

Character Building Curriculum

September: Respect

I can show respect to myself and others.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p><u>Open-Ended Questions to Ask:</u></p> <ul style="list-style-type: none"> ● How can you be respectful to your crew members and crew leader? <i>I can be respectful by ____, ____, and _____. When a crew member/leader ____, I can show respect by ____.</i> ● How can you show that you are listening? <i>I can show that I am listening by ____. A good listener always _____ because_____.</i> ● What are you looking forward to during crew? What might be challenging about going to crew? What can you do to overcome that challenge? <i>I am excited to ____ because____. Something that is challenging for me is __ because____. One challenge other crew members might have is ____ because____. If I feel ____, I can ____.</i> ● Upper Grades: What might be challenging about crew for the younger crew members? How can you help them overcome this challenge? <i>Younger crew members might ____ because____. I can help others by ____ because_____.</i>
<p>Community Builder (CB) with Crew</p>	<p><u>Session 1.</u> Name Game (choose from Name Game Attachments)</p> <p><u>Session 2.</u> Partner Interviews with Crew Buddy</p> <ul style="list-style-type: none"> ● Gather crew in Community Circle and ask: <ul style="list-style-type: none"> ○ What questions would you like to ask your buddy to get to know him or her better? (Write the possible questions on chart paper for students to refer to during their interview.) ○ If your buddy doesn't say much, what other questions can you ask to find out more? ○ If your buddy is having trouble asking you questions, what can you say to help him or her? ● Then split students up with their buddy partners to ask the interview questions. Students can also scribe/draw responses.

<p>Focus on the Trait (FOTT) with Crew</p>	<p><u>Session 1: Make Crew Agreements (See Attachment: Deep Democracy)</u></p> <p><u>Learning Targets:</u></p> <ol style="list-style-type: none"> 1. In the Community Circle ask: What do you need your crew members to do in order for you to learn, have fun and feel safe during crew? <i>I need others to ___ because___. It's important to me that my crew members ___ because___.</i> 2. With their partner, students use pictures or words to show a crew agreement on an index card. 3. In the Community Circle, pairs share out their agreement and place it on the floor in the middle of the circle. If some cards are similar, encourage students to cluster them together. 4. Select one agreement from each cluster, and ask, "How do we practice this agreement?" <i>I can practice this agreement by ___.</i> <i>When ___, I can ___.</i> Ask students to raise their hands if they can follow this agreement. Write agreements on a large poster. Continue with this process until each cluster of cards has been turned into an agreement. 5. Closing: How do crew agreements help us to show respect to each other? <i>Crew agreements are helpful because___.</i> <i>The agreement ___ helps me to ___ because___.</i> What appreciations do you have for your crew members? <i>I appreciate ___ because___.</i> <p><u>Session 2: Role Play Agreements (See Attachment: It's Your Move)</u></p>
<p>Debrief in the Homeroom Community Circle</p>	<p><u>Open-Ended Questions to Ask:</u></p> <ul style="list-style-type: none"> • How were you respectful to your crew members today? <i>I was respectful when ___ because___.</i> • How were they respectful to you? <i>___ showed me respect when he/she___.</i> • How did it make you feel when someone showed you respect? <i>It made me feel ___ when ___.</i> • How did making crew agreements help you to be respectful? <i>The crew agreements are helpful because___.</i> • How will you be respectful tomorrow? <i>I will be respectful by ___.</i>
<p>Follow-up activities in Homeroom</p>	<ul style="list-style-type: none"> • Make your own Class Agreements with your homeroom class, and continue to check in on them during Morning Meeting, using protocols such as Building Blocks, Pictogreements, It's Your Move, Freeze Frame, or Round Table (see attachments). • Make a T-Chart for Respect, write "What it sounds like" and "what it looks like" in the two columns. Have students brainstorm things to add to the chart during MM and later check in and reflect on how they are doing with the sounds and sights of respect in the classroom.

