

# Respect and Teamwork (Grades K-5)



## Overview:

Students will practice the skills necessary to show respect and teamwork through a group project to build a structure. Students will practice teamwork, giving helpful feedback, and patience.

## Character Education Objectives:

Students will:

- practice patience while being limited in their abilities during the challenge.
- demonstrate effective teamwork by completing the structure together.

- reflect on how feedback can change the outcome of the project.

### **Materials:**

- Materials to build a structure: pieces of wood, cardboard blocks, etc.
- Sample structure should be built ahead of time and piles of exact same building materials laid out for each group.

### **Lesson:**

1. Divide students in groups of 2-4.
2. Facilitator shows group the structure. Allow them to look at it for at least one minute.
3. Give the instruction that each person will take a piece or pieces and must not touch any other pieces other than their own or the group will have to start over.
4. Each person in the group takes a piece or pieces of building material.
5. The group now duplicates the structure like the original.
6. Give the group a set amount of time. If they need more time, negotiate for what they are willing to give up (talking, one arm behind back, etc).
7. If groups are having trouble, take a time out and have them discuss how they are going to do it, then have them try again.

### **Discussion:**

- Discuss the process they used either by plan or by default.
- Discuss what they heard while they were working, were people being encouraging or critical? How did that make them feel? Did they do anything to change the atmosphere?
- Discuss patience. Is it hard or easy for them?

- How does this activity reflect other things they have to do as a group or team?

**More:**

- Respect is one of the Six Pillars of Character. Learn more about the Pillars.
  - For more lessons on respect, use the filter tool to find lessons by value and age range.
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## Trustworthiness (Grades K-5)



**Overview:** Students will participate in an activity where they will have to rely on the trustworthiness of their peers.

**Character Education Objectives:**

Students will:

- Consider how it feels to rely on the trustworthiness of others.
- Discuss how trustworthiness is related to caring and respect.

### Materials needed:

### Directions:

1. [Redacted]  
[Redacted])
2. [Redacted]  
[Redacted]
3. [Redacted]  
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[Redacted]
4. [Redacted]  
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[Redacted]
5. [Redacted]  
[Redacted]

### Discussion Prompts:

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# Teamwork Skills (Grades K-5)



## Overview:

An important part of building your teamwork skills is to be reflective. When you have successes or failures, always make time to reflect on what you did well and what you could do better or differently as a team. Thinking about the skills you need to build as a team will help strengthen your team and give individuals opportunities to grow their own teamwork skills.

## Character Education Objectives:

Students will:

- work as a team to complete a task.
- reflect on the performance of their team.
- practice adapting and modifying a plan for success as a team.

## Materials:

- Rope or yarn in a large circle tied together (large enough for all students to be able to stand and hold a piece of it)
- Bandanas or fabric
- Large open space

## Lesson:

### *Large Group*

1. Place the rope/yarn in a circle on the ground and have students find a spot around it. Have students place their blindfolds on themselves and then pick up their piece of the yarn.
2. Students will now need to work together to turn this circle into a square. They can do anything to make the square except take off their blindfolds.
3. Give the students five minutes to complete the task. When five minutes is up, ask students to drop the rope/yarn and step back to see how close they were to making a square.
4. Ask students to reflect on the activity with a “Praise and Polish” conversation. Instruct students to think about this reflection through the lens of teamwork.
5. First, talk about things they did well as a team. Guide the conversation by asking questions about their communication and collaboration. Then, ask students to reflect on what they could better or differently next time. This conversation may need assistance, as they may start talking strategy. Keep them on track by encouraging them to make a plan around how they will work as a team.
6. Put the rope/yarn back in the circle on the ground. Have the students find a space and put their blindfolds on.
7. Students will have the same instructions as the first time, but this time encourage them to think about their



praise and polish as they work together.

8. Give the students five minutes to complete the task. When five minutes is up, ask students to drop the rope/yarn and step back to see how close they were to making a square.

### *Journal/Discussion*

Encourage students to journal or discuss the following prompts:

1. Was there a difference between the first time and the second time you made the square? What were some of those differences?
2. Think about the things your team chose as things they could do better or differently for the second time. Did those changes help you be successful?
3. Praise and polish your team's second attempt at the square.

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# **Respecting Differences (Grades K-5)**

Respect is being tolerant and accepting of differences. To practice that skill, you need opportunities to learn about others and how they may be different than you. A great way to practice it and to learn about others is to play ice breaker games throughout the year. You'd be surprised how much you learn about even lifelong friends by doing some get-to-know-you activities.

