

Functional Approach to Character Education

Counselor Edition:
Third Grade

The FACE Project
Because character education matters...



Functional Approach to Character Education
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Functional Approach to Character Education

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Please note that although this curriculum was designed to be challenging and to promote student growth, teachers and counselors are encouraged to modify the FACE Curriculum to meet the learning style and educational needs of individual students.





Functional Approach to Character Education

Founded in 2000, the FACE Project (Functional Approach to Character Education) is a 501C3 nonprofit organization whose mission is to promote positive social and character development, increase socially responsible positive behaviors and reduce antisocial behaviors among school children.

The FACE Project is a unique Character Education program:

- A research-based and comprehensive curriculum, integrated within the Virginia Standards of Learning (SOL).
- Meets or exceeds Standards for School Counseling Programs in Virginia Public Schools.
- A counselor-friendly curriculum that is developed by educators for educators.
- A curriculum that will help with classroom management and school cohesiveness.
- A curriculum that offers grade-specific, weekly lesson plans, Kindergarten through Fifth grade, that focus on learning tolerance, empathy, collaborative behaviors, and celebrating differences.
- Includes parent extension activities and resources.

Due to scheduling differences in schools, school counselors are encouraged to implement the entire Third Grade curriculum or select one or more lesson plans per main character trait. Additionally, although the curriculum was designed to be challenging and to promote student growth, teachers and counselors are encouraged to modify the FACE Curriculum to meet the learning style and educational needs of individual students.

In order to support our research based program, Guidance Counselors who implement the FACE Project Curriculum are asked to submit a Fall Climate Survey, lesson assessments, student surveys, and end-of-the-year surveys.

Please visit www.thefaceproject.org for further details about the program and for contact information for the FACE Board of Directors and professional team.





Functional Approach to Character Education

Book List Third Grade Edition

Horton Hatches the Egg, Dr. Suess

Lilly's Purple Plastic Purse, Kevin Henkes

Classroom Guidance Games (Youth light, Inc., 2007)

The Magic Coloring Book of Feelings, Robert P. Bowman and Kim "Tip" Frank

Me, I am, Jack Prelutsky

Sam and the Lucky Money, Karen Chinn

Sorry, Trudy Ludwig

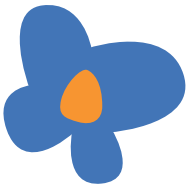
Stand Tall Mary Lou Melon, Patty Lovell

Jamaica's Find, Juanita Havill

The Boy Who Cried Wolf, B.G. Hennessy and Boris Kulikov

Taking Care of the Earth: Kids in Action, Bobbie Moore (or similar)





INTRODUCTIONS

Grade: **Third Grade**

Lesson time: **30-45 min**

VA School Counseling Standards

EP1; EA2; EP4; EP5.

Curriculum Standards Addressed:

Oral Language 3.1b.

LEARNING OBJECTIVES:

1. Students will define the role of the guidance counselor and be introduced to the counselor curriculum.
2. Students will review back-to-school rules.

MATERIALS NEEDED:

- https://drive.google.com/file/d/0B02g36_YBwPoTndXZ28xbkVMYVE/view
- Class Rules Activity Sheet

LESSON SUMMARY/PARENT CONNECTION:

The counselor introduced themselves and shows a video introducing students to the class. Together, the group comes up with rules they will follow while in class to promote ownership over the class and build community.





INTRODUCTIONS

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Welcome** students to the school counseling program.
2. **Introduce** yourself. Share how long you've been a guidance counselor and/or how you feel about this new year.

Step 2: Direct Discussion (I Do)

1. **Discuss** the role of a Guidance Counselor and how your position differs from that of:
 - a. A classroom teacher - teachers help students learn how to read, spell, and count. Ask students who like to learn how to read, spell, and count to raise their hand. Ask them to quietly shout out the name of their classroom teacher.
 - b. The Principal - the principal's job is to make sure the school is a great place to learn for everyone. Ask students to clap if they know who the principal is. Ask if anyone can tell you the name of the principal.
 - c. A Physical Education teacher - helps teach children about playing fairly, play ball, and take care of their health. Ask students to pretend to shoot a basketball if they like to play outside. Ask students to whisper the name of their physical education teacher.
 - d. Guidance Counselor - teaches students about being responsible, respectful, good friends and kind. Tell the students your name and ask them to repeat it back to you.
2. **Explain** that summer is an exciting time to be with your family and friends. Ask for examples of fun summer activities. Then talk about how school is exciting too. Ask for examples of school activities students are looking forward to.
3. **Mention** how you get excited and a bit nervous about returning to school and meeting all new people and learning new rules. Let them know there are new rules, new times to wake up in the morning and new responsibilities for teachers, too.