October: Collaboration

I can collaborate with others by helping, taking turns and using I Statements.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p><u>Open-Ended Questions to Ask:</u></p> <ul style="list-style-type: none"> • Think of a time when you collaborated or worked together with someone else. How did it make you feel? What happened? • Why is it helpful to work together and collaborate with your crew members? <i>Working together is important when ___ because ___.</i> • How can you take turns with your crew members? <i>I can take turns by ___.</i> • What can you do if you and your partner have different ideas? <i>If we have different ideas, I can ___.</i> • How can you be helpful to your crew members? <i>When ___, I can help by ___.</i> • How can you solve problems that you might have with your crew members? <i>If my crew member and I have a problem, I can ___. If that doesn't work, I can also try ___.</i>
<p>Community Builder (CB) with Crew</p>	<p><u>Session 1:</u> Clustergrams (See Attachment) <u>Session 2:</u> I love my crew member who....</p> <ul style="list-style-type: none"> • Students stand in a circle, or make a circle with chairs. One person stands in the middle of the circle and says "I love my crew member who likes pizza, who likes math, who has brothers etc." Everyone who does like pizza or math etc. has to move to a different spot in the circle. The person in the middle also has to find a spot in the circle. The last person (and the person who cannot find a spot in the circle because there are none left) then gets to say the next "I love my crew member who. . ." <p>sentence.</p>
<p>Focus on the Trait (FOTT) with Crew</p>	<p><u>Session 1:</u> Keep 'Em Afloat (See Attachment)</p> <ul style="list-style-type: none"> • After students have played Keep 'Em Afloat for a few minutes, have them stop and gather in a circle. <p><u>Open-Ended Questions to Ask:</u></p> <ul style="list-style-type: none"> ○ What can you do if someone else is not being helpful? What can you do if someone else is not giving you a turn to hit the balloons? What can you do if someone laughs at you when you let the balloon drop or says something mean to you? <i>If someone ___, then I can ___.</i> • Explain that all students at SEED are going to learn the same way to solve problems so that we can solve problems any place, any time and our classmates will understand us. Model "I Statements" that they can use and have students practice:

	<ul style="list-style-type: none"> ○ I feel ___ when you ___ because ___. ○ I need you to ___. <p><u>Session 2: Mine Field (See Attachment)</u></p> <ul style="list-style-type: none"> ● Debrief Questions: How did this activity help you to collaborate? What was challenging or easy about collaborating? What behaviors helped your group to collaborate (communication, taking turns, etc.)? What problems did you solve as a group? What might you do differently if you did this activity again? What did you learn during this activity that will help you in your classroom?
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● How did you collaborate with your crew members today? <i>I collaborated when ___ because ___.</i> ● How does collaboration help us to learn? <i>Collaboration helps us because ___.</i> ● How did it make you feel when someone collaborated with you? <i>It made me feel ___ when ___.</i> ● What problems did you have with your crew members? How did you solve them? ● How will you collaborate tomorrow? <i>I will collaborate during ___ because ___.</i>
<p>Follow-up activities in Homeroom</p>	<ul style="list-style-type: none"> ● Make a T-Chart for Collaboration, write “What it sounds like” and “what it looks like” in the two columns. Have students brainstorm things to add to the chart during MM and later check in and reflect on how they are doing with the sounds and sights of respect in the classroom. ● Ask students to share and reflect on how they’ve used I Statements in the past weeks ● See other Collaboration Activities attached. ● Continue to check in and reflect on progress with Class Agreements. ● Read Alouds on collaboration: <i>¡Sí se puede! Yes We Can! Janitor Strike</i> in L.A. by D. Cohn, <i>Un cuento del mar/ A Tale of the Sea</i> by Alejandro García Schnetzer, <i>La calle es libre</i> by Kurusa

November: Honesty (to your classmates)