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# Emotions (Grades K-5)



**Overview:** Students will practice caring by recognizing and showing compassion for the emotions of others.

## **Character Education Objectives:**

Students will:

- sort and label the different emotions on the Faces of Emotion Handouts.
- discuss how having compassion for another person's emotions shows you care.
- illustrate emotion and share it with a friend.

## **Materials:**

- Faces of Emotion Handout (1-4)
  1. Students will write in the emotion
  2. Students will trace the emotion
  3. Students will cut and paste an emotion
  4. Students will draw the emotion
- I Feel Handout
  - The teacher can also take pictures of familiar faces around the school posing with different faces of emotion to make the lesson more personal



to the students in the building

- Discussion prompts (below)
- Family Connection Handout

### **Lesson Plan:**

- Students work in a group or individually to sort and label the *Faces of Emotion Handouts* (5 min)
  - Depending on skill levels students can write, trace, or use a drawing or emoticon to label.
- Discussion Prompts (5-7 mins)
  - What emotion do you feel today?
    - Teacher: I feel happy because I get to teach you today.
  - What is hard about knowing how other people feel?
  - Why do some people cry, and some people yell when they are angry?
  - How can you show you care for someone when they are feeling (insert emotion)?
- Complete the I Feel Handout (5-7 mins)
  - Choose an emotion you feel.
  - Draw a picture of yourself when you feel that emotion.
  - Write (depending on skill level) what emotion you are feeling and why.
- Share your picture with a friend (1-2 mins)

### **References**

Images are from: <https://www.pexels.com/> are free and attribution is not required.

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# **T.E.A.M.**

CHARACTER COUNTS! is designed to work in partnership with students, parents and faculty to make your school a great place to learn. The acronym T.E.A.M (T-Teach, E-Enforce, A-Advocate, M- Model) is a process for you to use in the implementation of CHARACTER COUNTS!

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## **The Impact of Lies (Grades K-5)**

This lesson allows students to explore how telling a lie impacts both their relationships and themselves and the decision to be honest, even when it's the hard path, is the best long-term decision.

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## **Caring (Grades K-5)**

Reflecting on your own character is important to grow and stay accountable. This lesson is designed for students to reflect on the character trait of caring and the ways they display it to others. It also allows students time to discuss on how they can continue to show care towards others and how they can make changes to become even more caring.

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# Tips for Educators: An Introduction to Caring

Teachers care about the relational aspect of teaching. They take time to establish a trusting and caring connection with students, who in turn become more receptive to what's being taught. Caring is at the heart of our character and will help in creating a positive school climate. Here are our tips for educators: an introduction to caring:

## Questions to ask:

- What are your thoughts on teaching caring, kindness and empathy in the classroom?
- In what way are our students already upholding the Pillar of caring?
- Are there examples of where we could improve in words or actions on the part of students toward the Pillar of caring? How about as a staff?
- What can we do to teach students to be more caring and kind to others?

## Activities to do:

1. Write 3 classroom key beliefs around the Pillar of caring that you would like to instill in your students.
2. Write 2 key beliefs you would like to instill in students throughout the school, hallways, lunchroom, etc.
3. What instructional strategies or classroom management techniques could you use to be intentional and explicit in instilling these beliefs?
  - Positive Sticky Notes – Leave sticky notes with positive messages

- Thank You Letter – Write (and send!) an anonymous letter to someone you respect in your school, workplace, or other community space.
- Caring Bulletin Board – Create a bulletin board in your school and provide plenty of paper in fun shapes or designs where adults and students can write down the acts of kindness they have received or benefitted from.

### **Project to explore:**

One of the effective ways to implement CHARACTER COUNTS! in a school is the creation of a school-wide project. As this lesson is on the Pillar of caring, a school could consider as a project a Campaign of Kindness. As a staff, brainstorm the following:

- Slogan for the campaign
- Agree upon at least four action items that would help to implement the Culture of Kindness campaign
- Assign responsibilities for staff, students and parents
- Establish a timeline with a specific target date for the Kindness project

For additional ideas, a great resource is Random Acts of Kindness – <https://www.randomactsofkindness.org>

**Join our CHARACTER COUNTS! Coalition to have access to more videos like this!**

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# **Digital Citizenship (Grades**

## K-5)

Our citizenship does not stop at the physical space we occupy. Citizenship has expanded to the communities we have created online. Being a digital citizen is important for students as they complete school work and socialize in the digital space. This lesson is designed to give students tips on being a safe digital citizen.