

# activities guide

for counselors,  
teachers and mentors

activities designed to enhance  
character development  
in children grades 1-6

a supplement to:



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## how to use the activities guide

The following activities have been designed to reinforce the message put forth in the book, *look at me; i am just like you*, of respect for self and others, empathy and teamwork. To stimulate a child's development in these areas we believe the most effective way is to give instruction, inspiration and an opportunity to put the new learning into action.

You will find specific content and practical points of application in each lesson. The critical area of inspiration is gained through the leader personally relating with the child from his/her own life experience. Even as a person of authority, you can identify with the student in the different stages of life and similar circumstances they face. Having a "relational" approach builds trust with children and invites meaningful discussion. In order to help you as the leader bring this important element in, we have a "U-share" section that will serve as a guideline for you to relate personally.

The activities are designed for children in grades 1-6 and most activities can be done in small group settings or one-on-one. These activities are a guide, so feel free to adapt them to your audience.

Each lesson will present the goals of the activity at the beginning so that you are aware of what you are seeking to help the children understand. This is followed by the motivation for the lesson, the materials needed, and the activity to be done. Some lessons may include a reproducible worksheet so both you and the children each have a sheet to work on.

The lessons are designed for a 30 minute time frame but can be done in less or more time as needed. Do not be confined to finishing an activity in one session. Work at the pace that is most beneficial to the children. In most sections there will be more than one activity to choose from or all can be done if time allows.

Theodore Roosevelt said, "Character, in the long run is the decisive factor in the life of an individual and of nations alike." He also said, "To educate a man in mind and not in morals is to educate a menace to society." The goal of this activities guide is to help you shape the character of our youngest citizens by starting with the simple concepts of respect, empathy and teamwork.

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# lesson one

## we all have a story

### goal:

1. Realize everyone is special and unique and has his/her own story.
2. To show how children have similar feelings and as a result can be understood and in turn, understand others.

### motivation:

Many children do not think they are special or important. They often think no one has the same problems or concerns as they do and therefore they feel alone. Through reading the story and about the author on the cover flap, the children can see that everyone has a story and that their own story is special. Also, they can learn through the story that others can understand how they feel.

### materials:

Book: *look at me; I am just like you*

Discussion questions (See below)

### activity:

Read book out loud to children. (Approximately 15 minutes)

Read back inside cover flap to learn about author.

### discussion questions:

1. What do we know about the author and her personal story?
  - Born with a birthmark
  - She has a sister
  - She didn't feel good about herself
  - She wrote the book when she was a teen
2. So, in the story, which character do you think the author is most like?
3. Which character are you most like? Why do you think your story is like that character?
4. What made Lucie and Stewart special?
5. What makes you special?
6. What were some of Lucie and Stewart's feelings at school?
7. Have you ever felt any of the same feelings?



Leader share:

1. When I was in school I was most like \_\_\_\_\_  
(pick one character) because \_\_\_\_\_ (tell about  
yourself—I was quiet or I was a good student, etc.).

2. Some of the feelings I had in school were  
\_\_\_\_\_ .

**summary:**

Lucie and the other characters are a lot like you and me. They had to learn to appreciate what makes them different and special. They also had to learn how to make friends, stand up for what is right and work together as a team. I am hoping that our time together will help you to grow in all these areas as well.

## lesson two

# let me tell you my story

### goals:

1. To help children draw out and be able to tell their personal story.
2. To encourage children to be proud of their story.
3. To help children see that they can shape their story through goal setting.
4. To help children value other people's story.

### motivation:

To help children understand their story is to help them understand they have purpose and meaning. They also can see the bigger picture of their lives and be inspired to set goals for their future. As they grow in self-respect, they also can respect that everyone has a valuable story to tell.

### materials:

Make a copy of the worksheet 2 for everyone or let children draw their own time line on a piece of paper or construction paper laid horizontally. May use pencils or markers to complete.

### activity:

Fill in a time line to tell your story and then share with another person or persons.

1. Give details that are unique to you. Example: your birthday, color of eyes, how many sisters and brothers, etc. Follow guide on sheet to think of things that help to you to tell your story. There may be more things to tell that you think of that are important to include, so add those to your time line.
2. Now tell your story by talking through your time line with one other person or a small group.
3. At the end of the story each person listening is to tell one thing that they like about that persons story and why.
4. Ask: If Lucie could draw her time line and put down what her least favorite memory about her life was, what do you think it would be? Examples: Being born with a birthmark; being made fun of at school; being misunderstood by her teacher, etc.

