



Community of Caring

A Handbook of Suggested Classroom Activities

Grades K - 5

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The Integration of the Core Values Across the Curriculum

In order for the Community of Caring program to be effective it will be necessary for staff to be committed to one central goal "Building Positive Self Concepts" among our students.

It is hoped that students will learn to develop healthy relationships, practice responsible behaviors, respect themselves and others and develop a caring and trusting attitude

One way to achieve this goal is to integrate the five core values into the existing curriculum and to exemplify, practice and reinforce them in all school activities both inside and outside the classroom.

A series of activities have been formulated to serve as a guide to help teachers integrate the core values of Family, Caring, Responsibility, Respect and Trust into daily instruction.

Autobiographical Question

At the beginning of each semester and again at the end of the year. the students should be asked to fill out the questionnaire. Listed below are some questions for an autobiographical questionnaire. You may want to formulate other questions.

1. Name
2. Birth date
3. Address
4. List ten words that best describe you.
5. List ten words that best describe each person in your family.
6. Who is your best friend?
7. What is your favorite hobby, sport, or craft?
8. What is your favorite TV program?
9. What are your major goals you are working for right now?
10. What does the word family mean to you?

Compiled from: 100 Ways to Enhance Self Concept. page 25.

Collage of Self

Instruct your students to make a collage entitled "Me!" Provide each student with a 12 x 18-inch of thick construction paper or thin cardboard. They should collect and cut out pictures, words, and symbols that are representative of themselves - things they like to do, things they own, things they like to eat, the type of automobile they would like to own, places they have been and people they admire, etc. Then they are to paste these pictures, words and symbols onto their sheets of construction paper to make a collage. Letters from magazines may be used to put the student's name on the collage.

The Family

Class discussions can be held to explore students' feelings about the family unit. The following are exercises designed to help children get in touch with their feelings about the family.

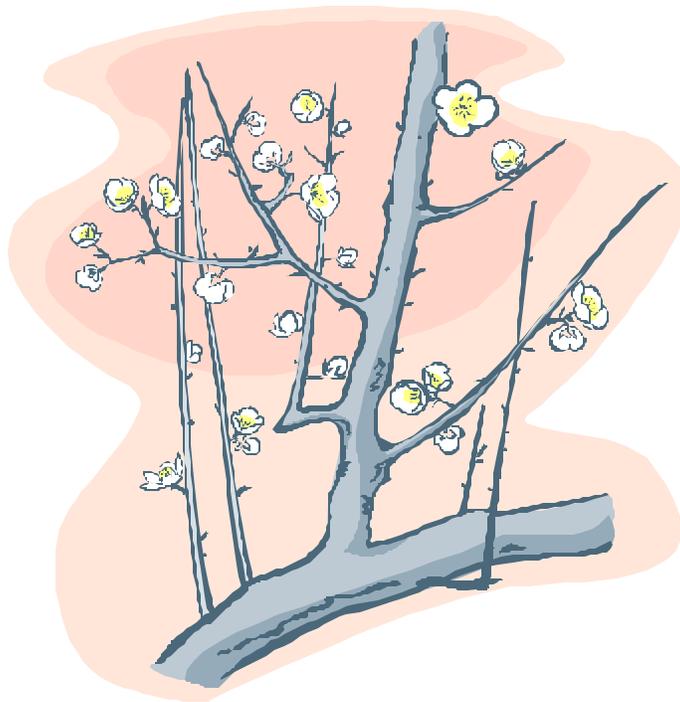
1. Ask students to describe their feelings about their older and younger sisters and brothers.
2. Ask the students with brothers and sisters to write an essay describing their relationship (s) with them.
3. Have students write about a situation in which the members of their families showed kindness and understanding toward one another.
4. Give them the opportunity to talk or write what it might be like if they were an orphan.
5. Ask each child to write a composition describing how each member is unique and different including them selves.



