



UNIVERSITY OF ILLINOIS  
**EXTENSION**

College of Agricultural, Consumer and Environmental Sciences

# Kids Talk

## Respect - Everyone wants it and everyone needs it!

We all want a chance to be ourselves, make decisions, be liked, and be treated fairly. Respect is treating others the way you want to be treated and showing others that you like them no matter how they look or even how they may dress.

### Respect Do's

- Be courteous and polite
- Accept others
- Always tell the truth

### Respect Don'ts

- Don't insult, make fun of, or mistreat others
- Don't talk bad about people
- Don't take advantage of people



### WHAT WOULD YOU DO, IF:

While you are on the school bus a boy who is not very popular comes and sits beside you and you hear the other kids laughing when they see you talking to him?

You are playing with a baseball and accidentally throw it through a neighbor's window?

You accidentally spill grape juice on someone at a party?

### WORD PUZZLE - Find the hidden words in the puzzle.

If you don't know what the words mean ask your parents, older brothers or sisters, or someone who is important to you.

G	H	Y	N	R	A	E	I	X	B
M	A	N	N	E	R	S	T	U	Z
B	H	R	T	R	R	B	C	D	F
V	G	N	I	C	E	M	R	Q	L
A	B	T	R	E	S	P	E	C	T
L	H	P	A	P	O	L	I	T	E
U	U	D	U	S	D	O	N	D	B
E	T	R	X	E	C	V	A	X	E
S	C	O	U	R	T	E	O	U	S

Respect - (hidden twice)  
Courteous  
Manners

Love  
Polite  
Values

Nice

Written by: Dan Dawson, Prevention Educator, 1998.

For more information contact:

Your local  
University of Illinois Extension  
Office  
or  
Dan Dawson, Prevention Educator  
University of Illinois Extension  
Springfield Center  
PO Box 8199  
Springfield, IL 62791

University of Illinois/United States Department of Agriculture/  
Local Extension Councils Cooperating.  
University of Illinois Extension  
provides equal opportunity in programs and employment.



**JOSEPHSON  
INSTITUTE**  
Center for Youth Ethics

## Being a Good Friend

### This lesson plan:

- caring
- 6-9 yrs.
- Life skills

### Overview

It can be hard to be the new kid, and this exercise will help students think about how to ease this awkward time for a recent arrival. It also provides an opportunity to reflect upon what makes a good friend and to create a caring community.

### Materials

Print out "Being a Good Friend" worksheet.

### Handouts

- Being a Good Friend

### Procedure

1. Talk about the ways in which the class is a group, and how everyone contributes to it.
2. Ask students to think about when they have been new to a group (such as a sports team, summer program, etc.) Were they nervous? What were their worries?
3. Once you have a few listed on the board, ask them what others in the group did to make them feel welcome. Did it work?
4. Ask them if they have ever had a hard time fitting in. Were there other students who made it hard to belong? How did that make them feel?
5. Have students complete the "Being a Good Friend" worksheet.
6. Ask students to share their ideas for making Harry feel welcome.
7. Explain that as a group, everyone is responsible for making sure it is a caring group. What can they do to show they want to be a good friend? What do their friends do that shows caring? How can they be a better friend?

This lesson was created by the Curriculum Department at the Josephson Institute. Lessons like this are a regular feature in Josephson Institute's monthly e-newsletter, the *Chronicle*. To subscribe, visit the CHARACTER COUNTS! website: <http://www.charactercounts.org/chronicle/>

### McREL standards

#### Life Skills

#### Communication in Groups

**Benchmark 9.** Contributes to the development of a supportive climate in groups

#### Knowledge/skill statements

1. Knows the characteristics of a supportive group climate
2. Works to ensure a supportive group climate

McREL <http://www.mcrel.org/compendium/browse.asp>

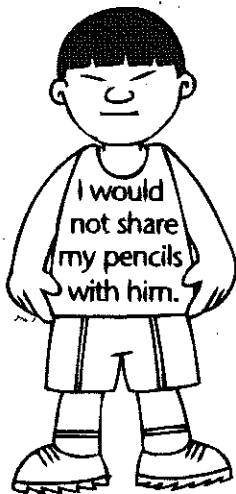
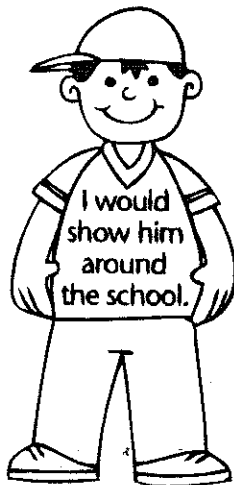
## Being a Good Friend