Point to make: We all have hard things in our lives that we wish we didn't have, but even those things are part of our story and can help us be better people.

Ask: How was Lucie a better person because of her tough experience?



Leader shares their time line from their school years with children—making a point to share both the good times and the hard times you faced in grade school.

\*\* This activity may take more than one day to allow time for sharing. Be sure that everyone gets to tell their story and receive positive feedback.

**summary:** Let children know how special it was for you and others to get to hear their story and how the different experiences and talents and interests make each person very special and interesting. Then remind children that they have more of their story to write each day and to begin to think what things they want to be part of their story in the future and what they can do now to aim at that. Example: I want to play basketball on the high school team so I need to start practicing shooting baskets now.

# worksheet 2

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Things you may want to include on your lime line:

- Color of your hair, eyes, etc.
- What your favorite toys were at each age
- What were your favorite things to play
- Who you live with
- If you ever moved or changed schools
- Your favorite teacher and subjects
- Your friends and activities
- Your pets
- Hobbies, or lessons, or places you travelled
- Any other thing that you think is important to add that helps tell your story

1. Your favorite memory of something good happening is \_\_\_\_\_

2. Your least favorite memory of something tough happening is \_\_\_\_\_

3. List any ideas or dreams of things you would like to see in your story in the future. \_\_\_\_\_

## lesson three

# i respect me

### goals:

1. To define self-respect in a relevant way.
2. To help children identify areas in their lives that shape their character.
3. To show how a person can grow in self respect by growing in character.

### motivation:

Many children only respect or value themselves for what they accomplish at school or home. What a person accomplishes should not be the basis for determining their value or self-respect. Instead, self-respect should be based on a person's character and their innate value as a person. Good character simply stated is; knowing between right and wrong, and choosing right when wrong is easier. As a person grows in their ability to choose the right thing he develops qualities in his life he can respect.

Materials:

Work Sheet 3

Discussion Questions

### activities:

First, summarize the importance of having your own story. Seeing how each person has a unique story shows us we have something to offer our world, our friends and family. We have value and a place in this world and we can respect ourselves for this.

Ask:

What does respect mean?

Name one person you respect and why you do?

Share:

One way to define respect is: being careful with something because it is important.

Ask:

How would you show respect for your textbook?

How do you show respect for your teacher?

How can you show respect for yourself?

\*\* One way to show you respect yourself is to stay true to your character and beliefs even when it is hard to do so. Let's see how Lucie showed respect for herself by staying true to her character.

Complete and discuss worksheet together.

### **discussion questions:**

1. Why is it hard to grow in character?
2. Of all the qualities mentioned which one was the hardest for Lucie to grow in?
3. Which quality is hard for you to grow in?



Leader: Tell a time in your life when it was hard for you to do the right thing. Tell what you learned and how you became a stronger person. Share how it has helped you to grow in your self- respect.

### **summary:**

Being a person of character helps us to grow in our self-respect and become a strong person. Let's pick one quality to work on this week at school or at home. (Let child share what he wants to focus on.)

## worksheet 3

# what does it mean to show character?

### word bank and definitions

- Honesty – saying or doing what is true
- Integrity – keeping your promises
- Humility – not bragging about yourself
- Responsibility – seeing what needs to be done and doing it
- Effort – doing the best job you can

Choose from the word bank the quality that best describes Lucie in each situation.



1. Lucie showed \_\_\_\_\_  
when she told where Stewart was.

“Where’s Stewart today? It was up to Lucie to tell the truth...”



2. Lucie took \_\_\_\_\_  
for her own actions and knew she needed to apologize.

“No Goldie, it isn’t just your fault, None of us took up for him. We all need to apologize.”



3. Lucie and the whole class put  
a lot of \_\_\_\_\_  
into finding Stewart.

“Mrs. Fisher’s class was determined to find Stewart.”



4. Lucie and the class showed \_\_\_\_\_ by doing what they said they would do.

“The whole class promised to cheer him on.”



5. Lucie showed \_\_\_\_\_ when she didn't brag on herself.

“It was Lucie the Hippo who showed us! We all worked together...”

Was it always easy for Lucie to show character and do the right thing? Why not? \_\_\_\_\_

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Do you think Lucie respected herself? Why or why not? \_\_\_\_\_

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Did Lucie become a stronger person by doing what she believed was right? \_\_\_\_\_

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