely educating children or contributing to their well being or even fostering community servants. We see this process as participating in the evolution of each unique human being. We recognize parents as the people closest to this process, and we honor your involvement and partnership as, together, we watch your child learn and develop.

Role of the Parent/Community Advisory Board:

To serve as advocates for the children and as liaisons between the parents and community and the program's planners.

To ensure a quality program by helping to evaluate family and community needs and helping the board to respond to them.

To suggest guest presenters and community needs that could result in student projects.

To help build community through public relations and fundraising assistance as needed.

To determine independent goals and make recommendations to the board.

To serve terms of at least one school year, with officers rotating at each meeting or at least every year, and to meet with the board at least three times during the school year, in the fall, winter and spring semesters.

Role Play Night Sample Script

[MAKE SURE PODIUM IS FACING SIDEWAYS, SO THE TEACHER AND STUDENT READERS CAN ADDRESS EITHER THE AUDIENCE OR THE STUDENTS SEATED IN FRONT.]

Welcome to our Rolls & Role Plays Night. As parents, you are very important people and we appreciate your being here.

We also appreciate the tutors who took time out of their busy schedules to not only feed your children knowledge each week but also to serve them tonight. (Applause. Have tutors stand and be recognized by name and face.)

At the suggestion of the parents' advisory board, we have invited you to come and see a demonstration of the types of activities we include in the character education portion of our curriculum.

As you know, we integrate academic learning with community service projects. The children also learn conflict resolution skills and character traits, which we call habits of heart. This helps them understand the connection between what they learn, what they contribute and how their actions and attitudes can make a difference in the world.

On the last skit night, we had students prepare their own performances. Tonight, we are going to present a more unrehearsed program. We will share with you some of the qualities or habits of heart the students have tried to develop since winter break.

We will show you how we conduct a role play in class after the students have explored the meaning of a word and discussed the various contexts in which they might use this habit of heart.

The students you see tonight do not know which role play they will be asked to use. They will respond as if they were in class. When they receive the microphone, they will turn to their neighbor on their right and engage in a role-play conversation.

The four habits of heart we will feature tonight are some we have studied this quarter: Humility, Forgiveness, Love and Creativity. First let's talk about humility.

Student Reader #1:

Humility means not putting yourself above others but helping everyone to feel valued. It means turning the attention to someone else's good qualities instead of your own. Humility does not mean thinking you have no value in the world. It just means not thinking of yourself as much as you think of the feelings of others. Let's role play humility.

Role Play 1

Teacher (directing her remarks to the first two students seated):

You go out to play basketball with your friends. You almost always make the basket, but your little brother or sister almost never makes a basket. After you finish playing, everyone tells you how great you are, while everyone makes fun of your brother. Today, you played especially well. Your little brother or sister did not. You (point to one child) are the one who makes the baskets. What will you say to your little brother or sister? Please turn to the person next to you and have a conversation that shows humility.

[Other teacher hands the first two children the hand mike. They have an impromptu conversation demonstrating humility.]

[NOTE TO PRESENTER: Feel free to ask students to pass mike to a second set of students to add their version of the role play as time and need permit, so the points come across.]

Role Play 2

Teacher:

You go to visit a friend. You notice that your friend has old worn-out shoes and doesn't have any good games or even a yard to play in. You want to tell the friend about all the things you have at your house, but you wonder whether it might sound like bragging. Maybe you could find something you have in common instead of making your friend feel that you're more privileged and somehow better than he or she is. What will you say?

[Ask first students to pass the mike to the next two students. Next two children have an impromptu conversation demonstrating humility.]

Role Play 3

Teacher:

You generally complete your math more easily than the person sitting next to you. In fact, every day, you finish first. You sometimes close your book with a loud bang, just to make sure everyone knows how quickly you finished. One day after school, you see the student next to you crying. You notice that this student seems stuck on a math problem. You wonder if this student is crying because he or she thinks you seem smarter than they are. You suddenly realize that sometimes, practicing humility can be just as important as practicing math. What will you say to this student? What could the student say in return?

[Next two children have an impromptu conversation demonstrating humility.]

Teacher:

Now let's talk about forgiveness.

Child Reader:

Forgiveness means not letting grudges rot like garbage inside you. It means letting go of hurt and telling someone you forgive them for whatever they did that hurt you. Forgiveness is important for resolving conflicts. It's also important for feeling peace within yourself. Let's try a forgiveness role play.

Role Play 4

Teacher:

Your best friend wanted a part in the school play just as much as you did. Your friend got the part. It did not seem fair because your friend told the teacher that you probably wouldn't be dependable enough to practice your part if you got it.

You felt upset at not getting the part, but you felt worse because your best friend turned against you. Your friend tried to make it up to you by playing with you every day at recess.

At first you wouldn't play, but then your friend came to you and said, "I'm sorry. Your friendship means more to me than being in the play." What will you say to your friend in return?

