



p r e s e n t s

the code

Character Education Curriculum

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Third Grade

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EarlyAct FirstKnight

“An Adventure in Service”

Introduction

What is the EarlyAct FirstKnight program?

Sir William Marshal, (1144 -1219), who served as Marshal to four kings, Regent of England, and a Templar Knight, was considered to be the greatest knight who ever lived. In transmitting the secret of his profound success, he was quoted as saying, “A knight with no one to serve is no knight at all.” Sir William embodied the spirit of all valiant knights who made their place in the world by using their unique abilities to serve others. In fact, the term, “knight”, comes from an ancient word that means “servant”. That noble quality of service above self has transcended the ages as the single distinguishing quality of those who have made the most significant contributions in the world. Giving all young people, therefore, the chance to dream and freedom to serve is the reason for EarlyAct FirstKnight’s existence.

Created by Knights of The Guild and Rotarians of District 5840, EarlyAct FirstKnight was conceived as a new academic approach to character education that combines the national award-winning Knights of The Guild character development program with Rotary’s EarlyAct service club for elementary school students. Together, these programs teach children why it is important to serve others while offering them practical avenues of application in their community. One elementary school principal aptly said that it was like combining “peanut butter and chocolate”.

What is Rotary?

Founded in Chicago in 1905 by Paul Harris, Esq., Rotary International is the world’s largest and oldest international organization of business and professional leaders who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. “Service above self” is Rotary International’s Motto, which serves as its ideal.

The Object of Rotary is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster: (1) the development of acquaintance as an opportunity for service; (2) high ethical standards in business and professions; the recognition of the worthiness of all useful occupations; and the dignifying of each Rotarian’s occupation as opportunity to serve society; (3) the application of the ideal of service in each Rotarian’s personal, business, and community life; and (4) The advancement of international understanding, goodwill, and peace through a world fellowship of business and professional persons united in the ideal of service.

Now international in scope, Rotary is, in essence, a widely respected fellowship of modern-day “knights” whose members can be found anywhere from leading small businesses to great nations. All Rotarians, however, are united in their service to others.

One of the most widely printed and quoted statements of business ethics in the world is Rotary’s 4-Way Test. Rotarian Herbert J. Taylor created the 4-Way Test in 1932 when he was asked to take charge of a Chicago-based Club Aluminum Company, which was facing bankruptcy. Taylor looked for a way to save the struggling company mired in depression-caused financial difficulties. He drew up a 24-word code of ethics for all employees to follow in their business and professional lives. The 4-Way Test became the guide for sales, production, advertising, and all relations with dealers and customers, and the survival of the company was credited to this simple philosophy.

Herb Taylor became president of Rotary, International during 1954-55. The 4-Way Test was adopted by Rotary in 1943 and has been translated into more than 100 languages and published in thousands of ways. The message should be known and followed by all Rotarians. “Of the things we think, say or do: (1) Is it the TRUTH? (2) Is it FAIR to all concerned? (3) Will it build GOODWILL and BETTER FRIENDSHIPS? (4) Will it be BENEFICIAL to all concerned?”

Why EarlyAct FirstKnight?

Human nature teaches us that people ultimately do only what they want to do. Asking someone to do or become something they don’t understand, therefore, will always yield short-term results, if any at all. Similarly, asking people to be noble, honorable, or ethical if they have not been taught to appreciate those values is akin to making a request of someone in a foreign language. They may smile at you and nod their head, but have no idea what you are talking about. In the same way, only frustration comes from encouraging busy individuals to serve others above themselves if they do not deeply understand and appreciate the value of service.

EarlyAct FirstKnight was created because noble character must be learned and acted upon early in order for it to become part of who a person is and, consequently, who they will ultimately become. The Knights of The Guild program integrates exciting, year-round live-action elements with a comprehensive curriculum that inspires the desire in kids to effectively learn noble character in the classroom and serve others. Real armored knights will be on campus to enhance the learning experience.

In conjunction, Rotary’s school-wide, bimonthly EarlyAct service club provides practical application opportunities for students (age 5-13) to begin an adventure in service by recognizing and solving problems through the lessons they learn according to the time-tested leadership models of Rotary, International. With ongoing educator support provided by trained Knights of The Guild and local Rotarian advisors, the result will be a growing number of young people who will have not only developed the character and desire to serve, but the experience of service, as well.

