



CRITICAL THINKING AND SOCIAL RESPONSIBILITY BIG IDEA—THE GOLDEN RULE

EXPECTATIONS

READING

- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.
- 1.8 Express personal thoughts and feelings about what has been read
- 1.9 Identify the speaker and the point of view presented in a text and suggest one or two alternative perspectives

ORAL

- 1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

MEDIA

- 3.4 Producing Media Texts for specific audiences and purposes, using a few simple media forms and techniques.

RESOURCE LIST

- ***The Golden Rule*** by Ilene Cooper
- ***Don't Make Me Laugh*** –book/video/song by Steve Seskin and Allen Shamblin
- ***One Smile*** by Cindy MacKinley
- ***Chance to Shine*** book/song by Steve Seskin and Allen Shamblin
- ***Yoon and the Jade Bracelet*** by Helen Recorvits
- ***Ruthie and the (Not So) Teeny Tiny Lie*** by Laura Rankin
- ***Sorry*** by Trudy Ludwig

Day 1

Before Reading:

The Golden Rule – what is a rule? Why do people follow rules? Based on the title make predictions as to what the golden rule could mean.

During reading:

- read to the 2nd page and stop at the boy's questions and ask the class to answer them: 'What does it mean? And why is it golden?'
- read 3rd page and have students answer the question with someone sitting near them, "Who is it for?"
- continue reading through the different religions and stop after the Shawnee Tribe....ask students what all religions have in common? Why would this rule make good sense?
- Have students fill in a chart paper in small groups, discussing and recording what actions people demonstrate at school, at home, and in the world that go AGAINST the golden rule. (**PURPOSE** of this is to draw out criteria that will lead us through subsequent lessons)

Day 2

Students review their ideas on chart paper and are asked to determine which four actions have the biggest impact on people's lives. They are encouraged to take at least one from each category (home, school, world). Each group presents their four and explains why they think it has the biggest impact. Record the different outcomes on board, look for similarities and differences.

Extra activity – depending on what the students come up with, set up a line with a different view at either end and have students stand where they feel the strongest (at ends or somewhere in middle) have students at opposing ends give their reasons and see if others are persuaded one way or the other.

Day 3

What can we do? (Decode the Puzzle)

Have students look at the four actions they decided had the most negative impact. Have each group choose one or two of these actions and develop a specific action plan as to what they could do to change that particular behavior. Discuss things that kids can do and cannot do (kids can't find an action plan to avoid war but they could find problem solving strategies for their own little wars). Share with the class.

Day 4

Continue reading the book

- the next page after Shawnee Tribe has inclusion criteria
- next page helping others
- page with boy's face and words start "The boy thought for a moment..." discusses lying
- page with boy and grandfather sitting by a pond

- “simple but not easy” – discuss the comments the boy makes on this page about how not everyone can be practicing the way they should because there are so many problems in the world.

Question: Do you think it is possible to practice the golden rule at all times? Students write down one sentence yes/no plus why and then one after another record and video tape their answer on an I-pod outside of the classroom. Show recording to class and discuss opinions (you could use a blog at this point as well). Instead of doing the opinion line on day 2, it might be a good idea to do the line before the video recording and then again afterwards. Have opinions and positions been swayed?

Day 5

Complete the book and once again review their four impact statements as well as their action plans for change. Set criteria as to what actions would make our life at school and at home a better place.

Criteria we want to draw out of students:

1. **Inclusion**
2. **Helping others who are in need**
3. **Lying/Spreading Rumors –the effects on others**
4. **Making things right**

Day 6

Show the book and play the CD ***Don't Laugh at Me***

- discuss message: What do people in the song want?
- close your eyes think of someone at recess that usually walks alone or who is left out a lot, or teased. Or think of a time when maybe you've been left out or teased.

Explain to students that when we don't understand differences, then sometimes that can lead to actions that hurt others. Discuss with students the terms tolerant and intolerant actions and then provide them with the blackline master that outlines tolerant and intolerant actions from *Feathers and Fools* (pg 6) of ***Thoughtful Books***. Identify criteria for a tolerant action and intolerant action and then ask them to sort the actions on the list in partners.

