

**Caring for the Commons:
Character Education and Education for
Sustainability**



Morris School District

2014-2015

GRADE 3 - TEACHER'S GUIDE

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Vision

To implement a character education program which integrates the New Jersey State Bar Foundation's Bullying Busting Curriculum, the Character Counts: Six Pillars of Character, and Education for Sustainability Standards and Performance Indicators, and empowers students and staff to set goals and make positive contributions to our classrooms, schools, and community through service learning.

This will result in a safe, supportive, caring and cooperative environment in which staff and students learn together and develop a culture of mutual responsibility. Students and staff will focus their energy on learning and achieving common goals and will perform at a higher level academically, including their ability to ask questions, set learning goals, research, engage in informed discussions using evidence, and solve problems both independently and cooperatively.

Authors

This curriculum was written by the Character Education Committee:

- Debra Esposito: Grade 5 Teacher, Sussex Avenue School
- Gabrielle Meyer: Science Teacher, Thomas Jefferson School
- Catherine Murphy: Grades 4&5 Teacher, Normandy Park School
- Betsy Rescorla: Special Education Teacher, Alexander Hamilton School
- Cheryl Berek: Counselor, Normandy Park School
- Mary Ellen DiCataldo: Counselor, Alexander Hamilton School
- Elizabeth Lee: Counselor, Sussex Avenue School
- Dawn Wallace: Counselor, Thomas Jefferson School
- Damon Clark: In School Suspension Coordinator, Frelinghuysen Middle School
- Josephine Noone: Principal, Alexander Hamilton School



Consultant and Facilitator:

Jaimie Cloud, The Cloud Institute for Sustainability Education

Education for Sustainability (EfS) is defined as a transformative learning process that equips students, teachers, and school systems with the new knowledge and ways of thinking we need to achieve economic prosperity and responsible citizenship while restoring the health of the living systems upon which our lives depend.

The Cloud Institute for Sustainability Education prepares school systems and their communities to educate for a sustainable future by inspiring educators and engaging students through meaningful content and learner-centered instruction.

COVER ART BY: Jonatan Garcia

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Thank you all for your support!

CITIZENSHIP

Timing: September

Duration: 3 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net,
dawn.wallace@msdk12.net

STAGE 1: Desired Results

Essential Question

How can we work together to make our classroom, our school, and our community better places to learn and grow?

Rationale

Democratic citizenship comes with rights to the commons -- that which we all share and depend on, and it comes with responsibilities of participation, decision making and appropriate actions. Students need to learn what their rights and responsibilities are, especially to the commons, so they can take appropriate actions and contribute to their own well being and that of the community of which they are a part.

Transfer Goals

Students will be in the habit of taking their share of the responsibility for identifying and tending to the commons wherever they come across one in their homes, school, and in the larger community.

EfS Enduring Understandings

- 4. RECOGNIZE AND PROTECT THE COMMONS
The Commons are the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations. We all depend on them and we are all responsible for them. Who is tending them at the moment?
- 12. WE ARE ALL RESPONSIBLE
Everything we do and everything we don't do make a difference.

Other Big Ideas

- Character is a critical attribute of responsible citizenship.
- We create rules in school and laws in our communities to take care of our commons and keep our communities safe.
- We demonstrate good citizenship when we work together with other members of our community to care for our commons.

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, B. Responsible Local/Global Citizenship

Leading Change

- 11. Participate in group decision making processes and be able to make collective decisions that are vision oriented, solve more than one problem at a time, and minimize new problems.

Education for Sustainability, Cloud, E. Healthy Commons

Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.). Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities and actions to care for the Commons.

Framing the Commons

- 1. Define “The Commons” in their own words and in relation to their own experiences. Know the difference between private, and common areas.
- 3. Identify several examples of commons in their classroom, school, town and in our world and explain how those commons function—i.e., the rules for access and use and who or what enforces them.

Six Pillars of Character

The students will demonstrate...

Citizenship - Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Content

- Classroom Commons
- Private property
- Public property
- Rights and responsibilities
- Classroom rules and expectations
- Commons in the school and community
- Ways that good character contributes to responsible citizenship and a healthy commons
- Character pledge

Skills

Lesson I

- Define a Commons in their own words.
- Sort examples of personal property vs. public commons.
- Brainstorm examples of classroom commons.
- Develop a list of rules and expectations (rights and responsibilities) for taking care of the classroom commons.
- Work in small groups .
- Write down their ideas of important rules to make the classroom commons a safe and supportive place to learn together.
- Share rules verbally and ensure they are articulated in positive language.
- Cooperate to agree on one master list of classroom rules and expectations.

Lesson II

- Review the definition of the commons that was generated in the first lesson.
- Explore the questions: How can we distinguish what is private from what is shared in the commons? How can we tell the difference between “mine” and “ours”?
- Sort different examples of personal places and things vs. the commons in the classroom and school. Discuss the criteria they used to sort private places and things from those that are shared in the commons.
- Identify several examples of commons in their school and community
- Discuss and list the answers to the following questions:
 1. Who is taking care of the commons now?
 2. Who sets the rules?
 3. Who has rights and who has responsibilities for the commons you have chosen?
 4. Who makes sure the rules are enforced?
- Write a paragraph that explains in their own words (to someone who doesn't know) what the commons are, and what our rights and responsibilities are to them.

Lesson III

- Recite the Character Pledge.
- Explore the guiding question, “What does good character have to do with working together to make our classroom, school, and community better places to learn and grow?”
- Write three ways that character can help us to work together and share out lists verbally.
- Write individual reflections that address the guiding question, “What does good character have to do with working together to make our classroom, school, and community (our commons) better places to learn and grow?”
<http://charactercounts.org/resources/personofcharacter.html>

Key Terms / Vocabulary

character: the way someone thinks, feels, and behaves; someone's personality

citizenship: the fact or status of being a citizen of a particular place; the qualities that a person is expected to have as a responsible member of a community

commons: the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations; that upon which we all depend and for which we are all responsible; that to which we relate with "a sense of we" rather than exclusively "a sense of me"

community: a group of people or living things with shared interests

pledge: a serious promise or agreement

STAGE 2: Assessment Evidence

Assessment / Evidence

Classroom rules and expectations

Written: Narrative

Students work in small groups to write a list of rules and expectations that will make the classroom a safe and supportive place to learn together.

Sort examples of personal property vs. public commons

Performance: Skill Demonstration

In pairs, students sort pictures of commons into personal property and public categories.

Quick Write: What are the commons? What are our rights and responsibilities to them?

Formative: Written: Narrative

Written Reflection by individual students

Final reflection:

Summative: Written: Narrative

What does good character have to do with working together to make our classroom, school and community (our commons) better places to learn and grow?

Performance Criteria

Alexander Hamilton Common Rules for Common Areas (English and Spanish versions)

STAGE 3: Learning Plan

Lesson 1 – What is a Commons?

Duration (# of class periods): 1

Essential Question: How can we work together to make our classroom, our school, and our community better places to learn and grow?

Guiding Questions: What is a commons? Where are our Commons? What are our rights and responsibilities to them?

Learning Objective: Students cooperate to define the commons in their own words and to identify the commons in their classroom. They create the list of rules and expectations to follow throughout the school year to care for the classroom commons.

Assessment:

Students cooperate in small groups and the large group to write rules and expectations that will make the classroom a safe and supportive place to learn together.

Instructional Strategies:

Introduce the concept of the Commons with a whole class viewing of the YouTube video "*Pencils: A Classroom Commons*".

1. Discuss video and transition discussion into a focus on defining “the commons” in their own words. (Teacher note: The commons are the places and things that we all share, that we all depend on, and for which we are all responsible.)
2. Arrive at a shared definition of the commons and write it on the board.

3. Ask the students to brainstorm examples of classroom commons (i.e, classroom supplies (paper, pencils, art supplies, rulers), the floor, common tables and shared work spaces, sound, air, trust, safety, books, garbage bin, recycling bin, toys, plants, etc.).
4. Take the following steps to develop a list of rules and expectations (rights and responsibilities) for taking care of the classroom commons that will make the classroom a safe and supportive place to learn together throughout the school year:
 - a. Have students work in small groups to write down their ideas of important rules to make the classroom commons a safe and supportive place to learn together.
 - b. Come back together as a whole group to share rules and ensure they are written in positive language.
 - c. Using the ideas generated by the small groups, have students cooperate to agree on one master list of classroom rules and expectations and post the list on a large chart for all to see. Students may sign the chart to show that they have agreed to, and will follow the rules and expectations they have created.

Materials:

Computer with Internet accessibility and projector

Chart paper and markers/Smart Board

“Pencils a Classroom Commons” YouTube site:

<http://www.youtube.com/watch?v=kengokKE3Qw>

Websites with information on writing classroom rules:

<https://www.responsiveclassroom.org/article/everyday-rules-work>

<http://www.pinterest.com/responsive/rules-in-school/>

Lesson 2 – What is mine and what is ours?

Duration (# of class periods): 1

Essential Question: How can we work together to make our classroom, our school, and our community better places to learn and grow?

Guiding Questions: What is mine and what is ours? What are the commons in our school and community? Who is taking responsibility for them?

Learning Objectives:

Students recognize and distinguish between personal places and things and commons in the classroom, and then extend their knowledge beyond the classroom to the school and community.

Assessments:

In pairs, students sort pictures of commons into personal and public categories.

Quick Write: Ask students to individually reflect on their small group discussions and to write a paragraph that explains in their own words (to someone who doesn't know) what the commons are, and what our rights and responsibilities are to them.

Instructional Strategies:

1. In the large group, review the definition of the commons that was generated in the first lesson. Ask the questions: How can we distinguish what is private from what is shared in the commons? How can we tell the difference between “mine” and “ours”?
2. In pairs, students sort different examples of personal places and things vs. the commons in the classroom and school. They can add additional images and ideas as they think of more.
*For actual pictures of commons for students to sort, please see attachment (examples:

backpacks, teacher's desk, school bus, etc.).

3. In the large group, discuss the criteria they used to sort private places and things from those that are shared in the commons. Write on the board some useful tips for distinguishing public from private places and things. Identify several examples of commons in their school and community.
4. In small groups, students choose one commons in their school or community that they have responsibility for as citizens of the school/community (if they need help thinking of some, you can show them page 13 in Attachment II to give them some ideas to pick from), and ask them to discuss and list the answers to the following questions:
 - a. Who is taking care of the commons now?
 - b. Who sets the rules?
 - c. Who has rights and who has responsibilities for the commons you have chosen?
 - d. Who makes sure the rules are enforced?
5. Quick Write: Ask students to individually reflect on their small group discussions and to write a paragraph that explains in their own words (to someone who doesn't know) what the commons are, and what our rights and responsibilities are to them.

Materials:

Chart paper and markers/ Smart Board

Writing paper and pencils

Attachment I Images of personal property vs. property in the commons, see pgs 12-15 of the following lesson: [TerraCycle Commons Lesson K-2](#)

Attachment II Examples of school and community commons can be found on Pg 13 of the following lesson: [TerraCycle Commons Lesson 3-5](#)

Lesson 3 – Connecting Character to Responsible Citizenship and the Commons

Duration (# of class periods): 1

Essential Question: How can we work together to make our classroom, our school, and our community better places to learn and grow?

Guiding Question: What does good character have to do with working together to make our classroom, school, and community better places to learn and grow?

Learning Objective: Students will make connections between good character, responsible citizenship and taking care of our shared commons.

Assessment: Final reflection that addresses the guiding question, "What does good character have to do with working together to make our classroom, our school, and our community (our commons) better places to learn and grow?"

Preparation ahead of time: Create (or hang) a poster (laminated if you have time) of the "Kids for Character" pledge (on chart paper, poster board, etc.) that can be displayed in your classroom for the school year.

Instructional Strategies

1. Introduce the "Kids for Character" Pledge:

*I pledge to be a kid for character,
I will be worthy of trust,
I will be respectful and responsible,
Doing what I must,
I will always act with fairness,
I will show that I care,
I will be a good citizen,
And always do my share!*

2. In pairs, ask students to explore the guiding question, “What does good character have to do with working together to make our classroom, our school, and our community better places to learn and grow?”
3. When they are finished exploring the question, ask them write down three ways that character can help us to work together.
4. In the large group ask a pair of students to share out their list and write it on the board. Ask each remaining pair to add one thing to the list that isn’t there yet, and keep going around until the list is complete.
5. In the large group, summarize the connections between character, responsible citizenship and taking care of our shared commons.
6. Each student will then sign the Pledge, as it serves as their "promise" to uphold the values and qualities of being a student (and person) who demonstrates good character. Post the Pledge next to the Commons Poster.
7. The “Kids for Character” Pledge will be practiced and memorized as it will be played on the loudspeaker following the Pledge of Allegiance each morning.
8. Students write individual reflections that address the guiding question, “What does good character have to do with working together to make our classroom, our school, and our community (our commons) better places to learn and grow?”

Materials:

Chart paper or poster board and markers/ Smart Board

Laptop and projector for “Kids for Character” Pledge to be displayed, if applicable

Laminated Poster of the Kids for Character Pledge (If it is laminated, it will be difficult for students to sign it – unless each class signs it with erasable marker each year.)