*"Hi! My name is Harry. I have just moved to a new house and had to leave all my friends behind at my last school. It's a bit scary being the new kid."*

1 Write or draw three things you could do to make Harry feel welcome.

2 Color the children who would make Harry feel happy and safe at school.



## Compliment Tickets

### This lesson plan:

- caring
- 6-9 yrs.
- Life skills

### Overview

Students learn what it means to give and receive compliments and why it's important. This activity helps them learn to initiate friendships and make others feel good about themselves. It's most effective when done regularly as a 10- to 15-minute exercise.

### Materials

- Light color or white construction paper (cut paper into 3 x 4 "tickets" prior to the activity)

### Procedure

1. Begin by finding opportunities to compliment the class (e.g., You all did a great job listening quietly when the principal was here). Each time you compliment them, acknowledge it. (I just gave you a compliment. That means I told you something nice about yourselves.)
2. The next day, remind the class about the compliments they received. Say: Now let's play the "compliment game." I'll start by giving one of you a compliment. When you get a compliment, you get a ticket. Write your name at the top. Then it's your turn to give a compliment to someone else. Every time you give a compliment to someone, you also give the ticket to that person.
3. Give three or four youngsters compliments that they, in turn, pass on to another child, each one writing his/her name at the top of the ticket each time a compliment is received. When you stop the activity, save the tickets so the game can be picked up where it was left off.
4. Resume the activity with the kids who last wrote their names on the tickets. Have them start by reading all the names on their tickets to recognize everyone who has been complimented. When the slips of paper are full of names, give new compliments and tickets to those who haven't received any yet. Make sure all kids are recognized. Keep tickets that are filled with names in a jar to show that the compliments remain valid.

Contributed by Laurie Kutcher, Coolidge Elementary School teacher (San Gabriel, CA).

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

---

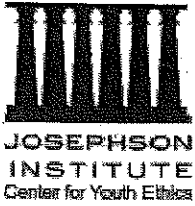
### McREL standards

#### Life Skills

**Standard 4.** Displays effective interpersonal communication skills.

**Level IV, Benchmark 4:** Provides feedback in a constructive manner and recognizes the importance of seeking and receiving constructive feedback in a non-defensive manner.

<http://www.mcrel.org/Standards-benchmarks/>



## Wall of Respect

### This lesson plan:

- respect
- 6-9 yrs.
- Arts

### Overview

Children discuss the difference between respect for authority figures and respect for peers. After citing examples of how they can show courtesy and respect to their peers, they express these ideas in drawings of respectful behavior that are posted on a "wall of respect" as a reminder of appropriate behavior.

### Materials

- One photocopy of Respecting My Friend worksheet for each child
- Enough markers, crayons, and/or pencils for all children to draw and color pictures at the same time

### Handouts

- Wall of Respect

### Procedure

1. Ask: Who usually tells you to show respect, and what do they mean? Solicit answers (they will probably mention authority figures such as parents and teachers) and discuss why these people deserve respect.
2. Say: We all know it's important to show respect for adults, but it's also important to respect our friends. This means treating them as we would like to be treated and being polite. What are some ways you can be respectful to your friends? Discuss their comments before moving on to the drawing activity.
3. Distribute copies of the Respecting My Friend worksheet. Tell them you'd like to see pictures of what they've said so far. Have each child draw a picture of being polite or showing respect to a friend.
4. Have them share their pictures, describing what they drew and why it's important. Post their pictures on a "respect wall" as a reminder. If a conflict arises between students or one is spotted acting disrespectfully toward another, refer to relevant drawings.

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>  
Contributed by Candace Lamma, Rappahannock County Elementary School (Washington, VA).