Step 3: Guided Practice (We Do)

1. **Play** and discuss each slide in the video "Introduction of Guidance."
2. **Distribute** the Class Rules activity sheet to students and work together to define specific class rules that all the students will abide by.





INTRODUCTIONS

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 4: Assessment

Do students recognize your role? Were students participating as they identified rules they would follow in class?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit



CLASS RULES

For Guidance Class

Directions: Work together as a group to create 'Class Rules' that everyone will honor throughout the school year. Anyone can ask to change, delete or add rules as the year goes by but everyone has to agree before the 'Class Rules' are amended. Sign the bottom of the page to show you approve of the 'Class Rules'.

1

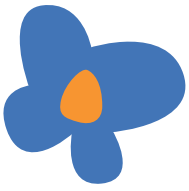
2

3

4

5

Name: _____



RESPONSIBILITY

Grade: **Third Grade**

Lesson time: **30-45 min**

VA School Counseling Standards

EP1; EA2; EP4; EP5.

Curriculum Standards Addressed:

Oral Language 3.1b.

LEARNING OBJECTIVES:

1. Students will identify what it means to be responsible.
2. Students will be able to identify at least one way that they are responsible at school, at home, and in the community.

MATERIALS NEEDED:

- Horton Hatches the Egg, Dr. Seuss
- My Responsibilities Activity Sheet
- Illustration materials (pencils, markers, crayons, etc.)

LESSON SUMMARY/PARENT CONNECTION:

The group brainstorms what responsibility means and then has a discussion of the character traits of a responsible person. The counselor reads the book Horton Hatches the Egg and the class discusses it. After reviewing last lesson's class rules, the students independently complete the My Responsibilities activity sheet where they identify responsibilities they have at home, at school, and in the community. The students then complete the activity sheet.





RESPONSIBILITY

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Brainstorm** as a class what responsibility means:
 - a. Do you follow the rules?
 - b. Do you give up when something is hard?
 - c. Do you try your best?
 - d. Who is responsible for you?
 - e. Who is responsible for making your choices?

Step 2: Direct Discussion (I Do)

1. **Explain** that being responsible means you: do what you're supposed to; always keep trying your best; think before you act; and are accountable for your choices.
2. **Talk** about how being responsible is like being in charge. It means that it's your job to take care of something, like your pets, younger siblings, chores, or homework.
3. **Say** that most importantly we are responsible for ourselves--each of us are in charge of making healthy choices for ourselves and being considerate to those around us.
4. **Ask** who makes the choice whether or not to come prepared to school? Study for a test? Do your homework? Who is responsible for YOU?
5. **Point out** that being responsible does not mean we do anything perfectly or that we don't make mistakes. It just means that we try our best and take responsibility for our actions and choices.

Step 3: Guided Practice (We Do)

1. **Read** Horton Hatches the Egg or show a video version of the tale. Discuss the following:
 - a. How was this book about responsibility?
 - b. What was Horton's responsibility?
 - c. How did he handle the situation? How did he feel about it?
 - d. What can we learn from Horton?
 - e. If you have a responsibility that you don't want or like, how can you make the best of it?
2. **Review** the class rules from last class and ask students if they'd like to vote on adding, changing, or deleting any of the rules they came up with before.





RESPONSIBILITY

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 4: Independent Practice (You Do)

1. **Distribute** the My Responsibilities Activity Sheet and have students identify what their responsibilities are at home, at school, and in their community.

Step 5: Assessment

Can the students define responsibility? Are students able to identify responsibilities they have at home and at school and in the community?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL
https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit



Name: _____

RESPONSIBILITY

Activity Sheet

Illustrate or write out what you are responsible for at home, at school, and in your community.

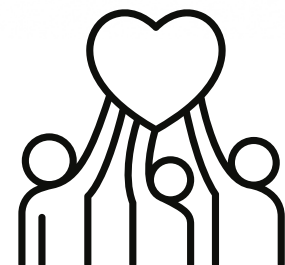
I am responsible at home.



I am responsible in the community.



I am responsible at school.





WE ALL MAKE MISTAKES



Grade: **Third Grade**

Lesson time: **30-45 min**

VA School Counseling Standards

EA2; EA4; EP1.

Curriculum Standards Addressed:

Oral Language 3.1b.

LEARNING OBJECTIVES:

1. Students will define the relationship of "being responsible" to "trying your best."
2. Students will learn to try again after making a mistake.