I can be honest about my actions and can solve problems with others honestly.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think of a time when you were honest with someone. How did it make you feel? Think of a time when you were dishonest with someone. How did it make you feel? <i>I felt ___ when ___ because___.</i> • How does it make you feel when someone is honest with you? How does it make you feel when someone is dishonest? <i>I feel ___ when ___because___.</i> • Why is it important to be honest? What would happen if everyone was dishonest all the time? <i>It is important to be honest because ___. If ___, then ___.</i>
<p>Community Builder (CB) in Crew</p>	<p><u>Session 1: Line Ups</u></p> <ul style="list-style-type: none"> • Divide the crew into A group and B group. Each group forms a straight line facing the other group. The person directly opposite them is their partner. Have them point to their partner so they know who their partner is. Pose a question to class such as “What did you do this weekend?” “What is your favorite food?” “What did you learn this week?” etc. Tell them that As go first this time, Bs listen, and then give their answer. When you ring the bell, line A moves one person to the right and the person who get bumped off the end of the line goes to the beginning of the line. Continue with this procedure, switching who talks first, and having line A move after each question. <p><u>Session 2: Greeting your Crew Academic Discussion (See Attachment)</u></p>
<p>Focus on the Trait (FOTT) in Crew</p>	<p><u>Session 1: Read Aloud-</u> focus on dishonesty to friends instead of honesty in general (<i>Tyrone, the Double Dirty Rotten Cheater</i> by Hans Wilhelm, <i>Princess K.I.M and the Lie that Grew</i> by Maryanna Cocca-Leffler, <i>The Talking Eggs</i> by Robert B. Sans Souci, <i>The Big Lie (Katie Woo)</i> by Fran Manushkin, <i>Sam Tells Stories</i> by Thierry Robberecht), <i>¡Qué montón de tamales!</i> por Gary Soto and Ed Martinez</p> <ul style="list-style-type: none"> • Open-Ended Questions to Ask during/after the read aloud: <ul style="list-style-type: none"> ○ How did ___’s friends feel when ___ lied? What happened to their friendship when ___ lied? ○ Why did ___ lie? Why did ___ decide to be honest at the end? ○ What did ___ learn? What can we learn from this story? ○ What connections can you make to this story? When have you lied to someone and how did it make you feel? How did you make it right? Has someone ever lied to you and how did it make you feel?

	<ul style="list-style-type: none"> ○ How can we be honest with each other? How does it make you feel when someone is honest with you? ○ If we do something that is wrong or hurts someone’s feelings, what is the best way to make it right? <p><u>Session 2:</u> Introduce “A Better Way to Say Sorry” (See Attachment)</p> <ul style="list-style-type: none"> ● Gather in a community circle and ask students if someone has ever said “sorry” to them but it seemed like they didn’t mean it. Act out the various ways students say sorry without meaning it or have them act it out (e.g. when they say it under their breath, when they say it with attitude, when they say it without looking at the person, etc.). ● Open- Ended Questions to Ask: <ul style="list-style-type: none"> ○ How did it make you feel when someone said sorry to you like that? Did it make you feel like the problem was solved? If someone says sorry like that, are they being honest? Why or why not? <i>I felt ___ when ____ . I think that if someone says sorry without meaning it, they are being honest/dishonest because__ . I can tell when someone is honestly sorry because ____.</i> ● Brainstorm ideas for how to show we are really sorry. How can we show that we are honestly sorry? What does it look like, sound like and feel like? What should our bodies do? ● Introduce “A Better Way to Say Sorry” sentence frames and have students model and practice in pairs <ul style="list-style-type: none"> ○ I’m sorry for ____. ○ This is wrong because ____. ○ Next time I will ____. ○ What can I do to make it better?
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● What did you learn about honesty today? <i>I learned that ____.</i> ● Why is it important to be honest when we are solving problems and apologizing to others?<i>It’s important to be honest because____.</i> ● How do you feel when you are honest with others even when it is hard to tell the truth? <i>When I am honest with others, I feel __because__.</i>

	<ul style="list-style-type: none"> • How does being honest with each other help our school? How does honesty help us to learn? <i>Honesty helps our school because _____. Honesty helps us to learn because _____.</i>
<p>Follow-up Activities in Homeroom</p>	<ul style="list-style-type: none"> • Make a T-Chart for Honesty, write “What it sounds like” and “what it looks like” in the two columns. Have students brainstorm things to add to the chart during MM and later check in and reflect on how they are doing with the sounds and sights of respect in the classroom. • Have students fish bowl, role play and practice using I Statements and A Better Way to Say Sorry sentence frames • Ask students to share stories about how they’ve used I Statements and A Better Way to Say Sorry in the past weeks to solve problems on the yard in the classroom, etc. • Other read alouds on honesty (See Attached List). • Continue to check in and reflect on progress with Class Agreements.