[Next two children have an impromptu conversation demonstrating forgiveness.]

Role Play 5

Teacher:

Sometimes we have to practice forgiveness even if the other person is not there to say they're sorry. Your aunt, who lives far away, always asked you to come and spend time with her in the summer. One summer, your aunt got very busy and did not ask. You felt hurt and disappointed. What could you do about it?

[Next child discusses ways to demonstrate forgiveness.]

Now let's talk about love.

Child Reader:

There are as many ways to show love as there are different people showing it. And there's no limit to the number of people and creatures you can love at the same time. Love comes in many forms, but it always comes from the heart. Let's role play love.

Role Play 6

Teacher:

A new student comes to school. You see the student standing alone on the playground, looking a little lonely. You do not know the student very well, but you know what it must feel like to be lonely. What can you do to get to know the new student and act in a loving way? Turn to your neighbor and think of what you might say.

[Next two children have an impromptu conversation demonstrating love.]

Role Play 7

Teacher:

Now you're at the nursing home visiting your adopted grandparent. It's been so long since your grandparent has had a visitor. You can tell that the grandparent is happy to see you. How can you show love for him or her? Turn to your neighbor and pretend that's your adopted grandparent.

[Next two children have an impromptu conversation demonstrating love.]

Role Play 8

Teacher:

Now let's say that your mom or dad has just asked you to help with the dishes. You really wanted to go play. You really want to beg your parent to let you do what YOU want, but you love your parent. How can you respond to this request with love?

[Next two children have an impromptu conversation demonstrating love between child and parent.]

Teacher:

Now let's talk about creativity.

Child Reader:

Creativity means looking at ordinary things in new ways. It means asking questions that haven't been asked before or putting together ideas in a brand new way. Sometimes it means digging deeper to find the answer. When it comes to problem-solving, there's usually more than one right answer to the problem. Creativity means looking beyond the usual answers for new possibilities. Let's role play creativity.

Role Play 9

Teacher:

You have an assignment to write a report about a famous inventor. You don't want to just write down the person's name and what he or she discovered. You want to know more. What are some creative questions you could write down before beginning your report? Each of you please layer your responses and let's see how many creative questions we can think of, starting with (child with microphone).

[All children who haven't yet participated pass the microphone and add their questions. If they are slow getting started, give examples such as: What did the inventor dream about as a child? What problem was the scientist trying to solve with the invention? How did the invention change life for the inventor or for the people it helped? How would you change that invention if you were going to create it today? Keep going until everyone has participated. If someone freezes, give a prompt. If that doesn't work, say, "Can so-and-so help out and we'll come back to you?" Then come back with a simpler question at the end, just as you would in class.]

Role Play 10

Teacher:

Sometimes we have to exercise creativity in solving social problems in the world. The students came up with some wonderful ideas in class for creative problem solving among the Dayaks and the Madurese. These are two cultural groups in Indonesia who were fighting because the Dayaks did not want the Madurese moving onto their island. Could [name two students] step up to the conflict bridge and show what you would do if one of you was a Dayak guerrilla soldier and the other was a Madurese leader?

[Two students participate in resolving the conflict. If time permits, call on another group and ask them to find another creative way to look at the problem.]

Teacher:

As you can see, we need creativity not only to paint a picture or think through a problem in school but to problem solve in order to help our world become a better place.

These are the types of discussions we have with the children before they begin their homework each day. Thank you for sharing a part of our day at the Full-Circle Learning.

Congratulations!



We do hereby certify that

**has best mastered the
Habit of Heart**

over the course of this school year.

Signed _____ Date _____

Dear Parents,

We have enjoyed serving your beautiful children this summer. We would appreciate your input on how the program has benefited your children and how we can better serve them. Please answer the following questions and return this survey, to help us continually improve the quality of the program and share with our supporters the good news about your children's success. Feel free to write on the reverse side or to add additional sheets.

1. How long has your child been enrolled in the program?

2. What benefits have you noticed as a result of your family's enrollment?

3. Have you noticed a difference in your child's desire and ability to read or write over the summer? If so, please explain. Include any specific comments on the child's vocabulary and spelling as well.

4. Have you noticed a difference in your child's mathematical abilities over the summer? If so, please explain.

5. Have you noticed a difference in your child's awareness of social issues, scientific issues or geographic regions? If so, please explain.

6. Have you noticed a difference in your child's approach to goals or to lifelong learning?

7. Have you noticed an improvement in your child's critical thinking skills over the summer? If so, please explain.

8. Have you noticed a difference in your child's artistic capacities, specifically, in graphic arts, performing arts, writing or poetry?

9. Have you noticed a change in the quality or deliberateness of your child's social skills over the summer? Please be specific by commenting on the following possible changes:

The ability to resolve conflicts with others.

The ability to see others' points of view.

The desire to serve and help others.

The desire to participate in group activities.

The ability to recognize the needs of others in the community.

The tendency to express compassion or generosity.

The desire to strive for leadership but not at the expense of others.

The tendency to take responsibility for his or her own behavior.

Sensitivity toward others with disabilities or differences.

A sense of how his or her own actions, plans, skills and goals can positively influence others less fortunate.

10. What do you see as the most positive benefit your child gained from the program?

11. Is there anything you wish your child could have gained from the program that he or she did not?

12. Is there an aspect of the curriculum you would like to have seen emphasized more?
13. What do you see as the primary strength of this program in serving your family?
14. In what other ways would you like to see us serve your children, if possible?
15. Would you be willing to write a letter stating the benefits your child and family have received and recommending the program to others? (If so, feel free to enclose it.)
16. Do you know of community member—including yourself—who would like to volunteer for the program in the future? If so, please provide contact information below or on the reverse side or let the staff know how we may reach you later for the information. Please turn in your survey before the last day of the summer program.

Volunteer Application Form

Name:

Date:

Address:

Phone numbers: (daytime/evening)

Age (if under 21):

School (if student):

Teachers we may contact for references (if student):

Occupation:

Current Employer:

Supervisor:

Employer's phone:

Employers' address:

Does your place of employment host or support a volunteer employee program?

Does your place of employment offer community project grants or materials donations?

Describe your experience in any literacy programs or other tutorial programs:

Describe any additional skills, activities or presentations you would especially enjoying sharing with children (i.e. foreign language training, art, drama, dance, physical education, science workshops, intercultural studies, conflict resolution, etc):

Describe any special interests, hobbies or talents:

Describe any past experience or training that might contribute your ability to do so:

Days you can commit to volunteer during the course of the school year or summer session:

- One day each week for 2 1/2 hours (indicate if you can work longer)
- One day every two weeks for 2 1/2hours (indicate if you can work longer)
- One day every month for 2 1/2 hours (indicate if you can work longer)
- Daily as needed
- Occasionally as needed

Have you ever worked with children before? If so, in what capacity?

Have you ever been convicted of a felony?

Names and phone numbers of at least two character references:

Name of nearest relative or person to contact in case of emergency:

Fingerprint:

Office Use Only

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Tips for Terrific Teachers and Tutors

The children you serve will remember you long after today. Something you do or say may influence them in ways you cannot know. Thank you for showing the children that you care. Your example serves as the best teaching tool you own.

To make your experience joyful and rewarding for both you and the students, please review these pointers and put them into practice whenever you can.

Accept the uniqueness of each student. Look for their good traits and show understanding of their capacities, whatever they may be.

Focus on facilitating. Encourage, explain and motivate, but avoid completing the work for the students. Help them develop their own strengths. When a child struggles with a certain type of problem, notify the teacher after class, so others can help fortify the student's ability in this area.

Make use of the time. If a student finishes the work early, engage in drills, learning games or reading aloud, or direct the student's attention to an opportunity for service, such as picking up pencils off the floor.

Call attention to positive rather than negative habits or behaviors. Say, "Sarah, that's great how you sit quietly with your book," rather than, "Don't run off like Jenny did, Sarah."

Call students by name when calling attention to a positive behavior. When trying to redirect a student whose attention has strayed, simply standing closer to the child or working the child's name into a story problem may recapture the child's attention.

Emphasize respect and concern for others over self-interest. Encourage the child to take responsibility for his or her behavior and to consider the impact of an act on others. By the same token, model respect in your own interactions. Quietly direct and guide rather than humiliate the child.

When assisting a student with work, model open-mindedness as opposed to correction. Instead of saying, "No, that's wrong," use responses such as:

"Can you show me how you came up with the answer?"

"That's one way to look at the situation. Can you help me think of another?"

"Thank you for your idea. Let's use it as a starting point and see if we can develop other answers."

Use *do* rather than *don't* statements. Say, "Come sit here and read me a story, please," rather than, "Don't jump on that table! Get down here and read!"

Treat students with equity. Show kindness to all students. For your protection, do not work alone with a child behind closed doors.

Encourage students to work cooperatively together. When they drill each other with flashcards, joint problem-solving and layering their responses in a discussion, students begin to understand that we learn more when we share knowledge than when we complete.

Teach the philosophy that sees service as a privilege. For instance, when two students want to use the same marker, point out that one of them has an opportunity to share and the other has an opportunity to express gratitude. Call their attention to opportunities to help someone. Let them experience fulfillment, rather than rewards, to motivate positive behavior.

Give love and sincere caring. You will almost certainly receive the same from the children in return. Reflect on one of the themes of the program: *What the heart gives away is never gone. It lives on in the heart of another.*



The Christmas Bears

Christmas in Baker, Oregon always held the warmth and cold of the whole year in the palm of its hand. Christmas meant icicles draped down across the porch like an awning of stalactites, a sign of the warmth just around the bend. It meant our mother would soon lace the house with the aroma of spicy hot wassail to drink. Freshly baked sugar cookies in the shapes of candy canes would follow, along with hot fudge boiling on the stove and the tart grip of orange rinds cutting the sweetness—the secret ingredient in Grandma’s fudge recipe.

