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| **Value: RESPONSIBILITY** | **Context: ALL SETTINGS** |
| **Expectation: I CARE FOR OTHERS** | |
| **Introduction:**   * + Discuss: What are some ways you can be responsible for each other? (Revise previous definition: Being responsible means others can depend on you) Supporting younger children, friendship, kindness, encouragement and support (in and outside the classroom) etc. * What can happen when we chose not to care for our pets for example? They get very sick and sad * What can happen when we chose not to care for each other?   (Bullying, loneliness, friends feeling left out and so on) | |
| **Teacher Model/Peer Demonstration:**  ***Choose from either activity that best suits your class***  Lower Classes: A wrinkled heart   1. Cut out a simple heart shape from the construction paper. You can fold it in half and cut it that way or any way that appeals to you. Students will be curious and you can show them that it is a heart shape, tell them that it’s a lot like the heart we have inside our bodies. 2. We are going to discuss how hurtful it is when we don’t care for each other. 3. You tube link to story <https://www.youtube.com/watch?v=t2pCR8YHszM> 4. As we read the book, pass around a large paper heart. Each time Chrysanthemum was teased because of her name, we crumpled up the heart. Every time someone did something nice to her, try to smooth it out. By the end of the story, the heart will be a wrinkled mess that could not be smoothed out perfectly. 5. The kids will get the connection that our own hearts feel wrinkled and crumpled sometimes when we don't feel like others care about us. Words do hurt. Then try to put bandaids on the heart as a way to show that we can own our mistakes and apologise. The heart will probably still be wrinkled, but it is healing. 6. Glue the poem in the middle and display in class. (See next page) 7. Always be kind!!     Upper Classes: Crumpled paper Activity   1. Provide a piece of scrap paper. As a class, ask for students to volunteer words that describe the blank sheet of paper. For example: clean, smooth, useful, etc. 2. Now instruct students to crumple the paper, Throw it on the floor, stomp on it and yell mean things at it. 3. Now ask students to apologise to the sheet of paper- admit all the things you did to it and tell it that you are sorry for what you did. 4. Tell students to unfold the paper, smooth it out and try to get the paper back to its original state. Encourage them to use whatever tools they can to make the paper the same way it was when they started this exercise. After letting the students try to “fix” their paper have them examine it and as a class share words that describe it. For example: dirty, wrinkled, practically destroyed, etc. 5. Have students to reflect on what they did to the paper and the state that it is now in. Think of how even though they had apologized and did everything they could to return the paper to its original state that that there are still many scars that their behavior had left on the paper and those scars will never really go away completely. 6. Now explain to the class that this is the same principle that happens to people when they are not cared about. Even if there is a heartfelt apology the scars never completely go away. 7. Give students time to reflect on the message and debrief as a class about their reaction to the activity. | |
| **Review:**  Always be kind and care for each other in the classroom and during play times. ‘A kind word is never wasted’ | |
| **Practice throughout the week:**  Students are to be monitored throughout the week. Encourage students to recognise when others may be in need of care. (Are they playing alone? Having difficulty with something in the classroom? Do they need encouragement or a kind word? | |

Before you speak,

**think** and be smart

It’s hard to fix

a wrinkled

heart

