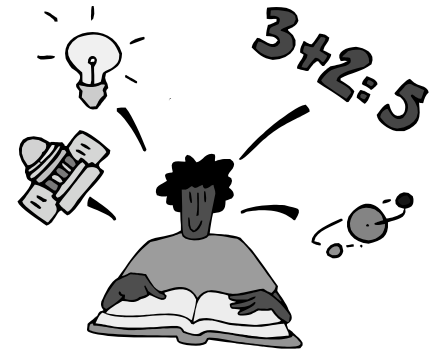




# CARING



Classroom Activities:

Grade K - 6

1. What does it mean to be a caring person? Have your class brainstorm a list of do's and don'ts for being caring. Ask for specific examples of each behavior they identify. Hang the list up on the wall as a reminder.
2. Take some of the behavioral examples from activity #1, above, and turn them into role-play situations. The kids can act them out themselves or use puppets. First have them role-play the uncaring behavior, and then the caring behavior. Have the group talk about each of the role-plays.
3. Bring in (or have the children bring in) articles from newspapers and magazines describing situations that show caring and uncaring actions on the part of individuals, groups, or governments. Discuss these situations. In what ways do they demonstrate either caring or uncaring? Perhaps write a group letter to the people involved.
4. Ask your students to list different things that kids at your school do which are either caring or uncaring. Discuss how they feel about these things. Brainstorm ways to make your school environment more caring. Create a list of recommendations. Design a poster that lists these ideas.
5. Group discussion: Imagine that someone gives you \$50,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
6. Read a story, or watch a movie or TV show, and write about how the characters treated each other. In what ways were they caring or uncaring? What affect did their behavior have on each other? Give some specific examples.
7. Describe the most caring thing anyone has ever done for you. How did it make you feel? What effect did that have on you?
9. If you ever had an experience doing community service, write about what you did and what you got out of doing it.
10. Publish a class book on how to be a caring person. Draw pictures of caring behaviors and write descriptions of them

## Grade 7 - 12

1. Divide the class into small groups. Have each group develop a guideline listing of do's and don'ts for caring behavior. Have them make oral reports to the class addressing the following questions:

What happens when people live in accordance with these guidelines? What happens when they don't? In what ways do caring and uncaring behavior affect our community and society?

2. Brainstorm ways to make your school environment more caring. Create a list of recommendations, and place them in your school newspaper or on a poster. Find a way to deal with the cynics (critics) who will sneer (laugh) at the whole idea.

3. Write two headings on the blackboard: Caring and Uncaring. Take turns listing things under these headings. Then discuss what kinds of efforts it would take to move all of the items from the uncaring column into the caring column.

4. Describe the most caring thing anyone has ever done for you. What effect did that have on you?

5. "Dr. Mike" reported having heard from one 11th grade student: "I didn't ask to be born. I don't owe anybody anything. Why should I care about you? Why should I care about anyone?"

Write an essay commenting on this attitude.

6. Write a thank you note to someone in your community who did something very caring. Or, write a thank you note to a historic figure, for instance, Florence Nightingale, to thank her for what she did.

7. Watch a movie or TV program, and then write about how the actions of the characters demonstrated either caring or uncaring. Write a critique of an uncaring character, suggesting how he or she could have been a more caring person.

8. Write about a real or an imagined experience in which you performed a random act of caring, and the results it produced.

9. Imagine that you have just inherited \$100,000, and you want to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping.

