



# Unit 2: Heroes & Heroines Near & Far

---

Mid-October through November 2020

School Age Curriculum Materials

## Unit 2: Heroes & Heroines Near & Far

**Unit Length:** 6-8 Weeks (Beginning Mid-October and lasting through November)

### Major Themes:

- The Hero in Me
- Understanding "Heroism"
- Our Heroes & Heroines
- Anyone Can Be a Hero

**Unit Description:** Children hear the word "hero" used today more than ever. Yet, what does it mean to be a hero? This unit explores this concept in depth with the children, focusing upon the definition and personal attributes of heroism and the importance of helping others. Children will engage in multiple activities and experiences that involve problem-solving and good judgment, communication, and self-reflection. They will identify personal "heroes" and discuss what it means to be "an everyday hero." Lastly, the children will learn to appreciate heroic qualities and the unique abilities of others.

### Conceptual Unit Questions and Main Ideas:

- *Who am I and who do I want to be?*
- *What is a "hero," what does it take to be a "hero?"*
- *What does "courage" and "strength" look like?*
- *How do I know if I'm making the right decisions?*

### Unit Objectives:

- Strengthening social competence and personal character
- Appreciating the abilities of others
- Developing the ability to use "good judgment"
- Becoming familiar with local, state, and world "heroes" and "heroines"
- Defining "heroism"

### 21<sup>st</sup> Century Learning Standards & Skills:

- Learning and Innovation Skills: *Creativity & Innovation*
- Work Creatively with Others
- Learning and Innovation Skills: *Critical Thinking & Problem Solving*
- Solve Problems
- Learning and Innovation Skills: *Communication & Collaboration*
- Collaborate with Others
- Information, Media & Technology Skills: *Information Literacy*
- Access & Evaluate Information
- Information, Media & Technology Skills: *Media Literacy*
- Analyze Media
- Life & Career Skills: *Initiative & Self-Direction*
- Be Self-Directed Learners
- Life & Career Skills: *Social & Cross-Cultural Skills*
- Interact Effectively with Others
- Life & Career Skills: *Leadership & Responsibility*
- Be Responsible to Others
  - Guide & Lead Others

### Integrated State Core Subject Standards:

- English Language Arts
- *Speaking & Listening*
  - *Vocabulary Acquisition & Use*
- Fine Arts
- *Drama/Theatre*
  - *Visual Arts* Physical Education Social Studies
  - *Civics Participation & Skills*
  - *Heritage*
  - *Human Systems*
  - *Roles & Systems of Government*
- Rules & Laws

Language of Instruction:		Environmental Enhancement Options:													
<ul style="list-style-type: none"> <li>• Heroism</li> <li>• Courage</li> <li>• Perseverance</li> <li>• Strength</li> <li>• Disposition</li> </ul>		<table border="1"> <tr> <td><b>Classroom Displays:</b></td> <td>Laminated pictures of local, state, and world identified "heroes" and "heroines." A "Word Wall" or "Wall of Heroic Quotes" associated with the term "Hero"</td> </tr> <tr> <td><b>Writing Area:</b></td> <td>Age-appropriate non-fiction literature and pictures about famous "heroes;" laminated language of instruction word cards and definitions</td> </tr> <tr> <td><b>Social Studies Area:</b></td> <td>Local, state, and world maps (laminated, if possible)</td> </tr> <tr> <td><b>Science &amp; Nature Area:</b></td> <td>Information and materials regarding the human body (this is to reinforce the discussion about "strength")</td> </tr> <tr> <td><b>Art Exploration Area:</b></td> <td>Ribbon (large gauge)</td> </tr> <tr> <td><b>Dramatic Play Area:</b></td> <td>Various attire and accessories related to community helping and service professions (e.g. doctor, police officer, utility worker)</td> </tr> </table>		<b>Classroom Displays:</b>	Laminated pictures of local, state, and world identified "heroes" and "heroines." A "Word Wall" or "Wall of Heroic Quotes" associated with the term "Hero"	<b>Writing Area:</b>	Age-appropriate non-fiction literature and pictures about famous "heroes;" laminated language of instruction word cards and definitions	<b>Social Studies Area:</b>	Local, state, and world maps (laminated, if possible)	<b>Science &amp; Nature Area:</b>	Information and materials regarding the human body (this is to reinforce the discussion about "strength")	<b>Art Exploration Area:</b>	Ribbon (large gauge)	<b>Dramatic Play Area:</b>	Various attire and accessories related to community helping and service professions (e.g. doctor, police officer, utility worker)
<b>Classroom Displays:</b>	Laminated pictures of local, state, and world identified "heroes" and "heroines." A "Word Wall" or "Wall of Heroic Quotes" associated with the term "Hero"														
<b>Writing Area:</b>	Age-appropriate non-fiction literature and pictures about famous "heroes;" laminated language of instruction word cards and definitions														
<b>Social Studies Area:</b>	Local, state, and world maps (laminated, if possible)														
<b>Science &amp; Nature Area:</b>	Information and materials regarding the human body (this is to reinforce the discussion about "strength")														
<b>Art Exploration Area:</b>	Ribbon (large gauge)														
<b>Dramatic Play Area:</b>	Various attire and accessories related to community helping and service professions (e.g. doctor, police officer, utility worker)														
<b>Songs &amp; Stories:</b>															
<b>Songs:</b>															
Younger School Age	"If You'll be Kind to Others," Michael Fridley (listen to the song for free: <a href="http://www.nubeat.org">http://www.nubeat.org</a> )														
Older School Age	"Be a Hero Today," (listen to the song for free: <a href="http://www.heroeshiphurray.com">http://www.heroeshiphurray.com</a> )														
<b>Non-Fiction Books:</b>															
Younger School Age	"The Children's Book of Heroes," William Bennett														
Older School Age	"Peaceful Heroes," Jonah Winter & Sean Addy														
<b>Fiction Books:</b>															
Younger School Age	"Hero Cat," Eileen Spinelli														
	"The Hero in Me," Susan Fitzsimonds														
	"Dex: The Heart of a Hero," Caralyn Buchner														
Older School Age	"Superhero School," Aaron Reynolds														
	"Super Hero," E.C. Graham														
<b>Chapter Books:</b>															
"Any Small Goodness," Tony Johnston															
"The Heroes Trail," T.A. Barron															
<b>Poems, Stories, Fables, Etc.:</b>															
Poetry	"Heroes," Jamie Newcomb; "To Be Hero," Olianiyan Kehinde Hero Hko														
Quotes	"Nurture your mind with great thoughts; to believe in the heroic makes heroes." Alexander Woo (2009); "Everyone is necessarily the hero of his own life story." Bob Dylan (1967); "Courage conquers all things." -Ovid														



