

Character—If

Type of Teacher Tool: Whole Class and Small Group

Targeted Grade Level(s): 4-8, 9-12

Targeted Curriculum Areas: Character/Social Studies, Writing

Learning Objectives:

1. The student will engage in critical and creative thinking.
2. The student will brainstorm and discuss ways to solve problems.

Social Studies Missouri Learning Standards

1.D. Examine ways by which citizens have effectively voiced opinion, monitored government, and brought about change both past and present. (4th and 5th)

5.E. Theme 5 Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems. (6-12)

Writing 2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**Model Standards For Academic, Social, Emotional, and Character Development
Critical Education Outcomes—Josephson Institute**

C6. CARING Students understand that caring — including the virtues of compassion, kindness, benevolence, altruism, charity, generosity, and sharing — is the heart of ethics. They strive to demonstrate a concern for the wellbeing of others by displaying compassion for those in pain or in need by providing support in the form of donations and/or personal service

C7. GOOD CITIZENSHIP Students demonstrate good citizenship by fulfilling their civic and social responsibilities. They contribute to the well being of their communities (including their school, neighborhood, and country).

Videos/Resources/Materials Needed:

1. Character 51: Making a Difference—Maria Matias and Prom Dresses for All
2. Character 53: Making a Difference—The South County Foster Closet Story
3. Character 55: Making a Difference—The Story of Dawn Putnam and Moms on a Mission
4. Character 59: Making a Difference—Stories of Volunteering with Be the Change
5. Character 64: Making a Difference—Building School Community Through Inclusion
6. Character 65: Students Speak: Why Inclusion is Important in Schools
7. Character 71: Making a Difference—Dean Purdy and the Space Museum
8. Character 73: Making a Difference—Blessing Baskets in Ghana
9. Character 74: Making a Difference—The Story of Fred Domke and Bridge Bread Bakery
10. Character 77: Making a Difference for Pets and Pet Owners

Teacher Instructions:

1. Choose one (or more) of the above videos to watch.
2. Brainstorm and discuss issues that students think volunteers could possibly solve.
3. Divide class into small groups and give them an “If” question to discuss and fill in the blank to make the school, neighborhood, town, country, etc., better:
If I was the principal, _____; If I was the mayor, _____;
If I was the governor, _____; If I was the President, _____.
4. After the discussion, write about one idea that could possibly happen and tell how it might be accomplished.
5. Present ideas to class.

Extension Activities:

Research how to obtain resources to accomplish your idea.

Assessment/Evaluation Option

Analyze and evaluate the information presented or written for the appropriateness of the idea.