RESPECT

Timing: October

Duration: 4 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net, dawn.wallace@msdk12.net

STAGE 1: Desired Results

Essential Question

How do we show respect for ourselves, others, and our community/environment?

Rationale

Everyone wants to be respected. Understanding what it really means to respect oneself, one another and all living things is critical to living well in an interdependent world in which we make a difference no matter what we do or don't do.

Transfer Goals

Students will embody what it means to be respectful to themselves, others and all living things as they grow individually and as members of their community. When they encounter people who are different from themselves and from what they know, they will exhibit curiosity and respect for the similarities and differences among us because they remember that we are all in this together and diversity makes our lives possible.

EfS Enduring Understandings

- 2. WE ARE ALL IN THIS TOGETHER
We are interdependent on each other and on the natural systems. In this context, self interests are best served through mutually beneficial relationships.
- 4. RECOGNIZE AND PROTECT THE COMMONS
The Commons are the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations. We all depend on them and we are all responsible for them. Who is tending them at the moment?
- 6. DIVERSITY MAKES OUR LIVES POSSIBLE
Diversity is required to support rich complex systems (like us), to build strength and to develop resilience in living systems. Biological diversity, cultural, gender, political and intergenerational diversity all serve this purpose.

Other Big Ideas

- Everyone has the right to be treated with dignity and respect.
- Respect begins with the way in which we treat ourselves and grows to include how we treat one another, our school, and our community.
- Being respectful means appreciating others, especially those who are different from us.
- We should consider others on the basis of their character and conduct, not based on their gender, ethnic origins, race, religion, or physical or mental challenges.
- Respect for the environment is essential for our survival on this planet.

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, H. Multiple Perspectives

Developing Perspective Consciousness

- 11. Develop the ability to respect, if not agree with, others' points of view.

Cloud: Education for Sustainability, Cloud, B. Responsible Local/Global Citizenship Knowledge and Action

The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.

- 2. Demonstrate individual and collective respect for themselves and the commons.

Six Pillars of Character

The students will demonstrate...

Respect – Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Content

We show respect when we:

- Show tolerance and acceptance of all genders, ethnic origins, races, religions, and physical or mental challenges.
- Live by the "golden rule" -- do unto others as you would have them do unto you.
- Care about how we treat others both verbally and physically.
- Are tolerant of differences in others and judge and treat them based only on their character and conduct.
- Allow others to make their own choices and to have free will.
- Avoid saying unkind things or acting in unkind ways to others; deal peacefully with anger, insults, and disagreements.

Characteristics of respectful behavior:

- Golden Rule
- Tolerance of differences
- Good manners
- Peaceful behavior

Skills

Lesson I

- Identify characteristics of respectful behavior towards others and their environment.
- Create a product that demonstrates their own working rules of respect (examples could be a cheer, song, rhyme, rap, poem, etc.).

Lesson II

- Self-reflect and complete a respect profile survey.
- Graph their responses to the survey using a line plot graph format.
- Analyze the line plot graph and discuss "notices" and "wonders" of what can be done differently to improve the class "ratings" of respect.
- Set personal and class goals for improving their respectful behavior.

Lesson III

- Listen actively to a story about protecting and respecting the environment.
- Identify ways in which they can treat the environment with respect.
- Create "I" statements with one idea/promise and a small illustration showing what they will do in order to protect and respect the environment.

Key Terms / Vocabulary

analyze: to study (something) closely and carefully

appreciation: valuing a person or concept

data: facts or information used usually to calculate, analyze, or plan something

community: a group of people or living things with shared interests

consequence: that which logically or naturally follows an action

courteous: marked by respect for and consideration of others

gender: the state of being male or female

"golden rule": Do unto others as you would have them do unto you.

good manners: polite or well-bred social behavior

line plot graph: A line plot shows data on a number line with x or other marks to show frequency.

survey: a set of questions people are asked to gather information or find out their opinions

tolerance: willingness to accept behavior and beliefs that are different from your own, even if you disagree with or disapprove of them

STAGE 2: Assessment Evidence

Assessment / Evidence

Respect Survey Profile

Formative: Written: Narrative

Respect Survey Profile (checklist)

Respect Survey Personal Goal Exit Ticket

Formative: Written: Informative

Each student writes one personal goal for improving his/her respectful behavior.

Respect "I statement"

Formative: Written: Narrative

Each student will create an "I statement" with one idea/promise and a small illustration showing what he/she will do in order to protect and respect our environment.

Performance Criteria

Checklist - Respect Survey Profile attached with Resources

STAGE 3: Learning Plan

Lesson 1 – What Does It Mean to Respect and Be Respected?

Duration (# of class periods): 1

Essential Question: How do we show respect for ourselves, others, and our community/environment?

Guiding Questions: What does it mean to respect and be respected?

Learning Objective: To understand how we can show respect for ourselves, others, and our community/environment.

Assessment:

Students work in cooperative groups to create lists of six examples of what it means (feels like/looks like) to be respectful to someone.

Instructional Strategies:

1. Introduce the pillar of respect by addressing the essential question, "How do we show respect for ourselves, others, and our community/environment?"
2. Introduce the definition of respect: Respect means showing consideration and appreciation for yourself, others, and everything around you.
3. Break the students into small groups; have the students come up with six examples of what it means (feels like/looks like) to be truly respectful to, and respected by someone. The students can record their ideas in one color (blue/black) on a chart, paper, whiteboard (each group takes a section), etc. large enough for the class to see when posted. *Note: although their answers may vary, following are six crucial elements of demonstrating their knowledge of what it means be respectful:
 - *Show tolerance and acceptance of all genders, ethnic origins, races, religions, and physical or mental challenges.*
 - *Live by the "golden rule" -- do unto others as you would have them do unto you.*
 - *Care about how we treat others both verbally and physically.*
 - *Be tolerant of differences in others and judge and treat them based only on their character and conduct.*
 - *Allow others to make their own choices and to have free will.*
 - *Avoid saying unkind things or acting in unkind ways to others; deal peacefully with anger, insults, and disagreements.*
4. Have students post their chart papers next to one another in front of the class and reconvene as a whole group. Together with the students, look for and circle "matches" or like statements. Choose one color (red, green, yellow, orange) for each different "match" to point out what common threads are emerging.

5. Discuss with the students the fact that the elements of respect can be expressed in a variety of ways; lists, raps, songs, poems, etc., to help them remember them in a way that is meaningful and fun.
6. Show the students the YouTube video “Respect Rap Only”:
7. As a whole class, teacher and students will create a final product that will demonstrate their own working understanding of the meaning of respect (examples could be a cheer, song, rhyme, rap, poem, etc.)

Materials:

Chart paper or whiteboard

Markers (different colors)

Construction paper or poster board

YouTube video link, “Respect Rap Only”:

<https://www.youtube.com/watch?v=iGuT9-Y5J4>

Lesson 2 – How Do We Demonstrate Respect?

Duration (# of class periods): 1

Essential Question: How do we show respect for ourselves, others, and our community/environment?

Guiding Question: How do our thoughts, actions and words demonstrate respect for one another?

Learning Objective: Understand and use self-reflection to be able to monitor one's own actions.

Assessment:

- Students complete respect profiles.
- Class chart analyzing strengths and weaknesses. Set three class goals to improve respectful behavior.
- Exit ticket: Each student writes one personal goal for improving his/her respectful behavior.

Instructional Strategies:

1. Teacher will explain to the students that for today's lesson, they will be taking a "respect profile" survey (in which they need to be most honest), where they will answer the following questions both for themselves, individually, and as a whole class:
 - *I treat others the way I would like to be treated.*
 - *I respect the privacy of others.*
 - *I allow others to share their differences of opinion.*
 - *I am courteous and polite.*
 - *I am accepting and tolerant of others.*
 - *Our class treats others the way they should be treated.*
 - *Our class respects the privacy of others.*
 - *Our class allows others to share their differences of opinion.*
 - *Our class is courteous and polite.*

- *Our class is accepting and tolerant of our classmates.*

2. The first five questions allow for the students to answer on an individual basis, while the last five allow for the students to reflect on the respectfulness of the class environment that they share. A respectful environment is part of the class commons. We all have individual and collectives rights to it, and we are all responsible for it.
3. The students will rate the above questions on a scale of 1 - 5, with the rating system as follows:
 1. *I almost never show this quality. A lot of improvement needed.*
 2. *I sometimes show this quality Improvement needed.*
 3. *I usually show this quality. Some improvement needed.*
 4. *I almost always show this quality. A little improvement needed.*
 5. *I always show this quality. No improvement needed.*
4. The students, working as a whole class, will graph their responses to questions #6-10 together. Next, the students will graph their responses to questions #1-5 on the worksheet.
5. Together, the class will analyze the line plot graph for questions #6-10, and discuss "notices" and "wonders" of what can be done to maintain the parts of the respectful environment that are working, and what can be done to improve the "ratings" for the parts of the respectful environment commons that need work. Set three class goals and post them in the classroom where students can refer to them.
6. Teacher will also encourage students to personally examine their own ratings, and think about how they can improve their own demonstration of respect.
7. Exit ticket: At the end of the lesson each student writes one personal goal for improving his/her respectful behavior.

Materials:

Respect profile surveys
Chart paper and markers
Pencils
Writing paper

Name _____

Date _____

Respect Profile Survey

Directions: Think about the following questions. After you think about each question, rate **yourself** based on the scale below:

- 1: I almost never show this quality. A lot of improvement needed.*
- 2. I sometimes show this quality Improvement needed.*
- 3. I usually show this quality. Some improvement needed.*
- 4. I almost always show this quality. A little improvement needed.*
- 5. I always show this quality. No improvement needed.*

I treat others the way I would like to be treated _____

I respect the privacy of others _____

I allow others to share their differences of opinion _____

I am courteous and polite _____

I am accepting and tolerant of others _____

Now that you have *self*-assessed, for the next five questions, you will work as a whole class to rate the level of respect that your class shows on a daily basis:

Our class treats others the way they should be treated _____

Our class respects the privacy of others _____

Our class allows others to share their differences of opinion _____

Our class is courteous and polite _____

Our class is accepting and tolerant of our classmates _____

Lesson 3 – How Can We Protect and Respect Our Natural Environment?

Duration (# of class periods): 1

Essential Question: How do we show respect for ourselves, others, and our community/environment?

Guiding Question: How can we protect and respect our natural environment?

Learning Objective: In our previous lesson, students examined how we show respect for ourselves, our classmates and peers, and our commons (a respectful classroom environment). For this lesson, the students will think about, discuss, and answer the question, "How can we protect and respect our natural environment?"

Assessment: Each student will create an "I statement" with one idea/promise and a small illustration showing what he/she will do in order to protect and respect our environment.

Instructional Strategies:

1. Teacher will have two options to introduce as a shared read-aloud: Brother Eagle, Sister Sky, a message from Chief Seattle, or The Lorax by Dr. Seuss.
2. Following the reading, class will identify the takeaways from either story: discussion will ensue: When we respect and take care of our community/natural environment and the people, places, and creatures in it, then they can collectively take care of us right back! AND, it's a great way to show that we take responsibility for the difference we make.
3. Teacher will distribute cards (index, small pieces of construction paper or posterboard etc.,) on which each student will create an "I statement" with one idea/promise and a small illustration showing what he/she will do in order to protect and respect our natural environment.
*For example:
I will/promise to:
 - *Recycle*
 - *Turn off the lights when I leave the room*
 - *Unplug all chargers and electronics when not in use*
 - *Not litter*
 - *Turn off the water while brushing my teeth*
 - *Educate parents and the community about the importance of respecting our natural environment*
4. The "I statement" cards/illustrations can be collected for display in classroom, hallway bulletin board, on cafeteria wall, etc.

Materials:

Brother Eagle, Sister Sky by Chief Seattle or The Lorax by Dr. Seuss

*Note: there is a YouTube link for "Brother Eagle, Sister Sky," which is an oral reading of the book and its message: <http://www.youtube.com/watch?v=milJHghldII>

Index cards and pencils

Computer with Internet accessibility and projector

CARING

Timing: November/December

Duration: 3 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net,
dawn.wallace@msdk12.net

STAGE 1: Desired Results

Essential Question

Why should we care?

Rationale

People are called to be compassionate, kind, and caring. Students must be taught and shown how to express these attributes and help others in need.

In the end, we will conserve only what we love.

We will love only what we understand.

We will understand only what we are taught.

(Baba Dioum, Senegalese Ecologist)

Transfer Goals

Students will put their knowledge and understanding to use in the service of their lives, their school, their home, and their wider communities by taking positive actions rather than waiting passively for others to act.

EfS Enduring Understandings

- 2. WE ARE ALL IN THIS TOGETHER
We are interdependent on each other and on the natural systems. In this context, self interests are best served through mutually beneficial relationships.
- 12. WE ARE ALL RESPONSIBLE
Everything we do and everything we don't do make a difference.

Other Big Ideas

- To be a caring citizen means to take responsibility for our actions.
- We share responsibility for creating and preserving a caring community.
- Compassion helps others in need.
- We need to care for the natural environment in order to preserve it for the future.