<b>Gross Motor Play:</b>	<b>Transition Options:</b>	<b>Project-Based Learning Suggestions:</b>
<ul style="list-style-type: none"> <li>• Magic Walk</li> <li>• Team Game Play (e.g. Kickball, Basketball)</li> <li>• Jump Rope</li> </ul>	<ul style="list-style-type: none"> <li>• "I Think I See"</li> <li>• "Guess Again"</li> <li>• Favorite Area Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Have the children create "hero" costumes, encouraging them to create costumes that reflect their "heroic attributes." Once complete, conduct a "Heroes Parade" throughout the Academy. Take pictures of each child and have them write/draw a personal "hero autobiography" (1-page). Display work</li> <li>• Have the children create a mural of heroes to display. Label the mural the Brightside Academy "Hall of Fame." Have the children write short biographies to display next to each depicted "hero."</li> <li>• Have the children create a "heroic tale" that includes a "Hero/Heroine" and a "Villain" (<i>Refer to Supplemental Materials for information on creative writing</i>). Ask the children to create a book of their tale(s) to include in the classroom library. The children should also illustrate the book.</li> <li>• The children should identify a local "hero" that they would like to recognize. Recognition efforts should include the group writing a letter/note/email to the "hero," explaining why they were identified (highlighting abilities and personal attributes) and some type of recognition award (e.g. trophy/plaque, pictures and "thank-you" letters, invite the person into the classroom for a special meal).</li> <li>• The children should identify, plan, and implement an "anti-bullying" campaign (<i>Refer to Supplemental Materials for resources</i>).</li> </ul>
<b>Home Connections:</b> <ul style="list-style-type: none"> <li>• Children and families should identify and discuss who "family heroes" are and why. If possible, ask the children to bring in photographs, drawings or short write-ups highlighting this discussion (<i>This is related to the "My Heroes Picture Book" suggested Activity</i>).</li> <li>• Families should identify attributes of "heroism" in each family member and invent superhero names for each. The family should then decide upon a "superhero team/squad name." Ask the children to bring in drawings or short write ups highlighting this activity, or be prepared to discuss the outcomes of this activity.</li> <li>• Families should identify ways of becoming more "heroic" to others in need (within the capabilities of the family); they should ask the question "what can they do together to make a difference in the lives of others and why?" The family should highlight their personal strengths and abilities as well as plans for implementing their thoughts. Children should be prepared to discuss the outcomes of this activity.</li> </ul>		
<b>Don't Forget!</b> <ul style="list-style-type: none"> <li>• Post classroom expectations in a visible location for the children to frequently review.</li> <li>• Greet every child and caregiver as they enter and exit the classroom.</li> <li>• The "Quiet Activities" time of day is meant for quiet play, relaxation/rest, and/or homework completion. Teachers should facilitate this activity via modeling and engagement.</li> <li>• School age children should be provided daily gross motor play, preferably outdoors.</li> <li>• There are a wide range of abilities and interests within a school age classroom. Highlight and respect these differences through individualized planning (via the Child Planning Form).</li> </ul>		



**Supplemental Materials:**

- Information: Definitions for Language of Instruction; Indirect & Direct Communication; United States Postal Service
- Song Lyrics
- Poetry
- Information: How to Write a Creative "Hero" Story; Anti-Bullying Resources
- Sample List of Famous American Heroes
- Sample Comic Strips
- "Heroes & Celebrities" Suggested Activity: Vocabulary Words & Definitions
- Sample Venn diagram
- "Make the Choice that is Right for You": *What Would You Do?* Scenarios:
- Superhero mask templates
- Traffic stoplight template

**Suggested Activities:**

<b><u>Title:</u></b> My Heroes Picture Book		<b><u>Type of Activity:</u></b> Small-group or Individual-task experience
<b><u>Activity Objectives:</u></b> <i>The children will:</i> <ul style="list-style-type: none"><li>• Learn the meaning of the words "hero," "heroism."</li><li>• Discuss personal heroes.</li><li>• Interact effectively with others</li></ul>	<b><u>21<sup>st</sup> Century Standards &amp; Skills:</u></b> <ul style="list-style-type: none"><li>• Life &amp; Career Skills: <i>Social &amp; Cross-Cultural Skills</i>-Interact Effectively with Others</li><li>• Life &amp; Career Skills: <i>Leadership &amp; Responsibility</i>-Be Responsible to Others</li></ul>	<b><u>State Integrated Core Subject Standards:</u></b> <b>PA:</b> <ul style="list-style-type: none"><li>• YSA: 1.6.4 (K); 1.6.A (1<sup>st</sup> – 2<sup>nd</sup>)</li><li>• OSA: 1.6.3.A (3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li></ul> <b>OH: ELA: Speaking &amp; Listening:</b> <ul style="list-style-type: none"><li>• YSA: SL.K2.5a</li><li>• OSA: SL.35.5b</li></ul> <b>NV: Language: Vocabulary Acquisition &amp; Use</b> <ul style="list-style-type: none"><li>• YSA: 5.c (K – 1<sup>st</sup>); 5.a (2<sup>nd</sup>)</li><li>• OSA: 5.b (3<sup>rd</sup>); 6 (4<sup>th</sup>-5<sup>th</sup>)</li></ul>
<b><u>Activity Materials:</u></b> <ul style="list-style-type: none"><li>• Large paper and markers</li><li>• Construction paper (various colors)</li><li>• Glue/glue sticks</li><li>• Markers</li><li>• Photographs or drawings of family members or friends who have been identified as "personal heroes" to the children</li><li>• Hole punch &amp; brass fasteners or string</li></ul>		

**Activity Description:** *This activity should be completed in two steps.*

1. The teacher should discuss the word "hero." Ask the children the name people close to them, such as family members or friends who are "heroes" in their lives. Record the children's responses and ask them to continue the discussion at home with their families. Children should return with photographs or drawings of the people they named.
2. Ask the children to share their photographs/drawings. Provide construction paper and ask the children to glue their pictures onto the top of the sheet. The teacher should then ask the children to think about the person in their picture and tell one or two sentences to explain why that person is a "hero" to record underneath the picture. With permission of the children, the teacher should assemble all of the pictures into a booklet, using the hole punch and fasteners/string. Upon completion, the group should review the booklet and identify the various types of heroes and heroic attributes identified by the group.

**Activity Accommodations:**

- Draw a box at the top of the construction paper to guide children when positioning their pictures; Assist children when gluing pictures onto the construction paper.
- The teacher may write out the children's hero statements or ask the children to write out their own sentences (draw writing lines to guide children's sentence structure). Accommodation determination should be based upon identified children's ability.

**Activity Extensions Ideas:**

- Place booklet in writing area and encourage the children to continue adding to it. The children may expand this activity to include local, state, or world identified "heroes."

