



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

"Don't blame for what they do not know!"

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

Five of many principles/values include:

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

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

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

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

Sincerely,

Don Evons,

Founder & CEO

A “Right from Wrong” Teaching Guide



Ethics4Kids



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



CURRICULA

BOOK

1. Curriculum Contents

Kindness	5
Golden Rule	9
Avoiding Conflict.....	31
Truthful.....	35
Perseverance	39
Responsibility	44

With respective lesson plans

2. Resource Recommendations.....49

(Books, Videos, Games, Songs, Social Media)

3. Free Downloading Information*50

The free download expires October 1st 2024

4. Evaluation Forms.....52



Kindergarten & First Grade Curriculum

Be Kind

Be Kind

Lesson 1: I can explain the importance of kindness

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

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

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

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

Be Kind

Lesson 2: I can explain the effects of kindness

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

Home Connection: Be kind: lesson 2

Be Kind

Lesson 3: I can show kindness to others

Materials Needed:

[Vocabulary](#) (review: kindness)

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

[Be Kind: partner scenarios](#)

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

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

Work Session (20 minutes):

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

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

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

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

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

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

Home Connection: Be Kind: lesson 3

Suggested Resources:

Books: What should Danny Do

Videos: Stay awesome

Games: Secret Kindness Mission Cards

Social Media: Social Media Wellness

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

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

To search for more resources

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

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

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

The Golden Rule

The Golden Rule

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

Repeat this process with the vocabulary word: kindness. Students should share with a partner a time when they were treated with kindness and a few

should get a chance to share. An example of a student share may be:
"_____ *treated me with kindness when she helped me zip up my coat.*"

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

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

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

Closing (5 minutes):

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

Home Connection: NA

The Golden Rule

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

Materials Needed:

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

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

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

Work Session (20 minutes):

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

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

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

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

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

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

Golden Rule & Friendship

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

Give partners a chance to 'interview' their partners.

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

Home Connection: Golden Rule Friendship: Lesson 3

The Golden Rule and family

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

Materials Needed:

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

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

Work Session (20 minutes):

Display or read aloud, [Berenstain Bears Forget their Manners](#). After reading, discuss with the class what the problem was in the story. *What was the problem in this story? How did Mama Bear feel at the beginning of the story?*

What did Mama Bear think the cubs should do differently? Do you agree with Mama Bear? Why or why not? Allow students to turn and talk with a partner to share their thinking then allow a few students to share aloud with the group.

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

What are some rules you have for your house?

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

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

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

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

Home Connection: Golden Rule and Family: Lesson 5.

The Golden Rule and community

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

Bring group back together after looking at different communities. Explain to students that now that they know about the communities they belong to, how can we be good members of those communities. Give students an opportunity to turn & talk or think-pair-share to respond to the following

prompts: *If you were playing outside in your neighborhood and got hurt, would you want one of your neighbors to check on you? Why or why not? If a new neighbor moves in next door, do you have to be nice to them even though you don't know them? Why or why not? How would you want someone to treat you if you were new to the neighborhood?*

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

Home Connection: Golden Rule and Community: Lesson 5

The Golden Rule and Self Respect

Lesson 6: I can treat myself with respect and kindness

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

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

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



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

Closing (5 minutes): Summarize the lesson and invite a few students to act out their partner scenarios. Highlight the ways the students make

themselves feel better in response to their scenario. *How did you treat yourself when you felt _____?*

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

Home Connection: NA

The Golden Rule and Self Respect

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

Lesson Materials:

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

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

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

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

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

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

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

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

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

Suggested Resources:

Books: How Gold got in Golden Rule

Videos: Scooby-Doo and the Cyber Chase

Games: C'mon Broken Compass

Social Media: How to stay safe on Social Media

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

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

To search for more resources Visit Ethics 4 Schools.com

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

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

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

Kindness and Cooperation

Kindness and Cooperation

Lesson 1: I can be use positive affirmations

Materials Needed:

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

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

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

Work Session (20 minutes):

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

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

Does it matter if someone does not like your name?

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

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

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

Closing (5 minutes): Give some groups a chance to share their affirmations. Remind students that affirmations are positive statements that we can say to help us overcome challenges. *Today and everyday, we can use affirmations to help us cope with BIG feelings.*

Home Connection: NA

Kindness and Cooperation

Lesson 2: I can use affirmations to overcome challenges

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

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

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

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

Home Connection: NA

Kindness and Cooperation

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

Home Connection: NA

Kindness and Cooperation

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

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

After the timer, allow teams to fly their planes. Give teams a chance to talk to each other about how they feel they cooperated. *Were you kind to each other? Did you listen to each other's ideas? How do you think that made your partner feel? Was this hard to do together? Did you enjoy working together?*

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

Home Connection: kindness and cooperation: lesson 4

Kindness and Cooperation

Lesson 5: I can respect others and their differences

Materials Needed:

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

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

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

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

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

Set the timer and let students go to work.

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

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

Home Connection: Kindness and Cooperation: lesson 5

Kindness and Cooperation

Lesson 6: I can solve conflicts

Materials Needed:

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

Opening (5 minutes): Begin by reminding the class about ways we cooperate (display anchor chart). *What can sometimes make cooperating with people challenging? (we are all different). So what should we do when we have a different opinion from someone but we HAVE to cooperate with*

them? Allow students to brainstorm individually then share thoughts with an elbow partner/table mate

Work Session (20 minutes):

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

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

Circulate to provide feedback and support to groups as needed.

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

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

Suggested Resources:

Books: The Ant who couldn't dance

Videos: How to Train a Dragon

Games: Pass the Potato

Social Media: What should I stand for

The above and more at: ethics 4 kids**

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

To search for more resources

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Books:	E4S, Amazon, Google	Cooperation for elementary* students
Videos:	E4S, Amazon, Google	Cooperation for elementary* students
Games:	E4S, Amazon, Google	Cooperation for elementary* students
Social Media:	E4S, Amazon, Google	Cooperation for elementary students*

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

Managing Conflict

Managing Conflicts

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

Materials Needed:

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

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

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

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

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

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

Home Connection: NA

Managing Conflict

Lesson 2: I can resolve a conflict

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

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

Partner Scenario

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

What should you do to resolve this conflict?

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

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

Home Connection: Avoid Conflict: lesson 2

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

Suggested Resources:

Books: Help your Dragon Resolve Conflict

Videos: PBS kids Video

Games: Stop, Relax & Resolve: Board game

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

The above and more at: ethics 4 kids**

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Books:	E4S, Amazon, Google	Conflict for elementary* students
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Be Truthful in All Things

Be Truthful in All Things

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

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

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

Break the students into pairs around the room. Display the scenario cards and read aloud. Allow students to practice acting out the situation with each other, taking turns deciding how to do the right thing.

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

Closing (5 minutes): Summarize the lesson and review the scenarios.

“When is it hard to tell the truth? Have you ever been in a situation when you had to tell the truth even though you might get in trouble? What happened then?”

Home Connection: Be Truthful...: lesson 1

Be Truthful in All Things

Lesson 2: I can explain consequences.

Materials Needed:

Chart paper/whiteboard

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

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

Work Session (20 minutes):

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

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

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

Activity (10 minutes):

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

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

Home Connection: Be truthful...: lesson 2

Be Truthful in All Things

Lesson 3: Practicing truthfulness in various situations

Materials:

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

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

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

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

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

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

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

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

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

Home Connection: Be truthful...:lesson 3

Suggested Resources:

Books: Honesty is my Superpower

Videos: Life Skills for Kids

Games: CB Trail

Social Media: A Smart Girls Digital World

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Perseverance

Perseverance

Lesson 1: I can explain the importance of perseverance

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

Activity (10 minutes):

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

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

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

Home Connection: Perseverance: lesson 1

Perseverance

Lesson 2: I can explain the importance of perseverance

Materials Needed:

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

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

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

Using Chart paper, you will compile a list of things that your students have accomplished or are able to do (like cooperation & kindness, we want this list to look extensive. Be sure to include all relevant responses on the chart). Have students use a discourse strategy such as 'busy bee', 'think/pair/share' etc to allow students to brainstorm with many students. Things they may

have persevered to do could be (to learn to count, read, write, to learn letters/sounds, learning to ride a bike, scooter, etc. Learning to talk, play football, soccer, basketball, etc)

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

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

Home Connection: NA

Perseverance

Lesson 3: I can persevere through a challenge.

Materials Needed:

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

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

Work session (20 minutes): Bring the group together and explain that sometimes when we are working hard to persevere it can be challenging and we need others to encourage us.

What are some things we can say if we notice that someone is struggling with a challenge? Allow students to share (You can do it! Do you need help? I can help you, etc)

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

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

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

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

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

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

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

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

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

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

Home Connections: Perseverance: Lesson 3

Suggested Resources:

Books: Mistakes, How I learn

Videos: Mental Toughness for the Young Athlete

Games: Perseverance makes me stronger

Social Media: My Strong Mind

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

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Social Media:	E4S, Amazon, Google	Perseverance for elementary students*

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We are Responsible for our Futures

We are Responsible for our Futures

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

Materials Needed:

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

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

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

Begin to do a picture walk during the discussion, *Why did he wake up in a bad mood? What happened during breakfast that caused him to feel upset?* Students can turn and talk, busy bee share or think-pair-share to discuss the events of the story.

Using your chart paper - begin to complete the cause and effect anchor chart for Alexander. Have students brainstorm things from the book that made Alexander upset. As they discuss things that upset him, have the students

reflect back, *why did they happen? What happened first? _____ is a consequence of this action.* Encourage students to use cause & effect vocabulary in their responses with partners and aloud.

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

We are Responsible for our Futures

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

Materials Needed:

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

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

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

Work Session (20 minutes): *Teacher will display/read aloud chosen text. I want to remind you about cause & effect. All actions have consequences, they can be positive or negative. I want you to keep this in mind while you listen today.*

Discussion: *Who was our character?*

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

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

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

Home Connection: N/A

We are Responsible for our Futures

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

Materials Needed:

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

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

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

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

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

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

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

Home Connection: N/A

We are Responsible for our Futures

Lesson 4: I can make responsible choices

Materials Needed:

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

Opening (5 minutes):

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

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

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

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

Teacher will model completing his/her own Future Goals worksheet.

Teacher will discuss how making responsible choices will help them reach their goal. (example: *I want to become a better reader. If I take*

time to practice my reading for a few minutes before bed each night, I will probably become a better reader.)

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

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

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

We are Responsible for our Futures

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

Materials Needed:

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

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

Work Session (20 minutes):

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

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

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

feedback to guide their thinking and make sure students can see Eugenia’s ‘actions’ from the story.

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

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

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

Suggested Resources:

Books: Bye-Bye Bully

Videos: Raising Kingdom Kids

Games: I can Do It

Social Media: Control Your Destiny or Someone Else Will

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

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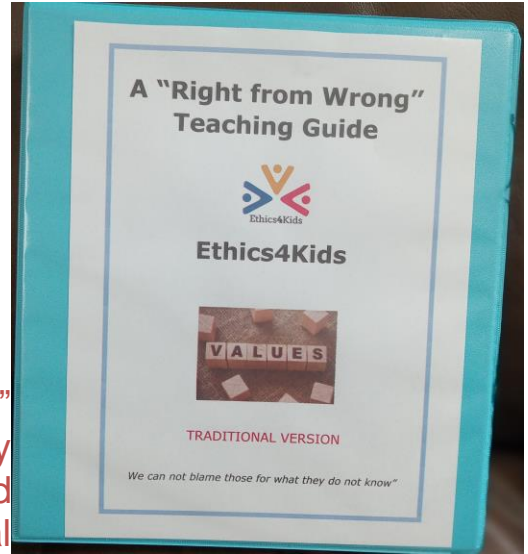
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5-24

HARD COPY VERSION OF THE HOMESCHOOL & TRADITIONAL TEACHING GUIDE



This notebook includes both the “Homeschool” and “Traditional” versions curricula as they appear on the website (*B&W only*). Also included are the introductory letters, index, supplemental resources, and a list of affiliated partners. The loose-leaf design facilitates additions and updates to keep all relative information in one place. Once purchased, revisions and updates are available for downloading free of charge.

The cost is \$99.00

You may purchase this notebook by sending a check or using our credit card system.

Mailing Address: Ethics-4-Kids, PO Box 2292, West Chester Pa. 19380

Name _____

Street/Apt Number _____

City _____ State _____ Zip _____

Email Address _____

Home Phone _____

Cell Phone _____



Evaluation Form

Please send Evaluation form to:

Ethics-4-Kids

PO Box 2292

West Chester, Pa 19380

ETHICS 4 KIDS CURRICULUM EVALUATION

Name of School _____ Start Date _____

Name of Program _____ Principal _____

Lesson # _____

1. Is the PROGRAM age appropriate? _____

A. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

2. Is the sequence proper? (explain) _____

3. Is it Complete (explain) what is missing: _____

4. Is the timing adequate? (explain) _____

5. Are the timing segments adequate (explain) _____

6. Does it provide for MTSS issues _____

7. COMMENTS _____

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8. BOOKS: age appropriate? _____

B. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

9. Should there be a set sequence? (explain) _____

10. What was the reaction (explain) _____

11. Should there be more? (explain) _____

12. COMMENTS _____

13. **VIDEOS: age appropriate?** _____

C. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

14. Should there be a set sequence? (explain) _____

15. What was the reaction (explain) _____

16. Should there be more? (explain) _____

COMMENTS _____

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17. **GAMES: BOARD: age appropriate?** _____

D. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

18. Should there be a preset sequence? (explain) _____

19. What was the participation (explain) _____

20. What was the reaction (explain) _____

21. Should there be better variety? (explain) _____

22. COMMENTS _____

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23. **BOARD GAMES age appropriate?** _____

E. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

24. Should there be a preset sequence? (explain) _____

25. What was the participation (explain) _____

26. What was the reaction (explain) _____

27. Should there be better variety? (explain) _____

28. COMMENTS _____



29. **PHYSICAL GAMES** age appropriate? _____

F. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

30. Should there be a preset sequence? (explain) _____

31. What was the participation (explain) _____

32. What was the reaction (explain) _____

33. Should there be better variety? (explain) _____

34. COMMENTS _____



35. **SOCIAL MEDIA GAMES** age appropriate? _____

G. Kindergarten , ___ 1st Grade. ___ 2nd Grade, ___ 3rd Grade

36. Should there be a preset sequence? (explain) _____

37. What was the participation (explain) _____

38. What was the reaction (explain) _____

39. Should there be better variety? (explain) _____

40. COMMENTS _____



41. EVALUATION (MTSS)

31. Did you evaluate each child prior to first lesson? _____

42. Did you evaluate each child after the first, week ? _____

43. Did you have use the 3 tier MTSS format? _____

44. Was the format adequate? (explain) _____

45. COMMENTS: _____

46. OVER ALL COMMENTS _____

Ending Date _____ Signature _____

THANK YOU