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, F. Natural Laws & Ecological Principles

Knowledge and Action

The laws of nature and science principles of sustainability. Students will see themselves as interdependent with each other, all living things and natural systems. They will be able to put their knowledge and understanding to use in the service of their lives, their communities and the places in which they live.

- 3. Provide examples of the dependence of humans on our shared natural resource base for life, sustenance and a suitable quality of life. (Food, shelter, health, aesthetics).

Six Pillars of Character

The students will demonstrate...

Caring – Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Content

- Conservation and preservation are ways to demonstrate caring
- Caring actions
- Community helpers
- Water pollution and water care

Skills

- Define caring in their own words.
- Write a "Recipe for Caring" using the definition of caring and vocabulary learned when describing actions they can take to show that they care.
- Identify community helpers who care for others.
- Write letters to community helpers to thank them for their caring actions and show that they care about them.
- Recognize that a small amount of pollution can contaminate a large volume of water.
- Identify actions they can take to show that they care about the water.

Key Terms / Vocabulary

caring: showing compassion, kindness, and generosity towards others

conserve: to carefully preserve and protect something

dilute: to make thinner or less concentrated by adding a liquid such as water

gravity: the natural force that tends to cause physical things to move towards each other : the force that causes things to fall towards the Earth

natural resource: something (such as a mineral, waterpower source, forest, or kind of animal) that is found in nature and is valuable to humans (as in providing a source of energy, recreation, or scenic beauty)

pollute: contaminate (water, air, or a place) with harmful or poisonous substances

preserve: to keep or save from injury, loss, or ruin

STAGE 2: Assessment Evidence

Assessment / Evidence

Recipe for Caring

Formative: Performance: Authentic Task

Students create a "Recipe for Caring" using vocabulary charted by the teacher during a discussion of what it means to be caring.

Letters that Show we Care

Formative: Written: Informative

Students write letters to important people in the community to thank them for caring for others and to show that the students care about them.

"Every Drop Counts" Exit Ticket

Formative: Written: Narrative

Exit Ticket: Have students write "Every Drop Counts" at the top of a piece of paper and list three ways to prevent water pollution.

STAGE 3: Learning Plan

Lesson 1 – Recipe for Caring

Duration (# of class periods): 1

Essential Question: Why should we care?

Guiding Question: What are the ingredients for caring?

Learning Objective: Students will discuss and understand what caring means, and create a recipe for caring.

Assessment: Participation in class discussion and completion of recipe for caring cake.

Instructional Strategies:

1. Discuss what it means to be a caring person, and ways we show we care about someone. Identify the definition of caring as, "*showing compassion, kindness, and generosity towards others.*" Explore how caring is similar and different from respect.
2. As a group, brainstorm as many caring actions as possible and write them on a chart paper for student reference.
3. Explain to students that today, our lesson will be centered around the idea of "Cooking Up Compassion," and making a "Caring Cake" out of a paper plate.
4. Distribute a paper plate to each student. In the middle of the paper plate, have the students write what they think are the ingredients for caring (ex: one big hug, two parts giving, and a

pinch of sympathy).

5. Give the students time to decorate the edges of the plates with ribbon, yarn, glitter, markers, etc.

Materials:

Chart paper, markers

For “Caring Cakes”: Paper plates (one per student), ribbon, yarn, glitter, markers, and other craft materials, glue, pencils, scissors

Lesson 2 – Letters of Thanks

Duration (# of class periods): 1

Essential Question: Why should we care?

Guiding Question: What are things that we can actively do to show our community that we care?

Learning Objective: Students will demonstrate caring by writing letters of thanks to show that they care about important members of our community.

Assessment: Students will write thank you letters to important members of the community that show that they care.

Instructional Strategies:

1. As a whole group, briefly review the definition of what it means to be caring, “*showing compassion, kindness, and generosity towards others,*” and the caring actions charted during the previous lesson.
2. Explain to students that today our lesson will be centered on writing letters of thanks to members of our community to show that we care about what they do for us each and every day. Teacher will list examples and ask for suggestions of members of our Morristown community that we can write to, which may include:
 - *Troops*
 - *Bus Drivers*
 - *Police Officers*
 - *Firefighters*
 - *Lunch and Playground Aides*
 - *Home and School Association*
 - *Crossing Guards*
3. Students will draft and complete written letters for their selected community helpers to demonstrate caring and to say “thank you” for all of the caring that they show us on a daily basis.
4. Letters will be delivered to appropriate community members via USPS or interoffice mail (as applicable).

Differentiation:

Provide word bank and/or graphic organizer.

Allow student to write letter on a computer.

Materials:

Chart paper or whiteboard

Lined paper

Addresses for respective community members

Lesson 3 – Clean Water for Our Future

Duration (# of class periods): 1

Essential Question: Why should we care?

Guiding Question: How can we make sure we protect and care for our water supply for the future?

Learning Objective: To understand the importance of having clean water for our future.

Assessment: Exit Ticket: Students list three ways to keep our water supply clean and healthy.

Instructional Strategies:

1. Teacher will write the word “water” on the board. Students will have a whole group discussion on how water is the “key to life.” Teacher will record key words from the discussion on a concept map with the word “water” in the center. Teacher will guide the class discussion with a few examples of how water is key to life: water makes crops grow, animals need water, plants need water, we need water for drinking and bathing, the Earth provides water, more than half (60%) of the human body is made of water, and we need water to survive and to thrive!
2. Teacher will set up 7 separate, eight ounce clear plastic cups. The first cup should be full of water, while the other 6 cups remain empty. There will also be a full pitcher of water next to the cups for use throughout the activity. Next, teacher will drop one drop of red food coloring into the first, full cup of water. Teacher will explain to the students that the pitcher of water represents clean pure water, while the drop of food coloring represents pollution in our water.
3. Next, the teacher will explain to the class that water continually cycles around and around the Earth because there is no such place as away!—(gravity and the law of conservation). Following that brief discussion, the teacher will pour ½ of the cup of red water from the first cup into the second plastic cup. The teacher should then pour some of the clear water from the pitcher into the second cup and gently mix the two together, which will make the water appear red, but slightly lighter in color.
4. The teacher will ask the class, “Is this water clean?” (The answer is no, as each time clean water is added to the existing red water, even though it appears lighter, the water is still polluted.) Repeat the process for the remaining plastic cups, until you reach the seventh cup, in which the color will be very light red compared to the first cup. At the end, explain to the students that even though the water now looks clear, it is not clean water; it is still polluted from the drop of food coloring placed in the first cup. This demonstrates to the students that all it takes is “one drop” of pollution to pollute and taint the existing water supply, and that it takes all of us to make sure that no one pollutes our water.

5. The students should conclude following the activity that we must preserve and care for our water. Caring for our water supply will lead to a healthy future for humans, animals, future generations, and all living things. The learning point, which should be emphasized again, is that “every drop counts,” and that we must work together to care about our environment and realize the importance of conservation and preservation.
6. Ask the students what types of things pollute our water supply? Chart students’ responses. (Examples include: litter washing into streams when it rains; boats emptying their waste water into rivers; oil spills from oil tankers or drilling rigs and oil changes for cars, pouring chemicals into storm drains; raw sewage from towns and cities piped into rivers or oceans; pesticides on crops washing into streams; chemical spills soaking down through the earth and into aquifers, etc.)
7. Exit Ticket: Have students write “Every Drop Counts” at the top of a piece of paper and list three ways to keep our water supply clean and healthy.

Differentiation:

This activity could also springboard into an activity in which students create flyers and posters, creating more awareness about the need to take care of our water supply and an effort to prevent water pollution in streams, rivers, lakes, aquifers, and oceans.

Materials:

7 clear, plastic, eight-ounce cups
Pitcher filled with water
Red food coloring
Chart paper or board to chart ideas
Writing paper and pencils

FAIRNESS

Timing: January

Duration: 3 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net,
dawn.wallace@msdk12.net

STAGE 1: Desired Results

Essential Question

Why do we have to be fair?

Rationale

In order for people to be mutually beneficial to one another in a community, and to reach individual and collective goals, people need to treat one another fairly and feel that they are being treated fairly. Learning how to be just and fair is a basic responsibility of democratic participation.

Transfer Goals

- Outside of class, students will use effective communication skills that allow them to state their needs and goals, listen to the needs and desires of others, and resolve conflicts fairly.
- Outside of class, students will practice telling not tattling in order to keep someone out of trouble or prevent harm.
- Outside of class, students will resolve their own conflicts and treat each other fairly so that the classroom, school and community will be safer and more supportive environments.

EfS Enduring Understandings

- 3. HEALTHY SYSTEMS HAVE LIMITS
Rather than exceeding or ignoring the limits, tap the power of limits.
Constraints drive creativity.
- 4. RECOGNIZE AND PROTECT THE COMMONS
The Commons are the creations of nature and society that we inherit

jointly and freely, and hold in trust for future generations. We all depend on them and we are all responsible for them. Who is tending them at the moment?

Other Big Ideas

- Students will understand that it is important to be open-minded and listen to others.
- Students will understand that every person sees the world from his or her own perspective, and we need to listen to others' points of view in order to get along with each other and work together.
- Students will understand how they can communicate assertively in order to express their point of view to others.
- Students will understand that some resources are limited and people must think about the needs of others, communicate assertively, and think creatively in order to fairly share limited resources.

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, H. Multiple Perspectives

Develop Perspective Consciousness

- 9. Develop the capacity to empathize (experience the outlook and emotions) of another being by putting themselves "in their shoes" and expressing what it is like to see the world from that perspective.

Six Pillars of Character

The students will demonstrate...

Fairness – Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Content

- "I Messages"
- Telling vs. Tattling
- Fair use of limited resources

Skills

- Identify examples and non-examples of "I" messages.
- State an assertive "I" message so that they can use "I" messages to help resolve conflicts with others.
- Differentiate between telling and tattling so that they will tell when it is necessary to keep someone out of trouble or prevent harm.
- Students will brainstorm ways to fairly share a limited resource.

Key Terms / Vocabulary

communication: expressing thoughts, feelings and actions so they are understandable

fairness: behaving in an appropriate and equitable manner under given circumstances

"I" message: an assertion about the feelings, beliefs, values etc. of the person speaking

impartiality: not partial or biased; fair; just; treating or affecting all equally

point of view: a position or perspective from which something is considered or evaluated

tattling: telling in order to get someone in trouble

telling: reporting in order to get someone out of trouble; telling is an appropriate response when someone could be hurt, either physically or emotionally

STAGE 2: Assessment Evidence

Assessment / Evidence

"I" Message Identifier Chart

Formative: Performance: Skill Demonstration

Students sort examples and non-examples of "I" messages into "I" Message Identifier T-Chart.

Sharing Fairly Exit Ticket

Summative: Written: Informative

Exit Ticket: Students complete the sentence: "When we share fairly, we....."

STAGE 3: Learning Plan

Lesson 1 – "I" Messages

Duration (# of class periods): 1

Essential Question: Why do we have to be fair?

Guiding Question: What is fairness and how can we demonstrate fairness even when it is difficult?

Learning Objective: Students will learn that part of being a fair person is resolving conflicts with others.

Assessment:

- Completed "I" Message Identifier T-Chart with strips sorted into examples and non-examples of "I" messages.
- Pre-Post statements at the end of the lesson about the connections between "I" messages and fairness.

Instructional Strategies:

1. Ask students to pair share the essential question, "Why do we have to be fair?" When they have a few ideas to share with the whole class, ask for a few ideas and record them on the board in one dark color. (If they have an idea that has already been shared, ask for one that hasn't.)
2. Based on the ideas generated on the board, ask students what we can say about fairness. What is it? What does it mean?
3. Ask students to hypothesize about what an "I" message is and what an assertive response looks and sounds like. Why is this important? How could it be useful? What does it have to do with being fair to one another?

4. Introduce the “I” message format to the students:
 _____, *(insert name of other person), I feel*
 _____ when you _____
 So, I want you to _____
 Thanks.
5. Teacher will model an “I” message response to insert into the example above for students to come up with their own “I” messages.
6. Divide the class into small groups or pairs. Give each group an “I” message identifier chart and several “I” message strips. Students will work on placing “I” message strips into the “I” message identifier chart:
Examples of “I” message strips:
“I’m not your friend.”
“You better not cut in line on me again.”
“I feel angry when you call me that name. I want you to stop.”
“I get angry when you take my pencil. I want you to ask me first.”
“You’re always interrupting me.”
“I feel frustrated when you ignore me. I want you to listen when I speak to you.”
7. Teacher will distribute “I” message recorder t-chart worksheets. Students will work to place the “I” message strips into the “I” message identifier t-chart (yes, this is an example of an “I” message, or no, it is not an “I” message).
8. Conclude activity by asking students to add to their original ideas about the importance and usefulness of “I” messages in helping us to be fair to one another even (and especially) when it is not easy. Record their additions in another color on the board to illustrate new learning and the growth in their thinking.

Differentiation:

Pair a student who has difficulty reading with a student who is able to read the “I” message strips.

Students who finish quickly write “I” messages based on the non-examples.