My sister, at five, and I, at four years old, understood certain things about the season—for instance, the science of the icicles. We listened to the snowmelt drip onto the porch in the wan light of the afternoon when flurries had left a sky the color of dirty dish water. We poked our fingers down where the wet tufts that melted off the leaves of the elm and apricot trees had carved tiny craters in the snow below. We watched the gutters ooze icy water into the seams in the wooden floorboards. We knew that every night those drips would freeze on top of themselves until, day by day, the icicles would form along the gutter like clear ice cream cones. A foot in diameter, four feet in length, their sharp points hung like spears of ice that would wound us if we did not immediately break them off at the bottom and suck on them like large, dirt-and-defrost flavored peppermint sticks. We understood the science of icicles, and we knew that cold meant Christmas.

The warmth of Christmas spoke to us even more clearly. Throughout December, we leaned against the stove and watched, eye level, as the heating element ticked and trembled to warm the water in the double boiler where the fudge base melted from a mountain into a lava pool. We saw spices rain down into saucepans of hot cider. We molded cookie dough into lumpy balls as our mother made perfect stars with a cookie cutter. So much of the buttery dough leapt from fingers to tongue that we soon came to realize why well done does not necessarily mean better, at least not when it comes to cookies.

At Christmas, as always, my sister shared everything she knew with me—everything except the secret of the origin of Santa Claus. We both looked the other way when our parents pulled out the Montgomery Wards catalog and ordered the twin toys we would always find on the nubby turquoise couch or under the tree, strewn with tinsel icicles, on Christmas morning. Even our older brother refused to concede Santa’s true identity. We all ignored the most blatant evidence. At the church Christmas party, for instance, I noted that the visiting Santa sported boots just like the ones old George Gwilliams wore in the barnyard. For years after our younger siblings came along, we struggled to keep alive the dignity of our fantasy.

Every year, we would wait in agony at the top of the stairs on Christmas morning. Some time before dawn, we would smell the baker’s chocolate and vanilla wafting from the kitchen and hear the shufflings of adults afoot. Finally our mother would come to the stairwell and say that she had put the cocoa on and we could come down and see what Santa had brought us, as long as we combed our hair first so she could take a picture of the magical moment.

That particular year, the magic Santa brought triggered goose bumps and cries of exaltation as my sister and I bounded into the tiny living room and threw ourselves on the effigies solemnly waiting on the couch. Two large stuffed bears—each taller than either of us—stood side by side. We picked

them up and bounced and bumped them across the floor to test their durability. They proved tall enough that we could use them to reach up and lob an icicle off the roof. We could stand them at our bedroom door like sentinels to protect us from the monsters lurking in the hall. We could get them to leap over sidewalk cracks or snuggle on the couch with us. One bear had blue legs, face, and the other was trimmed in black. Both wore torsos of clean white fur. Around their necks, red ribbon bow ties made them look proper as politicians. My sister and I would not let them out of our sight any more than we would let each other out of our sight.

Now before proceeding, let me explain that my sister and I did not have the usual love-hate relationship so common among siblings. Born fourteen months apart, we felt more like Siamese twins. Family photos attest to this by showing us always touching shoulders, hands or hips. We felt deeply connected. We never knew rivalry, competition or selfishness, for my sister's deep sense of compassion did now allow such feelings to incubate, and so I stepped into childhood welded to her at the heart and fused by equality within the family structure. Our mother enjoyed and encouraged our camaraderie. She always sewed two versions of the same dress, made two versions of the same paper doll, doled out equal portions of everything we consumed.

My sister and I often acted and moved as one, despite the obvious distinctions in maturity and character. For instance, her maternal instincts bade her share her pudding with me when I ate mine too fast, and she always protected me from the insults of our older brother. When she played ball with him outside, I retreated to the solitude of our room, where I could gaze in lonely isolation into the treetops and find refuge in nature until she returned from her foray. At every other waking moment, I remained glued to her side. Because of her tomboy streak, my father had nicknamed her Clod rather than call her by her formal name, Claudia. I too called her Clod, along with the rest of the family, until a point far enough into adulthood that I thought the name might hurt her, professionally. By that time, I had thought of a more befitting title, The Clodess.

On that Christmas morning in '59, the Clodess and I moved as one toward the bears on the couch, clutching, embracing, shouting for joy as our mother's camera captured the bliss in black and white, in the confines of a Kodak camera. We ignored our brother's discovery until we could catch our breath. Then we turned and noticed him running his fingers across the smooth, pine-slatted surface of a new sled.

"Watch out for the runners. They're sharp," my mother warned as we touched the red metal that would soon cut across the snowy hills outside of town, near George Gwilliams' ranch.