What does EarlyAct FirstKnight look like on campus?

EarlyAct FirstKnight is exciting, colorful, and electrifying. It effortlessly integrates into the regular school day, and consists of the following components:

1. Educator Orientation

Our first objective is to help teachers become comfortable and confident with FirstKnight Program. Held at your school, this orientation will introduce your faculty to your assigned Rotary advisors and Knights of The Guild, who will thoroughly acquaint them with the background, dynamics, parameters, and creative possibilities of EarlyAct FirstKnight.

2. Student Orientation

Our 50-minute student orientation introduces children to EarlyAct FirstKnight, and inspires them with the notion of becoming modern-day heroes, themselves. Consisting of a visit to your school by sponsoring Rotary Club advisor(s) and our Knights in full armor, this experience will captivate your students by providing a “living history” exhibition and discussion of the successful personal values of true heroes. Conducted at the comprehension level of the age group in attendance, traits such as tolerance, personal excellence, responsibility and respect will be translated into relational terms that young people can understand and enthusiastically apply with immediate results.

3. The Code Curriculum

The Code is the academic curriculum of our EarlyAct FirstKnight program. As the name implies, it is a modern rendition of the time-honored Knightly Code of Chivalry reflecting the positive virtues and selfless conduct of the heroes of antiquity. Based on Bloom’s Taxonomy and unlike any other curriculum of its kind, The Code teaches contemporary life skills and self-esteem concepts to children independently, or in tandem with the live-action components of the FirstKnight program, such as our Assembly of Champions. The Code is integrated, featuring complete, daily 10-minute age-appropriate lessons with volumes available for grades K-8.

4. The Assembly of Champions

One month after the Student Orientation has taken place and the curriculum has been implemented, our Knights and a Rotary representative will return to your school to conduct the first Assembly of Champions, our motivational reward system. As teachers impart the dynamics of a monthly virtue from our curriculum each day in the classroom and Rotarian advisors mentor self-less service, they evaluate and select students who have demonstrated that particular virtue to the highest degree. Those students are then bestowed the honorary ranking of “Page”, “Squire” or “Knight” in this assembly, which recurs on a regular schedule to acknowledge new winners.

5. Potentials in Parenting Seminar

Another unique characteristic of EarlyAct FirstKnight is our facilitation of parental involvement in the character-building process. Introduced by sponsoring Rotary Club advisor(s) and taught by one of our armored knights, this 45-minute seminar will help moms and dads discover how to quickly become more relationally effective with their children at home and to encourage adventures in “service above self”. Designed to empower young parents, the seminar will help strengthen home relationships, encourage a stronger team interaction between teachers and families, and create a more consistent, positive developmental environment for the child.

6. EarlyAct FirstKnight Club (Service Component)

Open to all students, EarlyAct FirstKnight club meetings are held during two lunch periods per month. Sponsored by a local Rotary club and chartered by the Rotary District, an EarlyAct FirstKnight club will be guided by attending faculty and Rotarian advisors. These meetings inspire kids to get involved with real opportunities to apply what they are learning in our classroom character curriculum by teaching how to identify and solve problems with their newly acquired people skills.

EarlyAct FirstKnight teaches students the ideals of Rotary, what “service above self” is, why, how and when to act in order to make a positive difference in their world. The club creates and completes service projects and with assistance of school staff and Rotarian advisors, students embark on an adventure in service which is the natural outcome of character development.

More on the EarlyAct FirstKnight Curriculum – The Code

Developing the necessary character foundation for high ideals of service to others is the EarlyAct FirstKnight academic character curriculum, called The Code. As the name implies, it is a modern rendition of the time-honored Knightly Code of Chivalry, reflecting the positive character and selfless conduct of the heroes of antiquity.

Research and Development – The Code was developed with both the student and teacher in mind. Not just another exasperating exercise in futility, it was designed to be a practical tool inspired by successful teachers, for successful teachers. In our initial research, K-12 educators and students from a variety of communities were interviewed to obtain their assessments of existing character education curricula (if any), as well as their suggestions on how they would like to see character education administered. Special emphasis was placed upon an abundance of criteria. For instance, teachers were queried as to individual “front line” experience, time constraints, and user-friendliness of the product. Kids told us about their favorite themes, films, television programs, video games and mainstream interests. After two years of collecting and processing this data, our team of selected educators then went to work on crafting The Code. The result is a unique, streamlined teaching apparatus, which is proving highly effective in public, private, and home-schooling environments.