# **CARING**

## **Quotes for Character Education Skills**

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

**Remember, "People of character are the conscience of society." Ralph Waldo Emerson**

# **CARING**

**2007-2008**

**December-January**

- "Kind words can be short and easy to speak, but their echoes are endless." *Mother Teresa*
- "Kindness is the golden chain by which society is bound together." *Johann Goethe*
- "A kind and compassionate act is often its own reward." *William Bennett*
- "Choose your thoughts with care, and let all your words be kind." *Anonymous*
- "Kindness is the language with which the deaf can hear and the blind can see." *Mark Twain*
- "We are made kind by being kind." *Eric Hoffer*
- "No act of kindness, however small, goes unnoticed." *Aesop*
- "Kindness is being able to imagine as one's own the suffering and joy of others." *Andre Gide*
- "If you stop to be kind, you must swerve often from your path." *Helen Webb*
- "Wise sayings often fall on barren ground; but a kind word is never thrown away." *Sir Arthur Hedges*
- "Caring is nobility's true badge." *William Shakespeare*
- "Caring is the sunshine in which virtue grows." *Robert Ingersoll*
- "People should see kindness in your face, in your eyes, in your smile." *Mother Teresa*
- "A good head and a good heart are always a formidable combination." *Nelson Mandela*
- "The power of love and caring can change the world." *James Autry*
- "To handle yourself, use your head; to handle others, use your heart." *Anonymous*
- "The ideas that have lighted my way have been kindness, beauty, and truth." *Albert Schweitzer*
- "May we learn to feel another's woe." *Alexander Pope*
- "Those who bring sunshine to the lives of others cannot keep it from themselves." *James Barrie*
- "Kindness gives birth to kindness." *Sophocles*
- "There is no better exercise for the heart than reaching down and lifting others up." *John Andrew Holmes*
- "Helping others makes our heart strong." *Anonymous*
- "With malice toward none, with charity for all." *Abraham Lincoln*
- "If you care for yourself, you can care for others, too." *Paul Tillich*
- "Kind words cost little but accomplish much." *Hal Urban*
- "Be kind for everyone you meet is fighting a battle." *Plato*
- "Kindness in words creates confidence; Kindness in thinking creates profoundness; kindness in giving creates love." *Lao-Tzu*
- "The people who truly make the most difference in our lives are those who truly care." *Anonymous*
- "Caring is a gift of the soul." *Duane Hodgkin*
- "From a little spark of kindness may burst a mighty flame." *Duane Hodgkin*
- "The key words in character are "care" and "act"." *Duane Hodgkin*
- "Small acts of kindness can create large feelings of joy." *Duane Hodgkin*
- "Kindness is able to accomplish what anger cannot." *Duane Hodgkin*

# CARING

## Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

- Name calling/put downs
- Cliques
- Gossiping
- Inappropriate humor
- Intimidation of others
- Laughing at others
- Oppression/intolerance of differences
- Physical Aggression/fighting
- Sexual comments



# **CARING**

## **Classroom Management Strategies**

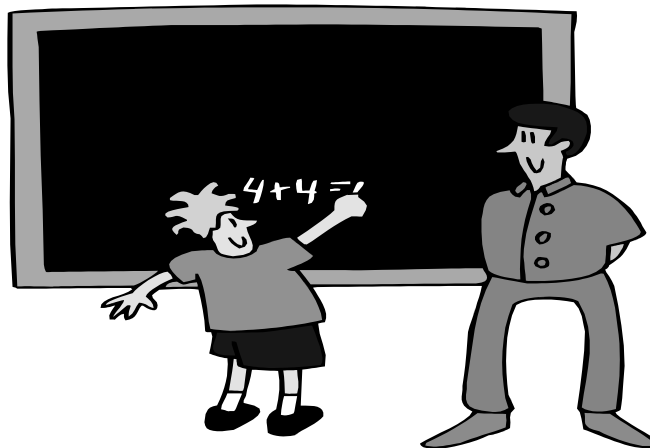
- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



# **CARING**

## **Classroom Level Interventions**

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher Ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have students complete the Behavior Improvement Form.



# **CARING**

## **Service Learning Projects**

“To develop character, students need opportunities for moral action.” Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Create a kindness corner in a common area. Have students create illustrations or write ideas of ways they can show caring and kindness to others. Some ideas might be supporting others to feel included, sharing with others, making friends with everyone – even if they look different on the outside, helping those who need our help, expressing appreciation for others, etc.
- Have students make compliment posters for an ESL class or a special needs class stating what they appreciate about the class members.
- Have students design a “Giving Tree” in a common area. Provide leaves for all students to write a “caring comment” about another student and have students place the leaves on the tree.
- Organize a canned food drive for a local food pantry.
- Collect warm sweaters or coats for a clothes closet for students and community members who may need them.
- Donate gently used stuffed animals for the fire department or victim services to give to children who are involved in traumatic events.
- Hold fundraisers to purchase and donate blankets or toys to a homeless shelter, a children’s hospital or shelter, etc.
- Adopt a family for Thanksgiving or Christmas and bring food and gift donations for them. Encourage community business partners to help with the project.