---

### McREL standards

#### Arts

**Standard 5.** Understands the characteristics and merits of one's artwork and the artwork of others.

**Level II, Benchmark 1.** Knows the various purposes for creating works of art.

<http://www.mcrel.org/standards-benchmarks/>

# WALL OF RESPECT

“Respecting My Friend”

I can show respect to a friend by:

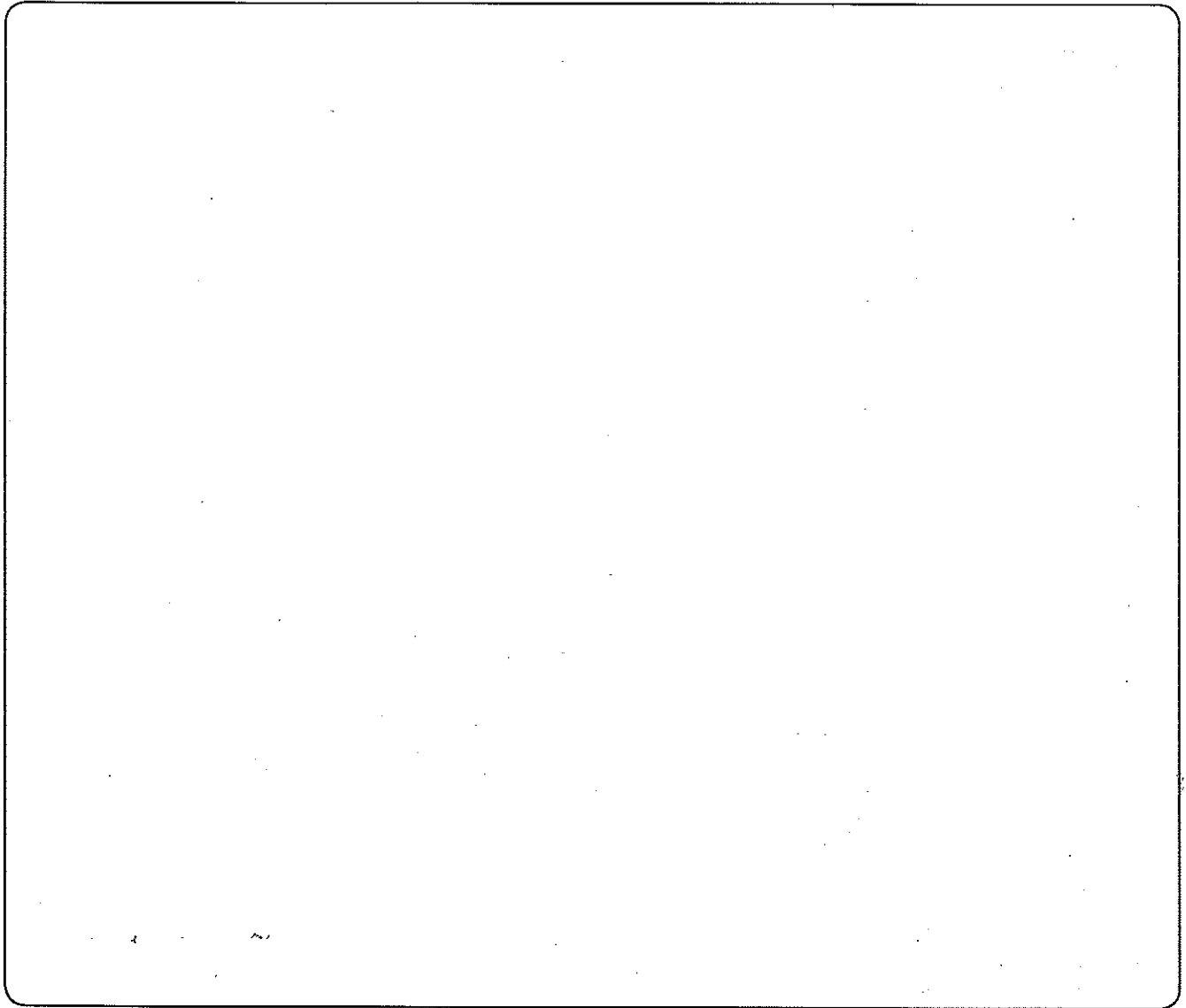
---

---

---

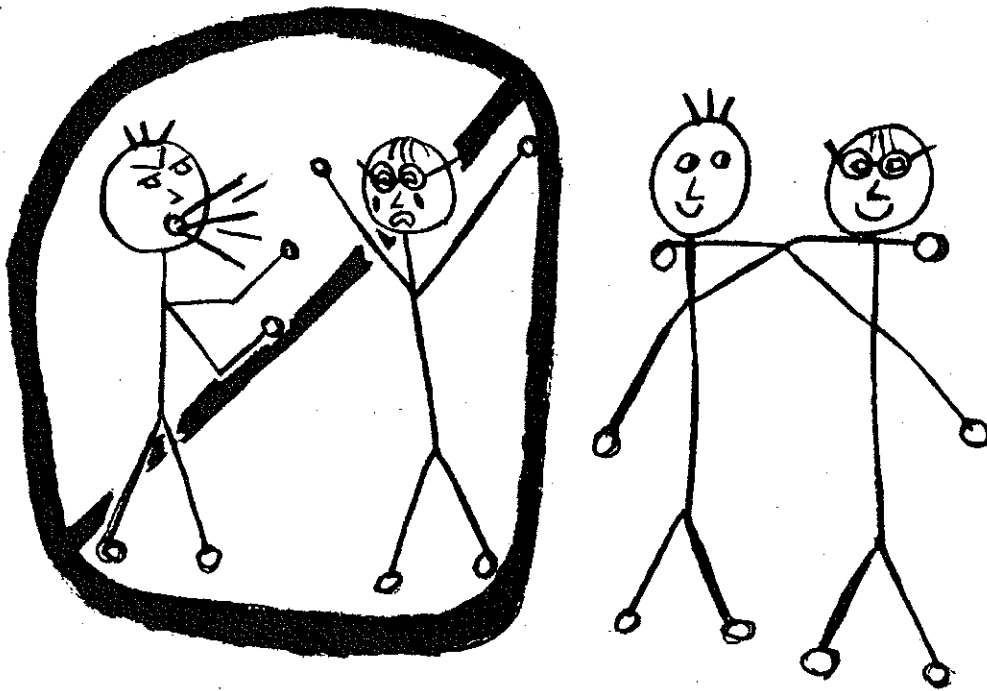
---

Draw a picture below of how you can show respect to your friend.

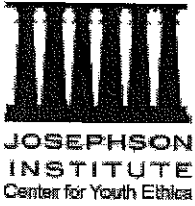


WALL OF RESPECT  
"Respecting My Friend"

# Don't Neglect The Need For RESPECT



Matt Hordgrove



## Tell Me; I'll Listen

### This lesson plan:

- respect
- 6-9 yrs.
- Language arts

### Overview

Children learn the importance of listening, a hallmark of respect.

### Materials

- *Angel Child, Dragon Child* by Michele Maria Surat (or any story that points out the role listening plays in understanding)
- Drawing paper
- Crayons

### Procedure

1. Read or summarize *Angel Child, Dragon Child* by Michele Maria Surat.
2. In this story, a Vietnamese girl named Hoa is teased and ridiculed at her new American school because of her language and dress. In one instance, she is taunted by a classmate and fights back. To settle the dispute and teach the children a lesson, the principal orders the two children to complete an unusual assignment. The girl must tell her tormentor about Vietnam, and the boy who teased her must listen and write down her story. This leads to a friendship between the two children — and ultimately to the whole school creating a fundraiser to help reunite Hoa's family.
3. Discuss how this story illustrates the importance of listening and how our viewpoints about other people change if we take time to understand them better.
4. Inform the students that they will practice listening. Divide students into pairs. Instruct them to tell each other about their family and what they like to do together. Have each child draw a picture of an activity that their listening partner shared about his or her family.
5. Have the children share with the class what they learned about their partners from listening to them. If possible, have the children share pictures of their partner's family.

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

---

### McREL standards

#### Language Arts

**Standard 8.** Uses listening and speaking strategies for different purposes.

**Level II, Benchmark 11.** Listens for specific information in spoken texts (e.g., plot details or information about a character in a short story read aloud, information about a familiar topic from a radio broadcast).

<http://www.mcrel.org/standards-benchmarks/>



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Published on *Teaching Tolerance* (<http://www.tolerance.org>)

[Home](#) > Bullies Act Out

## Bullies Act Out

This activity will remind students that no one deserves to be bullied and that everyone has a responsibility to report unkind acts.

### Materials

- Classroom table
- bulletin board paper
- art supplies,
- paper lunch sacks

### Procedures

Explain to students that the class will put on a puppet show to shed light on the problems associated with bullying. Let them know that in order to create a puppet show you all will need to identify a problem and a solution (or plot); a location (or scene); characters; and props.