December: Perseverance

I can persevere even when things are difficult for me.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think of a time when you persevered. What did you do? How did it make you feel? <i>I persevered when I _____. It made me feel _____.</i> • What can you do if something is difficult for you during crew? How can you persevere? <i>If something is hard for me, I can _____.</i> • What would happen if everybody at our school gave up as soon as something was hard? <i>If everybody gave up _____, then _____.</i> • Why is important to persevere and not give up? <i>It is important to persevere because _____.</i>
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Community Builder (CB) in Crew	<p><u>Session 1: Spider Web</u></p> <ul style="list-style-type: none"> The group forms a circle. One person has a ball of yarn. She or he tells she or he enjoys crew and tosses the ball to another person. This person states why she or he likes crews and tosses the ball of yarn to another person. This continues until everyone in the group has caught the ball of yarn. <p><u>Session 2: Greeting Your Crew Academic Discussion</u></p>
Focus on the Trait (FOTT) in Crew	<p><u>Session 1: Alligator Challenge (See Attachment)</u> http://schoolcounselorscrapbook.blogspot.com/2012/04/small-group-activites.html</p> <ul style="list-style-type: none"> Have all the participants line up from shortest to tallest, shoulder to shoulder, facing the same direction. Then, using the duct tape, make a rectangle, on the floor around them so that they have very little room in front or behind their feet. When in place, the participants must then reverse the line from the tallest to the shortest without stepping outside the lines. As you are creating their "life raft", ask them to imagine that they are surrounded by alligators and lava. If they step out of their raft, even if by mistake, all participants must return to their original spots and try again. As participants get better, add challenges and play again. Including: take away verbal communication; take away their eye site by blindfolding them; rearrange the start order by birth date, shoe size, length of hair, etc. Debrief Questions: What was most challenging about this activity? How did you persevere when there were challenges? Was there a time when you wanted to give up and why? How did your crew members help you to persevere? What advice would you give to someone doing this activity for the first time? <p><u>Session 2: Toxic River Crossing (See Attachment)</u></p> <ul style="list-style-type: none"> Debrief Questions: What was most challenging about this activity? How did you persevere when there were challenges? What did you do when you felt frustrated? How could you tell that you were frustrated or that others felt frustrated? What did/can you say or do when a crew member seems frustrated or is thinking of giving up? What did you learn during this activity that might help you persevere when you're learning something difficult? <p>Pinturest Poster: "What can I say to myself" http://www.pinterest.com/pin/365636063469765144/</p>
Debrief in the Homeroom	<p>Open-Ended Questions to Ask:</p>

	<ul style="list-style-type: none"> • How did you persevere today during crew? How did it feel to persevere? <i>I persevered when I ___ because___. It made me feel ___ when I persevered.</i> • How does perseverance help you our school? How does it help our community be strong? <i>Perseverance helps ___ because_____.</i> • How will you show perseverance tomorrow? <i>I will show perseverance tomorrow during ___ because___.</i>
<p>Follow-up activities in Homeroom</p>	<ul style="list-style-type: none"> • Make a T-Chart for Perseverance, write “What it sounds like” and “what it looks like” in the two columns. Have students brainstorm things to add to the chart during MM and later check in and reflect on how they are doing with the sounds and sights of respect in the classroom. • Brainstorm and chart things students can say/do to encourage others to persevere when something is hard for them <ul style="list-style-type: none"> ○ What can I say to Myself? (See Attachment) http://www.pinterest.com/pin/365636063469765144/ • Continue to check in and reflect on progress with Class Agreements. • Other Read Alouds: <i>Leo the Late Bloomer</i> by Robert Kraus, <i>The Little Engine That Could</i> by Watty Piper, <i>Try It and Stick With It</i> by Cheri J. Meiners, <i>Winners Never Quit!</i> by Mia Hamm, <i>Never Give Up!</i> A Children's Picture Book by Adriana Cerrotti, <i>Princesses Are Not Quitters!</i> by Kate Lum, <i>The Dot</i> by Peter Reynolds