<u>Title:</u> Create a Holiday for Your Favorite Hero		<u>Type of Activity:</u> large-group and small-group experiences
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"><li>• Work creatively with others.</li><li>• Demonstrate creative literacy skills.</li><li>• Access &amp; evaluate information.</li><li>• Strengthen social competence and personal character.</li></ul>	<u>21<sup>st</sup> Century Standards &amp; Skills:</u> <ul style="list-style-type: none"><li>• Learning and Innovation Skills: <i>Creativity &amp; Innovation-Work Creatively with Others</i></li><li>• Information, Media &amp; Technology Skills: <i>Information Literacy-Access &amp; Evaluate Information</i></li></ul>	<u>State Integrated Core Subject Standards:</u> <p>PA:</p> <ul style="list-style-type: none"><li>• YSA: 5.2.4 (K); 5.2.E (1<sup>st</sup> – 2<sup>nd</sup>)</li><li>• OSA: 1.6.3.A (3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li></ul> <p>OH: Social Studies:</p> <ul style="list-style-type: none"><li>• YSA: 9 (K – 1<sup>st</sup>); 11 (2<sup>nd</sup>)</li><li>• OSA: 9 (3<sup>rd</sup>); 16 (4<sup>th</sup>); 12 (5<sup>th</sup>)</li></ul> <p>NY: Language:</p> <ul style="list-style-type: none"><li>• YSA: Conventions of Standard English 1.f (K); 1.j (1<sup>st</sup>); 1.f (2<sup>nd</sup>)</li><li>• OSA: Knowledge of Language 3.a (3<sup>rd</sup> – 5<sup>th</sup>)</li></ul>
<u>Activity Materials:</u> <ul style="list-style-type: none"><li>• Writing paper</li><li>• Pens and pencils</li><li>• Large paper and markers</li></ul>		
<u>Activity Description:</u> <i>This activity should be completed in several steps:</i> <p>Collaboratively, the group should list holidays that are dedicated to individuals or special people, such as <i>Columbus Day</i>, <i>Veteran’s Day</i>, and <i>Martin Luther King Day</i>. The teacher should ask the children to think about someone they admire who is not honored with a holiday. The children may work in small groups or pairs to brainstorm possible names. The teacher should record the children’s responses.</p> <p>Ask the small groups to create a “national holiday” for one of the people on the list. First, have the groups elect the person/people to celebrate; then, have the children develop a plan for the holiday. Plans must include:</p> <ul style="list-style-type: none"><li>• Name of the person being celebrated</li><li>• A title for the “holiday”</li><li>• Date(s) for the “holiday”</li><li>• Songs or music for the “holiday”</li><li>• Specific foods and/or clothing for the “holiday”</li><li>• Holiday colors</li><li>• Special decorations</li><li>• Ways to celebrate the “holiday”</li></ul>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"><li>• The teacher may need to assign children to groups, based upon ability level, in order to ensure appropriate completion of plans.</li><li>• Conduct the activity as a large-group experience only, or delegate specific tasks within the activity to certain children, again depending upon interest and ability.</li></ul>



The teacher should give the children a few days to complete their plans, including any needed research (e.g. access to computer; literature on holidays; yearly calendars). Upon completion; the children should share their plans. The group should decide which "holiday(s)" they would like to celebrate as a classroom. The teacher should ask the children to explain their choice(s).

**Activity Extensions Ideas:**

- At the appropriate time, ask the children to create a "holiday celebration event," in recognition of their plans.
- Set up a "party/celebration event" in the dramatic play area for the children to explore. Ask the children to create invitations and menus at the writing area and decorations in the art exploration area.

<b><u>Title:</u></b> Heroes in History ABC Book		<b><u>Type of Activity:</u></b> Large-group and Individual-task experience
<b><u>Activity Objectives:</u></b> <i>The children will:</i> <ul style="list-style-type: none"> <li>• Research and review information about people in history that are recognized “heroes”</li> <li>• Analyze media</li> <li>• Appreciate the abilities of others</li> <li>• Become familiar with local, National, and world heroes and heroines</li> <li>• Be responsible to others</li> </ul>	<b><u>21<sup>st</sup> Century Standards &amp; Skills:</u></b> <ul style="list-style-type: none"> <li>• Information, Media, &amp; Technology Skills: <i>Media Literacy-Analyze Media</i></li> <li>• Life &amp; Career Skills: <i>Social &amp; Cross-Cultural Skills-Interact Effectively with Others</i></li> </ul>	<b><u>State Integrated Core Subject Standards:</u></b> <b>PA:</b> <ul style="list-style-type: none"> <li>• YSA: 25.2.1 (K); PS 2.B (1<sup>st</sup>-2<sup>nd</sup>)</li> <li>• OSA: 1.6.3.A (3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li> </ul> <b>OH: Language-Vocabulary Acquisition &amp; Use</b> <ul style="list-style-type: none"> <li>• YSA: L.K.2.4a (K-2<sup>nd</sup>)</li> <li>• OSA: L.35.6b (3<sup>rd</sup>-5<sup>th</sup>)</li> </ul> <b>NY: Language-Vocabulary Acquisition &amp; Use 6 (K-5<sup>th</sup>)</b>
	<b><u>Activity Materials:</u></b> <ul style="list-style-type: none"> <li>• Various literature on recognized heroes (teacher-selected); Suggestions include presidents, civic leaders, community helpers, athletes (<i>Refer to list of Famous Americans in the Supplemental Materials</i>)</li> <li>• Online accessibility, if available (for additional research opportunities)</li> <li>• Various colored construction paper</li> <li>• Writing paper and utensils (markers or crayons)</li> <li>• Glue</li> <li>• Scissors</li> <li>• Large Paper and markers</li> <li>• Hole punch</li> <li>• Brass fasteners or string</li> </ul>	<b><u>Activity Accommodations:</u></b> <ul style="list-style-type: none"> <li>• Children may elect to recognize fictional characters as heroes if unable to think of living persons (e.g. Mulan, WordGirl, UnderDog)</li> <li>• Provide examples of “ABC” books to serve as an example/visual model.</li> <li>• Omit the letters Q, X, and Z if too difficult for the children to utilize.</li> <li>• Assign individual children, pairs, or small groups of children certain letters of the alphabet to fulfill.</li> </ul>
<b><u>Activity Description:</u></b> Ask the children to name famous people in history we recognize as heroes. The teacher should record the children’s responses on large paper. Once everyone has had an opportunity to give their opinion, the teacher should ask the children which names on the list they would include if they were going to write a book about different heroes. Check off their responses by circling the “heroes” first and last initial of their name.  Write the letters of the alphabet on another large piece of paper. Ask the children to create a classroom “ <i>ABC Book of Heroes</i> .” The book will include names from their recognized list plus others that may be added as the book is completed. Let the children choose a letter of the alphabet; children may work individually, or in pairs or small groups. Provide the children with		

various resources to research a hero in history whose name begins with that letter.