The System – The Code is a nonsectarian attempt to apply Benjamin Bloom’s theory of developing higher levels of thought processes to character education. In teaching certain character traits, The Code presents clear definitions; age appropriate case studies; profiles of historical individuals; questions for discussion; thought provoking quotes to analyze; challenging puzzles; exciting projects and activities for school and home; and excellent literature.

The Structure – The Code is fully integrated and teachable in ten minutes per day during any class period. It is divided for each grade level into ten sections, each examining one particular character trait per month. Eliminating the need to scamper for lesson plans, The Code is completely self-contained, presenting a clear timeline that provides teachers with guidance on exactly what to present during those ten minutes of every teaching day of the month, throughout the entire school year. The Code curriculum is also circular in design, so that it can be started at any time during the school year while allowing the character traits to be taught in any order desired.

Our Commitment To You – The Code is produced and published by The Knights of The Guild for our unique clients, and is in an ongoing state of evolution and improvement so that we can continually serve your changing needs. It is very important for us, therefore, to hear from you about any ideas, innovations, suggestions, or necessary corrections you may find in these pages so that we can keep this valuable tool updated and at the level of excellence you deserve. Please feel free to communicate directly through our website at www.Knightlife.net. Insuring your success with EarlyAct FirstKnight through timely personal service and providing the best character development materials available is our commitment to you.

In summary

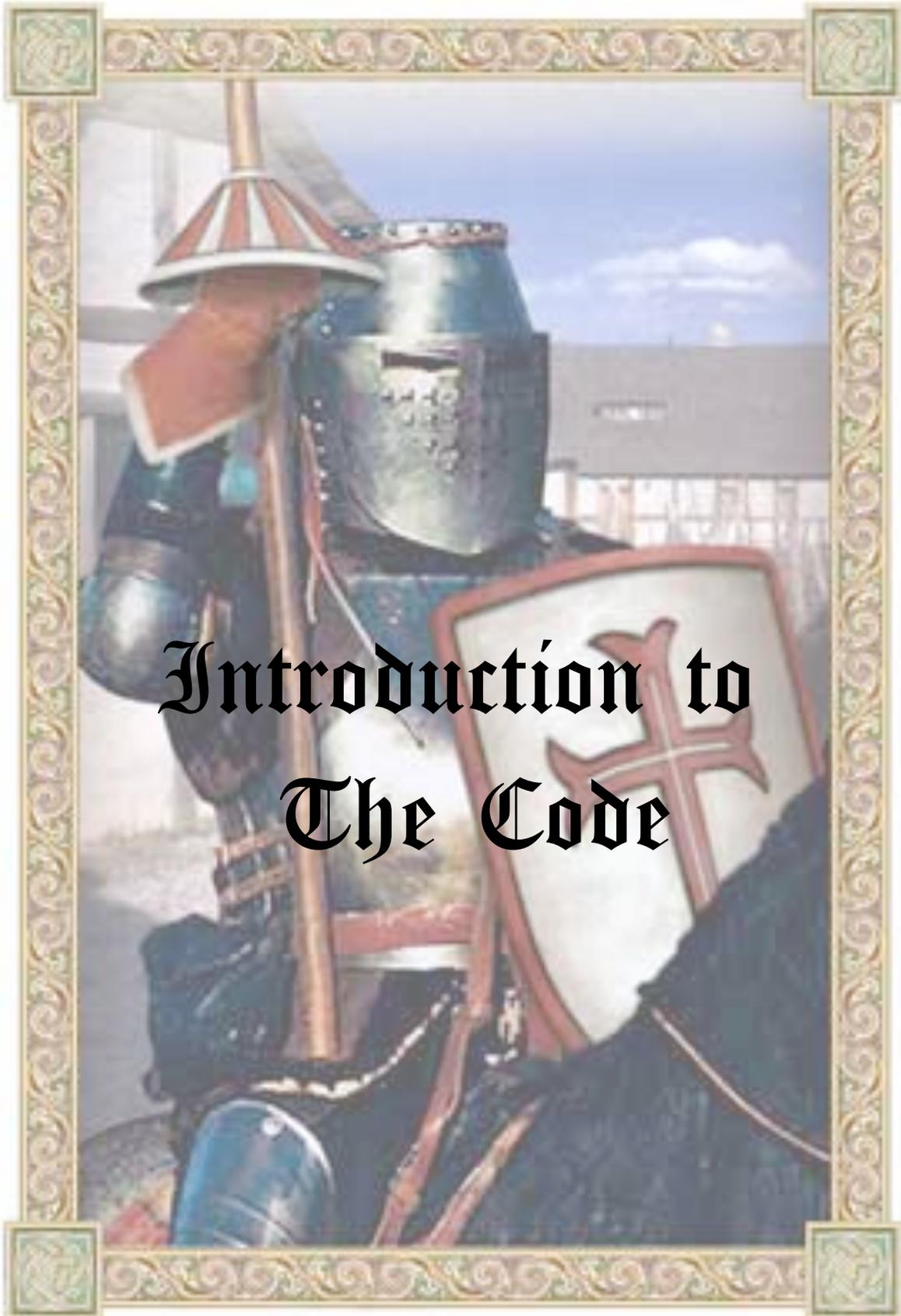
The EarlyAct FirstKnight program is a partnership between local Rotary sponsoring clubs and Knights of the Guild, which combines character education with “Service Above Self”. In unprecedented fashion, we are bringing together:

Inspirational role models – great educators, historic heroes and respected community leaders;

Effective academia – such as substantive, user-friendly curriculum for the character building process; regular award ceremonies led by real armored knights in which students attain rankings toward an honorary knighthood; and parenting skills seminars for student families;

Opportunity – Rotary-chartered, campus-based and school supported service clubs, led by school staff and Rotary advisors who have built their success on the same philosophy being taught to the students: “Service Above Self”.

This we do toward the goal of inspiring children to develop the character needed to succeed in life and, in the tradition of Sir William Marshal and in the words of Paul Harris, Esq., to discover that “One who serves must act, for service is not a state of mind”.



Introduction to The Code

Welcome to The Code

Welcome to *The Code*, a nonsectarian character education program designed for classroom teachers. We recognize that teachers have a limited number of hours to cover a great deal of material with their students. When it comes to character education the teacher may wonder, "How will I be able to fit it into my teaching schedule?" *The Code* curriculum is the answer to that question. *The Code* offers teachers straightforward, well-organized and easily employable lesson plans.

The Code is based on the assumption that parents, teachers and community leaders are responsible for building character in the lives of students. The hope is that this "team" of character builders will assist in their growth toward wholeness by teaching and exhibiting virtues that students will embrace throughout their lives.

We live in tumultuous days in which students sometimes become confused about whether certain behaviors are right or wrong. *The Code* can help students to identify and implement the elements of good character while identifying and eschewing the features of bad character.

"The function of education is to teach one to think intensively and to think critically... Intelligence plus character-- that is the goal of true education"

-- *Martin Luther King, Jr.*

"Fame is a vapor, popularity an accident, riches take wing, and only character endures"

-- *Horace Greeley*

"If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and content of those traits."

-- *William J. Bennet*

"What constitutes a successful man? He must possess these qualifications: honesty, ability, initiative, enthusiasm, tact and sincerity."

-- *Russell F. Greiner*

Code Plan

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important to learning. The Code is an attempt to apply Bloom's theory of developing higher levels of thought processes to character education. Through a variety of activities, this curriculum will challenge students to understand and evaluate their own attitudes and behaviors as well as that of others, and to understand the world in which they live. Each level of Bloom's taxonomy has been restated below for clarity and simplification.

Knowledge

The student will be able to recall specific information relating to the virtues of The Code. The learning of terms, facts and concepts is emphasized.

Comprehension

The student will understand the meaning of the specific information that is learned.

Application

The student will convert abstract concepts to concrete situations.

Analysis

The student will compare and contrast ideas, analyze the parts of each virtue, and relate the material to personal experiences.

Synthesis

The student will organize thoughts, ideas and information with the aim of communicating a plan of action that expresses the ability and intent to utilize the concepts he/she has learned.