MATERIALS NEEDED:

- Lilly's Purple Plastic Purse, Kevin Henkes
- Lilly's Purse Activity Sheet
- Illustration materials

LESSON SUMMARY/PARENT CONNECTION:

The counselor demonstrates poor choices when welcoming the class and then prompts a discussion on what went wrong. Students will share what to do when things don't go as planned. The counselor reads Lilly's Purple Plastic Purse and the class discusses its connection to responsibility. The counselor explains that even though we all make mistakes, the important thing is that we always try our best and we take responsibility for our actions and choices. The class completes the activity sheet, which asks them to illustrate items to put in Lilly's purse that will remind them about their responsibilities.





WE ALL MAKE MISTAKES

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Enter** the room and act irresponsibly. Talk on your cell phone, ignore student questions, dress sloppily, forget student names, all the while repeating phrases such as "oh well, it doesn't matter" and "I don't care, it's only one class."

Step 2: Direct Discussion (I Do)

1. **Ask** students to identify what went wrong this morning, what mistakes you made. Discuss the following:
 - a. Was I being responsible? Did I handle my mistakes responsibly?
 - b. Has anyone else had days where it feels like everything is going wrong? How do you handle it?

Step 3: Guided Practice (We Do)

1. **Read** Lilly's Purple Plastic Purse and discuss the following:
 - a. What happened in this story?
 - b. Was Lilly responsible? Why or why not?
 - c. What did Lilly learn in the story?
 - d. What did we learn about being responsible?
2. **Emphasize** that being responsible means that you always try to do your best, but everyone makes mistakes or has bad days. When you have these moments, the responsible thing to do is to try and turn your day around.
3. **Distribute** the activity sheet and ask students to draw reminders about responsibilities they have or tools they need to be responsible. For example, a watch to remind them to be on time, pencils to be prepared for class, money as a reward for trying their best, etc.
4. **Ask** students to share their drawings with the class.





WE ALL MAKE MISTAKES

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 4: Assessment

Are students able to identify ways to handle a mistake or having a bad day?