Once the children identify a hero, they should then draw the hero's picture or write a few sentences about the person/character onto construction paper. As the children complete their work, arrange the book in alphabetical order, asking the children to first share their findings with the group and then ask the children where the picture should be placed within the book. The book should be placed in the writing, library, or social studies area upon completion.

- Allow for the children to choose if they would like to draw a picture of or write a statement about their selected hero.

**Activity Extensions Ideas:**

- Create an ABC book regarding a topic selected by the group. Encourage the children to think about different types of "heroes," such as famous athletes or civic leaders.



<u>Title:</u> Superhero Comic Strip		<u>Type of Activity:</u> Small group or Individual-task experience
<u>Activity Objectives:</u> <i>The children will:</i>	<u>21<sup>st</sup> Century Standards &amp; Skills:</u>	<u>State Integrated Core Subject Standards:</u>
<ul style="list-style-type: none"><li>• Explain the difference between a “superhero” and a “hero”</li><li>• Think creatively</li><li>• Interact effectively with others</li><li>• Be responsible to others</li></ul>	<ul style="list-style-type: none"><li>• Learning &amp; Innovation Skills: <i>Creativity &amp; Innovation</i> – Think Creatively</li><li>• Life &amp; Career Skills: <i>Leadership &amp; Responsibility</i>-Be Responsible to Others</li></ul>	<p><b>PA:</b></p> <ul style="list-style-type: none"><li>• YSA: 9.1.c.2 (K); 9.1.M (1<sup>st</sup>-2<sup>nd</sup>)</li><li>• OSA: 9.1.3.D (3<sup>rd</sup>); 9.1.4.D (4<sup>th</sup>); 9.1.5.D(5<sup>th</sup>)</li></ul> <p><b>OH:FA-Visual Arts</b></p> <ul style="list-style-type: none"><li>• YSA: 3 (K); 2 (1<sup>st</sup>); 1 (2<sup>nd</sup>)</li><li>• OSA: 2 (3<sup>rd</sup>-4<sup>th</sup>); 6 (5<sup>th</sup>)</li></ul> <p><b>NY: Science: Standard 1-Analyls, Inquiry, &amp; Design T.1.1a (K-4<sup>th</sup>)</b></p>
<u>Activity Materials:</u>		
<ul style="list-style-type: none"><li>• Writing paper (legal sized), cut into 3” strips</li><li>• Writing utensils (pencils, colored pencils, markers, crayons)</li><li>• Sample comic strips (<i>Refer to Supplemental Materials</i>)</li></ul>		
<u>Activity Description:</u>	<u>Activity Accommodations:</u>	
Ask the children, “Who are your favorite superheroes? Why, describe them? What is the difference between a ‘superhero’ and a ‘hero’?”	<ul style="list-style-type: none"><li>• Provide sample comic strips to serve as visual models.</li><li>• Help the groups brainstorm superhero characteristics and stories.</li></ul>	
Tell the children that they have been asked to create a new superhero for a comic strip. Ask the children to work as a small group to create a 2-4 panel comic strip for their new superhero. Display work when finished.		
<u>Activity Extensions Ideas:</u>		
<ul style="list-style-type: none"><li>• Ask the group to create multiple comic strips or a comic book based on their superhero characters.</li></ul>		

Title: Heroes & Celebrities			Type of Activity: Large and/or small-group experience
Activity Objectives: The children will:	21 <sup>st</sup> Century Standards & Skills:	State Integrated Core Subject Standards:	
<ul style="list-style-type: none"><li>Enhance expressive vocabulary.</li><li>Define “heroism.”</li><li>Use a Venn diagram to think creatively and solve problems.</li><li>Collaborate with others.</li></ul>	<ul style="list-style-type: none"><li>Learning and Innovation Skills: <i>Critical Thinking &amp; Problem Solving-Solve Problems</i></li></ul>	<p>PA:</p> <ul style="list-style-type: none"><li>YSA: 15.1.2 (K); AL1.1 (1<sup>st</sup>); AL1.2 (2<sup>nd</sup>)</li><li>OSA: 1.6.3.A(3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li></ul> <p>OH: Social Studies</p> <ul style="list-style-type: none"><li>YSA: 4 (K); 5 (1<sup>st</sup>); 8 (2<sup>nd</sup>)</li><li>OSA: 9 (3<sup>rd</sup>); 17 (4<sup>th</sup>); 12 (5<sup>th</sup>)</li></ul> <p>NY: Language:</p> <ul style="list-style-type: none"><li>YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1<sup>st</sup>); 5.a (2<sup>nd</sup>)</li><li>OSA: Knowledge of Language 3.a (3<sup>rd</sup>-4<sup>th</sup>); Vocabulary Acquisition and Use 4.a (5<sup>th</sup>)</li></ul>	
Activity Materials:			
<ul style="list-style-type: none"><li>List of vocabulary words and definitions (Refer to Supplemental Materials)</li><li>Index cards or writing paper cut into 3 x 5” rectangles.</li><li>Venn Diagram sheet (Refer to Supplemental Materials)</li><li>Scissors</li><li>Markers or crayons</li><li>Glue</li><li>White paper</li></ul>			
Activity Description:			
<p>With the group, the teacher should ask the students “what characteristics make up a hero?” (E.g. courageous, unselfish, generous, caring, selfless, a volunteer, someone who goes above and beyond, gives to society or the community). If the children have a difficult time stating characteristics, the teacher should help them develop the following characteristics for a hero:</p> <ul style="list-style-type: none"><li>A hero does things to help others.</li><li>A hero contributes to society in a positive way.</li><li>The work of a hero often goes unnoticed; a hero may not be recognized by the media.</li></ul> <p>Highlight the vocabulary words listed within the <i>Supplemental Materials</i>.</p> <p>The teacher should then ask the children “what’s the difference between being a hero and a celebrity?” The children should discuss characteristics of a celebrity:</p> <ul style="list-style-type: none"><li>A celebrity is highly visible, well-known.</li><li>A celebrity is usually recognized for some form of talent, beauty, or material quality.</li></ul>			
Activity Accommodations:			
<ul style="list-style-type: none"><li>Pre-cut 3x5” paper into sandwich components and/or pre-write “hero” and “celebrity” characteristics on the paper and allow for the children to simply decorate the paper and create their “hero” sandwiches.</li><li>Conduct this activity in multiple parts, over multiple days; or amend this activity to only include one component that is most relevant to the interests and abilities of the children.</li><li>Provide popular magazines and current literature to serve as visual references when asking children to identify “celebrities” and “heroes.”</li><li>Allow for the children to identify both fictional (e.g. Mulan, Little Mermaid, Johnny Applesed) and non-fictional persons.</li></ul>			

- A celebrity is usually recognized for a performance.