Materials:

New Jersey State Bar Foundation: Bully-Busting Curriculum: Six Essential Lessons for Grades K-12, pgs. 33-38, “I” message strips, “I” Message Identifier Chart.

Pencils

Lesson 2 – Telling vs. Tattling

Duration (# of class periods): 1

Essential Question: Why do we have to be fair?

Guiding Question: What is the difference between telling and tattling?

Learning Objective: Students will recognize the difference between telling and tattling; students will determine when telling is an appropriate action.

Assessment:

Students think of a time they spoke up for someone or someone spoke up for them. Students share their experiences verbally with a partner.

Instructional Strategies:

1. Show “Wise Owl Says” YouTube video.
2. Lead a class discussion following the viewing of the “Wise Owl Says” video and will lead with the question: “What is the difference between telling and tattling?” Students will share examples of what they previously knew, and what they learned from the video.
3. Read scenarios one and two on pg. 45 of the New Jersey State Bar Foundation’s Teasing and Bullying Curriculum: Six Essential Lessons for Grades K-12 book:

Scenario 1: Greg’s team did not win the basketball game during gym class. He hates losing and is a poor sport. On the way to the locker room, he tells the gym teacher that someone on the other team was cheating.

Scenario 2: Allison catches her sister smoking. Her sister begs her not to tell her parents, but she does so anyway.

4. Ask students to put themselves in the shoes of Greg or Allison. What does *that* feel like? Now ask them to put themselves in the shoes of the boy who was accused of cheating (Greg’s scenario) OR Allison’s sister. What does *that* feel like? What does the situation look like from that perspective? Students will discuss which scenario is an example of telling, and which one is an example of tattling. Explain to the students that tattling is “to get someone in trouble,” and telling is “to get someone out of trouble.” How did empathizing (putting ourselves in others’ shoes) help us to determine which one was tattling and which one was telling?
5. To provide closure, ask students to think of a time they spoke up for someone or someone spoke up for them. Have them share their experiences with a partner.

Materials:

New Jersey State Bar Foundation’s Teasing and Bullying Curriculum: Six Essential Lessons for Grades K-12, page 45

YouTube video “Wise Owl Says”: <http://www.youtube.com/watch?v=aUYZTGG2uac>

Lesson 3 – Sharing Fairly

Duration (# of class periods): 1

Essential Question: Why do we have to be fair?

Guiding Question: How can understanding others and thinking about me *and* we help us to share our commons fairly?

Learning Objective: Students will understand that we can successfully take care of ourselves while making sure others are cared for too.

Assessment:

Exit Ticket: Students complete the sentence: “When we share fairly, we…….”

Instructional Strategies:

1. Pass out index cards or pieces of paper, which are each individually numbered either #1, 2, 3, or 4, to the students at random. Each student will receive a card or paper with one number written on it.
2. Next, display a container full of some type of school-related object that attracts students (a container full of stickers, erasers, pencils, etc.). The teacher will show this container to the class, but will not give any explanation to the class about what the container is for.
3. Following the display of the container, the teacher will split up the students into their four respective groups (groups 1, 2, 3 and 4). After the students are with their groups, the teacher will give one sentence of instructions to group #1 only: "Take as much as you think you'll need from the container." (Teacher will not explain what that means, what they need the objects for, if they need a few or many – no directions given other than to take as much as they think they'll need.)
4. After the students in group 1 take "what they think they'll need" from the container, the teacher will call up group 2, and continue to repeat the same process above for all four groups.
5. Once all four groups have taken "what they think they'll need" from the container, the teacher will ask the students in group 4 to discuss what was/is left in the container and what their feelings are. *(Some responses may include that they felt confused about how many items they needed to take from the container, that there weren't any items left in the container, or that they felt that nobody cared if there were any items left for them to take.)* Ask the students in the other 3 groups to put themselves "in the shoes" of the members of group 4. How does that feel? Do you want to switch places with them? Why? Why not?
6. Next, ask group 1 what they were thinking when they were the first group instructed to take "what they think they'll need" from the container. *(Some responses may include that they were making sure they had enough, that they were looking out for themselves, etc.)* Ask the students in the other 3 groups to put themselves in the shoes of the members of group 1. How does that feel? Do you want to switch places? Why or why not? How did it feel to be in groups 2 and 3? How could we have gotten a different result (in which everyone had access to the materials they needed and wanted when they needed/wanted them and there was plenty to go around over time...)?
7. Class will hold a discussion about what the point/object of this activity was: to show that fairness is not just thinking about ourselves, but thinking about how we can make choices that are fair for others as well as ourselves, i.e., not taking too much of something so there isn't enough for others, how to share, how to be creative with limited resources, how to look out for others and not just think about ourselves, etc.
8. Exit Ticket: Students address the essential question, "Why do we have to be fair? Complete this sentence: "We have to be fair because....." Encourage students to think of, and write down (after they have answered the question) at least three things they need to do when trying to share fairly.

Materials:

Index cards or paper numbered 1, 2, 3, or 4 (enough to provide one index card for each student in the class)

Container full of stickers, erasers, or pencils

RESPONSIBILITY

Timing: February

Duration: 3 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net,
dawn.wallace@msdk12.net

STAGE 1: Desired Results

Essential Question

How can we demonstrate responsibility?

Rationale

In the context of interdependence, everything we do and everything we don't do makes a difference. It is, therefore, important for us all to be intentional about, and take responsibility for, the difference we make. The results of our actions are our responsibility. The sooner children learn this and act accordingly, the better.

Transfer Goals

- Outside of class students will take the role of a responsible bystander, so that they do not join in bullying but employ bystander strategies to take positive action.
- Over time, students will continue to identify ways in which they can take responsibility for themselves, their school, and their local and global communities,
- Outside of class students will take responsibility for their actions.
- At home, students will set reasonable goals for themselves in cooperation with other members of their family.

EfS Enduring Understandings

- 9. READ THE FEEDBACK
We need to pay attention to the results of our behavior on the systems upon which we depend. How will we measure success? Sometimes the results of our behaviors are inconsistent with our values and our desired outcomes. If we keep our eyes on the feedback, we can adjust our thinking and behavior before we cross detrimental thresholds.

- 12. WE ARE ALL RESPONSIBLE
Everything we do and everything we don't do make a difference

Other Big Ideas

- There is strength and power in numbers. The silent majority can mobilize into the caring majority. We can stand up to bullies if we band together and form a caring majority.
- Students have the power to invent and affect the future.
- We must be sure that our behavior is consistent with our intentions, values and desired outcomes.

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, G. Inventing & Affecting the Future

Knowledge and Action

The vital role of vision, imagination and intention in creating the desired future. Students will design, implement and assess actions in the service of their individual and collective visions.

Engage in Visioning, Creativity and lateral thinking

- 2. Set goals; develop indicators (rubrics, checklists, quantitative measures) to measure the extent to which they are moving toward or away from their goals.

Persevere

- 16. Try, succeed or fail, reflect, continuously improve, try again, keep trying, never give up, never give up, never give up.

Six Pillars of Character

The students will demonstrate...

Responsibility - Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Content

- Bystander Strategies
- A bystander is someone who witnesses bullying.
- A responsible bystander does not join in, but does take action.
- Role play
- Learner self assessment
- Concentric circles of responsibility

Skills

- Dramatize bystander situations, identifying the role of the responsible bystander and verbalizing "We" messages.
- Demonstrate that they are taking responsibility for their learning, by monitoring their efforts and setting learning goals.
- Take active responsibility for their school and local/global communities so that they feel accountable for their actions.

- Set reasonable goals for themselves and with other members of their community.
- Track their level of academic effort in one subject area using a pie chart.
- Evaluate their efforts, and write one goal for improving or maintaining their academic responsibility.
- Identify things they are responsible for personally, in school, and in the world and fill out a Concentric Circle Worksheet identifying their responsibilities and the actions they can take.
- Brainstorm ways that they can demonstrate community/global responsibility and set one class goal.

Key Terms / Vocabulary

bystander: a person who is present at an event or incident but does not take part

responsible bystander: a person who will stand up to take control from the bully and take back the power

character traits: all the aspects of a person's behavior and attitudes that make up that person's personality

defiant: refusing to obey something or someone

disrespectful: having or exhibiting a lack of respect; rude and discourteous

kind: of a friendly, generous, or warm-hearted nature; showing sympathy or understanding; charitable; humane; considerate

mean-spirited: feeling or showing a cruel desire to cause harm or pain

patient: able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people

respectful: showing consideration and regard for someone or something

unkind: inconsiderate and harsh to others

"We" message: an assertion about the feelings, beliefs, values etc. of the group

STAGE 2: Assessment Evidence

Assessment / Evidence

Quick Write

Formative: Written: Narrative

Students put themselves in the shoes of upstanders in a story and identify 3 things they could have done to stop the bullying.

Responsible Bystander Skits

Formative: Performance: Dramatization

In small groups, students will present their skits and discuss the roles of the responsible bystanders in their scenario and how they changed the power of the bully.

Academic Responsibility Goal

Summative: Written: Informative

Exit ticket: Every student writes one goal for improving or maintaining their academic responsibility, including a method for measuring progress over time.

Concentric Circles Worksheet (Me, School, World)

Formative: Written: Informative

Students fill out the Concentric Circles Worksheet with things they are responsible for personally, in school, and in the world.

STAGE 3: Learning Plan

Lesson 1 – What is the Role of a Responsible Bystander?

Duration (# of class periods): 1

Essential Question: How can we demonstrate responsibility?

Guiding Question: What is a bystander and what is a bystander’s responsibility in a bullying situation?

Learning Objective: Students will understand the role of a responsible bystander (they become an upstander) and the power they possess to stop bullying.

Assessment: Quick Write: What could you have done to stop Pete from bullying? List 3 things you could have done.

Instructional Strategies:

1. Teacher will write the word “bully” on the chart or board and ask students to provide character traits of bullies.
2. Teacher will explain the simplified definition of bullying, which is *“Bullying is unfair. Bullies hurt, frighten, or leave others out on purpose. Bullies have more power than the people they pick on. Bullies come in all sizes.”*
3. Next, teacher will read The Juice Box Bully by Bob Sornson and Maria Dismondy to the class.
4. Following the reading, review the character traits of Pete, the bully. Chart Pete’s character traits. (*Examples may include mean-spirited, defiant, disrespectful, hurtful, unkind*). Step into Pete’s shoes for a moment. From his perspective, why do you think he is bullying? What is driving that behavior?
5. Teacher will ask the students to describe the role of the other kids in the book (the bystanders). Ask the students, “What character traits do the other kids possess?” Chart responses. (*Examples may include patient, understanding, willing to include others, standing up for others, honest.*)
6. Teacher will explain that there is a word we can use for the “other” students, which is “bystanders.” Teacher will conclude, *“Responsible bystanders are called “upstanders” and are a group of students who take control from the bully using a “We” message.”*
7. Quick write: Ask students to work in groups of 2. If you were the upstanders in the story, what could you have done to stop Pete from bullying? List 3 things you could have done.

Materials:

The Juice Box Bully by Bob Sornson and Maria Dismondy

Chart or whiteboard and markers

Lesson 2 – Being an Upstander

Duration (# of class periods): 1

Essential Question: How can we demonstrate responsibility?

Guiding Question: How can we take our new understanding of what an “upstander” is and put it into action?

Learning Objective: Students will demonstrate the actions of an upstander in real-life situations.

Assessment:

In small groups, students will present their skits and discuss the roles of the upstanders in their scenario and how they changed the power of the bully.

Instructional Strategies:

1. Teacher and students will review the role of an upstander: *a student who will stand up to take control from the bully and take back the power.*
2. Class will also review and discuss the use of “I” and “We” messages in order to stand up to a bully.
3. Break the class into four small groups. Teacher will assign each group one of the following scenarios that they will be asked to “act out” (feel free to create your own, but below are four examples):

Scenario 1: A boy sits down next to a smaller boy on the bus. The bigger boy asked to shake his hand and squeezes it so tightly that the younger boy starts crying. The younger boy tells the older one to stop, but he doesn’t listen.

Scenario 2: Some students spread a rumor about a girl in the class. Most of the class laughs at the girl, and at lunch she finds herself sitting alone.

Scenario 3: A boy in the class speaks differently than the other students. The other students tease the boy and imitate him.

Scenario 4: A group of students keep taking another student’s basketball on the playground. Each time he tries to grab it, they run away and call him names.

4. Teacher will give each group time to rehearse their “skit.”
5. Each group will present their skit and discuss their roles as the upstanders and the strategies they used to change the power of the bully.

Materials:

New Jersey State Bar Foundation Teasing and Bullying, Bully-Busting Curriculum: Six Essential Lessons for Grades K-12, Essential Lesson Five: Bystander Strategies, pg. 51

Lesson 3 – Academic Responsibility

Duration (# of class periods): 1

Essential Question: How can we demonstrate responsibility?

Guiding Question: How can we show responsibility for what we learn every day in school?

Learning Objective: Students participate in a week-long self-assessment during which they record and evaluate their efforts towards taking academic responsibility.

Assessment:

Exit ticket: Every student writes one goal for improving or maintaining their academic responsibility, including a way to measure progress over time.