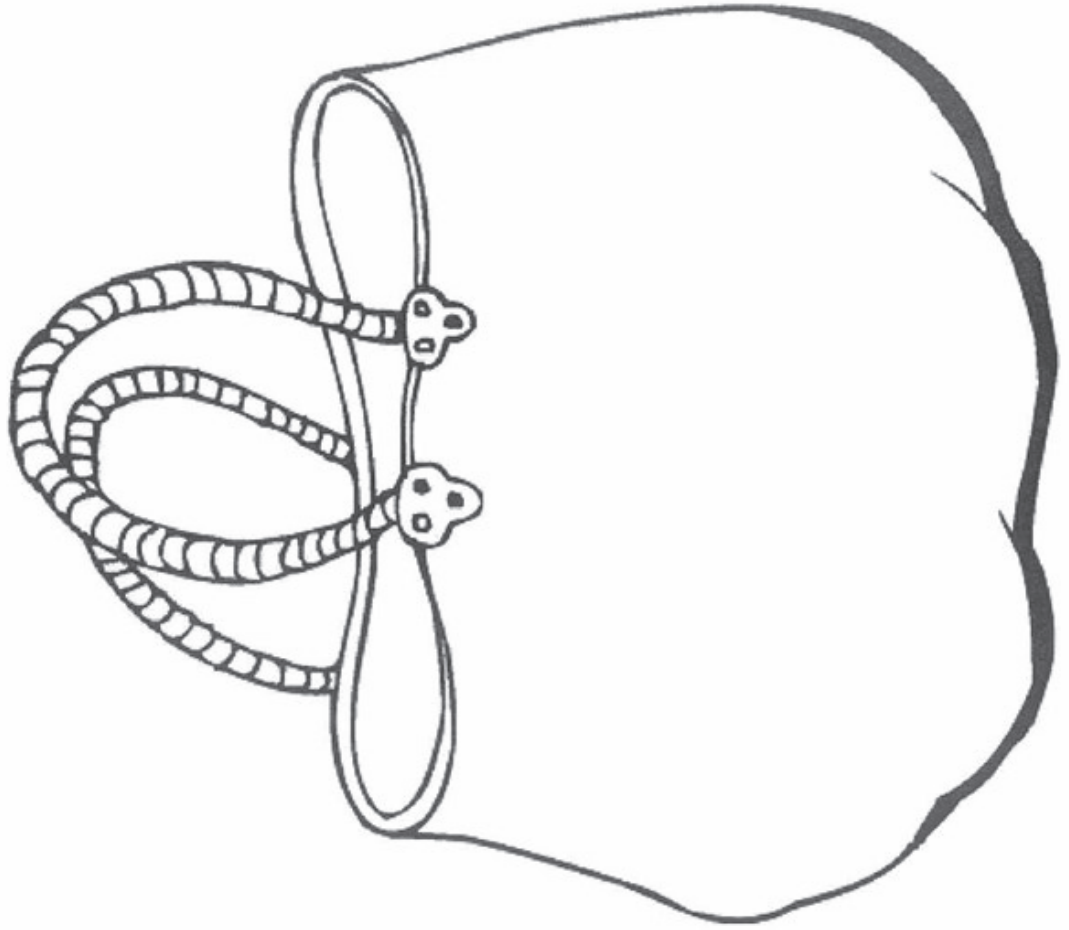
Evaluation Form

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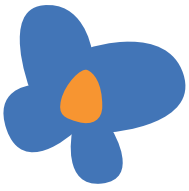
https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit



Lilly's Purple Plastic Purse
By Kevin Henkes



Remember Lilly's Lesson:
"Today was a difficult day.
Tomorrow will be better."



BEING RESPONSIBLE



Grade: **Third Grade**

Lesson time: **30-45 min**

VA School Counseling Standards

EA2; EA10; EA12; EA13; EP1.

Curriculum Standards Addressed:

Oral Language 3.1b.

LEARNING OBJECTIVES:

1. Students will identify responsible choices for different scenarios.

MATERIALS NEEDED:

- Responsibility Soccer playing cards (cut-out) either attached or copied from [Classroom Guidance Games](#) (pg. 230-232)
- soft ball for kicking and a makeshift goal (e.g., wastebasket turned in it's side, a rectangle taped to the wall, etc.)
- white board and markers

LESSON SUMMARY/PARENT CONNECTION:

The class reviews what it is to be responsible and then practices making responsible choices by playing responsibility soccer.





BEING RESPONSIBLE

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Review** with students what it means to be responsible.
 - a. Why is it important to be responsible?
 - b. What are the ways in which you are responsible? At home? At school?

Step 2: Guided Practice (We Do)

1. **Explain** that the class is going to play indoor soccer to practice making responsible choices.
2. **Split** the class into 2-4 teams and allow them some time to come up with a team name. Write those team names on the board to keep track of the points.
3. **Give** each team 5 points and tell them that you can deduct these points for poor sportsmanship or other irresponsible behaviors. Ask each team to give one example of poor sportsmanship and one example of responsible behavior (e.g., yelling vs. raising your hand). The goal of the game is to have the most points.
4. **Have** one person from each team in sequence come up to the front of the room and select a card. If they answer the question correctly, they can kick the ball into the goal. If they make the goal, they get two points for their team. If they miss, but get the question right, they get one point. Write the numbers on the board.
5. **Continue** in this way until everyone from each team has had a chance to shoot the ball. If you run out of cards, improvise a context so that every child has a chance to play.
6. **Review** what students learned about responsibility while playing the game.

Step 3: Assessment

Are students able to identify responsible choices in a given context? Did the students display responsible behaviors during the game?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit

<p>You see someone carrying a heavy load of books. What do you do?</p>	<p>Someone gives you a gift you already have. What should you do?</p>	<p>You need something from your teacher but her back is turned. What should you do?</p>
<p>Someone calls you a bad name. What should you do?</p>	<p>Someone on the playground takes the ball you are playing with. What should you do?</p>	<p>You want to tell your parents something but they are talking with someone. What do you do?</p>
<p>You notice that a classmate can't find his pencil. What can you do?</p>	<p>While eating dinner, you would like someone to pass you something. What do you do?</p>	<p>Other students are playing with their food at lunch. What do you do?</p>
<p>You overhear students teasing someone in your class. What do you do?</p>	<p>Everyone in class is whispering about one of your friends. What do you do?</p>	<p>A new kid comes to school in a wheelchair. Other students are teasing them. What do you do?</p>

<p>Someone is killing ants on the playground. What do you do?</p>	<p>Someone pushes you down. What do you do?</p>	<p>You forgot your homework at home. What do you do?</p>
<p>You got a bad grade on a test and are supposed to show your parents. What do you do?</p>	<p>You get detention for something another student did. What should you do?</p>	<p>Your friend eats your cookie from your lunchbox without asking. What should you do?</p>
<p>Your classmate spilled water in the classroom. What can you do?</p>	<p>The teacher calls on you to answer a question and you do not know the answer. What do you do?</p>	<p>You want to play a computer game, but have homework to do. What do you do?</p>
<p>Your parent asks you to clean your room but your friends are having a sleepover. What do you do?</p>	<p>Your hurt yourself on the playground. What do you do?</p>	<p>Your dog needs to go for a walk, but you have homework to do. What do you do?</p>



CELEBRATING DIFFERENCE, PT. 1



Grade: **Third Grade**

Lesson time: **30-45 min**

VA School Counseling Standards

EP1, EP3, EP4.

