LESSON #  C-10

UNIT TITLE:  Character Education for 2nd Grade

Created By:  Nancy Lovus - Sep/Oct 1999

GRADE:  2nd
CHARACTER EDUCATION

FOR SECOND GRADE

Nancy Lovos
Sept/Oct 1999
Rationale for Character Education

Children in our society apparently are not being educated in moral values at home. This is reflected by the increasing crime and deterioration of our once civilized society. As this social crisis becomes more apparent, we are finding that children don’t even have the basic manners to allow schools to be safe learning environments.

Parents can no longer be expected to provide the moral standards for children to live up to. They have a proven record of failure for over a generation now, as more and more families try to manage with only one parent or too little money. An overwhelming number of parents abuse various substances, or their children. And many, many parents are never at home to spend time with their children and communicate values.

Schools provide the most consistent places and people in the lives of many children. If our future citizens are going to have any kind of common moral values at all, we had better start teaching these values in the schools. Enter, “Character Education.” This, I believe is more important to the future continuation of a cohesive culture of diverse people than anything else we could teach our children. As Theodore Roosevelt said, “To educate a person in mind and not in morals is to educate a menace to society.”

I am delighted to have the opportunity to present a character education unit to the second grade. I believe a unit in moral instruction should be included in the curriculum every year a child is in school. This is something that they must learn. The future of civilization depends on it.

Character education should not end with the unit. As you will see, a couple of my lesson plans extend beyond the one week time allotment. Character development must be deliberately integrated into all aspects of school life. Everything that goes on at a school affects the values and characters of its students. Therefore a positive moral culture must be created at every school.
Vocabulary

Trustworthiness - being honest, telling the truth, keeping your word.
Caring - be kind and thoughtful toward others.
Fairness - take turns, share, and consider others.
Respect - treat others the way you would want to be treated.
Responsibility - do jobs you are expected to do and help others if you can.
Citizenship - follow the rules, do your share, and be thoughtful.

(See individual lesson plans for more vocabulary words.)
Bibliography

A classic children’s tale of responsibility.

A collection of stories and poems from a variety of cultures that emphasize fairness.

A collection of stories and poems from several cultures that emphasize kindness.

A collection of stories and poems from many cultures that emphasize respect.

Teachers edition of the Jefferson Center Character Education program.


Classis tale about the importance of telling the truth.

A story about promises and trust.
A guide to teaching children moral values through stories.

Patterson, F. Dr. (1985). Koko’s Kitten. Scholastic Inc., New York, N.Y.
Children’s picture book about how a gorilla cared for a kitten.

A story of fairness and responsibility, told from a child’s viewpoint.

Upper Saddle River, N.J.
Explains the value of teaching character to students, with ideas on how to integrate moral instruction into the curriculum.
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Grade Level Objective: Compose well written and constructed sentence
Language Arts Standard # 6.2

Lesson Plan: “I Like...”

Teacher Materials: Vocabulary: Student Materials:
chart paper         like           thinking skills
yarn               nice           good manners
marking pens       positive       name on paper

Objective: Given the name of one classmate and all day to think, the class will collectively compose five complete sentences about why they like her/him.

Set: Teacher tells class that if we stop and think, we can always think of something nice that is true to say about someone we know.
    Teacher gives some examples of positive statements about students.
    Ask students to share some examples.

Procedure: During the morning opening, students each write their name on a small piece of paper. Teacher puts these in a hat or can. Then teacher draws a name out and reads it to class.
    Then tell the class that they have all day to think of things they like about this person.

Activity: In the afternoon the class is asked to share the things they like about their classmate.
    Working together with teacher, five complete sentences are composed and written on the chart paper. This is rolled, tied with a bow and presented to the student it is about.

Assessment: Did students participate with ideas?
Did they understand what positive means?
Did they compose complete sentences?

Self Evaluation: Do the students stay engaged in the lesson?
Does the activity get easier as we repeat it?
Grade Level Objective: Demonstrate comprehension of a story read aloud. Standard # 10.2

Lesson Plan: Koko's Kitten

Teacher Materials: book, "Koko's Kitten"

Vocabulary: abandoned sympathy examined

Student Materials: paper pencil crayons

Objective: After listening to the story, students demonstrate their comprehension through class discussion.

Set: Read the preface in the book, describing it as a true story.

Procedure: Read "Koko's Kitten"
Class discussion about the book.
Discuss caring and ways that children are cared for.

Activity: Show students how to fold a paper on quarters.
In each quarter student draws a picture of how they are cared for by their family and label it with a complete sentence.

Assessment: Do students sound like they understand the book?
Do their picture show they understand caring?

Self Evaluation: Were kids quiet and listening?
Were they able to discuss caring?
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Grade Level Objective: Demonstrate knowledge of authors’ purpose.  L.A. 10.4
Demonstrate ability to write a friendly letter.  L.A. 8.2

Lesson Plan: Caring & Cards.

Teacher Materials:       Vocabulary:       Student Materials:
book, “Emerald Lizard”   approached        pencils/paper
envelopes               marketplace       crayons
sample card              dealer

Objective: After listening to the story, students create kind messages for people.

Set: Read “The Emerald Lizard”

Procedure: Discuss selfless caring and kindness. Suggest that an act of kindness we could do right now is to write cards to (lonely) people. Get student ideas for things to write.
- Show students a sample card.

Activity: Students make and decorate cards.

Assessment: Do cards reflect a caring attitude?
Is punctuation correct?

Self Evaluation: Were students motivated to be kind and caring?
Do students want to do more than one card?
Was this project interesting for students?
Cheer Up!

Directions: Color and cut out Caring Koala and her sign. Paste it on the front of a half-sheet of construction paper folded down to make a card. On the inside of the card write one of these messages, or make up your own.

I'm thinking of you.
You are special.
Someone cares.

Bet you didn't know...
You Suit Me to a Tee

Directions: Design a tee-shirt that shows something you care about. Write your name at the top of the tee. Complete the sentence. Decorate and cut out the tee. Then hang it up to share what you care about with others.
Caring Koala

**DOES...**

share, show kindness,
and is thoughtful.

**DOESN'T...**

act mean, selfish,
or thoughtless.

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**The "I" Care" Clan**

You are a member of Caring Koala's "I Care" clan! We share and we are kind and thoughtful toward others.
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Grade Level Objective: Demonstrate understanding of authors purpose.  L.A.3.5
Use higher level of thinking.  L.A.3.6

Lesson Plan: Feelings

Teacher Materials: story, "Age and Wisdom"
Vocabulary: canyon impressed
Student Materials: pencil worksheet

Objective: After hearing the story students demonstrate an understanding of respect for others.

Set: Read "Age and Wisdom"

Procedure: Ask students how they would feel if they were the old man in the story.
Ask how they would like it if someone called them a name, pushed them out of line, broke their favorite toy, etc.

Activity: Distribute worksheet and read instructions.
Instruct the students that they may work with a partner on this assignment.

Assessment: Did students articulate an understanding of the concept of respect?
Do worksheet answers show an understanding of respect?

Self Evaluation: Are students acting more respectful?
What Would She Do?

Directions: Respectful Rabbit cares about the feelings of others. Decide if she would or would not do each thing. Put a ✓ in the right column.

<table>
<thead>
<tr>
<th></th>
<th>would</th>
<th>would not</th>
</tr>
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<tbody>
<tr>
<td>Pay back money she borrowed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call someone a name.</td>
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<tr>
<td>Make noises at the table.</td>
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<tr>
<td>Replace something she lost or broke.</td>
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<td></td>
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<tr>
<td>Blame her sister for something she did.</td>
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<tr>
<td>Take the biggest piece of cake.</td>
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<tr>
<td>Throw trash on the floor.</td>
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<tr>
<td>Send her Grandpa a birthday card.</td>
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<tr>
<td>Say she didn’t like a gift she got.</td>
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<td></td>
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<tr>
<td>Ask her friend to lie about something.</td>
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<tr>
<td>Take a pencil from someone’s desk.</td>
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<tr>
<td>Cut in line.</td>
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<tr>
<td>Help out at home.</td>
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<td>Do her chores without being asked.</td>
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<tr>
<td>Throw a rock at an animal.</td>
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<tr>
<td>Give a phone message she took.</td>
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<tr>
<td>Tell someone to “Get Lost.”</td>
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<tr>
<td>Tease and scare her little brother.</td>
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<td></td>
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<tr>
<td>Bother the dog when he is asleep.</td>
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</tbody>
</table>
Grade Level Objective: Use higher level of thinking. L.A.Standard # 3.6

Lesson Plan: Manners

Teacher Materials: chart paper  Vocabulary: Thank-you  Student Materials: pencil
mascot  Please  crayon

Excuse me  worksheet
I’m sorry

Objective: Students will use this vocabulary more.
Students will demonstrate critical thinking skills while exploring why we must use good manners.

Set: Introduce the class mascot, and explain how we will practice using good conversation manners by speaking only when holding it.

Procedure: Discuss what manners are and what they are for.
Manners are an important part of showing respect for the feelings of others.
Listening to the person speaking is one way of showing good manners.
 Students share ideas of how they can have good manners in our American culture.
Practice some ways of using good manners.

Activity: Do Manners Matter worksheet.

Assessment: Did they complete their worksheets correctly?
Did they practice using manners correctly?
Did they speak only when holding mascot?
Did they think of reasons for using good manners?

Self Evaluation: Did I remember to speak only when holding the mascot?
Am I using the vocabulary as much as possible?
Manners Matter

Directions: Respectful Rabbit knows the importance of good manners. Write what she would say in each situation.

- Please  
- Thank you  
- Excuse me  
- I'm sorry

Respectful Rabbit got a gift from Grandma.

Respectful Rabbit wanted another fresh juicy carrot.

Respectful Rabbit sneezed very loudly.

Respectful Rabbit accidentally stepped on her brother's paw.
Respectful Rabbit

DOES...

treat everything the way she would like to be treated.

DOESN'T...
do anything that would hurt anyone or damage anything.

Congratulations! You have earned Respectful Rabbit's Respectfulness Award

Like me, Respectful Rabbit, you treat others the way you would want to be treated.
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Grade Level Objective: Demonstrate interpretation & inference after reading. L.A. 3.4 Demonstrate understanding of authors purpose. L.A. 3.5

Lesson Plan: Intention or Accident?

Teacher Materials: story, "The Wise Judge"

Vocabulary: trampled sentence convince

Student Materials: pencils worksheet

Objective: After hearing the story read, students will describe the difference between intentional and unintentional acts.

Set: read "The Wise Judge"

Procedure: Discuss intended actions and unintended actions.
Give students several example situations, such as:

If ...... Got pushed and stepped on your toe, would it be fair for you to be mad at her? Why?

If .... took your blue crayon without asking ..... If your Mom couldn’t start the car, and you were late for school...

If .... promised to play with you at recess and then ran off without you...

Activity: Use page 26 to read several situations and let students respond. Ask them "Why"

Assessment: Do students demonstrate ability to distinguish between intentional and accidental actions?

Self Evaluation: Did the students listen? Is this at their instructional level?
Upset!

Directions: Decide if it would be fair to be upset in each situation. Circle yes or no. Be prepared to tell why.

Bobby stepped on Rico's shoelace and Rico tripped. Would it be fair for Rico to be upset with Bobby?

Yes  No

Sara called Yuri stupid when he didn't make the goal during a soccer game. Would it be fair for Yuri to be upset with Sara?

Yes  No

When Dee got home from school, she found her baby sister playing with Dee's favorite doll. Would it be fair for Dee to be upset with her baby sister?

Yes  No

Jan promised to call Marlee on Saturday, but she never called. Would it be fair for Marlee to be upset with Jan?

Yes  No
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Grade Level Objective: Understand cause and effect relationships in text L.A.3.7
                      Understand basic division concepts. Mathematics Std.2 j.2.

Lesson Plan:

Teacher Materials:                             Vocabulary:                          Student Materials:
Book: "Alexander..."                          Quarter                               worksheet
coins                                           Nickel                                beans
Dime

Objective: After hearing the story and practicing the exercise, students will
exhibit an understanding that fair doesn’t always mean equal.

Set: Read “Alexander Who Used To Be Rich Last Sunday”. Count coins while
reading.

Procedure: Discuss Alexander-
What does he think is unfair?
Do students agree with Alexander? Why/Why not?
Ask students who was responsible.
Have they ever felt that things were unfair?

Activity: Work in groups of four to do fair share activity with beans.
Groups share their conclusions.
Each student write a sentence explaining why fair does not always
mean equal.

Assessment: Are groups able to agree on what is fair during the activity?
Can they say why fair doesn’t mean equal?

Self Evaluation: Did students understand the directions?
Did students stay interested in the story?
Were students able to divide the beans?
Fair Share

Directions: Use your bag of “food” to solve each problem. Draw the number of “food” pieces that each fox gets.

1. Divide the food among the foxes so that each has an equal share.

Are there any leftovers? ______

2. Now divide the food so that each fox has a fair share.

Are there any leftovers? ______

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Grade Level Objective: Students gain an understanding of the interdependence of people. Ca Social Science Standard 1

Lesson Plan: Class Rules

Teacher Materials:  Vocabulary:  Student Materials:
Lesson Plan
rules  pencils  paper

Objective: Groups of students will create and share lists of rules they would like to have in the classroom.

Set: Discuss a school rule and why we have it for a rule. Something like, “No running in the classroom.” (Or something recently relevant).

Procedure: List the school rules that the students can think of.
Discuss why we have each of these rules.
Students share their ideas for some more rules that would be good to have.

Activity: Divide class into groups of 2 to 3 students. One in each group is the notekeeper.
Group each list as many rules as they can think of that would be good to have in the classroom.

Assessment: Share lists.
Did they think of some good rules?
Did they think of some rules we already have?
Were they able to make an effective oral presentation?

Self Evaluation: Did they work together well in groups?
Were students enthusiastic about this assignment?
Fair Fox

DOES...

take turns, share,
and consider others.

DOESN'T...

interrupt or take
more than her share.

"Fairness First" Team

Welcome to Fair Fox's
"Fairness First" team!
We take turns, share,
and consider others.
Grade Level Objective: Understand cause and effect relationships in text. L.A.3.7

Lesson Plan: Boy Who Cried Wolf.


Vocabulary: trust, honest

Student Materials: worksheet, pencil, crayon

Objective: Students will demonstrate understanding of authors purpose and be able to describe the cause and effect of people’s distrust in the story.

Set: Read, "The Boy Who Cried Wolf"

Procedure: Ask students if the villagers started out trusting the boy. Why/why not?
- Why didn’t they come when the wolf really did appear?
- Why do you think the boy lied?
- What happens when a known liar tells the truth?
- Do you tell the truth?
- What are some things we can trust you to tell the truth about?
- What are some things we can trust you to do?

Activity: Students write a list of what other people can trust them to do.
Share list with class.

Assessment: Are students each able to write a few things they can be trusted to do?
Do they speak loudly enough when sharing their lists for everyone to hear?

Self Evaluation: Are students bored because they’ve heard this story before?
Do students appear to understand how important it is to tell the truth?
1, 2, 3, You Can Count on Me!

Directions: Can others count on you to be trustworthy? If so, complete this pledge by promising to tell the truth, be honest, and keep your word.

You can count on me to . . .

1.

2.

3.
Trustworthy Tiger

DOES...

tell the truth.

DOESN'T...

cheat or lie.

Trustworthiness Award

You are now a member of Trustworthy Tiger’s
“I tell the truth” team.

Like me, Trustworthy Tiger,
you can be counted on to tell
the truth, be honest, and
keep your word.
Lesson Plan: Responsibility

Objective: Students will be able to identify their responsibilities.

Set: Read "The Little Red Hen" and discuss what responsibility is.

Procedure: Tell students what some of my responsibilities are, make a list on board:

- Ask what theirs are.
- Find the mascot and tell them we will each take turns having a new responsibility. One student will be chosen each day to take care of the mascot until we have each had a turn.
- Get a volunteer and write his name on a chart and post where all can see.

Activity: Distribute list paper
Instruct students to each make a list of what all their responsibilities are.

Assessment: Share lists:
Did they remember personal care responsibilities too?
Did they put the mascot on their list?

Self Evaluation: Did they understand they instructions?
Did they make long lists?
Grade Level Objective: Use higher levels of thinking. 1.A.3.6

Lesson Plan: Excuses

Teacher Materials: list of questions

Vocabulary: forgetful, busy, later

Student Materials: worksheet, scissors, crayons

Objective: Students will demonstrate an understanding of the importance of accepting responsibility.

Set: Introduce the excuses animals and let the students color them and cut them out. Anyone not responsible ought to do this in the allotted time won’t have animals.

Procedure: Instruct students to hold up the correct animal for an honest response to the questions you are going to ask.