As a man of quiet deeds, few words and low blood pressure, our father did not show much concern as he taught our brother how to turn the sled, how to stop, how to roll off if the sled gained too much momentum. My sister and I stood on the snowy hill content to watch for awhile, but she, the budding tomboy, gladly accepted their eventual invitation to take a turn. My dad didn't call her Clod Rock for nothing.

Ponderosa pine trees outlined the boundaries of the sled run. A wide belt of slick ice left plenty of room for experienced navigators to careen from top to bottom and coast across the snow plains below. I felt too scared to attempt it, having watched my sister bravely rush toward disaster before. I had never ridden a horse after watching one buck her into a mud puddle. I never played baseball after watching her break both arms in the act. At this particular moment, I pretended to collect

pine cones to mask my fear, distractedly singing a song about the leafy treetops rather than watch her fateful descent. I finally turned around in time to see her zooming down the hill full speed and to hear my usually mute father suddenly find a voice.

“Turn to the left!” he said. “Tu-uurrnnn to the left!”

My sister, bright as she was brave, certainly knew right from left, but her stout five year-old arms could not navigate the turn, so our father quickly changed the instruction.

“Roll off! Rooollll off!”

She had watched him demonstrate this move before the stunt. Yet she apparently deemed it worse to plunge into a snowy hillside head first than to grip the bow of the sled and bravely raise her head to meet the husky bark face of the Ponderosa pine tree rushing at her. Before she could even blink, the sled runners rammed the tree and the bark became one with her flesh.

Roll she did, but only after coming to a complete stop. She lay in the snow with the imprint of the bark etched in blood upon on her cheeks, chin, nose and brow. I felt my own heart pound for her, but the rest of me froze as I watched my soul sister lie still as stone, without so much as a whimper escaping her lips. I watched as a rush of adrenaline sent my normally mellow father flying down to the bottom of the hill, where he lifted my sister’s limp body and ran all the way back up, leaving my brother to discern what to do. He snatched his battered new sled and grabbed me by the collar, and we trudged up the hill and piled into the back of the station wagon. My father laid my sister on the back seat. She cooperated, silent and stately in suffering as we exceeded our Ford’s 30 mile-per-hour capacity and lurched to a stop in town at the door of the emergency room.

Our father tugged my bleeding sister from the back seat and dashed inside with her. The experienced attendant wagged a finger behind her and spat, “Quick, bring the gurney.” Two nurses wheeled a stretcher into the room and began to take my sister from his arms and lay her down.

“No, sillies. Don’t take her! Take him!”

They pulled the child out from under my swooning father just as he passed out onto the waiting gurney.

It took some time for them to revive my faint-hearted father and bandage up my sister’s gory caverns and crevices. For the first and only time in my life, I felt no comfort looking at her face. What I did feel surprised me. I can call it nothing but confused jealousy.

Complex moral challenges do not come often to four year olds, and it somehow rankled me that she, by way of a faulty move that my brother would have teased me for, had become the center of attention. After all, my father had fainted for her. To add insult to injury, when we finally left the hospital he stopped and bought her a milkshake, while my brother and I went hungry. For the first time in the limited span of my existence, life had deprived me of the honors it lavished upon her. I could not bear it.

Our oneness torn asunder, I hid under the dining room table that evening while the family fawned over her, fluffed up her pillows and pulled the car blanket tighter around her soft little torso. I hid

so as not to reveal my bitterness. I hid out of self-disgust. Something inside me knew that the whole idea of Christmas revolved around compassion—compassion for a cold, trembling baby in a manger; compassion for the little match girl; compassion for people who have no one to love them; compassion for Santa’s overworked elves; and compassion for someone injured by a Christmas sled, especially if she’s your own sister.

Here I sat, sulking in my fortress under the table, wishing for a malt while my sister serenely endured the sting of wounds that could leave her face ragged for life—or at least for the rest of her kindergarten year. I breathed in the sappy odor of the unfinished wood on the table’s underbelly, but it only reminded me of the pine-scented hillside. I turned away and leaned my cheek against the varnished table leg that stood firm as that old Ponderosa pine. My face burned with shame.

As my sister healed the next day, she sat up on the couch and stretched her legs out before her with her trim blue teddy bear at her side. Patience in suffering had made her seem unbearably immortal. Propped up and quietly grooming her bear, she seemed less valiant. I tried to forget the night before. In my state of greater mobility, I dragged my bear around the house, tying and untying the bow, teaching the bear how to forage for apricot pits buried in the snow on the porch and, when that failed, for a cache of Cocoa Puffs buried in the kitchen cabinet. I taught the bear to do many things in the coming days and allowed the bear to teach me many things as well. In the absence of my sister as a fully vested playmate, I bonded with the black and white bear on a surprisingly quick and deep level.