January: Compassion

I can be compassionate towards others.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think of a time when you were compassionate or kind. What did you do? How did it make you feel? How did it make the other person feel? • When did you need someone to show you compassion? • How can you show compassion during crew? <i>I can show compassion to others by _____.</i> • What would our school be like if no one was compassionate? <i>If no one was compassionate, then _____.</i> • Why do we need to be compassionate in order to learn and be happy at school? <i>We need to be compassionate because _____.</i>
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<p>Community Builder (CB) in Crew</p>	<p><u>Session 1:</u> Pass the Balloon, Please</p> <ul style="list-style-type: none"> • Divide the group up into small teams of 5 or 6. Each team needs to form a line and put their hands behind their back except for the first person in line. Give a balloon to the first person in each line. They must pass the balloon down the line without using their hands, without kicking it and without it touching the ground. Once the first person hands it off he/she goes to the end of the line and clasps hands behind back so that he/she has a turn trying to pass the balloon without using his or her hands. Other rules you can add in to make it more challenging: if the balloon drops, they have to start at the beginning; if the balloon drops, they have to pick it up without using their hands. <p><u>Session 2:</u> Greeting your Crew Academic Discussion (See Attachment)</p>
<p>Focus on the Trait (FOTT) in Crew</p>	<p><u>Session 1:</u> Read Aloud: <i>Stand in My Shoes: Kids Learning About Empathy</i> by Bob Sornson or <i>Featherless/Desplumado</i> by Juan Felipe Herrera, <i>The Upside Down Boy/ El Nino de Cabeza</i> por Juan Felipe Herrera, <i>The Woman Who Outshone the Sun/ La mujer que brillaba aún más que el sol</i> por Rosalma Zubizarreta, <i>Quienquiera que seas</i> por Mem Fox, <i>Antonio's Card/ La tarjeta de Antonio</i> by Rigoberto Gonzalez</p> <ul style="list-style-type: none"> • Read some of the scenarios, have students brainstorm what they would do and why. Have students can act out the scenarios and the different ways to react. <p><u>Session 2:</u> Read Aloud Part 2: <i>Stand in My Shoes: Kids Learning About Empathy</i> by Bob Sornson (or another read aloud one from above)</p> <ul style="list-style-type: none"> • Read more of the scenarios, have students brainstorm what they would do and why. In buddies, students draw the scenarios as their responses or can make comic strips of the situation. • Alternatively, instead of reading more scenarios, have students share times when they felt unhappy or sad and other students brainstorm how they could help their crew member during this time.
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • How were you compassionate with your crew today? <i>I was compassionate when I ____.</i> • How were other compassionate with you today? <i>When ____, ____ showed me compassion because he/she ____.</i> • How can you tell when someone feels sad or unhappy? What are some things you can do to make others feel happy? <i>I can tell that someone is sad or unhappy because they might say ____ or look ____.</i>

	<p><i>If someone feels unhappy, I can ____.</i></p> <ul style="list-style-type: none"> • How will you show compassion to your classmates tomorrow? <i>Tomorrow I will ____ because__.</i>
<p>Follow-up Activities in Homeroom</p>	<ul style="list-style-type: none"> • Make a T-Chart for Compassion, write “What it sounds like” and “What it looks like” in the two columns. Have students brainstorm things to add to the chart during MM and later check in and reflect on how they are doing with the sounds and sights of respect in the classroom. • Continue to check in and reflect on progress with Class Agreements. • Other Read Alouds on Compassion and kindness: <i>One Smile</i> by Cindy McKinley • Make a list of easy and simple ways students can be compassionate and kind, then have students act them out, or draw them. (eg. I can let someone else go first, I can pick up my friend’s pencil when it drops, I can invite others to play with me, etc.) Turn the list into a big game board or bingo board and place it in a visible place. Each time a student does one of the things on the list, put a mark in that square on the game board. Set a group reward for students to work towards if they get enough marks on the game board. Or do a special cheers to recognize those behaviors. http://www.pinterest.com/pin/22799541837961184/ • Each time students do a good deed or perform an act of kindness, they write it on a strip of paper and tape the ends together to form the link of a chain. Display the chain in the classroom first, and then in the hallway as it grows through the year.

