Lesley Hayman’s Character Education Week Long Unit

DAY 1 – BEHAVIOR AND OUTCOMES (Being responsible for my actions)

Objectives:

Students decide a course of behavior for different given social situations.
Students will demonstrate that their actions directly cause certain outcomes.
Students will predict possible outcomes for behavior in a given situation.

Materials needed:

- PowerPoint presentation
- Television and Computer / TV cable
- Printout sheets of each different scenario in the PowerPoint Presentation.
  (included at the end of this lesson)

Time: Approximately 45 minutes

Procedure:

1. Students will complete the PowerPoint “Character Education” before the class time.
2. The whole class will review the PowerPoint together and discuss what happened in each situation. The class will vote on the best course of action for each situation. Students are to be encouraged to give reasons for selecting a certain answer. {Informal Assessment – note which children choose the more negative path or positive path and note if they are able to give solid reasoning for their choices.} Go over the PowerPoint until all answers and outcomes are given. Discuss that sometimes even what seem to be the right answer doesn’t always turn out how you wanted.
3. Break the students into 5 small groups. Give each group a printout of one of the scenes. The students are to create a different action and outcome for their scene. Questions to encourage are to be asked such as: “What could the
people in your scene do differently?” “How could things have been
different?” “What would you do differently in this situation?” Make a list on
the board of things the students could do to show the class their ideas:

• A short play
• An illustrated mini-book
• A poster
• Include any other ideas from the students.

{Formal assessment – social studies} Create a full-class rubric (Example is
included) Allow the students to assist in making the rubric.

4. Allow the student 20 minutes to create their new decisions and outcomes.
   Circulate around the room to answer and facilitate. Give hints and help where
   needed.

5. Gather the students and have the groups present their mini projects. Have the
   listening students comment on what they found positive about the projects.

Reflections: Reflect on the lesson after it has been presented to the class.

POSITIVES:
NEGATIVES:
WHAT TO CHANGE:
WHAT TO KEEP:
Create a new decision and outcome for this scene. BE CREATIVAE! You can use one of the ideas from the board.

Tony wants to borrow your new light-up pencil. He doesn't have a pencil to use for writing. Tony sometimes loses things. You don't want to make Tony mad, but you really love your new pencil.

WHAT DO YOU DO?

On the back of this paper, write out your plan. What are you going to do? Who is going to be in charge of what?

Your teacher will be around to help!
Create a new decision and outcome for this scene. BE CREATIVEx You can use one of the ideas from the board.

Jen plays with you every day at recess. You’ve been best friends for two years. Today when you get outside, Jen is playing with another girl.

WHAT DO YOU DO?

On the back of this paper, write out your plan. What are you going to do? Who is going to be in charge of what?

Your teacher will be around to help!
Todd is staying all night at your house. You are playing with your brand new PS2. You have been taking turns. Todd messes up bad during his turn. He tells you that he gets to go again because he messed up.

WHAT DO YOU DO?

On the back of this paper, write out your plan. What are you going to do? Who is going to be in charge of what?

Your teacher will be around to help!
Create a new decision and outcome for this scene. BE CREATIVE! You can use one of the ideas from the board.

Patti, Kris, and you are playing at the park. Your mom told you to stay at the park. Patti and Kris want to go get ice cream across the street. Patti has enough money for you, too. They ask you to go with them. They tell you they won’t be gone long enough for anyone to know because it’s SO close.

WHAT DO YOU DO?

On the back of this paper, write out your plan. What are you going to do? Who is going to be in charge of what?

Your teacher will be around to help!
Create a new decision and outcome for this scene. BE CREATIVE! You can use one of the ideas from the board.

Your best friend Brad is throwing wet paper towel balls at people, making you laugh. One accidentally hits Sue in the eye. Sue tells the teacher that your other best friend Jess did it. You are the only one who saw Brad do it.

WHAT DO YOU DO?

On the back of this paper, write out your plan. What are you going to do? Who is going to be in charge of what?

Your teacher will be around to help!