First, ask students to define what a bully is to them. After listening to their definitions, ask students why they think some kids bully others. Have them explain how bullying makes the victim feel and perhaps even how the bully might feel after acting out. Write some of the key words, feelings and issues on the board.

Next, have students identify where bullying happens the most at your school (the cafeteria, the playground, in the hallway, etc.). If students discuss more than one location, take a vote by show of hands to determine which setting is most prone to bullying. Write their chosen location on the board.

Discuss with students ways in which they can stop a bully from picking on others. Ask them to explain the difference between tattling and asking an adult for help. Have students discuss the positive and negative outcomes of standing up for someone. Again, write their key words on the board.

As a class, decide on a cast of characters. This should include a main character (protagonist), a "bad guy" (antagonist), and a few supporting characters (perhaps an adult ally, and friends of both the protagonist and antagonist).

Next, create a basic dialogue or script for the puppet show. Using the concepts written on the board from the earlier group discussion on bullying, come up with a plot identifying a problem and a solution. Encourage students to come up with several character responses

to each situation. For emerging readers, let students have a chance to narrate the puppet show or to play the roles themselves to interpret what was discussed without written word.

Once you've chosen characters and written a script, divide students into two groups. The first group should be responsible for creating the stage; the second group should be responsible for creating the puppets. Half way through the allotted time, let the groups switch roles so that everyone has a chance to work on the backdrop and everyone can create their own puppet.

For the first group, have students create the stage or scene for the puppet show. For instance, if the class decided that the playground is where bullying happens most often, then students should draw or paint images of the jungle gym, the sandbox, the swings, trees, etc. Next, create the stage by setting a rectangular table on its side on the floor and covering it with the illustration, taping the butcher paper to the table. If you don't have an extra table in the classroom, tape the illustration to the front of two desks pushed together.

In the mean time, let the second group create puppets using the paper lunch sacks as the base. Encourage them to get as creative as possible using a variety of materials to develop their characters. For example, they could use yarn for hair, buttons for eyes and tissue paper for lips.

Finally, put it into action! Consider inviting other classes to visit and watch your performance. Be sure to take turns with speaking roles, so that all children who want the chance can act out a problem and a solution to the bullying that happens at your school.

### Related activities:

- [Bullying: Guidelines for Teachers](#) [1]
- [A Bullying Quiz](#) [2]
- [A Bullying Survey](#) [3]
- [A Contract on Bullying](#) [4]
- [Bullying: Tips for Students](#) [5]

[Pre K to K](#) [Grades 1 to 2](#) [Grades 3 to 5](#) [Reading and Language Arts](#) [Social Studies](#) [Math and Technology](#) [Science and Health](#) [Arts](#) [ELL / ESL](#)  
[About Us](#) | [Contact Us](#) [Privacy Information](#)

Source URL: <http://www.tolerance.org/activity/bullies-act-out>

#### Links:

- [1] <http://www.tolerance.org/activity/bullying-guidelines-teachers>  
[2] <http://www.tolerance.org/activity/bullying-quiz>  
[3] <http://www.tolerance.org/activity/bullying-survey>  
[4] <http://www.tolerance.org/activity/contract-bullying>  
[5] <http://www.tolerance.org/activity/bullying-tips-students>



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Published on *Teaching Tolerance* (<http://www.tolerance.org>)

[Home](#) > Crocodile and Ghost Bat Have a Hullabaloo

## Crocodile and Ghost Bat Have a Hullabaloo

This tolerance tale can help early grades students understand the consequences of name-calling.

*This story and the accompanying activities are excerpted from Teaching Tolerance's free curriculum, Rhinos and Raspberries, Tolerance Tales for the Early Grades.*

In the *Dreamtime*, all the animal tribes in the outback decided to go on a walkabout. Red Kangaroo, always the most social, had arranged the entire thing.

"It will be a wonderful time for all of us to get to know each other better," Red Kangaroo urged. "We can talk about our families, what we like to eat, where we like to live, and just have a lot of fun."

Red Kangaroo had a very difficult time getting everyone together because some animals liked the night and others liked the day. Finally, they agreed to meet at twilight, the time in between Day and Night.

It started innocently enough. Everyone had been quite nice to each other, getting along well when they stopped for a snack. Koala was chewing eucalyptus leaf salad, and Numbat was quite focused on a termite sandwich. And that's when it happened.