Day 7

As a class make a plan of including someone they don't normally include in their play at recess break – brainstorm how we can approach this and who we will try to include. Tell them they will be writing about it so they need to do it

(Perform to Specs)

Day 8

Share what you did at nutrition break and how their plan worked out.

Give sheet with following questions

- What did I do?
- How did it make me feel?
- How did I make the other person feel and how do I know that?
- Students respond individually in writing (1.6, 1.8, 1.9)
- rewrite the song ***Don't Laugh at Me***—change the way it's worded and rename it "***Come Laugh with Me***"—incorporate experiences from the playground, depending on the group, have each pair or small group rewrite a few lines of the song and then put it together.
(Rework the Piece)

Day 9

Helping Others

- picture walk through ***A Chance to Shine*** to have them think what it will be about
- play CD twice
- close eyes listen to the words
- 2nd time write down or draw what you think is important at the beg, middle and end, include emotions—sheet is folded so it has 3 sections with beginning, middle and end (evaluate for 1.8)
- share with a partner
- read the book – which brought out more emotion for you; the song or the book? Explain your opinion.

Compare the two songs ***Don't Laugh at Me*** and ***A Chance to Shine*** and ask students to tell which song would be more effective based on our criteria to change things. (one is mainly based on inclusion, the other is helping others). Make opinion line.

Day 10

Discuss how the dad's act of kindness made changes in others. Demonstrate in the form of a story map as a class.

Read ***Mary's Extraordinary Deed*** and have students create a story map of how kindness produces kindness (concept of 'pay it forward'). (Assess recall and comprehension)—choose 4 events in the story that you think you could do to pay it forward—invite students to try one or two of them out and provide sharing time later in the week to discuss

Day 11

Read *Yoon and the Jade Bracelet* (leads to last criteria; making things right).

During reading invite students to make text-to-self connections and ask questions. After reading ask students to describe the behavior of the older girl against the backdrop of criteria set after *The Golden Rule*.

In partners have students extend the book by writing what consequences were set for the older girl (a question that will probably come up by the students). After their writing of the extended version of the book, ask students why they think the consequences they set are good or help the older girl change her behaviour in the future.

Day 12

Read *Ruthie and the Not So Teeny Lie*. Afterwards compare Ruthie's behavior to that of the older girl.

Discuss the notion of true friendship as demonstrated in the books. Develop a chart with two columns and have students in groups come up with examples of what a true friend does versus a not so true friend (developing criteria). Share with class and display. Is Ruthie considered a good friend or a bad friend based on our criteria? Is Ruthie still following the golden rule although she lied and took something that didn't belong to her?

Day 13

Read the book *Sorry* by Trudy Ludwig. After reading the book look at differences and similarities between *Ruthie* and *Sorry*. Discuss and compare books based on the criteria we developed for true friendship as well as criteria of following the golden rule. Look at the chart we made on Day 1 and only look at the examples students wrote for behavior that doesn't follow the golden rule at school.

Show an empty chart with three columns labeled Negative Action/ Consequence/Making it right. Put one example from their list under negative action; have them explain the effect of the action and then an action that we could take to make it right. Individually, have students add 3-5 examples of negative actions at school, what it does to others and how they could make it right.

Day 14

Students are given a friendly action sheet (Making a Difference, page 32). In partners they fill in the sheets describing a conflict situation and two things they could do to set things right. After planning the scenario, they will role-play it and present it to the class. (Modifications: For students who have a difficult time creating scenarios, we will give a scenario we have already written up and let them come up with possible actions and then role-play.

We will assess students' ability to imagine a person's feelings (point of view) while experiencing an identified problem – see rubric.

COME PLAY WITH ME AT MILLEN WOODS

What I Did:

How it made me feel:

How did I make the other person feel? How do I know?

UNDERSTANDING MY ACTIONS

Non-friendly Action	Consequences	Making it Right