Instructional Strategies:

1. Teacher will ask the class what they believe their responsibilities are as learners. Record their responses and discuss. Share your responsibilities as a teacher (examples: planning lessons, gathering materials, making sure everyone is safe, classroom organization, etc.).
2. Teacher will explain to the class that in order to track and show their academic responsibility towards school for one week, they will be filling out a daily pie chart. The chart is divided into 4 sections and they will color in the pieces they feel they have honestly completed.
3. Share the model of the pie chart and read each section.
4. Have a class discussion about what each section means and how it would look or be completed by an individual.
5. Explain this will be completed after the particular academic subject selected before they advance to the next subject. (This is needed so the students can accurately evaluate themselves and begin to understand their academic responsibilities.)
6. This activity will occur for one week and the students will monitor their own progress. Daily pages are gathered.
7. Upon the conclusion of the week, the students will begin to analyze their own growth and progress. They will look at each day and see which parts were completed and which were not.
8. Explain to the class that they had 20 total boxes to fill out for the week. Instruct the students to add up the totals of their pie charts, and give their total responsibility in the form of a fraction (example: 14/20). The fraction would be their number of colored pie pieces as the numerator and the total number 20 as the denominator.
9. Have students discuss what they can do to make their fractions closer to a whole for next time.
10. Exit ticket: Have every student write one goal for improving or maintaining their academic responsibility including a method to measure progress over time.

Differentiation:

Provide a peer mentor to assist student in filling out his/her pie chart and writing a goal.

Materials:

Copies of pie chart; computer and projector to display pie chart
Crayons, markers, or colored pencils

Name _____

Responsibility Lesson 3

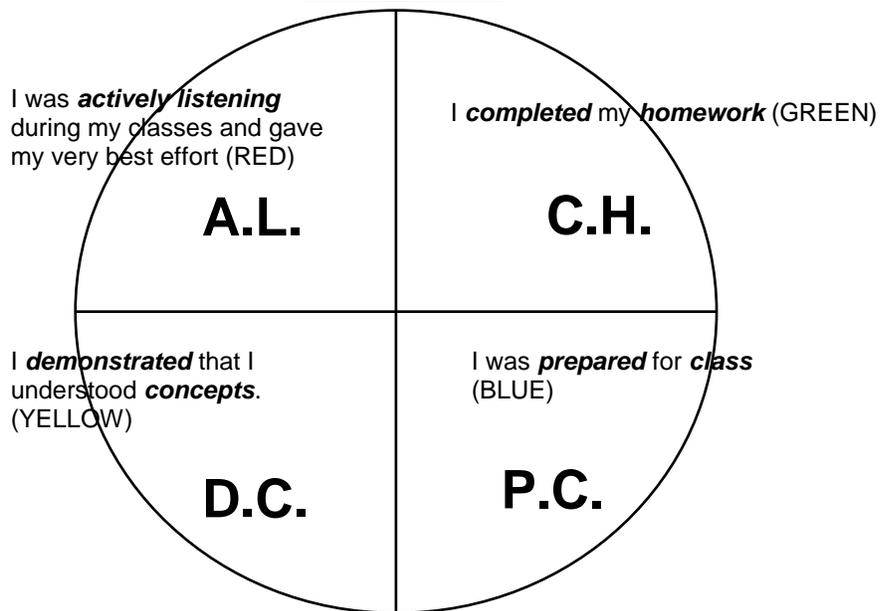
Week of _____

Our Academic Responsibility

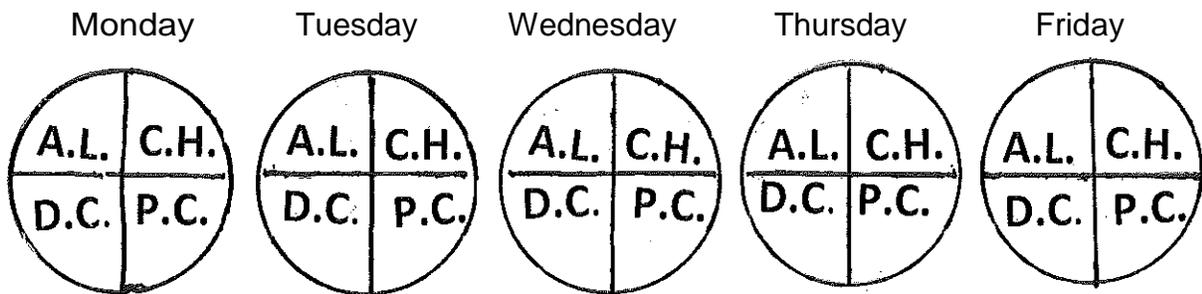
How can we show responsibility for what we learn every day in school?

This week, you will keep track of your own progress academically. On this page is a large pie chart that will be your guide for monitoring your efforts and progress. If you have successfully completed the task, then you will shade that piece of the pie the suggested color. At the end of each day this week, you will color in the sections that you have accomplished. Each day there will be a new pie chart to color. This activity is about your responsibility so honesty is the key. The daily chart is at the bottom of the page and can be cut off and attached to your desk. At the end of the week you will be able to see how you have done and what you might need to work on for next week.

Pie Chart Guide



Weekly Pie Chart



Name _____

Lesson 4 – Circles of Responsibility

Duration (# of class periods): 1

Essential Question: How can we demonstrate responsibility?

Guiding Question: What are you responsible for in your world both big and small?

Learning Objective: Students will be able to identify their responsibilities in three concentric circles: themselves, the school, and the world.

Assessment: Students fill out the Concentric Circles Worksheet with things they are responsible for personally, in school, and in the world.

Instructional Strategies:

1. Review the essential questions and learning objectives from the prior three responsibility lessons as a springboard to launch this fourth lesson.
2. Distribute concentric circle worksheet and encourage students to write three or more things they are responsible for within each ring: me, school, and world.
3. After completion, students will share their one circle that had the most responsibilities (either me, school, or world). Discuss the circle that had the least responsibilities listed for the collective group (should be world!).
4. Teacher will introduce the idea that we are equally responsible for taking care of our world and it is also our responsibility because everything we do and everything we don't do makes a difference. Following discussion, show class the YouTube video: "Recycling and Energy Conservation: Kids Version," by Gary Appold.
5. Following video, have students share what they noticed and what they were surprised to learn.
6. Now it is time to empower the students to be responsible for the difference they make to the world around them. Ask students, "What difference do we *want to* make?" Brainstorm ideas of things they can do to contribute to the world around them that reduces or eliminates waste (Waste is a waste!) and improves the quality of their lives and the health of the natural environment. Vote on a class goal and a way to measure progress over time.

Some examples of activities they can partake in are:

- *A marketing campaign to encourage people in the school to cycle materials properly*
- *Recycling challenge with another class (or school-wide)*
- *A "reuse" campaign, i.e., demonstrate how to reuse materials such as water bottles, the flip side of papers, ziplock baggies in lunchboxes, paper bags that hold snacks, etc.*
- *A "reduce" challenge, i.e, set a goal for reducing energy use at school and at home by turning off lights, computers, the television and video games when not in use, turning down the heat or air conditioning, etc.*

Extension:

The recycling challenge and/or the "reuse" and "reduce" campaigns can be expanded into school-wide activities for multiple weeks and months.

Materials:

Computer with internet connection

Concentric Circles Worksheet

Pencils

YouTube video: "Recycling and Energy Conservation: Kids Version," by Gary Appold:
<http://www.youtube.com/watch?v=v0V-3E64ht0>,

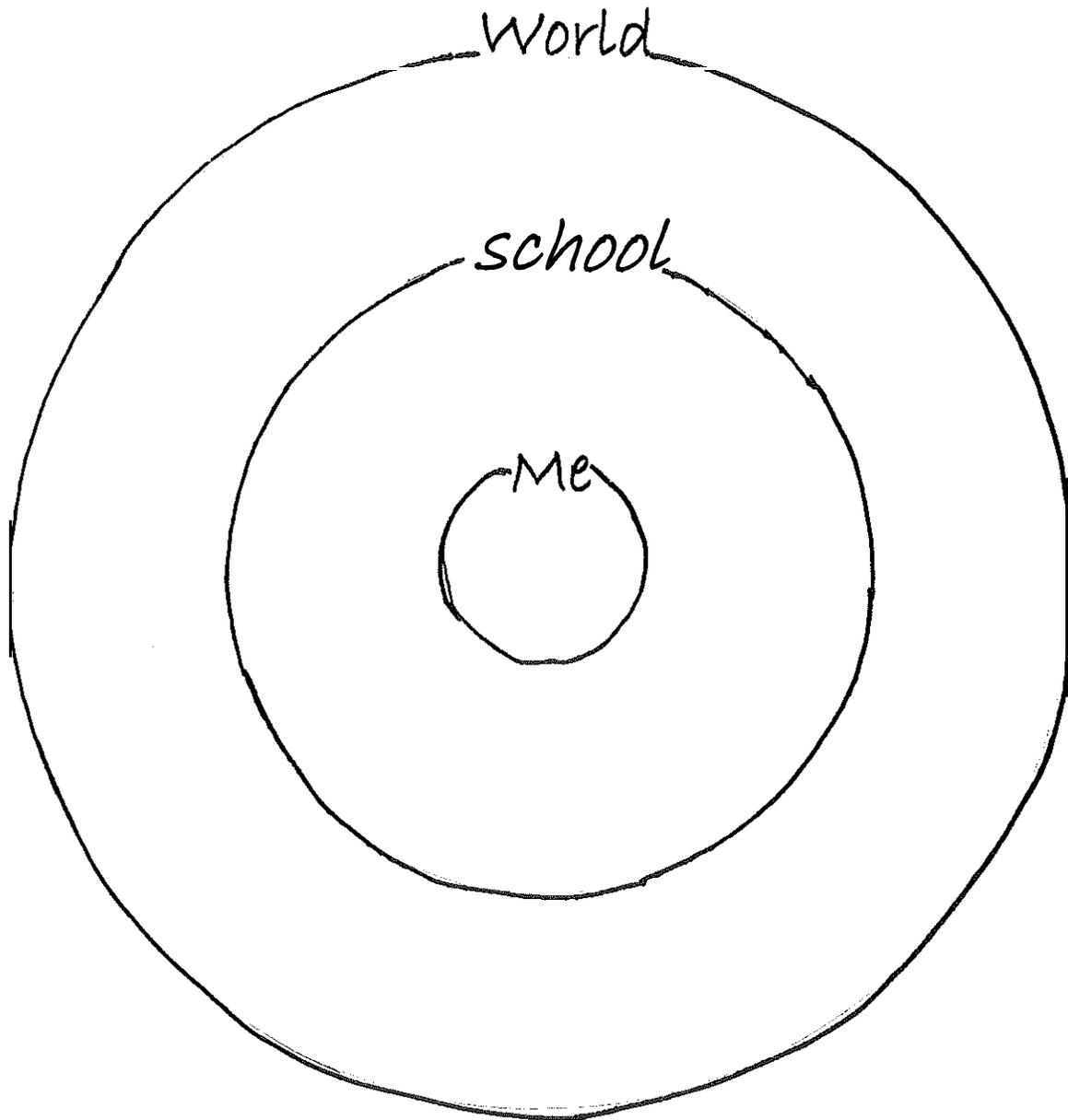
Name _____

Responsibility lesson 4

Circles of Responsibility

What are you responsible for in your world, both big and small?

Today you will think about the things you are responsible for. The circles below are a place for you to record your responsibilities. The center circle is for the responsibilities you have for yourself. One example might be brushing your teeth. The second circle is for the responsibilities at school. An example might be completing your homework. The third circle is for the world. An example might be conserving water. Please try to fill in three or more ideas for each circle.



TRUSTWORTHINESS

Timing: March

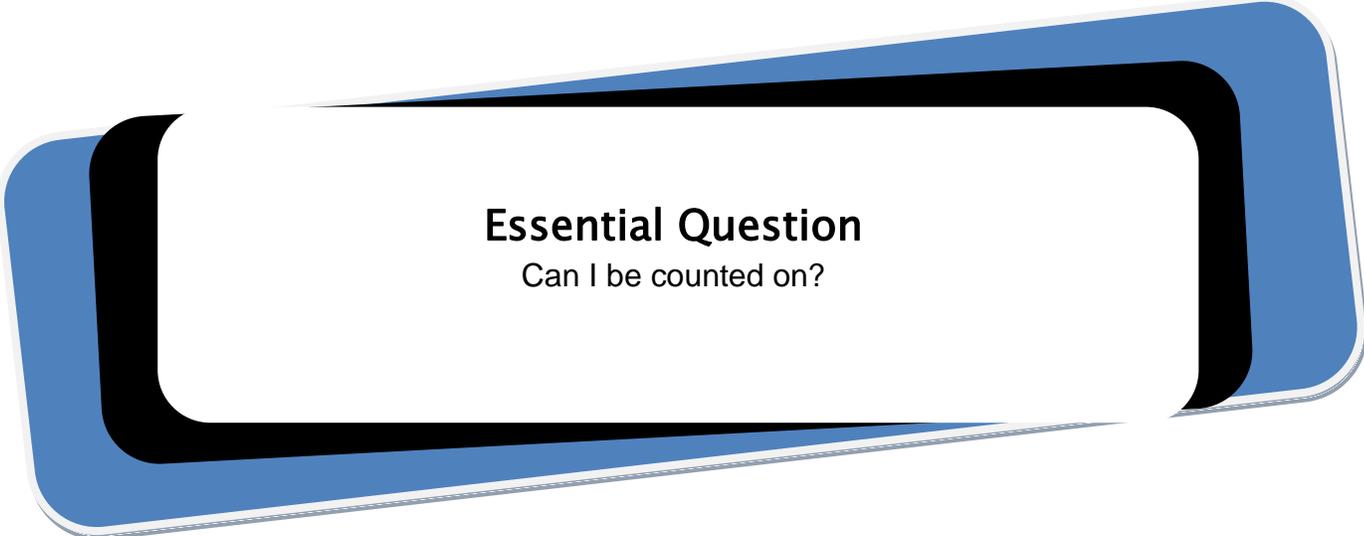
Duration: 3 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net,

dawn.wallace@msdk12.net

STAGE 1: Desired Results



Essential Question

Can I be counted on?