February: Responsibility

I can take responsibility for my learning and for my choices.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think about a time when you were irresponsible or responsible. What happened? How did it make you feel?
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	<ul style="list-style-type: none"> • How can you be responsible for your learning during crew? <i>I can be responsible during crew by ___/</i> • What would our school be like if everybody was irresponsible? <i>If everybody was irresponsible, then ___.</i> • Why is it important to take responsibility for your learning? Why is it important to take responsibility for your actions when you make a mistake or a bad choice? <i>It is important to be responsible because ___.</i>
Community Builder (CB) in Crew	<p><u>Session 1:</u> Hand Squeeze Race</p> <ul style="list-style-type: none"> • Students form two teams each each team forms a straight line facing the other team. In between the two lines place one ball, stuffed animal, etc. All team members hold hands and close their eyes except for the team member at the head of each line. The students at the head of each line watch at the teacher flips a coin. If it lands tails, nothing happens, If it lands head, the hand squeezing begins. It is a race to squeeze hands quick enough so that your team member at the end of the line can grab the ball, stuffed animal, etc. Rotate the players down through the line after each time you play it. <p><u>Session 2:</u> Greeting your Crew Academic Discussion (See Attachment)</p>
Focus on the Trait (FOTT) in Crew	<p><u>Session 1:</u> Read Aloud: <i>If Everybody Did</i> by Jo Ann Stover or <i>What If Everybody Did That?</i> by Ellen Javernick or <i>My Little Car/ Mi Carrito</i> by Gary Soto</p> <ul style="list-style-type: none"> • Open-Ended Questions to ask during/after reading: <ul style="list-style-type: none"> ○ What would happen if everybody did what the boy did? ○ Brainstorm the examples of “What if everybody…… “ Identify examples that are relevant to the classroom, the school, the community and the world. (e.g. What if everybody talked while the teacher is talking? What if everybody arrived late to school? What if everybody ran through the hallways? What if everybody dropped their garbage on the ground? What if everybody lied? How would this impact our classroom, our school, our community and our world? • In buddies, students pick a scenario and write and draw to complete template (See Attached): If everybody ____, then _____. (eg. If everybody teased their classmates, then everyone would feel sad and no one would want to come to school.) Students should complete only the left-hand side of the template, the right-hand side will be completed at the next crew session. <p>Additional resources: http://www.sd38.bc.ca/area-counsellor-team/Resources/Supplemental_Lessons/Intermediate_Supplemental/Downloads/what_if_everybody_did_that-1.pdf</p>

	<p><u>Session 2:</u> Read Aloud: <i>My Choices Make Me Who I am</i> by Mutiya Vision and David Vision</p> <ul style="list-style-type: none"> ● Open-Ended Questions to ask during/after reading: <ul style="list-style-type: none"> ○ What choices can you make at school to show responsibility, compassion, respect or honesty? <i>I can choose to ___ to show ___.</i> ○ How can you take responsibility if you make a bad choice? <i>I can take responsibility by __. It is important to take responsibility for your choices because __.</i> ○ Can you be a responsible person if you are making irresponsible choices to others? Why or why not? ○ What do the authors mean when they say “My choices make me who I am”? ● Review and pass back the template from the previous crew session. This time, in buddies, students complete the right-hand side “I choose to ___ so that ___.” (eg. If everybody teased their classmates, then everyone would feel sad and no one would want to come to school. I choose to use kind words with my classmates so that they feel happy at school and want to be my friend.) <p>Additional resources: http://visionworkspub.com/content/lesson%20plan%20my%20choices%20make%20me%20who%20i%20am.pdf</p>
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● What did you learn about responsibility and choices in crew? <i>I learned ___.</i> ● How did you take responsibility for your learning during crew? How did you take responsibility for finishing your work with your buddy? <i>I took responsibility when ___ because__.</i> ● How will you take responsibility for your learning and choices tomorrow? <i>Tomorrow I will ___ because__.</i>
<p>Follow-up Activities in Homeroom</p>	<ul style="list-style-type: none"> ● Make a T-Chart for Responsibility, write “what it sounds like” and “what it looks like” in the two columns. Have students brainstorm things to add to the chart during MM and later check in and reflect on how they are doing with the sounds and sights of respect in the classroom. ● Other read alouds on responsibility: (See Attachment) http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf ● Continue to check in and reflect on progress with Class Agreements.

March: Collaboration/Compassion

I can be compassionate when I see someone being bullied.