Activity: Ask students the questions on the list:

Did you brush your teeth today?
Did you put your toys away yesterday?
Did you push your seat under your desk when you left for lunch?
Did you wash your hands before lunch?
Etc...(appropriate for what happened today)

Repeat each question a second time and ask for the animal that would provide the best response.

Assessment: Have students fill in the worksheet.
Is it done correctly?
Have each student write a sentence on why it is important to be responsible.
Do they have good ideas?

Self Evaluation: Did students understand the directions?
Were they able to be serious about this with the animals?
Responsible Rhino Vs. The Excuses

Directions: Color and cut out this cast of characters. Use them for the activity your teacher will explain.

Responsible Rhino

I'm Busy Beaver

Too Tired Turtle

Later Llama

Forgetful Ferret

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Excuses, Excuses

Directions: Read what each character said. Then write what you would say.

**Mother:** Did you brush your teeth?
**Forgetful Ferret:** I forgot.
**Responsible Rhino:** Yes!
**You:** 

**Teacher:** If you're done, please put away the toys.
**Too Tired Turtle:** I'm too tired.
**Responsible Rhino:** OK. I'll do it now.
**You:** 

**Friend:** Will you help me find my book?
**I'm Busy Beaver:** Ask someone else. I'm busy.
**Responsible Rhino:** Sure. I'll help.
**You:** 

**Father:** Please take out the trash.
**Later Llama:** Later. I don't feel like it now.
**Responsible Rhino:** I'll be right there.
**You:** 

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Grade Level Objective: Students gain an understanding of the interdependence of people. Ca Social Science Std.1

Lesson Plan: Community Helpers.

Teacher Materials:  Vocabulary:  Student Materials:  butcher paper  crayons  scissors  community  police  nurse

Objective: Students are able to explain how a person can help other people in the community.

Set: Talk about people in the community that help all of us. (police, firefighters, nurses, trash collectors, teachers, veterinarians, delivery people)

Procedure: Tell students how I've been helped by a community helper. (The postal employees deliver mail to my box every day)
  Let kids share any experiences they have had of being helped.
  Discuss how communities need people that are willing to do jobs that take care of people.

Activity: Divide class into groups of 3-4 students, assign each group a community helper.
  On large piece of butcher paper each group traces the outline of one member, then colors it to look like their community helper and cuts it out.

Assessment: Each group explains to the class what their community helper does in the community.
  Do they demonstrate a clear understanding that communities need people to help each other?

Self Evaluation: Did they follow directions without asking too many more questions?
  Could they explain their community helpers?
  Did they work together well in groups?
Responsible Rhino

DOES...
the jobs he is expected to do and helps others when he can.

DOESN'T...
expect someone else to take care of things he should do himself.

Responsibility Club Membership

As a member of Responsible Rhino's Responsibility Club, you do the jobs you are expected to do and you help others when you can.
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Grade Level Objective: Use higher levels of thinking. L.A. 3.6

Lesson Plan: Rules

Teacher Materials: chart paper markers school rules Vocabulary: citizenship community commitment Student Materials: paper pencils worksheet glue

Objective: Students will demonstrate an understanding that citizenship involves group commitment.

Set: Read. — Bert & Ernie's in the Community is Working Together

Procedure: Students will review the actual school rules. List these on the chart paper. Discuss why we have some of these rules.

Activity: Distribute the Home Rules Worksheet Explain how to cut and glue it.

Assessment: Complete and share the worksheets. Did they do an appropriate list of rules? Did they compare and contrast different rules?

Self Evaluation: Do students seem to understand why we have rules? Are they able to list several rules each?
Objective: Students demonstrate the ability to communicate orally, as well as manners while they listen to the other students.

Set: Tell students a few things about myself: like where I was born and where I went to school; how many dogs I have, that I like to ride horses, etc.

Procedure: Explain that we will take turns around the classroom and give every student a chance to tell us about themselves.

Activity: Ask for a volunteer to go first. Proceed, giving each student a chance to come to the front of the room and tell about him/her self.

Assessment: Did everyone take a turn? Did they speak loud enough to be heard? Did they listen politely?

Self Evaluation: Did they listen politely? Do they like to tell about themselves?
Good Citizen Goose

DOES . . .

- follow the rules
- take responsibility, and is careful.

DOESN'T . . .

- break the rules, do less than her share, or be careless.

Citizenship Award

Like Good Citizen Goose, you follow the rules, do your share, and are careful.