

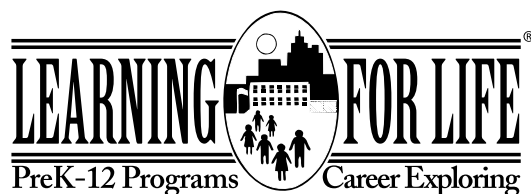
# **FIRST GRADE**

## **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 36 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.....4

Good Books Teach Character .....5



## RESPECT

.....9

Ethnic Heritage ..... 11

Race, Religion, and Culture ..... 17

Respecting My Peers ..... 21

World Cultures ..... 27



## RESPONSIBILITY

.....29

Being a Good Worker .....31

Being Responsible .....37

Choosing What's Right for Me .....43

Meeting Deadlines .....47

People Who Cheat .....51



## HONESTY/TRUST

.....55

Code of Ethics .....57

How I Learn From My Mistakes .....61

Law and Government .....65

Trust Me, I Won't Let You Down .....71

When People Lie to Me .....75



## CARING/FAIRNESS

.....81

Empathy .....83

Getting Along With Others .....85

Importance of Family .....89

Pet Care .....93

Service .....99

Understanding People With Special Needs ..... 103



## PERSEVERANCE

.....107

Never Give Up ..... 109

Never Lose Sight ..... 115

Overcoming Poor Decisions..... 119



## SELF-DISCIPLINE

.....123

Coping With Stress .....125

Developing Good Listening Skills .....129

Setting Goals .....133



## COURAGE

.....137

Accepting Consequences .....139

Building My Courage .....143

Standing Up for Me.....145

Sticking to What's Right .....149



## CITIZENSHIP

.....153

Community .....155

Conservation .....159

Exhibiting Responsible Citizenship .....163

What Is Freedom? .....167



## LIFE SKILLS

.....173

Clean Air and Water .....175

Fire Safety .....179

Acknowledgments .....182

# 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 includes a family/home activity. The family/home activity reinforces the lesson that was taught 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

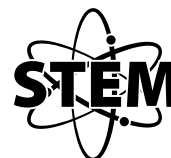
A Learning for Life representative will conduct a brief Learning for Life training course for all teachers, volunteers, and school administrators. For additional information on training, go to [www.learningforlife.org](http://www.learningforlife.org).

## Good Books Teach Character

On page 5, you will find a list of children's books that will 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

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).

Display the Honor Wall chart in a prominent part of your classroom and write each student's name on the chart.

As you complete a set of lessons, affix one sticker by each student's name and give one to the student to put on his or her individual honor chart. 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 corresponding lessons.



**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  |
|-----------------------|--|
| My Home               | Community<br>Sticking to What's Right  |
| My Friends            | Respecting My Peers<br>Trust Me, I Won't Let You Down<br>Getting Along With Others                                       |
| My Neighborhood       | Pet Care   |
| Listening and Talking | Developing Good Listening Skills   |
| Helping               | Fire Safety<br>Being a Good Worker<br>Service  |
| Don't Quit            | Accepting Consequences<br>Meeting Deadlines<br>Never Give Up<br>Overcoming Poor Decisions                                |
| Rules                 | Law and Government<br>Setting Goals<br>Exhibiting Responsible Citizenship  |
| What's Right          | Code of Ethics<br>Never Lose Sight   |
| My Family             | Ethnic Heritage<br>Race, Religion, and Culture<br>Importance of Family   |
| My Choices            | Choosing What's Right for Me<br>Standing Up for Me<br>When People Lie to Me<br>Coping With Stress<br>Building My Courage |
| Happy to Be Me        | How I Learn From My Mistakes   |
| Respect               | Understanding People With<br>Special Needs<br>People Who Cheat<br>Being Responsible<br>Empathy                           |
| Growing Strong        | What Is Freedom?   |
| Be Ready              | World Cultures   |
| Good Earth            | Conservation<br>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

*Aloha Potter!* by L. Talley  
*Amos and Boris*, by W. Steig  
*Amy Wants to Fly*, by T. Harris  
*Arthur's Eyes*, by M. Brown  
*Arthur's Nose*, by M. Brown  
*Best Friends*, by M. Cohen  
*Best Friends for Frances*, by R. Hoban  
*Bunnie Any Size*, by J. Orend  
*Dream Catchers*, by L. Suhay  
*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 J. Merrill  
*Grandfather Tang's Story*, by A. Tompert  
*The Grouchy Ladybug*, by E. Carle  
*Hey, Little Ant*, by P. and H. Hoose  
*How to Make an Apple Pie and See the World*,  
by Marjorie Priceman  
*The Keeping Quilt*, by Patricia Polacco  
*Leaving China: An Artist Paints His World War II  
Childhood*, by James McMullen  
*Living in Two Worlds*, by M.B. Rosenberg  
*Ludmila's Way*, by L. Talley  
*One Fish Two Fish Red Fish Blue Fish*, by Dr. Seuss  
*Ruben's Rainbow*, by C. Harrison and G. Paz  
*So What?* by M. Cohen  
*Treat Me Right!* by N. Lowen  
*The Twins Strike Back*, by V. Flournoy  
*The Two of Them*, by Aliko  
*What Does it Mean to Be Global?* by R. DiOrio  
*Wilfred the Rat*, by J. Stevenson

## Responsibility

*Angel in Charge*, by J. Delton  
*Berenstain Bears' Trouble at School*, by  
S. and J. Berenstain  
*Do I Have To?* by N. Loewen  
*Ellray Jakes Walks the Plank!* by S. Warner  
*Emma Dilemma and the New Nanny*, P. Hermes  
*Judy Moody Declares Independence*, by  
M. McDonald  
*Just Grace Walks the Dog*, by C. Harper  
*Katy and the Big Snow*, by V. Burton  
*Keep the Lights Burning, Abbie*, by P. and C. Roop  
*The Kite*, by L. Garay  
*The Pandas' New Pet*, by M. Berenstain  
*Squawking Matilda*, by L. Horstman

## Honesty/Trust

*The Adventures of Obadiah*, by B. Turtle  
*Armadillo Tattletale*, by Helen Ketteman  
*A Bad Case of Tattle Tongue*, by Julia Cook  
*A Bargain for Frances*, by R. Hoban  
*The Berenstain Bears and the Truth*, by  
S. and J. Berenstain  
*A Big Fat Enormous Lie*, by M. Sharmat  
*The Boy Who Cried Bigfoot!* by S. Magoon  
*Chicken Sunday*, by P. Polacco  
*Cowardly Clyde*, by B. Peet  
*Don't Squeal Unless It's a Big Deal*,  
by Jeanie Franz Ransom  
*The Girl Who Never Made Mistakes*,  
by Gary Rubinstein  
*The Gold Coin*, by A.F. Ada  
*Honest Andrew*, by G. Skurzynski  
*Howard B. Wigglebottom and the Monkey on his  
Back*, by S. Cornelison  
*Liar, Liar, Pants on Fire*, by D. deGroat  
*The Little Engine That Could*, by W. Piper  
*Mike Mulligan and His Steam Shovel*, by V. Burton  
*Molly's Lies*, by K. Choraio  
*Nessa's Fish*, by N. Luenn  
*The Paper Bag Princess*, by R. Munsch  
*Plato's Journey*, by L. Talley  
*Ruthie and the (Not So) Teeny Tiny Lie*, by L. Rankin  
*Swimmy*, by L. Lionni