At night, the bear and I rejoined the family. My mother offered to start up a game of Chinese checkers as she plugged in the tree lights. We all watched the red and blue glare dance off the strands of tinsel as my father rested up from his traumatic event, my sister avoided self-pity by avoiding mirrors and my brother punished his sled by parking it in a snow bank by the tool shed. My bear and I basked in the glow of the lights and slowly became grateful for our health. We even used the new crayons I found at the bottom of my Christmas stocking to make get-well cards for my sister in lieu of getting beaten at checkers.

Like all the other families in town, we kept the tree lights on almost continually between Christmas and New Year’s, enjoying the last warmth of the season, knowing that once we unplugged those bulbs, a long January full of icicles, blizzards and post-partyin’ blues awaited us.

The blues came early that year. One morning on the cusp of the new year, after my sister had recovered enough to neatly make her bed and prop up her blue bear against the pillow while I threw the blanket across my bed and dragged my black bear along behind me to catch the dirt the dust mop missed, our mother met us at the bottom of the stairs.

“I have something to ask you both,” she said. I excused myself to attend to my bear then went into the living room. She sat us on the nubby turquoise sofa. We looked out the front window, beyond those old drapes with the village scenes painted all over them. The snow still lay billowy on the ground, except where our father had shoveled the walks. The tinsel still languished on our droopy tree inside, although the lights lay fallow and we noticed that someone had pulled the plug far away from the wall. Nothing looked foreboding, so we did not know what would come next out of our mother’s mouth. We listened attentively to discern what new tragedy she would unveil to penetrate the indulgence of childhood.

“I know of a family a few blocks away,” she began. “They left their tree lights on all night.” My sister and I looked at each other. We did not consider this a crime but, rather, an act of admirable sentimentality. “They had an electrical fire,” our mother continued.

“You mean a plug caught on fire?” I felt glad my sister asked the question so I would not have to reveal my ignorance.

“Sort of. Their tree had become very dry and brittle, like ours, since Christmas.” We feared this discussion would turn into a lecture in which she would hold us responsible for the mishandling of our Christmas tree. Humbly, we folded our hands and lowered our eyes as she spoke. “Their tree caught on fire while the family slept last night. It burned down their whole house. The church ladies called to tell me all about it.”

I had seen a house burn down the previous August and had dreamed of flames in our closet ever since. I clearly recalled that summer night when my lungs had filled with the bitter smoke as I lay in bed. I had followed the sound of the shouts and sirens right out the back door and had walked four blocks in the dark wearing my pajamas to witness my first natural disaster. I had nonchalantly joined the crowds who stood choking and gawking, and I had become invisible among them for some time until I suddenly felt my mother’s palm smack my backside and lurch me from the scene with an admonition never to run away in the night to watch a fire ever again, especially not again before my fifth birthday. I vividly recalled the incident and pictured the flames eating up the bricks, mortar, walls, dreams, dolls, the very innocence of the children who lived inside. Fire seemed to me as arbitrarily brutal as Christmas seemed arbitrarily benevolent.

I asked, “Did it burn the children?”

“No,” my mother quickly replied.

“Did it burn their Christmas presents?”

“Yes,” she responded with gravity. “That’s why I’m talking to you now. One little girl lived in that house. She’s about your age. The fire burned everything Santa brought her. She lost her whole Christmas.”

We tried to contemplate the concept of losing Christmas. Did it mean erasing all memories of carols on the phonograph, corn dogs at the bazaar, long icicles on the porch, wassail in the kitchen and bears on the couch? Our mother continued, “There are two of you. You have two bears. She has none. If you give her one of your bears, she will have a little bit of Christmas back.”

Her words stuck in my throat as if she had hit me in the mouth with a paddle ball and I had inadvertently swallowed it. I could not breathe. Not my bear, I thought in a panic. My mother said nothing at first. She let the challenge sink in and waited for our nascent consciences to respond. She finally said, “I trust you’ll make the right decision. Whenever you’re ready, let me know who will sacrifice her bear.” She stood up and walked away and made herself busy while my sister and I turned and stared out the side window at a curb suddenly littered with drying, discarded, tinsel bedraggled Christmas trees, sans lights.

Sharing I understood. Sacrifice I did not, for I had never had to completely give up anything. Rather, my highly evolved and maternalistic sister had lavished her own extras upon me through all four years of my existence. Extra sand from her bucket. Extra crayons from her box. Extra dessert from her plate. Extra reassurances when I needed them.

Neither bear seemed extra. Both seemed essential and vital. After all, she had taken good care of hers, lo, these several days. Mine, more importantly, already bore the signs of love made famous by the literary fable of the Velveteen Rabbit. My tidy sister had not loved the ears off her bear. She had left no love stains on its belly. Even the bow tie looked taut and neat as the day Santa had tied it, not frayed and lost in the bottom of the toy chest like my bear's bow.