Curriculum Standards Addressed:

Writing 3.7a-c; Oral Language 3.1b, c, e.

LEARNING OBJECTIVES:

1. Students will explain how our differences make us special and unique
2. Students will identify things that make them similar to and different from other classmates

MATERIALS NEEDED:

- The Magic Coloring Book of Feelings, Robert P. Bowman and Kim "Tip" Frank
- Paper, pencils,
- "Our Similarities and Differences" activity sheet

LESSON SUMMARY/PARENT CONNECTION:

The group reviews respect and then the counselor orchestrates a demonstration with two student volunteers who record their similarities and differences in a Venn diagram. The class discusses what difference means and how it make the world a more enjoyable and interesting place to live. The counselor reads The Magic Coloring Book of Feelings and then divides the class into pairs for them to complete their own Venn diagrams.





CELEBRATING DIFFERENCE, PT. 1

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Review** with students what it means to be respectful. Remind students that respectful students:
 - a. Treat others the way they want to be treated (the Golden Rule).
 - b. Use good manners and appropriate language.
 - c. Solve problems fairly and peacefully.
 - d. Are considerate of others' feelings.
2. **Explain** that everyone should have the space to be themselves and be respected, regardless of their similarities and differences to you.

Step 2: Direct Discussion (I Do)

1. **Call** two student volunteers to the front of the class. Draw a Venn diagram on the board with two intersecting circles. Write one student's name over the first circle and the second name over the other circle.
2. **Ask** the volunteers to self-identify their unique and shared qualities/features. (e.g., talents, interests, hair color, height, eye color, age, etc.) and add these to the diagram. Note: if students are uncomfortable or do not wish to share, substitute yourself and a made-up person or well known celebrity or family member.
3. **Write** each unique qualities in the main circle under each name. Write qualities/features the two have in common in the intersection.
4. **Discuss** with the class how important it is for people to be different and similar. Ask:
 - a. Are any two people the exact same?
 - b. What would happen if we all tried to look and act the same?
 - c. Why is having differences important?





CELEBRATING DIFFERENCE, PT. 1

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 3: Guided Practice (We Do)

1. **Display** the cover of The Magic Coloring Book of Feelings. This book has no words. Where you hold the outside edge of the book will determine if full color pictures, line drawings, or blank pages will appear as you flip through (directions are on the back of the book).
 - a. While holding the book, the counselor will ask the students to think of what it would be like if we all looked the same, if everyone had the same skin color, hair, and clothes, etc.
2. **Have** students pretend to throw their ideas of what that would be like to the book. Flip the book so that the black and white pictures show.
3. **Ask** students what they think of those pictures.
 - a. Were they interesting to look at?
 - b. Was there something missing?
4. **Ask** students to close their eyes and think of what the world would be like if we all had differences. Have the students think about all of the ways that we can be different including physical features, skills, and talents. Have students take their ideas and pretend to throw them at the book. Flip through the book once more with the full-color pictures showing.
5. **Ask:**
 - a. How do these pictures compare to the others?
 - b. Which way do you prefer? Why?
6. **Have** students take back all the ideas they had about what the world would be like if we were all different. Flip through again showing them the blank pages. Explain that without respecting other's differences, the bright and interesting people in the world will start to hide away and disappear.
7. **Discuss** with them how boring the world would be if we didn't have any differences or similarities.
8. **Tell** the students that being different makes our world a more colorful and interesting place to be. It is important to show respect to and care for others regardless of their differences so these differences don't get erased.





CELEBRATING DIFFERENCE, PT. 1

Grade: **Third Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 4: Independent Practice (You Do)

1. **Pair** students and distribute the activity sheet.
2. **Have** students fill-in their Venn diagrams like you did in the demonstration with their own information and that of their partner.
3. **Encourage** students to ask questions about their partner's unique characteristics to show wonder and respect. Allow them to share with they learn if time allows with the class.

Step 5: Assessment

Did students identify ways they are similar or different from their peers? Did they show respect when working with their peer?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit



OUR SIMILARITIES AND DIFFERENCES

Activity Sheet

Record the similarities and differences you discover about you and your partner. Write your name above one circle and your partner's name above the other. Record the similarities in center space and the differences in the outer spaces.

Your Partner's name:

Your name:

