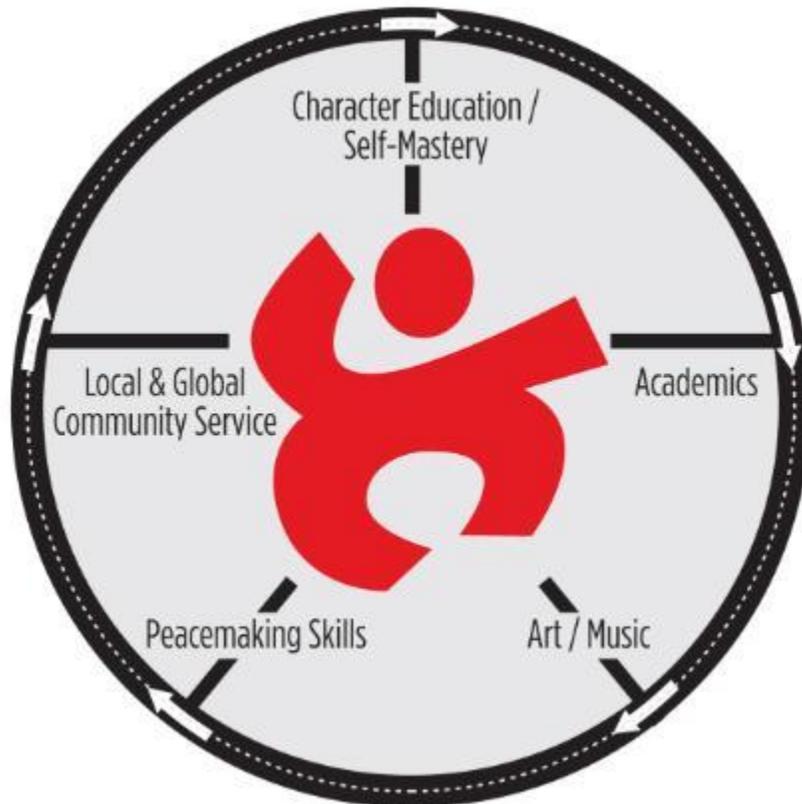


# Habit-of-Heart Honor



 <p><b>Full-Circle Learning Distance Learning</b></p>	<p><b>Habit-of-Heart Unit: Honor</b></p>
<p>(For Teachers, Caregivers or Self-Guided Learners)</p>	<p>Elements included for Pre-K through Grade 12</p> <p>Mixed media for adaptability</p>
<p>Anticipatory Set</p> <p><b>Grade Levels:</b> All</p> <p><b>Time:</b> 5 minutes</p> <p><b>Resources</b></p> <p>Video or script Flower or flower-scented object (optional)</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Learners will</li> <li>• Define honor as trustworthiness and commitment</li> <li>• imagine a positive sensory experience in relation to the habit of heart</li> </ul>	<p>Element 1: Let “Honor” Flower</p> <p><b>Teachers, Parents, or Self-Guided Learners:</b></p> <ul style="list-style-type: none"> <li>• Use a flower or a flower-scented object to follow the activity while viewing the video and reading the script</li> <li>• Discuss the concepts together.</li> </ul>

<p>Literature, Life Skills, Social Studies</p> <p><b>Grade Levels:</b> All</p> <p><b>Time:</b> 45 minutes to 3 hours, based on grade level</p> <p><b>Resources</b>  <b>Primary grades:</b> Videos and text  <b>Middle School:</b> Text of story  <b>High School:</b> Text of story  <b>All grades:</b> Paper and pencil</p> <p><b>Objectives</b></p> <p><b>Learners will</b></p> <ul style="list-style-type: none"> <li>• Practice reading for comprehension and fluency</li> <li>• Understand and use grade-level appropriate literary devices</li> <li>• Consider how pivotal thoughts, decisions and actions may predict outcomes in a story</li> <li>• Use stories as a means for exploring personal and social issues</li> </ul> <p>Share their own stories of honor</p>	<p>Element 2: Stories of Honor</p> <p><b>Teachers, Parents, or Self-Guided Learners:</b></p> <ul style="list-style-type: none"> <li>• View a storyteller video if appropriate.</li> <li>• Read the story best suited to their comprehension level, of the three included.</li> <li>• (Ask students to read the story a second time aloud, to one another, in pairs or in family groups).</li> <li>• Discuss the questions at the end of the story, to focus on key concepts.</li> <li>• Clarify vocabulary words, as needed.</li> <li>• Build phonemic awareness of key words for new readers.</li> <li>• Tell, write or storyboard stories about honor, based on grade-level instructions.</li> </ul>
<p>Music, Life Skills</p> <p><b>Grade Levels:</b> All</p> <p><b>Time:</b> Variable  15 minutes for videos  Multiple rehearsals to learn a song</p>	<p>Element 3: Make My Heart Sing</p> <p><b>Teachers, Parents, or Self-Guided Learners will:</b></p> <ul style="list-style-type: none"> <li>• Watch three videos featuring songs about honor (one in Spanish)</li> <li>• Practice singing along.</li> </ul>

<p><b>Resources</b></p> <p>3 videos Reading material</p> <p><b>Objectives</b></p> <p>Learners will</p> <ul style="list-style-type: none"> <li>• Use music as a tool for linking convictions such as honor with academic concepts such as plant biology, history and math ratios</li> <li>• Appreciate folk music of three different regions/genres (Mexican, calypso and American folk music)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice singing along.</li> <li>• Introduce a timed exercise and a sand painting card with the third song.</li> </ul>
<p>Conflict Resolution, Social Studies</p> <p><b>Grades:</b> 2-12</p> <p><b>Time:</b> 45 minutes</p> <p><b>Resources:</b> Conflict resolution bridge made of 10 paper steps, allowing each person to walk toward each other on the following alternating steps:</p> <ol style="list-style-type: none"> <li>1) My position is/I want...</li> <li>2) I feel (an emotion)...</li> <li>3) I feel this way because...</li> <li>4) I understand that you feel (your emotion) because...</li> <li>5) I want to practice honor by taking the first step. I will ...</li> </ol>	<p>Element 4: A Moment to Decide</p> <p><b>Teachers, Parents or Self-Directed Learners will:</b></p> <ul style="list-style-type: none"> <li>• Recreate a customized version of the conflict resolution bridge on paper.</li> <li>• Discuss self-expectations and trust-building in relationships.</li> <li>• Practice resolving a personal conflict.</li> <li>• Practice resolving a parallel community-based conflict and a conflict of nation-wide importance.</li> </ul>

<p><b>Objectives:</b></p> <p>Learners will understand</p> <ul style="list-style-type: none"> <li>• That trustworthiness grows out of a commitment to repeated, positive choices.</li> <li>• How to practice the steps that lead to honorable habits.</li> <li>• How to resolve conflicts in a way that honors others.</li> </ul>	
<p><b>Biology, Environmental Science</b></p> <p><b>Grades:</b> Pre-K – 7</p> <p><b>Time</b> 45 minutes – 1 ½ hours</p> <p>Learning Activities: 30 minutes  Art: 15 minutes  Birdhouse: 45 minutes (optional)</p> <p><b>Resources</b></p> <p>Reading materials  Paper and pencil  Colored pencils, markers or crayons  Birdhouse:  Precut wood or wood plus supervised tools for sawing and measuring  Seed</p> <p><b>Objectives</b></p> <p><b>Learners will</b></p> <ul style="list-style-type: none"> <li>• Identify and appreciate grade-appropriate information about birds and their habitats</li> </ul>	<p><b>Element 5: Birds of a Color</b></p> <p><b>Teachers or Parents Will:</b></p> <ul style="list-style-type: none"> <li>• Guide learners to identify birds, listen to the variety of bird songs and to draw a favorite bird.</li> <li>• Relate the diversity of favorite bird choices to the song Des Colores. Relate the concept of honoring the opinions of others.</li> <li>• Clear a space of trash and make recycled bird art to hang in trees or to sit on tables.</li> <li>• Where reading comprehension allows (grades 2+) pair up to ask and answer riddles.</li> <li>• Discuss issues concerning local birds and create a plan that honors their needs.</li> <li>• Build a birdhouse (optional)</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the impact of climate change on habitats</li> <li>• Understand that different bird species have different needs</li> <li>• Protect bird habitats related to specific species</li> </ul>	
<p><b>Plant Biology</b></p> <p><b>Grade level:</b> 2-6</p> <p><b>Time:</b> 30 minutes</p> <p><b>Resources:</b>  Reading material  Food coloring  A clear glass  A white petaled flower  Loose leaves of an edible wildflower  A mesh or cloth bag and tie</p> <p><b>Objectives</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Explore the variety and purpose of color in the reproductive process of a flower.</li> <li>• Know how to use experimentation as a means of observing biological processes.</li> <li>• Appreciate pollinator gardens.</li> <li>• Appreciate human uses for flowers as food or dye.</li> </ul>	<p><b>Element 6: Flowers of a Color</b></p> <p><b>Teachers, Parents or Self-Guided Learners will:</b></p> <ul style="list-style-type: none"> <li>• Read about the parts of a flower and the reasons for its color.</li> <li>• Experiment to create color in a white-petaled plant, such as a white carnation.</li> <li>• Create a bag of edible flower tea as a gift (optional).</li> </ul>

<p><b>Economics, Sustainability, Art</b></p> <p><b>Grade Levels:</b> 7-12</p> <p><b>Time:</b> 1 hour, 30 minutes</p> <p><b>Resources:</b>  Paper, pencils,  colored pencils or markers, Ruler  (optional)  Internet resources (optional)</p> <p><b>Objectives</b></p> <p>Learners will consider:</p> <ul style="list-style-type: none"> <li>• The impact of free trade, fair trade and triple bottom line on economic well-being.</li> <li>• A personal definition of honor in relation to small industry</li> <li>• A system for ensuring profitability, workers' rights and good economics</li> </ul>	<p><b>Element 7: A Rose by any other Name</b></p> <p><b>Teacher or Self-Directed Learners Will:</b></p> <ul style="list-style-type: none"> <li>• Read the background information</li> <li>• Conduct further internet research (optional)</li> <li>• Create and discuss a Code of Honor with partners</li> <li>• Draw a map and economic plan for a hypothetical rose growing operation</li> <li>• Draw flowers to use as the basis for a logo</li> </ul>
<p><b>History, Life Skills</b></p> <p><b>Grade Levels:</b> Secondary School</p> <p><b>Time:</b> 2 hours</p> <p><b>Resources</b>  Reading Material  Internet or library resources  2 Videos</p>	<p><b>Element 8: A Drop in the Bucket</b></p> <p><b>Teachers or Self-Guided Learner will:</b></p> <ul style="list-style-type: none"> <li>• Listen to a singer recount historic events</li> <li>• Read examples of decisions made by history's heroes</li> <li>• Research honorable historical figures and teach others about their life choices</li> </ul>

<p><b>Objectives</b></p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• Identify defining moments in the lives of historical figures</li> <li>• Compare historical moments with the impact of contemporary youth</li> <li>• Discern their own steps for decision making</li> </ul>	<ul style="list-style-type: none"> <li>• View a video about youth who prevented civil unrest</li> <li>• Brainstorm and write down the thought processes leading up to honorable personal life choices</li> </ul>
<p><b>Life Skills, Art, Music</b></p> <p><b>Grade Levels:</b> Variable</p> <p><b>Time:</b> 40 minutes to 1 hour</p> <p><b>Resources</b>  Video  Plants or leaves  Dish of water  Song lyrics</p> <p><b>Objectives</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Experience ways to honor others for continual acts of commitment</li> <li>• Practice new art forms such as flower arranging</li> </ul>	<p><b>Element 9: Arrange to Honor Someone</b></p> <p><b>Teacher or Self-Guided Learners:</b></p> <ul style="list-style-type: none"> <li>• Discuss the unspoken acts of honor in the examples of those around us and choose to honor someone</li> <li>• Practice an honoring song</li> <li>• View a video about flower arranging</li> <li>• Pick naturally growing plants or make flowers. Create a flower arrangement</li> <li>• Present the song and arrangement to the honoree/s</li> </ul>

<p><b>Life Skills, Writing</b></p> <p><b>Grade Levels:</b> Variable</p> <p><b>Time:</b> 40 minutes to 1 hour</p> <p><b>Resources</b> Video Paper Pencil (or email)</p> <p><b>Objectives</b></p> <p>Learners will</p> <ul style="list-style-type: none"> <li>• Experience the decision-making process through the eyes of a peer regarding current and future life choices</li> <li>• Practice writing or rewriting laws</li> <li>• Share commitments and future goals with peers in another region to “share wisdom”</li> </ul>	<p><b>Element 10: Sending Wisdom—Stella’s Challenge</b></p> <p><b>Teacher, Parent or Self-Guided Learners:</b></p> <ul style="list-style-type: none"> <li>• View Stella’s video</li> <li>• Read and discuss Stella’s letter together</li> <li>• List laws you are interested in writing or changing; reword the laws</li> <li>• List possible commitments and ideas for improving the world.</li> <li>• Write individual or group letters.</li> <li>• Send to learners in another school or country or to: <a href="mailto:info@fullcirclelearning.org">info@fullcirclelearning.org</a>.</li> </ul>
<p><b>Music, Art, Life Skills</b></p> <p><b>Grade Levels:</b> Variable</p> <p><b>Time:</b> 1 ½ hours</p> <p><b>Resources</b> 2 videos – La Rosa Maori The Clay Pot</p> <p>Reading material Journals Handmade clay</p>	<p><b>Element 11: The Imprint (the Sustain It Step)</b></p> <p><b>Teachers, Parents or Self-Guided Learners:</b></p> <ul style="list-style-type: none"> <li>• Using guided imagery techniques, reach through the story on honor as learners visualize themselves in the role. (Or older students can read to younger students.)</li> <li>• Show the video. Read the thought questions about Romulo Castro’s song La Rosa Maori.</li> </ul>

<p><b>Objectives</b></p> <p>Learners will</p> <ul style="list-style-type: none"> <li>• Apply metacognition to focus on practicing the habit-of-heart</li> <li>• Celebrate the group acts of honor, past and future</li> <li>• Use the arts to express these accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the meaning of “the imprint of your time.” Each learner sketches an image to represent the story of honor they imagined or one they accomplished during the unit. Whose life did they improve?</li> <li>• Students make clay imprints to decorate the walkway outside.</li> </ul>
<p>Preview and Review, as Needed</p>	<p>Element 12: Honor Glossary</p>