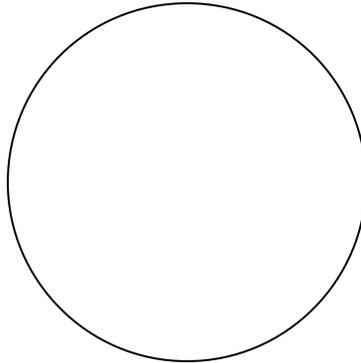
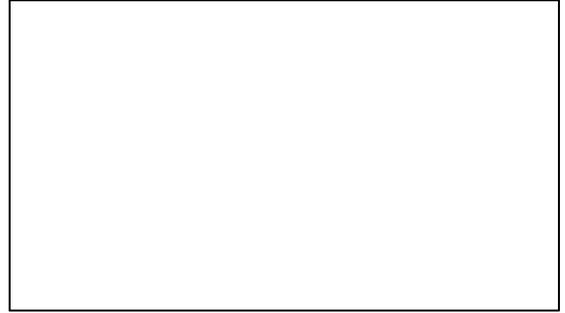
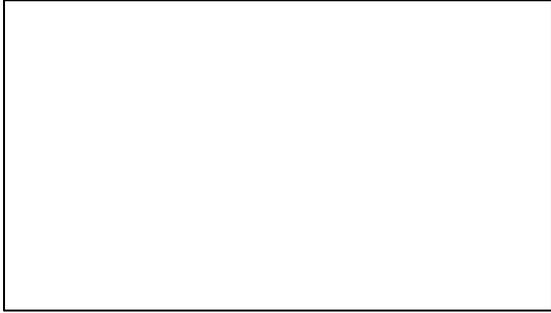
Family Tree

The purpose of this activity is to help each student understand and appreciate some of his or her heritage. Explain to the children what a family tree is. To illustrate, you might draw your own on the chalkboard. For homework, have the children ask their parents for the necessary data about their relatives to enable them to complete their family tree.

In class, help them translate the data gathered into a family tree. Give the students a ditto sheet with the design of a "Family Tree" and have them fill in the branches using the format done in class by the teacher.



The People Around Me



1. Write your initials in the center circle. On the lines in each of the four spaces, write the names or initials of four people you sometimes spend time with, be they friends, relatives, classmates or neighbors.
2. Inside each of the spaces, identify some positive or negative qualities of that person (examples: quick tempered, funny, talkative, bossy, happy, selfish, thoughtful, etc.
3. Now imagine that two of your four persons were also doing this exercise. Imagine that each of them picked you for one of their four spaces. How do you think each might fill in your spaces? Draw two spaces in your journal, fill them in as you think they might do it, and check with them to see if your guesses were close.

Caring

Caring has its deepest roots in the family because the people in our families are often the most important people in our lives - the people who love us and whom we love. Caring also implies that we accept people for who they are. The following activities focus on accepting others and demonstrating that we care.

Accepting

Procedure: Class Discussion

1. Ask the students to define "Accepting"
Accepting could be defined as viewing situations, people and things with an open mind. To be open minded means not to prejudge, not to be prejudiced.
2. Ask the students to talk about some of the prejudices they have seen. (race, color, nationality, religion, political party, where you live, how much money you make etc.)
3. What about not choosing someone for a team because you don't like her/him, or she/he is not the best player.
4. You don't like someone because the person gets good grades.
5. How do you react when you see someone who is blind, handicapped or deaf?
6. Ask the students to define Prejudging / where does prejudice come from?

* Prejudice comes from a lack of understanding. prejudging is based on hearsay, on an action you don't like. In other words, we are making a decision, not based on what the person is but what she/he does or what you hear about them.

Tease

Technique: Role - Play

Procedure:

Ask for volunteers to role - play the following situation and then discuss the feelings of the persons involved.

Narrator: Tom liked to eat and was always munching on something. He had a good sense of humor and thought most of the kids were his friends.

Tom spent much of his time at the park playground where he like to use the seesaw. Because of his weight, he could support two or three kids on the other end.

Today when he got to the playground, he was munching an apple; no one was there, so he started swinging.

Tom: (Action) Rock back and forth in a chair, pretending you are swinging

Jim, Alice, Kathy: (Action) The three run up to Tom

Jim: Hey. "Tom Get on the seesaw with us."

Tom: "Not right now, Jim. Maybe when I finish my apple."

Jim: "You don't need the apple. Come on now."

Tom: "Not now."

Jim: "Oh. come on fatso. You're only going to break the swing anyway."

Alice: "Yeah, come on fatso."

Kathy: "You can seesaw with all three of us and save the swing, too."

Narrator: Tom was hurt. He didn't like to be called names.

Teacher: Suggested questions for discussion

What should Tom do?

What can the others do?

What about accepting others?

The Party

Technique: Role - Play

Procedure: Ask for volunteers to role play the situation.

Narrative: Jean and Kathy have been friends since kindergarten and are in the same classroom. Jean's parents are planning a birthday party for her. Jean's mother and father are discussing who is to be invited to the party.

Mother: Jean have you finished your list of children to be invited to your party?

Jean: I am going to invite John, Mary, Ann, Phil, Shelia, Paul JoAnn, Mike, and Kathy.

Father: Jean, I think it would be wise not to invite Kathy.

Jean: Why can't I invite Kathy? She is my best friend and we have been together since kindergarten.

Father: Kathy is a member of another race and I am sure she would feel out of place coming to a party in this section of town.

Jean: Mom, can't I please invite Kathy?

Mother: Bob, don't you think you are being unfair to Jean. After all the two girls have been friends for a long time.

Father: My decision is final; Kathy is not to be invited to the party.

Teacher: Suggested questions for discussion Why does Jean's father not want Kathy at the party?

What should Jean's mother do? What should Jean do? How do you think Kathy will feel if she is not invited to the party?

Responsibility

Being responsible implies that we have things to do and we get them done.

My Responsibility Bag

Technique Class Discussion

Materials Paper Bag, Markers, Index Cards

Activity:

The students are to sit in a semicircle. Ask the students about the responsibilities that they have at home and at school. Explain that responsibilities are chores that they need to think about and make sure they do. List some of their responses on the chalk board. Pass out Resource Sheet. Ask the students to check the responsibilities they should have at school.

Give each student a paper bag and index card. Have the students cut out from their sheets the responsibilities that they should have in school and paste each one on a separate index card.

When:

they have finished pasting them on the cards they should decorate their bags and put their names on them. Have them each pick a partner. Tell them they are to take out their bags at the beginning of each day and have them on their desks so they can see them. They should pick a card for their partner to use.

Responsibility Resource Sheet

Procedure: Students are to check the responsibilities they have at school.

- | | |
|---|--|
| <input type="checkbox"/> Make My Bed | <input type="checkbox"/> Share |
| <input type="checkbox"/> Listen to Teacher | <input type="checkbox"/> Be Nice |
| <input type="checkbox"/> Clean My Room | <input type="checkbox"/> Cook |
| <input type="checkbox"/> Wash Dishes | <input type="checkbox"/> Be Quiet |
| <input type="checkbox"/> Dry Dishes | <input type="checkbox"/> Play with |
| <input type="checkbox"/> Do My Seatwork | <input type="checkbox"/> Others |
| <input type="checkbox"/> Be Polite | <input type="checkbox"/> Eat My Lunch |
| <input type="checkbox"/> Wash Clothes | <input type="checkbox"/> Do Homework |
| <input type="checkbox"/> Help in Classroom | <input type="checkbox"/> Keep Hand to Myself |
| <input type="checkbox"/> Take out the Trash | <input type="checkbox"/> Walk Quietly |
| <input type="checkbox"/> Keep Neat Papers | <input type="checkbox"/> Follow School Rules |
| <input type="checkbox"/> Vacuum | <input type="checkbox"/> Baby Sit |
| <input type="checkbox"/> Not Fight | <input type="checkbox"/> Care for Pets |
| <input type="checkbox"/> Stay in Seat | <input type="checkbox"/> Sweep Floors |

A Choice of Responsibility

Procedure: Teacher reads the story and follows up with a class discussion.

Story: "The Yo-Yo"

Jamie and Luis were on their way home from school when suddenly Luis remembered that he had promised his mother he would buy some toothpaste at the drugstore.

"Come on Jamie," Luis said. "It will only take a few minutes."

As they entered the store, Luis headed straight for the section where the toothpaste was kept. But a big display of plastic yo-yos caught Jamie's attention, and he walked in that direction.

Luis looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and set out to find Jamie. Jamie was standing in the aisle playing with a yo-yo when Luis found him.

"Come on, Jamie," said Luis. "let's go"

"Okay, Luis," Jamie replied.

Just then, Luis thought that he saw Jamie quickly stuff a yo-yo into his pocket. "Jamie did you take that yo-yo?"

"No, said Jamie.

"You did, said Luis, "I know, I saw you. You'd better put it back."

"Yeah, well I didn't," said Jamie. "And even if I did what could you do about it?"

"I could tell the people that run the store," said Luis, "because I don't think people ought to steal things. Please put it back."

"Look, I told you I didn't take anything, so just forget about it will you?" Jamie said angrily.

"I'm warning you Jamie, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare," Jamie snapped.

Discussion questions:

- I. What kinds of responsibilities do you think Luis feels toward Jamie in this situation?
2. Do you think Luis feels any responsibilities toward himself?
3. Do you think Luis feels any responsibility toward the store?
4. What conflicts do you think Luis might be facing in this situation?
5. What courses of action are open to Luis?
6. What do you think Luis should do in this situation? Why?
7. What do you think you would do if you were in Luis' situation? Why?



Adapted: Tips Crime Resistance Strategies, Charlottesville, Virginia, 1979

The Choice

Procedure Read the following story to the class and follow it with the discussion questions.

Annie loved the little yard in front of her house. it always made her feel happy to see the tiny patch of lawn with the border of brightly colored flowers. But for several weeks now the yard had gone untended. Annie's mother had been in the hospital and, without her around; there was no one to do the yard work.

One evening when Annie came home from school. her aunt greeted her at the door. "Annie," she said, "you'll never guess the good news. Your mother is coming home the day after tomorrow,

Annie's eyes filled with tears. She had missed her mother very much. She was glad that her mother was getting well and would be coming home.

"Annie," said her aunt, you know how much your mother's garden means to her I think it would be very nice if you would weed and water her garden so it will look pretty for her when she comes home.

"You're right, Auntie, said Annie. That's one responsibility I won't mind a bit."

Next day after school, Annie hurried home to begin work on the yard. For more than two hours she raked and weeded. Now, the only thing left to do was the watering. Annie had seen her mother do the watering many times. There were delicate plants that had to be watered from below the leaves, just as Annie started to water, her aunt called her to the telephone.

"Hello," said Annie as she picked up the telephone.

"Hi," said Martha, her best friend. "Hey, come on over. My dad just came home, and he's got three tickets to the fair and he'll take us and buy us dinner and everything. But you've got to hurry."

Annie was excited. Then she remembered the watering. "I'm sorry Martha. I can't do it, because I have to water the yard."

"Can't you just turn on the sprinkler and let it water until you get back Martha asked.

"No," said Annie, "the plants have to be watered carefully and by hand."

“Oh, just once won’t matter,” said Martha.

Annie thought long and hard. “No, Martha, she said, “I’m sorry, but I’m afraid I won’t be able to go.”

Discussion questions:

- I. What did Annie consider her responsibility to be in regard to taking care of the yard?
2. How seriously did Annie take her responsibility toward the yard work?
3. What kinds of things do you think Annie considered in making the decision as to whether to finish the yard work or go to the fair?
4. Why do you think Annie made the decision that she did in this situation?



Respect

Respect has three faces. Self-respect is the first face, respect for others is the second, the respect we need from others is the third.

To respect our-selves, we need a sense of own worth as individuals. It will be hard to respect our selves if others do not respect us. Self-respect is a reflection of what we respect in others. If we respect people who are trustworthy, who are kind and caring and who accept responsibility, those are the qualities we will cultivate in ourselves.

The “Who and How “Chart

This helps children plan to be respectful. Set up a chart, perhaps on a large poster board.

Using the left-hand column ask the children to list the categories of people and things that deserve respect. As you list them one at a time, discuss how respect for that person or thing can be effectively given. (E.g. for “Mother”; by answering respectfully,” by obeying her,” ”showing appreciation for what she does,” opening the door,” “holding her chair,” "clearing and cultivating,” etc. For “Self: by “avoiding self criticism “Thinking about positive attributes, etc.”)Keep the list building as long as you can keep the children’s interest.

<u>Respect Chart</u>	
Who	How
Mother	Obey her Talk respectfully
Self	

Case Story

Procedure : Teacher reads the story and then conducts a discussion.

A family went to live in a foreign country for a year while the father completed a research project. The two teenagers, partly because they were very homesick, were critical and disrespectful of everything. They hated the narrow roads, the different fashions, the wet weather, the strange shops. They criticized and complained to each other and to anyone who would listen. Their parents kept telling them to grow up, to quit being so silly, to shut up if they couldn't think of anything nice to say.

Discussion:

Why were the two teenagers so unhappy? (They weren't giving respect- respect leads to positive attitudes and feelings. And they weren't receiving respect--- their parents belittled their feelings instead of trying to understand.)

Linda and Richard EYRE TEACHING CHILDREN VALUES (New York: Simon & Schuster).pp. 166-67.

Insult List

Point out the damage and danger of talking negatively to and about yourself. This teaches the practice of self-respect. Take a blank sheet of paper and ask the students to think about names they have called themselves or insults they have said or thought about themselves. Approach it lightheartedly and with a little humor. Get it started by listing some things you have called yourself (“stupid”, “jerk”, “Klutz”, “Forgetful boob”, “idiot” or sarcastic things you have said to yourself (“Oh, that’s really nice,” Great shot, dummy, etc.)

When you have a substantial list, turn serious and say " How would you feel if a friend or peer said those things to you?" Point out that deep down in our subconscious our own self-criticism is probably at least as harmful as the same words coming from someone else.

The Role-Playing Game

This game gives small children some grasp of why respect should be shown. You play the role of the child and let the children play the other roles. Act each out. Then ask, "How does that make you feel?"

- ✍ Child says. Thank you very much" (when Grandpa gives him some candy).
- ✍ Grass begins to die (child plays grass) because child stomps on it instead of walking on sidewalk.
- ✍ Children are noisy in a class while teacher is trying to teach.
- ✍ Child pushes himself in front of an older lady at the checkout stand in the grocery store.
- ✍ Child holds his mother's chair as they sit down to eat and says. "Thanks for this nice dinner, Mom."
- ✍ Child is noisy in church and the lady next to him can't hear the service.
- ✍ Child keeps interrupting his mother while she is trying to talk to a friend who has stopped by.

Trust

Being trustworthy means keeping promises and commitments. It makes people willing to be trusting to risk relying on others to fulfill their commitments. Trust is not a quick virtue, it develops only in time. Perhaps the key to being able to establish trusting relationships lies in developing the quality of trustworthiness. A trustworthy person is someone we can confide in, someone whose talents and commitments we can depend on.

Trust Walk

Materials Needed Blindfolds for 1/2 of the class

Procedure:

A route should be laid out in advance. Specify instructions to the leaders about "safety" is vital. Spell out safety procedures and route to the observer.

Number off by two's (1,2,1,2,1,2, etc.) All of the one's line up on the left side. The two's line up in front of the ones. Face each other. The one's are going to be blindfolded and guided around the school by a number two. There are several rules that we must abide by:

- A. Those blindfolded are to make sure they cannot see.
- B. The leaders are to give good clear directions. The directions must protect your blindfolded friend from hurting him/herself or other people and to make your trip as pleasant as possible.
- C. Remember the design Game?
 1. THE SPEAKER (leader) must use terms the listener (blindfolded friend) understands.
 2. The listener (blindfolded friend) must ask questions to clarify the message.
 3. There will be no running or foolishness

Lassie's Story

Key terms: Loyalty

Dependability

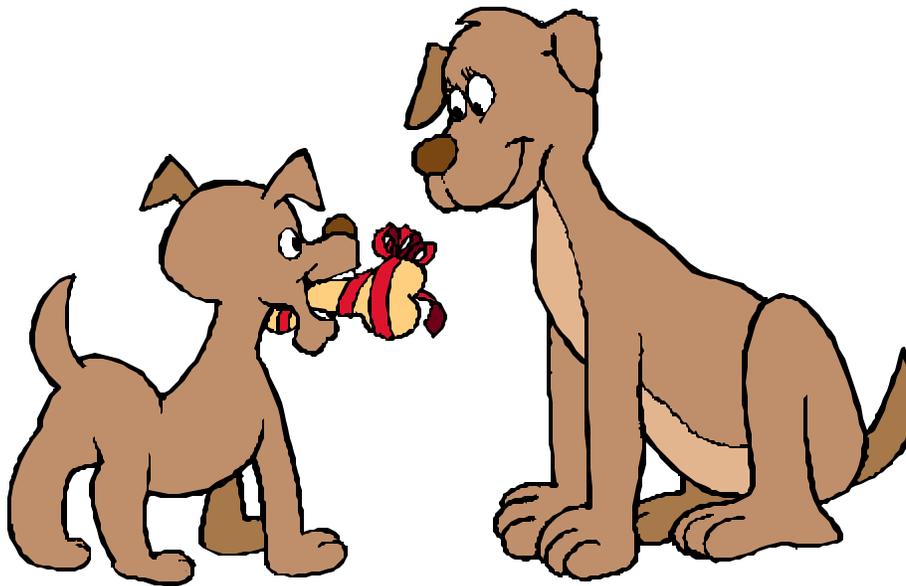
Trustworthy

Procedure : Read story to the class

Billy lived on a big farm with lots of space, so his parents let him have a dog. He called his dog Lassie. Whenever Billy called Lassie's name, the dog would come, and whenever Billy held out his hand, Lassie would put up his paw for a shake. You could depend on Lassie to do these things. Lassie was a dependable dog.

Almost everywhere Billy went, Lassie followed. At night Lassie slept at the bottom of Billy's bed. If Billy ever got in trouble, Lassie was there to help. Lassie was loyal because he cared about Billy and was always there when he needed him.

One day Billy wandered into a field where a big bull lived. The bull charged toward Billy. Billy called as loud as he could for his loyal dog who was close by. He knew he could depend on him. Lassie rushed into the field and barked at the bull. The bull turned around and went back to eat his grass.



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Care in the Community (also called "Community Care" or "Domiciled Care") is the British policy of deinstitutionalization, treating and caring for physically and mentally disabled people in their homes rather than in an institution. Institutional care was the target of widespread criticism during the 1960s and 1970s, but it was not until 1983 that the government of Margaret Thatcher adopted a new policy of care after the Audit Commission published a report called 'Making a Reality of Community Care