Ask the children if a hero can be both a "hero" and a "celebrity" and ask them to give examples. (E.g. Michael Jordan, Barack Obama, YoYo Ma, Gabby Douglas). Draw a Venn Diagram on a large piece of paper (*Refer to example in Supplemental Materials*) and ask the children to continue naming those who they think are both celebrities as well as heroes. Write the word "Celebrity" in one circle and "Hero" in another; review your list of identified characteristics for each and then place the names of the persons mentioned by the children in either one of the circles or where the circle meet.

The second part of this activity is to make "hero" sandwiches named after the persons identified as both "heroes" and "celebrities." With the 3x5" paper, write the characteristics that were identified with the persons in the middle and decorate the paper to resemble parts of a sandwich (e.g. lettuce, tomato, meat, cheese, bread). Encourage the children to be creative in identifying characteristics as well as how those characteristics may resemble parts of a "hero" sandwich. Glue the sandwich components in order on a large piece of white paper. At the top of the paper, ask the children to name the sandwich and list their identified "hero" below the sandwich name.

To conclude the activity, the teacher should highlight the differences among "celebrities" and "heroes," explaining that most of the more famous heroes are also celebrities; however, more often than not, "everyday heroes" (e.g. parents, community service workers, doctors, church leaders) embody the same characteristics but go unnoticed and that we should work hard to appreciate them in the same way we recognize celebrities. Display the "hero" sandwiches within the classroom.

#### **Activity Extensions Ideas:**

- Ask the children to create their own personal "hero" sandwich, identifying personal characteristics and attributes they identify as being "heroic."
- Use a Venn diagram within another categorical activity, such as categorizing social behaviors to prevent bullying (e.g. "respectful behaviors" "disrespectful behaviors").



Title: Make the Choice that is Right for You		Type of Activity: Large group experience
<b>Activity Objectives:</b> <i>The children will:</i>	<b>21<sup>st</sup> Century Standards &amp; Skills:</b>	<b>State Integrated Core Subject Standards:</b>
<ul style="list-style-type: none"><li>Strengthen the ability to use “good judgment.”</li><li>Strengthen social competence and personal character.</li><li>Collaborate with others to solve problems.</li><li>Interact effectively with others.</li></ul>	<ul style="list-style-type: none"><li>Learning &amp; Innovation Skills: <i>Critical Thinking &amp; Problem Solving</i>-Make judgments and decisions</li><li>Life &amp; Career Skills: <i>Social &amp; Cross-Cultural Skills</i>-Interact Effectively with Others</li></ul>	<p><b>PA:</b></p> <ul style="list-style-type: none"><li>YSA: 1.6.4 (K); 1.6.A (1<sup>st</sup> – 2<sup>nd</sup>)</li><li>OSA: 1.6.3.A (3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li></ul> <p><b>OH: ELA: Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"><li>YSA: SL.K2.5a</li><li>OSA: SL.35.5b</li></ul> <p><b>NY: Language: Vocabulary Acquisition &amp; Use</b></p> <ul style="list-style-type: none"><li>YSA: 5.c (K – 1<sup>st</sup>); 5.a (2<sup>nd</sup>)</li><li>OSA: 5.b (3<sup>rd</sup>); 6 (4<sup>th</sup>–5<sup>th</sup>)</li></ul>
<b>Activity Materials:</b>		
<ul style="list-style-type: none"><li>What Would You Do? Scenarios (<i>Refer to Supplemental Materials</i>), cut into strips</li></ul>		
<b>Activity Description:</b>	<b>Activity Accommodations:</b>	
<p>To help the children understand that there are many life situations where they will have to make choices, the group will practice “doing the right thing” by discussing alternatives and selecting the choice that is right and appropriate for the person described in written scenarios.</p> <p>The teacher should begin the discussion by asking the group what it means to make a ‘good choice’ or ‘judgment.’ What does that look like? Explain to the children that every day, we all experience situations where choices must be made. The choice can be simple, such as which shirt to wear or where to sit on the bus. Sometimes, choices are hard, which means there may be consequences to the actions taken. Also, some choices only affect us, as individuals, and other choices may affect other people. You are responsible for the choice you make.</p> <p>The teacher should divide the children into small groups. Each group will receive a written scenario to discuss. Give the children at least 15 minutes to discuss the scenario.</p> <p>Upon completion, return to the large group and ask each of the groups to present their findings. They should first review the scenario, then discuss:</p> <ul style="list-style-type: none"><li>Options or potential choices one could make (“good” as well as “bad”)</li><li>The decision the group made on addressing the situation and why</li></ul>	<ul style="list-style-type: none"><li>Be sure that there is at least one child able to read the scenario in each group; the teacher should still make themselves available to assist with this activity and answer questions, as needed.</li></ul>	
<b>Activity Extensions Ideas:</b>		
<ul style="list-style-type: none"><li>Create a classroom display that lists “good judgment” acts observed within the room; highlighting the children’s continuous efforts to make the right</li></ul>		

choices in life.

- Ask the children to draw scenario cards (sequenced if possible) to accompany this activity and/or create new scenarios in order to continue discussing "good judgment."
- The children can create a book of "good judgment" that depicts the scenario stories discussed during this activity. Completed books can be placed in the classroom library area.

Title: Fishin' for Courage			
Type of Activity: Small-group experience			
<b>Activity Objectives:</b> <i>The children will:</i> <ul style="list-style-type: none"><li>• Strengthen social competence and personal character.</li><li>• Reflect upon personal fears as well as strategies for overcoming fears.</li><li>• Participate in various group formats.</li><li>• Learn the definition and attributes of the term "courage."</li></ul>	<b>21<sup>st</sup> Century Standards &amp; Skills:</b> <ul style="list-style-type: none"><li>• Learning &amp; Innovation Skills: <i>Communication &amp; Collaboration</i>-Communicate Clearly</li><li>• Learning &amp; Innovation Skills: <i>Critical Thinking &amp; Problem Solving</i>-Reason effectively</li></ul>	<b>State Integrated Core Subject Standards:</b> <b>PA:</b> <ul style="list-style-type: none"><li>• YSA: 3.2a.5 (K); 3.2.C (1<sup>st</sup>-2<sup>nd</sup>)</li><li>• OSA: 3.2.3.A (3<sup>rd</sup>); 3.2.4.A (4<sup>th</sup>); 3.2.5.A (5<sup>th</sup>)</li></ul> <b>OH: Science</b> <ul style="list-style-type: none"><li>• YSA: Observations of the Environment-Physical Science (K-2<sup>nd</sup>)</li><li>• OSA: Observations of the Environment-Physical Science (3<sup>rd</sup>); Interconnections within Systems-Physical Science (4<sup>th</sup>-5<sup>th</sup>)</li></ul> <b>NY: Science</b> -Standard 4-The Physical Standard 3.1b (K-4 <sup>th</sup> )	
<b>Activity Materials:</b> <ul style="list-style-type: none"><li>• Wide-mouthed glass or jar (empty)</li><li>• Uncooked rice</li><li>• Egg</li><li>• Writing paper</li><li>• Hole punch</li><li>• Paper clips</li><li>• Wooden dowel or stick</li><li>• String</li><li>• Magnet</li><li>• Can</li></ul>			
<b>Activity Description:</b> <i>Prior to the Activity:</i> Create the "fishing pole" by attaching a string with a magnet on the end to the wooden dowel/stick.  Let the children know that the group will be discussing the trait "courage." Ask the following questions: "What does 'courage' mean? What are some ways you can show courage?"  Place the egg in the middle of the glass completed covered by rice. Explain that the egg represents someone who is a part of a crowd. Then tell the story:  <i>One day the crowd starts making fun of other people, and the egg doesn't like it so he tells them to stop</i> (The teacher should tap the rim of the glass; the egg will rise up from the rice with each tap).	<b>Activity Accommodations:</b> <ul style="list-style-type: none"><li>• Conduct this activity in multiple-steps, over several periods of time to ensure appropriate engagement and participation.</li><li>• Prepare all activity materials in advance to avoid lengthy wait times.</li><li>• Limit the group size to 3-5 children.</li></ul>		