We sat in anguish. We did not speak. We who shared every thought and concern did not need to speak. Something passed between us and I knew who must give up the bear. I knew my turn had come, for the first and last time in our lives, to sacrifice more for the sake of my sister than she sacrificed for me. I saw it, somehow, as my sister's gift of mentorship to let me become the giver. She offered me this rite of passage as an oracle offers a Holy Grail. How could I refuse it?

I remember well the poignant despair that assailed me as I pulled my bear from the high chair in the kitchen where I had left him blankly staring and falling into his breakfast. I wiped the Malt-o-Meal from his snout. I hugged him and cried and sneezed into that fuzzy lint gutter between his stiff neck and shoulder. I smelled the sawdust in his soul. I rocked him back and forth for a time. In some sense, I painfully released him in the same way my seemingly stoic father had released my sister to glide down that hill, knowing that if she crashed, he would feel the greater pain. I told the bear he had to go out into the world to do some good. I informed him, "A little girl needs you. She needs you more than I do because, you see, she has no bear. Worse yet, she has no sister."

That association never left me as our Christmases unraveled into adventures through the years. My sister and I plotted together to see what joys we could give. We sang Christmas carols for old men whose faces streamed with tears to greet their first young visitors in years. We cut up towels to make aprons for our mother, and we wrote poems for our father. We filled nylon stockings with handmade gifts for friends on whose doorknobs we hung the stockings, undiscovered, playing the role of anonymous Santas for years and years. We decorated gingerbread houses to give away. We turned over our hard-earned summer bean-picking money to buy gifts for one another. We relished the soul-arousal of sacrifice that my sister had known all along and had artfully bequeathed to me.

Through every season ever since, my sister has sustained a Christmas-like spirit of compassion and sacrifice, an arsenal of goodness. She has shared everything she owned and everything she knew with me. In every moral dilemma, she has given up time, sleep and energy to help me seek solutions, never for a moment thinking of her own needs nor withdrawing her love—not at four or five nor at 45.

A picture of a child gripping a teddy bear crossed my desk last Christmas, followed by a dozen almost identical pieces of mail from other non-profit organizations. Your donation will speed a bear into the hands of a child, they all promised. The messages implied that the acquisition of a bear can bring comfort as nothing else can—that bears bequeathed during times of war or hunger or

homelessness or illness possess the power to make the world right again. The idea of it does support the lyrics of that famous old carol the way I understood them as a child: “I heard the bears on Christmas day their old familiar carols play, and soft and sweet the words repeat of peace on earth, good will to men.”

Somehow over the years, I almost forgot whose bear we gave to the little girl with the burned down house because, of course, my sister so readily shared her big blue bear with me and because, of course, with a sister like her, bears become a bit superfluous. When I recall my fondest Christmas memories, the bears cannot hog the spotlight as the comforters. Before I can even picture their literally beady little eyes, my sister’s wide-eyed, childlike face looms before me, slightly blemished by sledding scars.



BECOMING MY OWN SELF-MANAGER



Impulse Control Exercises for Students to Practice at Home

The following exercises can help you intensify your plan for managing impulsiveness. Many students face this challenge at some point. When you feel that you are your own self-manager, you will feel a new kind of power and nobility that will reduce the need to exert power in other, more harmful ways. You will notice yourself conquering the most challenging goal—self mastery.

Practice these exercises each day with your parent at first. Try to really focus as you practice them. Monitor which exercises seem most helpful. Mark a page in your journal with each of the following headings: *Exercise 1; Exercise 2; Exercise 3; Exercise 4; Exercise 5.*

Make the most effective exercises your daily habits. Each night, add a tally mark under any of the exercises that helped you get through the day. When one exercise become second nature, try to master a new exercise. Meet with your parent each week to discuss your progress.

Materials needed:

Nerf ball or other soft ball or spongy object, preferably small enough to fit in your pocket
Two pieces of poster paper or blank white typing paper
Markers or crayons
Anger management watch
A blank journal to write in
Commitment
Desire for self-mastery

Exercise #1: Balance Your Energy

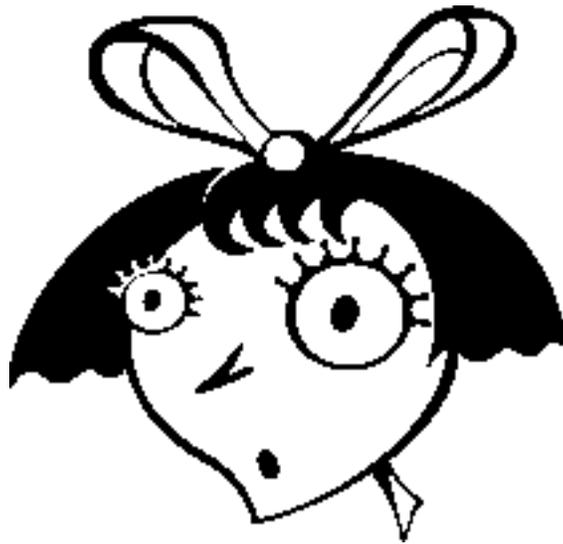
Conduct this exercise each day after school if you feel restless while waiting to be picked up, or use it any time you feel restless (unless you are seated and working in class).