Tasmanian Devil had volunteered to bring a nice stew. When Crocodile asked Ghost Bat to pass the stew, Ghost Bat didn't hear her. Crocodile thought Ghost Bat was ignoring her on purpose, even after Ghost Bat apologized and said he honestly didn't hear her ask for the stew.

"Well I find *that* a little hard to believe," Crocodile said under her breath, but loud enough for Ghost Bat -- with his very large ears -- to hear. Others heard, too.

Ghost Bat shot back, "Well at least I don't let my food rot before I eat it." Crocodile was furious. She had long fought against the rumor that crocodiles let their food rot before they eat it, and Ghost Bat knew it simply was not true.

"That's just plain wrong, and you know it!" Crocodile yelled back.

Dibbler Mouse and Wombat took Ghost Bat's side because they, too, had rather large ears. They chimed an old taunt from their childhood aimed at crocodiles: "Rotten food, rotten food, what you gonna feed your brood?"

Then everyone started screaming. Rock-wallaby was called "big foot" by Echidna, and so Rock-wallaby called Echidna a little "puggle." Then Dingo heard someone say something about his dog-breath, and he started howling about how he's not really a dog. So Dingo pushed Emu into a billabong because he thought she'd said it. It went on and on, with everyone calling everyone else names. Red Kangaroo did not know what to do.

And in the twilight of the *Dreamtime*, both the Day and the Night grew upset.

Looking down from far above, Walu, the sun, was very displeased at the brawl. She hid behind a cloud to keep from seeing the terrible way everyone was behaving.

Then Namarrkun, the lightning man, came out of the sky and made thunder by striking the clouds with the stone axes attached to his elbows and knees. Every time the animal tribes were quarreling, he hissed and crackled until they would stop. He even threw one of his fiery spears to earth to get their attention. That made them scurry into hiding where they'd be left alone to think about the unkind things they'd said to their friends.

And so every time you hear Namarrkun striking the clouds with his stone ax and throwing his fiery spears to the earth, you will know that somewhere someone is name-calling.

Jeff Sapp <sup>[1]</sup> worked formerly with *Teaching Tolerance* and is a professor of education at California State University, Dominguez Hills.

### Related activities:

- [Activity Ideas To Use With Crocodile And Ghost Bat Have A Hullabaloo](#) <sup>[2]</sup>
- [Playing the Bully Card](#) <sup>[3]</sup>
- [Allies: A Discussion Activity](#) <sup>[4]</sup>
- [A Bullying Survey](#) <sup>[5]</sup>
- [A Contract on Bullying](#) <sup>[6]</sup>

[Grades 1 to 2](#) [Grades 3 to 5](#) [Reading and Language Arts](#) [Social Studies](#)  
[About Us](#) | [Contact Us](#) [Privacy Information](#)

Source URL: <http://www.tolerance.org/activity/crocodile-and-ghost-bat-have-hullabaloo>

#### Links:

[1] <http://www.jeffsapp.com>

[2] <http://www.tolerance.org/activity/activity-ideas-use-crocodile-and-ghost-bat-have-hullabaloo>

[3] <http://www.tolerance.org/activity/playing-bully-card>

[4] <http://www.tolerance.org/activity/allies-discussion-activity>

[5] <http://www.tolerance.org/activity/bullying-survey>

[6] <http://www.tolerance.org/activity/contract-bullying>



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Published on *Teaching Tolerance* (<http://www.tolerance.org>)

[Home](#) > Activity Ideas To Use With Crocodile And Ghost Bat Have A Hullabaloo

## Activity Ideas To Use With Crocodile And Ghost Bat Have A Hullabaloo

Discussion topics and writing themes that can be explored with this story.

### Discussion or Writing Themes

Many themes can be explored with this story:

- Community (a large community of diverse animals struggling to work together)
- Gossip, name-calling and unkind words (interactions throughout the story)
- Peacemaking (intervention to end the quarreling)
- Cliques and ostracism (one group judging or arguing with another, identifying its own group as better than another; and stereotypes and how damaging and incorrect they can be)

### Sample Discussion Questions

- Why do you think some people call other people names?
- Walu, the sun, hid behind a cloud during the fight, while Namarrkun made thunder and lightning. Are these the best ways to respond to an argument?
- If you were one of the animals, what would you have done to stop the name-calling?
- Think of a time when someone called you a name. What could you have said so the person would know how you felt? Do you think that would have helped that person learn not to call people names?

