

# **KINDERGARTEN**

## **Teacher's Guide**

### **Mission Statement**

It is the mission of Learning for Life to enable young people to become responsible individuals by teaching positive character traits, career development, leadership, and life skills so they can make ethical choices and achieve their full potential.

**Special Note:** There are 38 lesson plans in this book divided into the following categories: Respect, Responsibility, Honesty/Trust, Caring/Fairness, Perseverance, Self-Discipline, Courage, Citizenship, and Life Skills. Even though lessons are divided into categories, many overlap and focus on similar issues.



# CONTENTS

Introduction .....3

Classroom Instructions.....5

Good Books Teach Character .....7



## RESPECT

.....11

Race, Religion, and Culture .....13

Respecting Differences .....17

Respecting My Peers.....23

World Cultures .....27



## RESPONSIBILITY

.....31

Being a Good Worker .....33

Being Responsible.....39

Choices .....43

Choosing What's Right for Me .....51

Decision Making .....57

Meeting Deadlines .....65



## HONESTY/TRUST

.....71

Code of Ethics .....73

How I Learn From

My Mistakes .....77

Law and Government .....81

Trust Me—I Won't Let

You Down .....87



## CARING/FAIRNESS

.....91

Getting Along With Others .....93

Importance of Family .....97

Pet Care.....101

Something Special About Me.....107

Understanding People With

Special Needs.....111



## PERSEVERANCE

.....115

Never Give Up .....117

Never Lose Sight .....121

Overcoming Poor Decisions.....125



## SELF-DISCIPLINE

.....129

Anger/Conflict Management.....131

Coping With Stress.....135

Developing Good Listening

Skills.....139

Self-Awareness .....141



## COURAGE

.....145

Accepting Consequences .....147

Building My Courage .....151

Standing Up for Me.....153

Sticking to What's Right .....157



## CITIZENSHIP

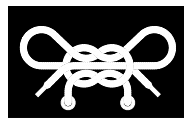
.....161

Community .....163

Exhibiting Responsible

Citizenship .....169

What Is Freedom?.....173



## LIFE SKILLS

.....179

Clean Air and Water .....181

Communication .....185

Money Management.....193

Personal Habits for a

Lifetime .....197

Places and Maps.....203

Acknowledgments ..... 207

# INTRODUCTION

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**T**he Learning for Life character education program has been developed to meet the critical needs of our nation's schools and communities. It is designed to support schools and organizations in their efforts to prepare youth to successfully handle the complexities of contemporary society and to enhance their self-confidence, motivation, and self-esteem. Learning for Life will enhance social and life skills, assist in moral and character development, and help youth formulate positive personal values. This program will prepare youth to make ethical decisions that will help them achieve their full potential.

## Program Methods

- Learning for Life features grade-appropriate, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum.
- Learning for Life incorporates an action-learning process and uses teaching techniques such as role-playing, small-group discussions, reflective and moral dilemma exercises, and hands-on activities.
- Learning for Life suggests that you teach one lesson each week. Lessons are designed to last approximately 45 minutes to an hour. A lesson may offer more activities than time allows. It is at the discretion of the teacher to select which activities to conduct during the time allotted or to decide to continue the lesson at another time.

## Family/Home Activity

Every lesson plan in this book has a family/home activity. This is a character-building lesson that the student takes home to do with a parent or guardian. The family/home activity reinforces the lesson that was done in the classroom and gives parents/guardians an opportunity to participate in the character development of their child.

## Recognition Plan

Learning for Life offers a recognition plan for youth that will motivate positive behavior, foster a sense of belonging to the group, assist in building self-esteem, and reward a positive work ethic.

See the Classroom Instructions for a breakdown of suggested lesson plan sets with appropriate recognitions.

## Instructor Training

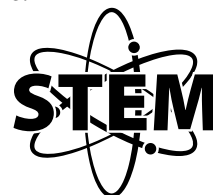
A Learning for Life representative will conduct a brief Learning for Life training course for all teachers, volunteers, and school administrators. For additional information on training, go to [www.learningforlife.org](http://www.learningforlife.org).

## Good Books Teach Character

On page 7 you will find a list of children's books that reinforce many of the lessons in this book. The list includes books that focus on each of the nine character traits taught through the Learning for Life lessons: Respect, Responsibility, Honesty/Trust, Caring/Fairness, Perseverance, Self-Discipline, Courage, Citizenship, and Life Skills.

## STEM Activities

This logo denotes an activity that incorporates STEM (science, technology, engineering, and math) disciplines.



## Art Activities

This logo denotes an activity that integrates art.



## Anti-Bullying Activities

This logo denotes an activity that focuses on avoiding bullying behavior.



# CLASSROOM INSTRUCTIONS

**D**isplay the honor wall chart in a prominent part of the room and write students' names on the chart. The honor wall chart (SKU 616002) and stickers (SKU 616001) can be obtained through the local council or by visiting [www.learningforlife.org](http://www.learningforlife.org).

As you complete a set of lessons, affix one sticker by each student's name and put one on the student's clothing. There are 15 different recognition stickers. You'll notice that there is a difference in the number of assigned themes and recognition stickers; this is by design to allow the classroom teacher flexibility in selecting which recognition sticker to give. In some instances, three or four lessons may be used in a certain area before one sticker is given.

Following is the suggested breakdown of stickers and lesson plan sets.