Step 1: Do 20 jumping jacks standing in place and away from others. Make sure you are not close enough to anyone to accidentally hit them.

Step 2: Now stretch your arms in the air then shake them and relax them at your sides.

Step 3: Breathe in deeply, then exhale slowly. Slowly inhale and exhale three more times.

Step 4: Now find a comfortable position and close your eyes. Go to that special place you've identified in the stress management exercises. It could be someplace out in nature or a place where you've felt at peace before. Visualize the colors, scents and sounds in that place. See everything moving in slow motion. Hear soft music playing in the background. See birds soaring overhead. Stay in this place until you feel calm and peaceful. Then open your eyes, breathe calmly and go on about your day.



Exercise #2: Quick Energy Release

Find a soft foam ball or spongy object. Keep it in your pocket. Use this exercise when you feel physical energy that makes you want to throw, kick or hit something. Instead, squeeze this soft object.

Each time you feel pent-up energy, squeeze the object for three seconds, then release. Squeeze and release again.

Now take three deep breaths and exhale slowly.



Exercise #3: Poster Exercises

Make the following two posters and place them somewhere in your home. You may decorate them with drawings of yourself doing the positive act mentioned on the poster. Each morning, do the exercises associated with each of the posters.

Poster #1:

Stop - Think - Act

Read the words Stop - Think - Act several times. Now picture yourself feeling restless or angry when another person is nearby. Now practice freezing or stopping in your tracks, as if you were there on the scene. Wait several seconds and thinking of a good plan to deal with your energy or upset feelings. Then picture yourself moving into a positive action based on your plan. Your mother may want to give you situations to role play as you do this exercise.

Poster #2:

I practice empathy and consideration.

Read the words on the second poster. Close your eyes and see yourself in a situation where you might feel tempted to hurt someone. Instead, picture your heart melting. See yourself reaching out to the person in kindness and understanding their need for your thoughtful act.

Repeat each motto once more before you leave home.



Exercise #4: Monitoring and Managing Your Anger

Wear your anger management watch. Whenever you feel anger coming on, monitor the signs of it.

Do you feel hot?

Does your heart beat faster?

Do your muscles tense up?

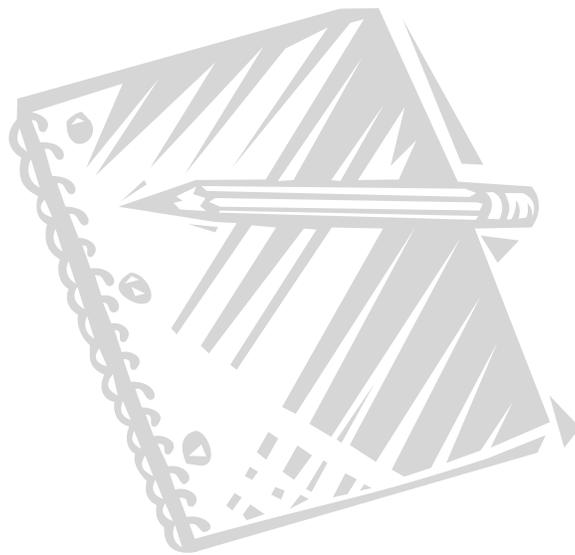
If you feel any of these symptoms, look at your watch and count slowly to five. Next, think of three ways to resolve the anger. Choose the solution that hurts no one and helps everyone involved.



Exercise #5: Journaling

Each day, discuss with a parent the positive choices you made and the good feelings you felt. Record these in a journal.

If you had an incident you could have worked out differently for a more positive result, make a special entry labeled *Rewriting My Day*. Explain the situation and write down what you could have done differently. Describe the positive result that would have happened if you had made this choice. Write down what you will do the next day to bring about the positive result that didn't happen the first day.



Biographical Information

Teresa Henkle Langness is a professional author who developed Full-Circle Learning, an award-winning, integrative model of education, approved by the American Academy of Education Development as practiced at the Children's Enrichment Program, the nonprofit organization where the model was piloted. She has written for the leading US publishers of textbooks and educational media and educational development companies, as well as writing books and articles in several other genres since 1973. She is the founding board chair of Children's Enrichment Program/Full-Circle Learning, cofounder of the Human Relations Forum of Torrance California and serves as an advisor to the board of the Center for Global Integrated Education. At this writing, she is also vice president of the national board of Health for Humanity, an organization she has served since 1994. Her awards and award nominations, from the regional to the international, span several professional genres, including writing in the fields of literature and education as well as in human relations and human rights work. Her written works in the field of education have been translated into several languages. In 2004, Trinity Southern University granted her a Ph.D. in Fine Arts for applied life experience, for the body of her written work. She has been listed in *Who's Who of American Women* since 1987.