Rationale

Members of a community depend on one another and the natural environment for their well being. In order to be able to depend on each other we need to be able to trust one another. If we are to trust one another, we ourselves must be trustworthy. We have to practice being trustworthy and a good time to start is when we are young.

Transfer Goals

Outside of class students take on responsibilities and demonstrate that they can be trusted to do what they promised to do.

EfS Enduring Understandings

- 12. WE ARE ALL RESPONSIBLE
Everything we do and everything we don't do make a difference.

Other Big Ideas

- Trust forms the foundation of most human interactions.
- Trustworthiness is demonstrating loyalty, honesty and keeping our promises – to our friends, families, and communities.

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, B. Responsible Local/Global Citizenship

Knowledge and Action

The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.

- 7. Illustrate their understanding of the importance of equity, cooperation, teamwork, conflict resolution and consensus building in addressing regional and global challenges.

Six Pillars of Character

The students will demonstrate...

Trustworthiness – Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Content

- Trustworthiness means making hard choices
- Demonstrate trustworthiness by making a positive difference in the community and to the natural environment

Skills

Lesson I

- Act out trustworthiness scenarios in small groups.
- Identify the course of action that would be most trustworthy.

Lesson II

- Assemble "Friendship Kit" and explain the meaning of the objects inside.

Lesson III

- Share ideas of what being trustworthy towards the environment would look like.
- Sort actions into two categories: Trustworthy and Not Trustworthy.
- Complete the sentence: "I will be trustworthy and help the environment by....."

Key Terms / Vocabulary

reliable: able to be trusted to do or provide what is needed

reputation: the common opinion that people have about someone or something

STAGE 2: Assessment Evidence

Assessment / Evidence

Trustworthiness Skits

Formative: Performance: Dramatization

Students act out trustworthiness scenarios in small groups and identify the course of action that would be most trustworthy.

Friendship Kit

Formative: Performance: Authentic Task

Students assemble “Friendship Kit” and explain the meaning of the objects inside.

Trustworthiness Sorting Activity

Formative: Performance: Recital

Students sort actions into two categories: Trustworthy and Not Trustworthy.

Promise to Nature Exit Ticket

Formative: Written: Narrative

Each student will complete the sentence: “I promise to be trustworthy and help my community and Nature by.....”

STAGE 3: Learning Plan

Lesson 1 – Count on Me

Duration (# of class periods): 1

Essential Question: Can I be counted on?

Guiding Question: How can I earn your trust?

Learning Objective: Students learn that trustworthiness means being honest even when it costs more than we would like to pay.

Assessment: Students act out trustworthiness scenarios in small groups and identify the course of action that would be most trustworthy. Students will share with the class what they would “actually” do in that given scenario/situation.

Preparation before class: Prepare scenarios on index cards or strips of paper.

Instructional Strategies:

1. Write the essential question on the board. Tell the students this is the question we will address in the next few lessons. Explain to the students that trustworthiness is something that we all have to earn. We show others we are worthy of trust especially in these two cases: (1) when we are honest even when it costs us more than we would like to pay, and (2) when we are honest even when it would be easy to lie or hide the truth.
2. Furthermore, explain to the students that it is a test of your integrity; if you do what you think is right—especially if it isn’t easy to do—then you show you have integrity.
3. Tell the students that they are going to read some scenarios aloud. Emphasize the importance of making honesty a ground rule for life, even in matters that seem trivial or “unimportant” in the “big picture.” Ask students to keep that thought in mind as they hear each statement.

4. After teacher reads the scenarios, explain to the class that they will be paired up in groups of three, and will draw at random one of the situations from an index card. Instruct the students to work with their group to “act out” a skit of the scenario.
5. Provide the students with time to prepare and “act out” their skits. Have students ask themselves, “How can I earn your trust?”
6. After the students have time to work with their group, call on volunteers to act out their skits for the class.
7. Once the skits are completed, have a whole class discussion about the given skits and scenarios, and what the most “trustworthy” responses and reactions to each scenario would be. Reiterate to the students again that trustworthiness is something that we all have to earn. We show others we are worthy of trust especially in these two cases: (1) when we are honest even when it costs us more than we would like to pay, and (2) when we are honest even when it would be easy to lie or hide the truth.

Materials:

Index cards/strips of paper with scenarios

Markers

Scenarios

(To read aloud and to cut up to put on index cards for skits.)

- *Your teacher has miscalculated your test score, giving you a higher grade than you deserve.*
- *You are grading your own paper in class. There are opportunities to change minor, careless mistakes that, in your estimation, don't have anything to do with what the test is designed to measure.*
- *Your teacher has praised you for homework well done. However, your older sibling helped you with most of it.*
- *You see students having a food fight in the cafeteria. No one is hurt, but the custodian will have to clean up a huge mess. A teacher takes you aside and asks you what happened.*
- *You've said before that you think picking on other students is wrong. You're with some friends who are joking and laughing about a handicapped student at your school.*
- *You don't like your assigned seat in the classroom. You could make up an excuse in order to move to another seat next to your friend.*
- *You stayed home during the summer while most of the other kids went on interesting vacations. Your teacher asks you all to write an essay about what you did over the summer. You would like yours to sound as exciting as the others.*
- *The teacher is in the hallway and you need a pencil. There are pencils in the teacher's desk drawer.*
- *You have said you want to organize a school newspaper, which will cover issues that are important to students at your school. You approach a friend about this. They say, "only a nerd would want to be involved with that."*
- *You are very active in sports, your school play, and setting up a school dance. You want to cheat on a test because everyone else had more time to study than you.*
- *Your friend is laughing as he tells you that he got an "A" on his research paper even though most of it was copied from other sources.*

Lesson 2 – Friendship Kit

Duration (# of class periods): 1

Essential Question: Can I be counted on?

Guiding Question: In what ways can I show that I can be counted on?

Learning Objective: Students understand that part of trustworthiness is loyalty, honesty and keeping our promises – to our friends, our families, and our communities.

Assessment: Students assemble “Friendship Kit” and explain the meaning of the objects inside.

Instructional Strategies:

1. Explain to the students that part of trustworthiness is demonstrating loyalty, honesty and keeping promises – to our friends, families, and communities.
2. Teacher will explain to the students that for today’s activity, we will be making a “friendship kit.” The purpose of making these “kits” will be to remind each other of what it takes to be a trustworthy friend.
3. Ask the students to label a resealable baggie “Friendship Kit” and decorate it. Have the students place the things on this list below inside the baggie. Cut out the list and put it in the friendship kit, too.
4. Ask the children to take their friendship kit home and tell their family what each thing in the kit stands for and why it is important that we always remember to demonstrate loyalty and honesty and that we keep our promises to our friends, families, peers, and communities. Tell them that we will always have these kits to “remind” us of that fact whenever we may be unsure of what choices to make.

Materials:

Friendship Kit Contents List/Explanation of Symbolism
Resealable baggies (one per student)
Scotch tape or masking tape
Band-Aids
Buttons
Candy hearts (or cut out hearts)
Truth “word cards”
Erasers
Mints
Pencils
Sharpie markers

Friendship Kit

Tape	Stick up for your friend.
Bandage	Never let a friend do anything to harm himself or herself.
Button	“Button your lips” and keep a secret for a friend.
Candy Heart	Have the courage to do the right thing.
Word Card: Truth	Remember to always speak the truth. Be honest and sincere with your friend.
Eraser	Everyone makes mistakes. Forgive a friend’s mistakes.
Mint	A trustworthy friend is worth a mint.

Friendship Kit

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Lesson 3 – Promise to Be Trustworthy

Duration (# of class periods): 1

Essential Question: Can I be counted on?

Guiding Questions: What is my part in the big picture? How can I make change and contribute to the health of our natural environment?

Learning Objective: The students will make a promise to nature (the trees, the rivers, the butterflies...) that they will do the right thing because it is the right thing to do.

Assessment:

Promise to Nature Exit Ticket: Each student will complete the sentence: “I promise to be trustworthy and help Nature by.....”

Instructional Strategies:

1. Ask the students, “How can we be trustworthy when it comes to the natural environment? Teacher will have an open discussion with the students during which they will share ideas of what being trustworthy to Nature would look like.
2. Explain to the students that they will be participating in an activity in which they will work with a partner to complete a sorting activity about trustworthiness within the natural environment.
3. Distribute the list of actions and review what the terms mean (example: strip mining) with the students.
4. Students will work with a partner to sort the actions into the proper circle: Trustworthy or Not Trustworthy actions.
5. Reconvene class to discuss results. Point out that there have been many untrustworthy actions done to our natural environment because people didn't understand that they made a difference. Teacher will pose the question to the students, “What can we do to help?”
6. Next, students will brainstorm actions that will make a positive contribution to the health of our natural environment.
7. Show the following YouTube video: [Dawn Soap Duck Commercial](#): Dawn Saves Wildlife, Episode 1: Duck, Duck, Oil
8. Promise to Nature Exit Ticket: Each student will complete the sentence: “I will be trustworthy and help Nature by.....”

Materials:

Trustworthy/Not Trustworthy Actions sorting list and chart (see attached)

Pencils

YouTube video, Dawn Saves Wildlife: Episode 1: Duck, Duck, Oil:

<https://www.youtube.com/watch?v=A0XvAdwFW8Q>

Actions For Sorting Activity

Destruction of habitat

Oil spills

Tossing glass, paper and plastic

Using plastic bags

Feeding the birds

Planting a garden

Environmental dumping

Strip mining

Excessive logging

Nuclear spills

Using organic products

Buying locally

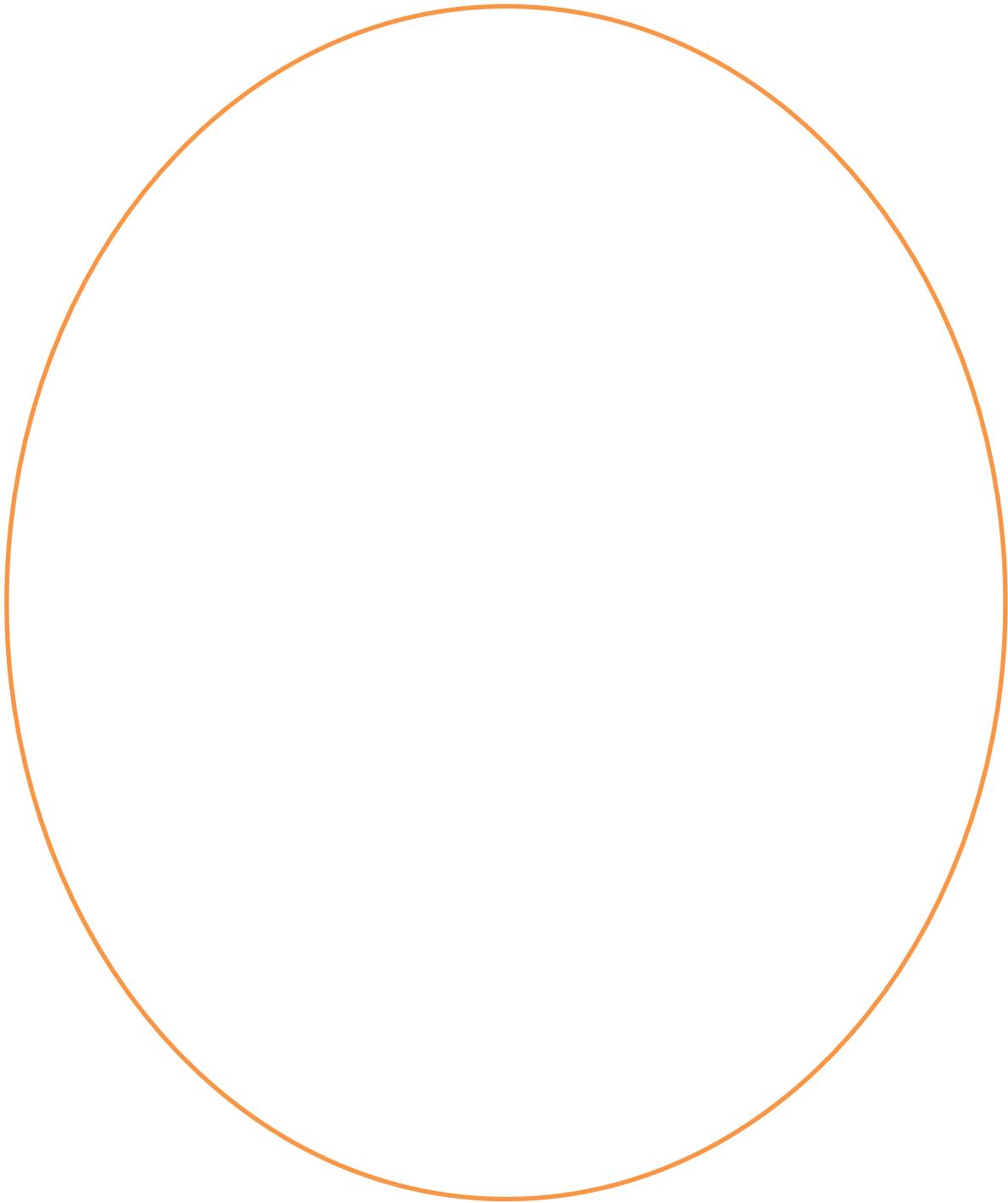
Not picking up pet waste

Reusing Materials

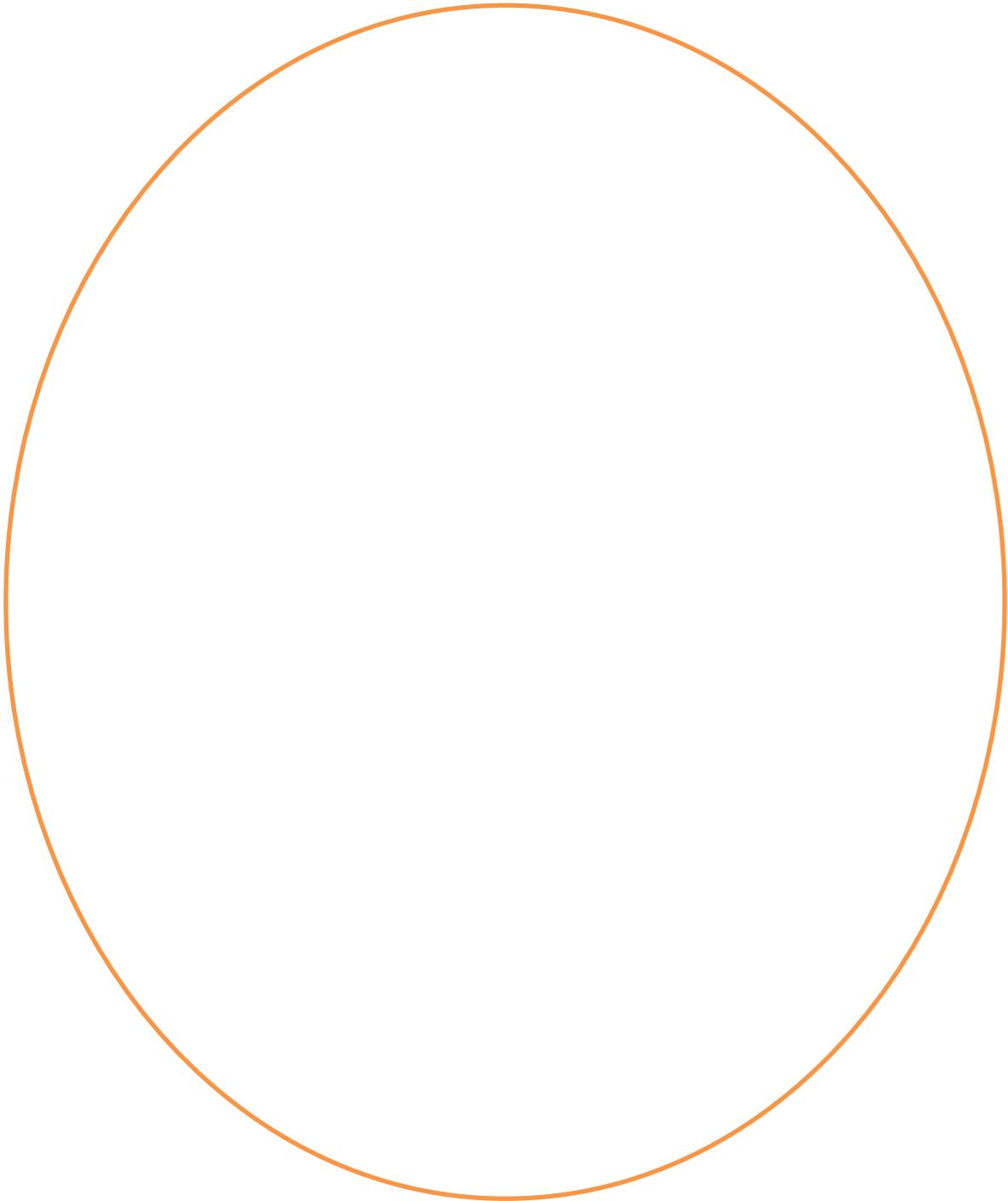
Repurposing items for a second or third use

Collecting rainwater for gardens

Actions that are Trustworthy towards the Environment



Actions that are Not Trustworthy towards the Environment



CITIZENSHIP II

Timing: April-June

Duration: 3-6 Weeks

Authors: Catherine Murphy, Gabrielle Meyer, Dawn Wallace

Teacher e-mail: catherine.murphy@msdk12.net, gabrielle.meyer@msdk12.net,

dawn.wallace@msdk12.net

STAGE 1: Desired Results

Essential Question

What can we do to make our school and community better?

Rationale

Democratic citizenship comes with rights to the commons-- that which we all share and depend on, and it comes with responsibilities of participation, decision making and appropriate actions. Students need to learn what their rights and responsibilities are, especially to the commons, so they can take appropriate actions and contribute to their own well being and that of the community of which they are a part.

Transfer Goals

- Students will be prepared to work together to accomplish different types of goals that contribute to the health of their school or community.
- Students will be ready to make a difference and exercise their power.

EfS Enduring Understandings

- 2. WE ARE ALL IN THIS TOGETHER
We are interdependent on each other and on the natural systems. In this context, self interests are best served through mutually beneficial relationships.
- 12. WE ARE ALL RESPONSIBLE
Everything we do and everything we don't do make a difference.

Other Big Ideas

- We demonstrate good citizenship when we work together with other members of our community to care for our commons.
- Being a good citizen is about working for what is called the "common good."

Standards / Targets/ Benchmarks

Education for Sustainability, Cloud, B. Responsible Local/Global Citizenship

Knowledge and Action

The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.

- 12. Demonstrate their ability to integrate their knowledge, skills and values by authentically applying what they have learned to their own lives and their communities.

Six Pillars of Character

The students will demonstrate...

Citizenship – Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Content

- Rights and responsibilities of citizenship
- Community service is voluntary work intended to help people in a particular area.
- Action plan
- Timeline
- Project Activities
- Research questions
- Success measure
- Reflection

Skills

- Review the role of citizens and their responsibility to their community.
- Discuss the idea of a “service project.”
- Explore examples of service learning projects.
- Brainstorm ideas.
- Determine a process for project selection.
- Select a service project.
- Create a plan with a timeline, activities and roles.
- Self organize into task groups.
- Develop research questions they need to address in the service of their project.
- Design a measure of success.
- Reflect on what they have learned about working together to accomplish a goal.
- Discuss the good feeling of doing something for others and the environment.

Key Terms / Vocabulary

citizenship: the fact or status of being a citizen of a particular place; the qualities that a person is expected to have as a responsible member of a community

service: the action of helping or doing work for someone

STAGE 2: Assessment Evidence

Assessment / Evidence

Community Service Project

Summative: Performance: Authentic Task

Students work together as a class to develop and complete a community service project.

Final Reflection

Summative: Written: Narrative

What have you learned about working together as citizens of our classroom, school and community to accomplish a goal?

Performance Criteria

Rubric:

Cooperative Learning Rubrics linked

Service Learning Project Rubric linked

STAGE 3: Learning Plan

Final Community Service Project

Duration (# of class periods): 3-6

Essential Question: What can we do to make our school and community better?

Guiding Questions: What kind of contribution do we want to make? How will we select a service project? What is the plan? What roles will we each play? How will we know we made a difference?

Learning Objective: Students will cooperate to create a service project to help support the community or the environment.

Assessment:

Community service project (Cooperative Learning Rubric)

Final Reflection

Instructional Strategies:

1. Review the role of citizens and their responsibility to their community both small and large. Discuss the idea of a “service project.”
2. Ask the question, “What can we do to make our school and community better?” Explain that students will brainstorm ideas for a class service project.
3. Give them some examples as a starting place and a spring board for their ideas. Below is a list of possible projects:
 - Picking up litter at a local park or around the school
 - Planting flowers around the school
 - Collecting towels for a dog shelter
 - Making place mats for the soup kitchen
 - Collecting small soap and/or shampoo containers for missions or shelters
 - Collecting socks for the homeless shelter*Additional project samples and ideas are attached
4. Discuss the following questions:
 - What kind of contribution do we want to make?

Have students brainstorm ideas while charting them for all to see.

- How will we select a service project?

Ask students to decide how they will decide.

5. Once they have decided on a process for deciding, have students decide on a project. (Please clear the project with your school administrator to avoid duplication.)

- **What is the plan?**

Have students create a plan of action. Create a timeline and a list of activities (for example, posters to support the drive or announcements for the collection of items).

- **What roles will we each play?**

Have students organize into task groups.

- **What do we need to know to be effective?**

Ask students to develop some research questions they need to address in the service of their project.

- **How will we know we made the difference we want to make?**

Ask students to design a measure of success (for example they can even create a graph such as a thermometer to show their progress, measure waste reduction, photograph signs they made or cars not idling in front of the school...).

6. Work with students to complete their service project. This will probably take several weeks.
7. Upon the completion of the project, have students reflect on what they have learned about working together to accomplish a goal. Discuss the good feeling of doing something for others and the environment.

Materials:

Chart paper and markers

As needed depending on the project chosen

Rubrics and Service Learning Attributes, Samples and Ideas attached



Green Mapping | www.greenmap.org

Background

The Green Map System (GMS) is a locally adaptable, globally shared framework for environmental mapmaking. It invites design teams of all ages and backgrounds to illuminate the connections between natural and human environments by mapping their local urban or rural community. A Green Map is a locally-charted map of the natural and cultural environment that uses Green Map® Icons to mark the different ecologically and socially significant sites. All decisions about each Green Map are made locally, so the processes and final products vary widely. Some focus only on beneficial natural sites; others include challenges such as toxic hot spots. Many include narrative text and background info on the sites identified by the Icons. Green Maps can be thematic or connected to a specific event or season.

Green Maps identify, promote, and link eco and cultural resources. Merging the ancient art of map making with new media tools, each of these maps creates a fresh perspective that helps residents discover and get involved in their community's environment, and helps guide tourists (even virtual ones) to special places and successful green initiatives they can replicate back home.

The GMS network is active worldwide. Every Green Map is the result of a locally-driven process, but one that is influenced by other Mapmakers' experiences. Together, they form a powerful impression of how communities around the world are making progress toward ecological and cultural sustainability.

Possible Service Learning Project

As part of a Service Learning experience, students map the green spaces, culturally interesting locations and blight sites in their neighborhoods with shared and unique icons. Students involved in the process of finding common ground with community members on the vision of a sustainable community.

Edible School Yard | www.edibleschoolyard.org

Background

Edible School Yards engage school students in a one-acre organic garden and a kitchen classroom. Using food as a unifying concept, students learn how to grow, harvest, and prepare nutritious seasonal produce. Experiences in the kitchen and garden foster a better understanding of how the natural world sustains us, and promote the environmental and social well being of our school community. Students learn about the connection between what they eat and where it comes from, with the goal of fostering environmental stewardship and revolutionizing the school lunch program.

Linking garden and kitchen activities with classroom lessons using ecological principles, students develop a deep understanding and appreciation of how nature sustains life

Possible Service and Learn Project

Students develop community gardens at or near their school, composting cafeteria food waste and host healthy eating cooking classes using the garden produce.

Community-based Quality of Life Indicators

Background

Communities around the world have developed local statistics to measure their collective well-being. Starting in the 1970's, more and more communities realized that so-called economic indicators -- like Gross Domestic Product, employment statistics, average family income, etc. -- could be high or rising, while the quality of life experienced by people could be quite low. Even seemingly affluent communities realized they were haunted by drug abuse, environmental decay, a frantic pace of life, alienation, mounting health problems, and so on. So they decided to create measures of their own, ones which would more accurately reflect the felt sense of their community's health and well-being—Quality of Life Indicators.

Currently, over 200 communities around the country--from Missoula, Montana, to Jacksonville, Florida--have developed sets of indicators that illuminate long-term trends of economic, environmental, and social well-being and chart the path to a changed future.