I can collaborate with other to stop bullying.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think about a time when you were bullied or when someone bullied you. What happened? How did you feel? How did the other person feel? • How will you be compassionate during crew today? How will you collaborate? <i>I will be compassionate by ____.</i> <i>I will collaborate by ____.</i> • What would our school be like if no one was compassionate when someone was being bullied? <i>If no one was compassionate, then ____.</i> • Why is it important to be compassionate and collaborate if you see someone being bullied? <i>It is important to be compassionate and collaborate if you see bullying because ____.</i>
<p>Community Builder (CB) in Crew</p>	<p><u>Session 1:</u> Three to Tango (See Attachment)</p> <p><u>Session 2:</u> Greeting your Crew Academic Discussion (See Attachment)</p>
<p>Focus on the Trait (FOTT) in Crew</p>	<p><u>Session 1:</u> Read aloud to develop compassion and empathy related to bullying: <i>The Invisible Boy</i> by Trudy Ludwig, <i>First Day in Grapes/ El primer día en las uvas</i> by L. King Perez, <i>Marisol McDonald Doesn't Match/ Marisol McDonald no combina</i> by Monica Brown, <i>A Bad Case of Stripes/ Un caso grave de rayas</i> by David Shannon, <i>Chrysanthemum / Crisantemo</i> by Kevin Henkes, <i>Just Kidding/ Sólo bromeando</i> by Trudy Ludwig <i>Friends from the Other Side/ Amigos del Otro Lado</i> by Gloria Anzaldúa, <i>My Name is Bilal, Confessions of a Former Bully</i> by Trudy Ludwig, <i>King of the Playground, My Secret Bully, Two of a Kind, Walrus's Gift, Bad Astrid, Bully Blockers Club</i>, (See Attachment for complete list)</p> <ul style="list-style-type: none"> • Open-Ended Questions to Ask:

	<ul style="list-style-type: none"> ○ How did the victim feel when ___? How can you tell that he/she feels that way? ○ How did the bully feel when ___? How can you tell that he/she feels that way? ○ Why do you think the bully said/did _____? ○ What would you have done if you were a character in the story? <p><u>Session 2:</u> In buddies or in small groups, students pick from one of the following activities:</p> <ul style="list-style-type: none"> ● make a comic strip that shows what bullying is ● draw and explain what bullying is ● draw and explain how bullying makes others feel ● make a skit that shows bullying
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● What did you learn about bullying, compassion and collaboration today? ● How can you show compassion if someone is being bullied? How can you collaborate to stop bullying? ● How will you be compassionate tomorrow if you see someone being bullied? How will you you collaborate with others?
<p>Follow-up Activities in Homeroom</p>	<ul style="list-style-type: none"> ● Continue to check in and reflect on progress with Class Agreements. ● Other read alouds on bullying: See Attachment http://www.storytimestandouts.com/anti-bullying-picture-books/ http://www.welcomingschools.org/pages/libros-para-ninos-bilingual-books-or-spanish-editions http://www.welcomingschools.org/pages/books-to-engage-students-on-bullying <p>http://hrc-assets.s3-website-us-east-1.amazonaws.com//welcoming-schools/documents/Welcoming-Schools-Libros_para_Ninos.pdf</p>

April: Respect/ Responsibility

I can be respectful to others by being an upstander.

I can take responsibility for creating a bully free school.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think about a time when you stood up to a bully or watched someone being bullied and did not stand up. What happened? How did you feel? How did the bully feel? How did the victim feel? • How does standing up to bullies show respect for others and for our school? How does standing up to bullies show responsibility? • What would our school be like if no one took responsibility for making our school bully free? What would happen if everyone was a bystander? • Why is it important to be an upstander?
<p>Community Builder (CB) in Crew</p>	<p><u>Session 1: Line Ups</u></p> <ul style="list-style-type: none"> • Divide the crew into A group and B group. Each group forms a straight line facing the other group. The person directly opposite them is their partner. Have them point to their partner so they know who their partner is. Pose a question to class such as “What did you do this weekend?” “What is your favorite food?” “What did you learn this week?” etc. Tell them that As go first this time, Bs listen, and then give their answer. When you ring the bell, line A moves one person to the right and the person who get bumped off the end of the line goes to the beginning of the line. Continue with this procedure, switching who talks first, and having line A move after each question. <p><u>Session 2: Greeting your Crew Academic Discussion (See Attachment)</u></p>
<p>Focus on the Trait (FOTT) in Crew</p>	<p><u>Session 1: Read Aloud: <i>Juice Box Bully: Empowering Kids to Stand Up for Others</i> by Bob Sornson or choose one from March’s Session 1 List of Read Alouds</u></p>