*Afterwards, the crowd of friends starts to exclude others from their games (Tap the rim) and they start telling lies. Each time, the egg refuses to go along with his friends and stands up for what is right (tap the rim and continue tapping until the egg has completely risen above the rice).*

Ask the children the following questions:

- Why has the egg 'risen to the top?'
- How do you think the egg felt whenever he stood up to his friends?
- Why was the egg 'doing the right thing?'

End the conversation by letting the children know it takes courage to do the right thing when others are not. A courageous person will face their fears, rise to the top and stand out from the rest!

Give each child a small piece of paper and have them fold it in half. On the upper half, have them write or draw something they are or were afraid of. On the lower half, have them write or draw what they did or can do to get over their fear. Punch a hole through the paper, near the fold, and attach a paper clip. Have the children place their paper in the can. Then, give them the "fishing pole." Have the children take turns dropping the end of the pole into the can. The magnet will attach to one of the paper clips. The children should "reel in" the clip of paper and read/describe what is on the paper. To conclude the activity, the group should discuss how it takes courage to overcome our fears and to do the right thing.

#### **Activity Extensions Ideas:**

- Have the children create a story that includes a person being courageous and conquering their fears.
- Have the children draw a picture of the trait "courage" in action. Have them title their picture by completing the sentence "Courage is..."
- Write this quote on a large piece of paper and discuss it with the group: "Courage is being scared...and saddling up anyway." —John Wayne. Ask the children to write and illustrate their own quote for courage.

<b><u>Title:</u></b> Bravery Masks		
<b><u>Activity Objectives:</u></b> <i>The children will:</i>		
<ul style="list-style-type: none"> <li>Express or represent a feeling or value through visual art</li> <li>Think creatively</li> <li>Work independently and be a self-directed learner</li> </ul>	<b><u>21<sup>st</sup> Century Standards &amp; Skills:</u></b> <ul style="list-style-type: none"> <li>Life and Career Skills: <i>Initiative &amp; Self-Direction-</i> Be Self-Directed Learners</li> <li>Learning and Innovation Skills: <i>Creativity &amp; Innovation-</i>Think Creatively</li> </ul>	<b><u>Type of Activity:</u></b> Small-group experience  <b><u>State Integrated Core Subject Standards:</u></b> <b>PA:</b> <ul style="list-style-type: none"> <li>YSA: 9.1.c2 (K); 9.1.l (1<sup>st</sup>-2<sup>nd</sup>)</li> <li>OSA: 9.1.A</li> </ul> <b>OH: FA: Visual Arts</b> <ul style="list-style-type: none"> <li>YSA: 3</li> <li>OSA: 3 (4<sup>th</sup>); 1 (5<sup>th</sup>)</li> </ul> <b>NY: Language-Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>YSA: 1.a (K-2<sup>nd</sup>)</li> <li>OSA: 1.b (3<sup>rd</sup>-5<sup>th</sup>)</li> </ul>
<b><u>Activity Materials:</u></b>		
<ul style="list-style-type: none"> <li>Heavy paper or tag board (various colors)</li> <li>Various writing utensils (pencils, markers, colored pencils, crayons)</li> <li>Glue</li> <li>Scissors</li> <li>Art embellishments (e.g. feathers, sequins, pom poms)</li> <li>Hole punch</li> <li>String or yarn (2 pieces)</li> </ul>		
<b><u>Activity Description:</u></b>		
<p>The children will create masks to represent the trait of "bravery." The teacher should explain to the group that sometimes, in order to be brave, people use a tool or an icon that they believe gives them strength and courage. For example, some children have "security blankets," some people carry luck pennies, and superheroes wear costumes such as capes and masks.</p> <p>The children will create individual bravery masks to wear whenever they begin to feel afraid or anxious. If children are not comfortable in wearing the masks, then they may display the mask within the classroom, give the mask to someone whom they feel needs it, or take the mask home.</p> <p>The children first must create the mask from the paper and string. Have the children draw and cut out their mask designs. On each side of the mask, create two holes, tie one end of the string/yarn to the mask in each hole and then tie the string/yarn around the child's head to stabilize the mask on their face. Once mask fit is established, ask the children to decorate the mask. As the children are involved in their task, the teacher should ask questions regarding their choices for mask design, decoration, and the reason why the mask may be needed.</p>		
<b><u>Activity Accommodations:</u></b>		<ul style="list-style-type: none"> <li>Pre-cut the masks and attach the strings to avoid lengthy wait time.</li> <li>Assist children with cutting and gluing exercises, as needed.</li> <li>Prepare all materials in advance to avoid wait time and ensure a smoother transition into the activity.</li> </ul>

**Activity Extensions Ideas:**

- Ask the children what the opposite meaning(s)/traits of "bravery" are and have them create a mask resembling their responses.