### Follow-Up Activity, For All Grades

Discuss, as a class, the hurtfulness of name-calling. Then ask the students to develop a No Name-Calling contract, something everyone in class can sign — similar to the Declaration of Independence. Post it in the classroom, and refer back to it as needed throughout the year.

### Related activities:

- [Crocodile and Ghost Bat Have a Hullabaloo](#) [1]

[Grades 1 to 2](#) [Grades 3 to 5](#) [Social Studies](#)

# Strategies for Empowering Students

classroom activities that engage the mind

## PRIMARY LEVEL

### Feelings

#### Purpose

- To help students with self-discovery
- To promote students' appreciation of their individuality
- To help students understand their feelings
- To help students make inferences

#### Focus

- Promotion of language and thought development
- Introduction and development of vocabulary words
- Introduction and development of higher-order thinking skills

#### Integration of Content/Subject Areas

- Language Arts
- Character Building

#### Strategy/Activity

Write the sentences listed below, and any others you wish to include, on individual sentence strips or large cards. Place in a box. Have students form a circle. Select a leader to stand in the middle of the circle. The leader will pull a sentence strip or card, read it aloud, and then point to someone in the circle to react.

The student who has been selected must begin his or her reaction by saying, "I feel . . ." The student can either answer in words or express feelings with facial expressions or body language. If facial expressions or body language are used, the other students are to try and guess or read these expressions and determine how the student feels. Discussion about why some students feel the way they do about certain things and how to help bad feelings turn into good feelings should follow.



To ensure that everyone gets a turn at being a leader and the opportunity to participate in expressing themselves, student leaders should be rotated after two sentences, and selections of students should be done in a clockwise fashion.

### Sample Sentences

How do you feel when you:

- ... are praised for something good you did?
- ... are not included in a game?
- ... get all of your math problems correct?
- ... have something taken away from you?
- ... share with a friend?
- ... win a game?
- ... want something that belongs to someone else?
- ... are told that you did a very good job?
- ... are home alone?
- ... are accused of something you did not do?
- ... get a hug or a kiss?
- ... and your best friend have an argument?
- ... are told that you are smart, beautiful, helpful, loving?

### Example

The circle leader pulls the following sentence from the box: "How do you feel when your big brother plays with you?"

Selected student: "I feel great, happy, wonderful, etc." (or the student can give a broad, happy smile).

Teacher: (If the student gives an oral response, the teacher may ask), "Why do you feel this way?"

(If the student smiles, the teacher may ask), "Class, can you tell me how Maria feels by reading her expression?" "Maria, why do you feel happy when your big brother takes time to play with you?"

### Assessment

- How were students able to demonstrate their ability to express their feelings using oral language?
- How did students exhibit their understanding of body language or facial expressions?
- How were students able to demonstrate their ability to use inferences?

- How did students express empathy for and understanding of others' feelings?


**PRIMARY LEVEL**

**INTERMEDIATE LEVEL**

**UPPER LEVEL**

Credits

Excerpted from Beyond Rhetoric and Rainbows: A Journey to the Place Where Learning Lives ©1996 University of Illinois Extension.

Urban Programs  Resource Network

<http://www.urbanext.uiuc.edu/>

Hort Corner | Schools Online | Just for Kids | Parenting & Seniors  
Home & Money | Nutrition & Health | All About 4-H | Environmental Stewardship  
Guestbook | About Extension | Offices | Staff | Programs | Workshops | News | Annual Reports

University of Illinois Extension | University of Illinois at Urbana-Champaign

© 2011 University of Illinois Board of Trustees

# Strategies for Empowering Students

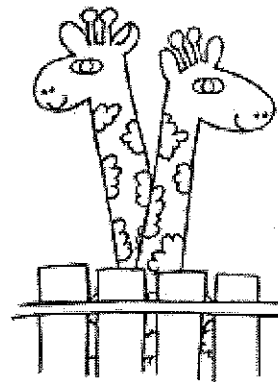
classroom activities that engage the mind

## PRIMARY LEVEL

# Take a Second Look!

### Purpose

- To enhance students' higher-order thinking skills
- To promote cooperative learning
- To help develop students' perspective that beauty and good qualities can be found in things and people
- To encourage students to use their knowledge and metacognitive skills



### Focus

- Enhancement of students' awareness of cultural and ethnic differences
- Promotion of the idea of looking for and finding good qualities in people
- Integration of thinking and writing skills

### Integration of Content/Subject Areas

- Language Arts
- Character Building
- Social Studies

### Strategy/Activity

Arrange students in teams of three to five students. Have a preselected group of objects or articles that have been placed in a bag or box (a suggested list is provided). A member from each group will, without looking in the bag or box, select one object. The selected object will be examined by each team member; then the team will follow the directions written below, which are to be written on the board:

1. Think of a way in which your object or article is like a person.
2. List two things that make your object or article beautiful.
3. Name three ways your object or article can be useful to you, your friends, or your family.
4. Name four reasons why you love your object or article.
5. Tell three things you can do that would help your object or article feel good about itself.

Give the teams enough time to discuss each of the instructions and write their responses. Each team will share their information orally with the class. A reporter from each team will explain what its object was and will then share its attributes.

The follow-up discussion should center on how the students were able to think of all the nice and positive things to say about their objects, as though these were real people. The discussion should guide the students to understand how easy it is to find good and useful qualities in everything, especially people, if one takes the time to look.

#### **Sample List of Possible Objects or Articles**

(Teacher and/or students are encouraged to add to this list)

pen  
pencil  
keys  
stick  
crayon  
stick of gum  
piece of candy  
paper napkin  
roll of tape  
pine cone  
leaf  
rock or pebble  
small sea shell  
paper clip

#### **Assessment**

- How did students use their knowledge?
- Were students able to demonstrate an understanding of how good qualities can be found in simple, ordinary objects or articles? How?
- How did students demonstrate their use of higher-order skills?

- Were team-building skills exhibited? How?

**PRIMARY LEVEL**

**INTERMEDIATE LEVEL**

**UPPER LEVEL**

Credits

Excerpted from Beyond Rhetoric and Rainbows: A Journey to the Place Where Learning Lives ©1996 University of Illinois Extension.

---

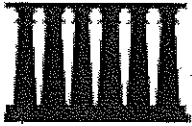
Urban Programs  Resource Network

<http://www.urbanext.uiuc.edu/>

Hort Corner | Schools Online | Just for Kids | Parenting & Seniors  
Home & Money | Nutrition & Health | All About 4-H | Environmental Stewardship  
Guestbook | About Extension | Offices | Staff | Programs | Workshops | News | Annual Reports

University of Illinois Extension | University of Illinois at Urbana-Champaign

© 2011 University of Illinois Board of Trustees



JOSEPHSON  
INSTITUTE  
Center for Youth Ethics

## Picture (More) Perfect

### This lesson plan:

- citizenship
- 6-9 yrs.
- Geography

### Overview

Children become more aware of global issues and imagine ways to make the world better.

### Materials

- Photos depicting global problems
- Paper, pencils, or pens
- Paste

### Procedure

1. Show the children photos of global problems from magazines or newspapers (e.g., famine-stricken regions; polluted beaches; property damage from floods, earthquakes, hurricanes, etc.).
2. Ask them to describe what they see. Say: These are pictures from different parts of the world — different parts of our global community.
3. Ask the children to define "community." Explain that a community is a larger extension of a family. Ask: What do we learn about our community from these photos? Can you think of things we could do to make these pictures look better?
4. Suggest some answers (e.g., give money to groups working to end hunger, support disaster-relief efforts, take better care of our environment).
5. Ask: What are some problems in our local community? Can you think of ways to solve them?
6. Encourage the children to be aware of their surroundings when they go home during the week. Instruct them to take a picture of something that can be improved and make the world a better place.
7. Alternately, they might take (or draw) pictures of people who are doing something to improve the community. If children don't have access to a camera, tell them to draw pictures.
8. Have them bring their pictures to class and paste them on pieces of paper. Tell them to write "What people could do to make the community better" underneath their pictures.
9. Invite the students to share their pictures with the class.

Display the photos/drawings on a bulletin board with the heading: "Picture a More Perfect Community."

Inspired by a contest idea sponsored by the public youth forum "To Make the World a Better Place" in *Hope* magazine (September/October 1998). To view images or participate in the forum, visit [www.liska.com/betterplace](http://www.liska.com/betterplace).

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

### McREL standards

#### Geography

**Standard 1.** Understands and applies media, techniques, and processes related to the visual arts.

**Level II, Benchmark 3.** Knows how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories.

<http://www.mcrel.org/standards-benchmarks/>