	<ul style="list-style-type: none"> ● Open Ended Questions to ask during/after reading: <ul style="list-style-type: none"> ○ How did the students stop the bullying? What do you think would have happened if they had been bystanders instead of upstanders? ○ What would you have done if you were a character in the book? ○ What can we learn from this book to help up with bullying at our school? ● Teach the “Bystander No More” Song (see Attachment) <p style="text-align: center;">Bystander No More By: Maria Dismondy Tune: Twinkle, Twinkle Little Star I will not stand by and stare As friends are teased, I’ll show I care. I can tell an adult what’s wrong. I can stop it before too long. I promise to do what’s right By speaking up I can stop the fight.</p> <p>More resources: http://www.mariadismond.com/uploads/docs/Juice-Box-Readers-Guide.pdf</p> <p><u>Session 2:</u> Make Anti-Bullying posters (See Attachment for examples)</p> <ul style="list-style-type: none"> ● In buddies or in small groups, students should decide on a picture and anti-bullying message to put on their poster. Let me them think of their own ideas or show them the attached posters to give them ideas.
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● What did you learn about bullying, respect and responsibility during crew? <i>I learned ___.</i> ● How did you show respect to your crew members today? How did you show that you are an upstander? <i>I showed ___ because I ___.</i> ● How will you be an upstander tomorrow and for the rest of the school year? <i>I will be upstander by ___.</i>

Follow-up Activities in Homeroom	<ul style="list-style-type: none"> • Continue to check in and reflect on progress with Class Agreements. • Sing “Bystander No More” • Other read alouds about bullying: See Attachment
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May: Honesty/ Perseverance

I can use perseverance to help me be more honest.

Prepare for Crew in the Homeroom Community Circle	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • Think about a time it was really hard to be honest. Why did or did not you choose to persevere and be honest? What happened and how did it feel? • Why is it important to use perseverance and honesty together? <i>Perseverance and honesty go together because _____. For example_____.</i>
Community Builder (CB) in Crew	<p><u>Session 1:</u> Knots</p> <ul style="list-style-type: none"> • Divide the group into smaller groups of eight to ten people. Players stand in a circle and place the hand into the center of the circle. Join hands with two different people. neither of whom are standing next to you. A human knot is born! The goal is to untie the knot without letting go of hand. <p><u>Session 2:</u> Greeting your Crew Academic Discussion (See Attachment)</p>
Focus on the Trait (FOTT) in Crew	<p><u>Session 1:</u> Read Aloud on honesty in the face of struggle (as opposed to honesty specifically to classmates, which was done in November): <i>The Empty Pot/ La Maceta Vacía</i> by Demi or <i>Mufaro’s Beautiful Daughters/ Las Bellas Hijas de Mufaro</i> by John Steptoe</p> <ul style="list-style-type: none"> • Why does this story teach us about honesty? • How did ___ persevere in this story?

	<p><u>Session 2:</u> Read Aloud/ Role Play Scenarios in <i>If You Had to Choose, What Would You Do?</i> by Sandra McLeod Humphrey</p> <ul style="list-style-type: none"> • Read one of the scenarios, have students brainstorm what they would do and why. Students can act out the scenarios (and the different ways they could react) or draw them.
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> • What did you learn today about perseverance and honesty? <i>I learned ____.</i> • What did you learn about honesty and perseverance today? How are they connected? <i>Perseverance and honesty are connected because ____.</i> For example, ____. • How will you use perseverance to help you be honest? <i>I can use perseverance to help me be honest because ____.</i>
<p>Follow-up Activities in Homeroom</p>	<ul style="list-style-type: none"> • Continue to check in and reflect on progress with Class Agreements. • Other read alouds on honesty and perseverance (see November and December) • Role play situations that involve honesty and perseverance

June: Reflect on Growth

I can reflect on how I have improved this year and how crew helped me.

<p>Prepare for Crew in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● How did it feel to be part of crew this year? ● How did crew help you this year? ● How did you get better at being respectful, compassionate, responsible and honest this year? ● How did you improve in collaboration and perseverance?
<p>Community Builder (CB) in Crew</p>	<p><u>Session 1:</u> Greeting your Crew Academic Discussion (See Attachment)</p>
<p>Focus on the Trait (FOTT) in Crew</p>	<p><u>Session 1:</u> You've Got Mail (See Attachment)</p>
<p>Debrief in the Homeroom Community Circle</p>	<p>Open-Ended Questions to Ask:</p> <ul style="list-style-type: none"> ● How do you think you have changed as a student? What makes you think that? ● What did you learn this year that will help you next year? ● What's one thing that you did this year in crew that made you feel proud?
<p>Follow-up Activities in Homeroom</p>	<ul style="list-style-type: none"> ● Continue to check in and reflect on progress with Class Agreements.