**SLOGAN:** Have fun, seek friends, play fair, and be honest!

**PLEDGE:** I promise to listen to my teacher, obey my parents, and be a friend to all.

**SIGN:** Hold hands as a group while saying the pledge.

Recognition Sticker	Lesson Plan Set
<b>My Home</b>	Community Something Special About Me Sticking to What's Right
<b>My Friends</b>	Respecting Differences Respecting My Peers Trust Me—I Won't Let You Down Getting Along With Others
<b>My Neighborhood</b>	Pet Care Places and Maps
<b>Listening and Talking</b>	Communication Developing Good Listening Skills
<b>Helping</b>	Being a Good Worker
<b>Don't Quit</b>	Accepting Consequences Meeting Deadlines Never Give Up Overcoming Poor Decisions
<b>Rules</b>	Law and Government Exhibiting Responsible Citizenship
<b>What's Right</b>	Code of Ethics Decision Making Never Lose Sight Anger/Conflict Management
<b>My Family</b>	Race, Religion, and Culture Importance of Family
<b>My Choices</b>	Choices Choosing What's Right for Me Standing Up for Me Coping With Stress Building My Courage
<b>Happy to Be Me</b>	Self-Awareness Personal Habits for a Lifetime How I Learn From My Mistakes
<b>Respect</b>	Understanding People With Special Needs Being Responsible
<b>Growing Strong</b>	What Is Freedom?
<b>Be Ready</b>	World Cultures Money Management
<b>Good Earth</b>	Clean Air and Water

# GOOD BOOKS TEACH CHARACTER

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**W**e have compiled this list of books that support character building. They are broken out by the nine character traits categorized in this book.

Before recommending or reading any of these books aloud, we encourage you to carefully review your selection for words or portions of the book that might be considered objectionable to some persons.

## Respect

*Alex and the Cat*, by H. Griffith  
*All the Colors of the Earth*, by Sheila Hamanaka  
*Amos and Boris*, by W. Steig  
*Arthur's Eyes*, by M. Brown  
*Arthur's Nose*, by M. Brown  
*Best Friends*, by M. Cohen  
*Best Friends for Frances*, by R. Hoban  
*The Bossy Bartholomew*, by M. Sharmat  
*The Brand New Kid*, by Katie Couric  
*Brunus and the New Bear*, by E. Walsh  
*Come Again, Pelican*, by D. Freeman  
*Dear Juno*, by Soyung Pak  
*Emily's Everyday Manners*, by Cindy Post Senning and Peggy Post  
*Frog and Toad All Year*, by A. Lobel  
*Frog and Toad Are Friends*, by A. Lobel  
*Frog and Toad Together*, by A. Lobel  
*George and Martha*, by J. Marshall  
*George and Martha Encore*, by J. Marshall  
*George and Martha One Fine Day*, by J. Marshall  
*The Girl Who Loved Caterpillars*, by Jean Merrill  
*Grouchy Ladybug*, by E. Carle  
*Growl When You Say R*, by M. Stanek  
*Handsomest Father*, by D. Hautzig  
*Happy Lion*, by L. Fatio  
*Have You Filled a Bucket Today?*, by Carol McCloud  
*Hey, Little Ant*, by P. and H. Hoose  
*I Hate Red Rover*, by J. Lexau  
*The Lamb and the Butterfly*, by Arnold Sundgaard  
*Living in Two Worlds*, by Maxine Berta Rosenberg  
*Meet M and M*, by P. Ross  
*Miss Maggie*, by C. Rylant  
*Play With Me*, by M. Ets  
*Ruben's Rainbow*, by C. Harrison and G. Paz  
*The Skin I'm In*, by Pat Thomas  
*So What?*, by M. Cohen  
*Thy Friend Obadiah*, by B. Turkle

*Twins Strike Back*, by V. Flourney  
*The Two of Them*, by Alike  
*Veronica*, by R. Duvoisin  
*Visiting Pamela*, by N. Klein  
*Whoever You Are*, by Mem Fox  
*Wilfred the Rat*, by J. Stevenson

## Responsibility

*Angel in Charge*, by Judy Delton  
*The Berenstain Bears and the Bully*, by Stan Berenstain and Jan Berenstain  
*Berenstain Bears' Trouble at School*, by S. Berenstain  
*Biggest Bear*, by L. Ward  
*Bunny Money*, by Rosemary Wells  
*Church Mice Adrift*, by G. Oakley  
*Curious George Takes a Job*, by H.A. Rey  
*I Am Jackie Robinson*, by Brad Meltzer  
*I Am Rosa Parks*, by Brad Meltzer  
*If You Had to Choose, What Would You Do?*, by Sandra McLeod Humphrey  
*It's Hard to Be Five: Learning How to Work My Control Panel*, by Jamie Lee Curtis  
*Katy and the Big Snow*, by V. Burton  
*Keep the Light Burning, Abbie*, by Peter and Connie Roop  
*Little Toot*, by H. Gramatky  
*Mean Jean the Recess Queen*, by Alexis O'Neill  
*My New Best Friend*, by Julie Bowe  
*Pass the Peas, Please*, by Dina Anastasio  
*Salt Boy*, by M. Perrine  
*Shoemaker Martin*, by Leo Tolstoy  
*Stand Tall, Molly Lou Melon*, by Patty Lovell and David Karen

## Honesty/Trust

*A Children's Book About Cheating*, by Joy Berry  
*A Children's Book About Lying*, by Joy Berry  
*Adventures of Obadiah*, by B. Turkle  
*The Always Prayer Shawl*, by Sheldon Oberman  
*Bargain for Frances*, by R. Hoban  
*Big Fat Enormous Lie*, by M. Sharmat  
*Chicken Sunday*, by Patricia Polacco  
*Climb*, by C. Carrick  
*Country Bunny and the Little Gold Shoes*, by D. Heyward  
*Cowardly Clyde*, by B. Peet