While some communities develop indicators within the framework of sustainability, others use the framework of healthy communities or quality of life. Whatever the framework, project organizers--whether in local governments, the business sector, or community-based organizations--are discovering that the process of developing indicators can bring many different sectors of the community together, foster new alliances and relationships, provide all citizens with a better compass for understanding community problems and assets, and be used to drive community change. Unique partnerships for improving communities can be formed as community members begin to appreciate the linkages among seemingly unrelated aspects of community life. For example, an environmentalist sees new connections among jobs, housing, and habitat preservation and a business leader begins to comprehend the environmental and public health impacts of traffic patterns and an increasing demand for parking.

Possible Service Learning Project

Students working work with community members to develop Quality of Life Indicators.

Sustainable Land-use Planning

Background

The way we plan the physical layout, or land use, of our communities is fundamental to sustainability. Two main features of our land use practices over the past several decades have converged to generate haphazard, inefficient, and unsustainable urban sprawl:

- zoning ordinances that isolate employment locations, shopping and services, and housing locations from each other;

- low-density growth planning aimed at creating automobile access to increasing expanses of land.

The complex problems shared by cities throughout the US are evidence of the impacts of urban sprawl—increasing traffic congestion and commute times, air pollution, inefficient energy consumption and greater reliance on foreign oil, loss of open space and habitat, inequitable distribution of economic resources, and the loss of a sense of community.

Community sustainability requires a transition from poorly-managed sprawl to land use planning practices that create and maintain efficient infrastructure, ensure close-knit neighborhoods and sense of community, and preserve natural systems.

Possible Service Learning Project

Students actively participate in land use studies and planning in their local communities.

Business & Entrepreneurship Education for the 21st Century

Background: Business and Entrepreneurship Education for the 21st Century (BEE 21) is a one-year high school course developed by the Cloud Institute for Sustainability Education that is rich with case studies of successful ventures that meet financial, ecological and social goals (i.e., “The Triple Bottom Line”). Students study the connections between business, society and the planet as they develop the concrete skills they need to plan, launch and operate a sustainable entrepreneurial venture. The course uses the latest in business techniques for successful business to teach students how to start, maintain and be a part of success 21st Century ventures. The course sets the economic and ecological context in which a business plan is developed and presented. BEE 21 Program Goals are as follows:

- Understand the role of entrepreneurship in business and society
- Understand the role of business and economic activity in society
- Help students recognize their own personal assets and motivations
- Develop students' knowledge, confidence, skills, and sense of responsibility as entrepreneurs
- Understand the concept of sustainability and its application in business practice
- Understand and apply systems thinking into business plans
- Recognize the moral and ethical, social, and ecological reasons for sustainable business practices
- Applying the interrelationships of individual, group, and societal resources to successful ventures

Service Learning Project: After completing BEE 21 students join with local community members to launch a sustainable entrepreneurial venture.

Global Rivers Education Network | www.green.org

Background

The Global Rivers Environmental Education Network (GREEN) provides youth the educational opportunities to understand, improve, and sustain the water resources in their communities.

GREEN empowers young people to learn more about water quality within their watershed and use their findings to create lasting solutions.

This award-winning program is aimed at teaching middle and high school-aged youth essential academic skills including critical thinking, teamwork, problem solving, and decision-making. GREEN provides educators with innovative resources including a network of support, an online watershed exploratory tool, water monitoring equipment, technical manuals, and action guides.

GREEN was founded in 1984 by Dr. William Stapp of the University of Michigan. The seeds of GREEN were germinated when a group of students asked Dr. Stapp to help them investigate cases of individuals who had contracted hepatitis from the Huron River. With Dr. Stapp's help, the students discovered the cause of the problem and worked with the local government to find a solution.

Today, GREEN programs flourish in every state and a number of countries. From the original idea by one group of students, GREEN has grown into a global network of educators and students working to improve their watersheds. In 1999, GREEN became an Earth Force program.

Service Learning Project

Student work with local officials to identify water quality monitoring needs and establish a local GREEN study site.

American YouthWorks, Austin Texas | www.ail.org/ayw.html

American YouthWorks (AYW), formerly American Institute for Learning (AIL), is unique in its approach to helping youth and adults complete their education, prepare for employment, and improve their life skills. Two AYW programs are specifically designed to build environmental literacy amongst the participants. They are as follow:

Environmental Corps (E-Corps) is an exciting and energetic American YouthWorks program, which allows youth, ages 17 to 25, to contribute to the restoration and preservation of parks and public lands in Texas. While playing this vital role in the community, students also pursue their educational goals, such as attaining a GED or high school diploma, or to pay off student loans. Due to their dedication and hard work, the young people of E-Corps have received many awards including the Points of Light Foundation Presidential Service Award, Renew America Certificate of Environmental Achievement, and Clean Texas 2000 Environmental Excellence Award Youth Category.

E- Corps is an [AmeriCorps](#)' National Volunteer Service Program which may last from six months to two years. Members receive a living stipend and an educational award upon completion of their service.

[Casa Verde Builders \(CVB\)](#) is an award-winning, project-based education program, at American YouthWorks (AYW), providing participants with hands-on construction skills and applied academics by building single-family, energy-efficient, affordable housing in East Austin low economic communities. CVB members work to improve their own neighborhoods while pursuing their high school diploma or GED. Due to their dedication and hard work, the young people of Casa Verde have received many awards including the Points of Light Foundation Presidential Service Award, Promising and Effective Practices Network (PEPNet) Effective Initiative Award, Texas Society of Architects Citation of Honor, and US Dept. of Commerce HUD Best Practices Award. Many of the CVB members go on to become AYW Green Builders. AYW GreenBuilders mission is to build affordable, energy and resource efficient homes. GreenBuilders' construct custom-built homes as well as spec houses throughout the Austin area. They continue to be in compliance with the City of Austin's S.M.A.R.T. Growth policy. GreenBuilders' houses are consistently rated at least 3 of 5 stars by the City of Austin's Green Building Program, demonstrating its commitment to environmentally-conscious building practices.

Service-learning is...

"A form of experiential learning where students apply knowledge, skills, critical thinking and wise judgement to address genuine community needs."

-James and Pamela Toole, 1994

Experiential Learning is...

Learning in which the learner is directly in touch with the realities being studied rather than simply reading about it, hearing it, or talking about these realities.

Service-learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences...

- ✓ *that meet community needs;*
- ✓ *that are coordinated in collaboration with the school and/or community;*
- ✓ *that are integrated into each young person's academic*
- ✓ *understanding;*
- ✓ *that provide structured time for a young person to think, talk, and write about what she/he did and saw during the actual service activity;*
- ✓ *that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;*
- ✓ *that enhance what is taught in the school by extending student learning beyond the classroom;*
- ✓ *that helps to foster the development of a sense of caring for others.*

Service-learning is initially a difficult concept for people to understand. That is because people have many personal experiences with and prior knowledge about community service and volunteerism, which stress service. They immediately think of service-learning as volunteerism (and get excited about the developmental benefits of such a program--empathy, an ethic of service, moral development, etc.) Note however, that there is a significant distinction between community service and service-learning.

What most people miss is that service-learning is a blending of both service and learning goals in such a way that both occur and are enriched by each other. Service-learning projects emphasizes both sets of outcomes – the service and the learning.

The main difference between community service and service-learning is that service-learning is intentionally linking the service back to learning objectives that have traditionally been taught in a classroom.

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Glossary

acceptance: allowing someone to become a part of a group or community and making them feel welcome

aggressive: ready and willing to fight, argue, etc.

analyze: to study (something) closely and carefully

appreciation: valuing a person or concept

assertive behavior: characterized by bold or confident statements and behavior

bias: prejudice, or favoring one person or point of view more than others

bullying: Bullying is unfair and one-sided. It occurs when someone keeps hurting, frightening or leaving someone out intentionally. Bullying always involves an imbalance of power that is not based on physical size.

bystander: a person who is present at an event or incident but does not take part

caring: showing compassion, kindness, and generosity towards others

character: the way someone thinks, feels, and behaves; someone's personality

character traits: all the aspects of a person's behavior and attitudes that make up that person's personality

cheating: act dishonestly or unfairly in order to gain an advantage, especially in a game or examination

citizenship: the fact or status of being a citizen of a particular place; the qualities that a person is expected to have as a responsible member of a community

commons: the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations; that upon which we all depend and for which we are all responsible; that to which we relate with "a sense of we" rather than exclusively "a sense of me"

communication: expressing thoughts, feelings and actions so they are understandable

community: a group of people or living things with shared interests

compromise: a settlement of differences in which each side makes concessions

conflict: controversy or disagreement

conflict resolution: the process of resolving a dispute or a conflict by meeting at least some of each side's needs and addressing their interests

consensus: a general agreement about something; an idea or opinion that is shared by all the people in a group

consequence: that which logically or naturally follows an action

conserve: to carefully preserve and protect something

courage: the ability to do something that you know is difficult or dangerous

courteous: marked by respect for and consideration of others

credibility: the quality of being believable or trustworthy

culture: the totality of characteristics that make members of a particular group similar to one another

data: facts or information used usually to calculate, analyze, or plan something

defiant: refusing to obey something or someone

dignity: a sense of pride in oneself; self-respect

dilute: to make thinner or less concentrated by adding a liquid such as water

discrimination: an act based on prejudice

disrespectful: having or exhibiting a lack of respect; rude and discourteous

diversity: the quality or state of having many different forms, types, ideas, etc.; the state of having people who are different races or who have different cultures in a group or organization

empathy: sensitivity to the feelings, thoughts and actions of others; compassion

fair: free from bias, dishonesty or injustice

fairness: behaving in an appropriate and equitable manner under given circumstances

friend: a person whom one knows, likes, and trusts

gender: the state of being male or female

"golden rule": do unto others as you would have them do unto you.

good manners: polite or well-bred social behavior

gratitude: a feeling of appreciation or thanks

gravity: the natural force that tends to cause physical things to move towards each other : the force that causes things to fall towards the Earth

hazard: a danger or risk

honesty: telling the truth; acting in a truthful manner

"I" message: an assertion about the feelings, beliefs, values etc. of the person speaking

impartiality: not partial or biased; fair; just; treating or affecting all equally

interdependence: being dependent on or relying on one another

jury: a body of citizens sworn to give a true verdict according to the evidence presented in a court of law

justice: the administration of law; the act of determining rights and assigning rewards or punishments

kind: of a friendly, generous, or warm-hearted nature; showing sympathy or understanding; charitable; humane; considerate

line plot graph: A line plot shows data on a number line with **x** or other marks to show frequency.

lying: telling inaccurate or false statements

man-made resource: a resource created by humans. It does not occur naturally and is produced and consumed by humans. Examples of these are plastic, bleach, steel, nylon and toilet paper.

mean-spirited: feeling or showing a cruel desire to cause harm or pain

natural resource: something (such as a mineral, waterpower source, forest, or kind of animal) that is found in nature and is valuable to humans (as in providing a source of energy, recreation, or scenic beauty)

passive: used to describe someone who allows things to happen or who accepts what other people do or decide without trying to change anything

patient: able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people

persuade: to convince

pledge: a serious promise or agreement

point of view: a position or perspective from which something is considered or evaluated

pollute: contaminate (water, air, or a place) with harmful or poisonous substances

prejudice: an unfair feeling of dislike for a person or group because of race, sex, religion, etc.

preserve: to keep or save from injury, loss, or ruin

recycle: to process (as liquid body waste, glass, or cans) in order to regain materials for human use

redesign: to change the design of something

reduce: to make (something) smaller in size, amount, number, etc.

reliability: dependability

reliable: able to be trusted to do or provide what is needed

renewable resource: a resource that is capable of being replaced by natural ecological cycles or sound management procedures

reputation: the common opinion that people have about someone or something

respectful: showing consideration and regard for someone or something

responsibility: a commitment you can be counted on to fulfill (what we can rely on you for); personal accountability or the ability to act without guidance

responsible bystander: a person who will stand up to take control from the bully and take back the power

reuse: to use again

right: a freedom that is protected, such as the right to free speech and religion

service: the action of helping or doing work for someone

stealing: taking (another person's property) without permission or legal right and without intending to return it

stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing

substitute: a person or thing that takes or can take the place of another

survey: a set of questions people are asked to gather information or find out their opinions

sustainability: people and communities getting what they want and need in a way that lets all living things get what they want and need forever

sustainable: able to keep up in a healthy way over time; method of harvesting or using a resource so that the resource is not depleted or permanently damaged

tattling: telling in order to get someone in trouble

telling: reporting in order to get someone out of trouble; telling is an appropriate response when someone could be hurt, either physically or emotionally

tolerance: willingness to accept behavior and beliefs that are different from your own, even if you disagree with or disapprove of them

trustworthiness: able to be relied on to do or provide what is needed or right; deserving of trust

unfair: not fair, not conforming to approved standards as of justice, honesty or ethics

unkind: inconsiderate and harsh to others

upstander: a person who stands up for something, as contrasted to a bystander who remains inactive

volunteer: a person who performs a service willingly and without pay

"We" message: an assertion about the feelings, beliefs, values etc. of the group

Win/Win Guidelines: a set of steps for solving conflicts