Title: Cubbie "Bumper Stickers"		
<b>Activity Objectives:</b> <i>The children will:</i>	<b>21<sup>st</sup> Century Standards &amp; Skills:</b>	<b>Type of Activity:</b> Small-group or individual-task experience
<ul style="list-style-type: none"><li>Strengthen expressive vocabulary</li><li>Engage in an activity that allows for self-expression</li><li>Encourage others through verbal communication</li></ul>	<ul style="list-style-type: none"><li>Learning and Innovation Skills: <i>Creativity &amp; Innovation</i>-Think Creatively</li><li>Life and Career Skills: <i>Initiative &amp; Self-Direction</i>-Work Independently</li></ul>	<b>State Integrated Core Subject Standards:</b> <b>PA:</b> <ul style="list-style-type: none"><li>YSA: 9.1c.3 (K); 9.1.M (1<sup>st</sup>); 9.1.I (2<sup>nd</sup>)</li><li>OSA: 1.4.3 (3<sup>rd</sup>); 1.4.4 (4<sup>th</sup>); 1.4.5 (5<sup>th</sup>)</li></ul> <b>OH: Visual Arts:</b> <ul style="list-style-type: none"><li>YSA: Creative Expression &amp; Communication 1 (K-2<sup>nd</sup>)</li><li>OSA: Creative Expression &amp; Communication 1 (3<sup>rd</sup> -4<sup>th</sup>); 3 (5<sup>th</sup>)</li></ul> <b>NY:</b> <ul style="list-style-type: none"><li>YSA: Text Types &amp; Purposes 2.2</li><li>OSA: Text Types &amp; Purposes 2.2.a</li></ul>
<b>Activity Materials:</b> <ul style="list-style-type: none"><li>Construction paper (various colors)-cut 8.5 x 11" paper in half</li><li>Markers and crayons</li><li>Tape</li><li>Lamination paper, if possible</li></ul>		
<b>Activity Description:</b> <p>Explain to the children that words of encouragement are often seen on signs, t-shirts, and car bumper stickers. A trait of being a hero is to never give up, to perseverer even when there are extreme difficulties. The children should think of encouraging statements and create "bumper stickers" to place on their cubbies. Some examples include:</p> <ul style="list-style-type: none"><li>"Stick to it!"</li><li>"Learn from your mistakes"</li><li>"Keep trying"</li><li>"You can do it!"</li></ul> <p>Children should write their statements on a piece of construction paper and then decorate it. They may design their bumper sticker however they would like. Upon completion, the teacher should laminate the stickers, if possible. Give the children tape to stick their "bumper stickers" to their cubbies.</p>	<b>Activity Accommodations:</b> <ul style="list-style-type: none"><li>The teacher may need to assist children in writing their statements.</li><li>The teacher may need to provide statement examples and/or provide handwriting assistance.</li><li>Prepare all activity materials in advance to avoid lengthy wait times.</li></ul>	
<b>Activity Extensions Ideas:</b> <ul style="list-style-type: none"><li>The children may trade their "bumper stickers" as well as make special stickers to encourage their classmates and friends.</li><li>The group may brainstorm a "logo" to represent the group's idea of bravery, courage, and/or perseverance. They would essentially be creating a "Hero's Logo, or symbol."</li></ul>		

<b>Title:</b> How I Helped		<b>Type of Activity:</b> Small-group; Individual-task experience
<b>Activity Objectives:</b> <i>The children will:</i> <ul style="list-style-type: none"> <li>• Strengthen problem-solving skills.</li> <li>• Think creatively.</li> <li>• Develop a sense of empathy for others.</li> </ul>		
<b>21<sup>st</sup> Century Standards &amp; Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: <i>Critical Thinking &amp; Problem Solving-Solve Problems</i></li> </ul>		<b>State Integrated Core Subject Standards:</b> <b>PA:</b> <ul style="list-style-type: none"> <li>• YSA: 9.2.1 (K); 9.2.C (1<sup>st</sup>); 9.2.D (2<sup>nd</sup>)</li> <li>• OSA: 9.1.3.E (3<sup>rd</sup> – 4<sup>th</sup>); 9.1.5.D (5<sup>th</sup>)</li> </ul> <b>OH: Fine Arts-Historical, Cultural, and Social Contexts:</b> <ul style="list-style-type: none"> <li>• YSA: 3 (K); 1 (1<sup>st</sup>); 3 (2<sup>nd</sup>)</li> <li>• OSA: 3 (3<sup>rd</sup> - 4<sup>th</sup>); 5 (5<sup>th</sup>)</li> </ul> <b>NY: Language:</b> <ul style="list-style-type: none"> <li>• YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1<sup>st</sup>); 5.a (2<sup>nd</sup>)</li> <li>• OSA: Knowledge of Language 3.a (3<sup>rd</sup>-4<sup>th</sup>); Vocabulary Acquisition and Use 4.a (5<sup>th</sup>)</li> </ul>
<b>Activity Materials:</b> <ul style="list-style-type: none"> <li>• Heavy weight paper or tag-board</li> <li>• Markers and crayons</li> <li>• Scissors</li> <li>• A story about a child who helps others (e.g. <i>Helping</i>, James Levin and Jackie Carter)</li> </ul>		
<b>Activity Description:</b> Introduce the children to the many ways people help one another. Begin by reading a book like “Helping” or telling a story about a child who helps others.  Have the children then trace their hand(s) on construction paper and then cut out their hand shapes. The children should then be permitted to decorate their “hands.”  When the children have finished decorating their traced hands, ask each child what they have done to help someone. They should write their ideas on their traced hands.  Create a classroom rainbow display of the ‘helping hands.’		<b>Activity Accommodations:</b> <ul style="list-style-type: none"> <li>• Prepare all activity materials in advance. Pre-cut various sized hand shapes for the children to use.</li> <li>• Assist the children in cutting out their traced hands, as necessary, or allow for the children to leave the background intact.</li> <li>• Assist the children with cutting and gluing tasks, as needed.</li> <li>• Assist the children in writing their helping ideas, as necessary.</li> </ul>
<b>Activity Extensions Ideas:</b> <ul style="list-style-type: none"> <li>• Each time someone witnesses a “helping” act within the classroom, a new hand should be created and added to the display. The group should create a positive behavior support system around the activity, setting a goal for the number of hands achieved within a certain time frame.</li> </ul>		



<b>Title:</b> Helping a Friend		<b>Type of Activity:</b> Large-group experience
<b>Activity Objectives:</b> <i>The children will:</i>	<b>21<sup>st</sup> Century Standards &amp; Skills:</b>	<b>State Integrated Core Subject Standards:</b>
<ul style="list-style-type: none"> <li>• Work collaboratively.</li> <li>• Plan and create a classroom project.</li> <li>• Develop a sense of responsibility.</li> <li>• Continue learning about classroom peers.</li> <li>• Interact effectively with others.</li> <li>• Solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Innovation Skills: <i>Creativity &amp; Innovation-Work Creatively with Others</i></li> <li>• Life &amp; Career Skills: <i>Leadership &amp; Responsibility-Guide and Lead Others</i></li> </ul>	<b>PA:</b> <ul style="list-style-type: none"> <li>• <b>YSA:</b> 15.1.2 (K); AL1.1 (1<sup>st</sup>); AL1.2 (2<sup>nd</sup>)</li> <li>• <b>OSA:</b> 1.6.3.A(3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li> </ul> <b>OH: Social Studies</b> <ul style="list-style-type: none"> <li>• <b>YSA:</b> 4 (K); 5 (1<sup>st</sup>); 8 (2<sup>nd</sup>)</li> <li>• <b>OSA:</b> 9 (3<sup>rd</sup>); 17 (4<sup>th</sup>); 12 (5<sup>th</sup>)</li> </ul> <b>NY: Language:</b> <ul style="list-style-type: none"> <li>• <b>YSA:</b> Vocabulary Acquisition and Use 4.a (K); 4.b (1<sup>st</sup>); 5.a (2<sup>nd</sup>)</li> <li>• <b>OSA:</b> Knowledge of Language 3.a (3<sup>rd</sup>-4<sup>th</sup>); Vocabulary Acquisition and Use 4.a (5<sup>th</sup>)</li> </ul>
<b>Activity Materials:</b>	<ul style="list-style-type: none"> <li>• Individual pictures of classroom children (if pictures are unavailable, then simply write the children's names on 3x5" index cards)</li> <li>• Hole punch &amp; yarn</li> <li>• Large paper and markers</li> </ul>	
<b>Activity Description:</b>	<b>Activity Accommodations:</b>	
<p><i>Prior to the Activity:</i> Cut yarn to lengths that will make a necklace for each child. Tie a photograph of one child to each necklace.</p> <p>During a large group meeting, ask the children to develop a list of ways they can help one another and write their responses on the large piece of paper. Their list may include actions such as: tie a friend's shoes, get a napkin for someone, help someone clean up a game, teach a friend to do something if they don't know how, and hang up someone's artwork for them.</p> <p>Tell the children that you are going to give them a 'special friend' for the week. Give each child a necklace with their 'special friend's' picture/name on it. It is their job to help that person throughout the week, but they should not let them know that they are their assigned 'special friend.'</p> <p>At the end of the week, make three lists with the children: one naming all of the things they did for their 'friend,' a second saying how it felt to have someone help them, and a third identifying how it felt to help a 'special friend.' Discuss the importance of helping others.</p>	<ul style="list-style-type: none"> <li>• Prepare all activity materials in advance to avoid lengthy wait times.</li> <li>• Allow for the children who do not want to wear a necklace to keep their photograph in a "safe place" (e.g. their pocket, their cubbie).</li> <li>• Periodically remind the children to think of ways they can help their 'special friend' to encourage continued activity participation.</li> </ul>	
<b>Activity Extensions Ideas:</b>	<ul style="list-style-type: none"> <li>• Establish a "secret pen pal" system within the group and ask the children to exchange encouraging notes to one another via the classroom mailbox system.</li> </ul>	



Title: Stoplight		
<p><b>Activity Objectives:</b> <i>The children will:</i></p> <ul style="list-style-type: none"> <li>• Strengthen problem solving skills</li> <li>• Strengthen social competence and personal characters</li> <li>• Develop the ability to use “good judgment”</li> </ul>	<p><b>21<sup>st</sup> Century Standards &amp; Skills:</b></p> <ul style="list-style-type: none"> <li>• Life and Career Skills: <i>Social &amp; Cross-Cultural Skills</i>-Interact Effectively with Others</li> <li>• Learning and Innovation Skills: <i>Critical Thinking &amp; Problem Solving</i>-Solve Problems</li> </ul>	<p><b>Type of Activity:</b> Large-group experience</p>
<p><b>Activity Materials:</b></p> <ul style="list-style-type: none"> <li>• Pre-made poster with a traffic stoplight pictured</li> <li>• 2 Puppets</li> <li>• One truck</li> <li>• A classroom book (teacher-selected)</li> </ul>	<p><b>State Integrated Core Subject Standards:</b></p> <p><b>PA:</b></p> <ul style="list-style-type: none"> <li>• YSA: 25.4.2 (K); PS 3.G (1<sup>st</sup>-2<sup>nd</sup>)</li> <li>• OSA: 1.6.3.A (3<sup>rd</sup>); 1.6.4.A (4<sup>th</sup>); 1.6.5.A (5<sup>th</sup>)</li> </ul> <p><b>OH: Language-Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• YSA: SL.K2.1b (K-2<sup>nd</sup>)</li> <li>• OSA: SL.35.1b (3<sup>rd</sup>-5<sup>th</sup>)</li> </ul> <p><b>NY: Language-Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• YSA: 6 (K); 1.a (1<sup>st</sup>-2<sup>nd</sup>)</li> <li>• OSA: 1.b (3<sup>rd</sup>-5<sup>th</sup>)</li> </ul>	
<p><b>Activity Description:</b></p> <p><i>Prior to the Activity:</i> Prepare the stoplight poster (<i>Refer to Supplemental Materials for template</i>). Write the steps of problem solving in the lights:</p> <ul style="list-style-type: none"> <li>• Red = Stop and Ask “What is the problem?”</li> <li>• Yellow = Slow Down and Think, ask yourself “What can I do? What’s the best idea?”</li> <li>• Green = Go! Try your idea!</li> </ul> <p>Explain to the children that using the stoplight system can help them whenever they are having a problem. Review what each color on the stoplight means.</p> <p>Ask the children to then practice this strategy by putting on a “puppet show” for the group. Ask children to volunteer to take part in the show. Read the below problem scenario and ask them to use the puppets to role play the story actions.</p> <p><i>This is Ellie. This is George (introduce the two puppets). George and Ellie are playing with trucks. Let’s watch and see what they are doing. Ellie is driving the truck, “Zoom! Zoom!” goes Ellie’s truck. Here comes George. George wants the truck. George pulls on Ellie’s truck. Ellie pulls back.</i></p> <p>Tell the children that Ellie and George can use the stoplight to help them solve their problem.</p> <ul style="list-style-type: none"> <li>• <i>Red = Stop:</i> Ellie and George need to stop. They have a problem. They both want the truck at the</li> </ul>	<p><b>Activity Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Conduct this activity in multiple steps to ensure appropriate participation and active engagement of all the children.</li> <li>• Ask the older children brainstorm their own problem solving scenarios.</li> </ul>	

same time.

- *Yellow = Slow Down and Think:* Tell the "puppets," "You need to slow down and think about what you can do." Have George say, "We could share or take turns." Have Ellie say, "We could get another."

Ask the puppets, "What's the best idea?" Have George and Ellie think that the best idea is to take turns. Discuss who should have the first turn.

- *Green = Go:* Tell the "puppets," "Okay, try your idea." Have Ellie drive the truck to George and have George drive it back to Ellie, taking turns with the truck.

Put on another puppet play about a problem. Use the stoplight again as you problem solve. For example:

*Shana is reading a book. Emilio wants to read the book too. Emilio tries to sit right next to Shana and look at the book at the same time. Shana doesn't like it.*

Use the stoplight and the stops in problem solving to work it out.

Post the stoplight in the classroom. Refer to it whenever the children need assistance in solving problems.

#### **Activity Extensions Ideas:**

- Post stoplight posters throughout the room to serve as a visual reminder for the children.
- Re-conduct this activity several times throughout the unit to reinforce the problem solving strategies discussed.