Evaluation

The student will critique personal character through self-evaluation and set standards for future performance.

Code Overview

Introduction:

The Code, in teaching certain virtues, presents definitions of virtues, age-appropriate lessons, excellent literature, interesting questions for discussion, thought-provoking quotes to analyze, challenging puzzles, and exciting projects and activities for school and home. The curriculum is framed by the exciting theme of knighthood and chivalry and is reinforced by dramatic, live-action elements presented by The Knights of The Guild. Medieval knights lived according to an unwritten code of chivalry. The curriculum encourages students to live according to a modern code of chivalry. During the year students will focus upon the following virtues:

- | | |
|-----------------|---------------|
| *Tolerance | *Respect |
| *Responsibility | *Honesty |
| *Confidence | *Compassion |
| *Perseverance | *Friendliness |
| *Discipline | *Service |

By the end of the year students should be able to have a thorough understanding of some of the key features of good character. Integration of this program into a teacher's existing curriculum will be challenging and rewarding. By utilizing this curriculum, however, the teacher can create a more peaceful and positive educational environment for students. Take note also of the program's flexibility. You can utilize it in its entirety or choose the parts that you wish to teach. The materials you need to teach the virtues are in hand, you need only incorporate these resources according to your teaching style.

"If a man has any greatness in him, it comes to light, not in one flamboyant hour, but in the ledger of his daily work."
-- *Beryl Markham*

"Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved."
-- *Helen Keller*

The Code is divided into three major sections: (1) Castle Connection; (2) Communicate *The Code*; (3) Carry out *The Code*. All of the lessons and activities underneath each section are discussed below.

Castle Connection:

One of the important characteristics of *The Code* curriculum is our proactive facilitation of parental involvement in the character building process. Our goal is to help build a team, consisting of educators, students and their families in order to assist students in their character growth. The following activities are designed to help strengthen home relationships and create a more consistent, positive developmental environment for students:

Parent Letter:

Every month you will find a letter to parents that you may reproduce and send home with students as you begin studying a particular virtue. The letter will: (1) notify the parents of the virtue that the student will be studying for the month; (2) make parents aware of an upcoming Castle Connection Activity that involves their participation; (3) offer further suggestions to parents as to how they can be involved in the character education program.

Student Self-Assessment:

Every month you will find a reproducible self-assessment worksheet that the student is to take home and complete with the parental help. The purpose of the self-assessment is to give the student the opportunity to identify strengths and areas for growth. Send the self-assessment worksheet home with the student as you introduce each virtue so the student can evaluate his/her existing character traits.

Castle Connection Activity:

Every month you will find a “home activity” worksheet that can be reproduced and sent home with the student. This activity is designed to give families an opportunity to complete an easy and fun project together that will hopefully engender dialogue about important issues relating to the particular character trait being studied. The Castle Connection Activity worksheets, in fact, encourage parents to discuss with students issues that are important to the family. See “*The Code* Timeline” for a possible schedule to allow students to share their experiences.

“The worst families are those in which the members never really speak their minds to one another; they maintain an atmosphere of unreality, and everyone lives in an atmosphere of suppressed ill-feeling.”

-- *Walter Bagehot*

“A prudent person profits from personal experience, a wise one from the experience of others.”

-- *Dr. Joseph Collins*

Communicate *The Code*:

In this section you will assist students in defining each virtue and thinking analytically about the virtue through a variety of teaching tools such as discussion questions and activities, quotations, puzzles and books.

Definitions:

For each virtue, you will find a page that provides explanations of what the virtue is and what it is not. It is recommended that, at the beginning of each month, you use the information on this page to introduce the virtue that you will be studying. You might do “pretest and posttest” exercises and ask students to define the virtue themselves before you share the information with them, and then ask them again to define the virtue after you have taught the information.

Case Study:

Every character trait you study will involve the reading and analyzing of a case study. The case study is basically a “moral story” in which the characters in the story are presented with a moral dilemma related to the particular virtue being studied. Questions should discuss the story and related questions in class as the teacher serves as facilitator.

Historical Profile:

Students everywhere are fascinated by knights, castles, kings, queens, poets, monks and nuns of the Middle Ages. This is not surprising, for the medieval world encompassed all the elements of great drama: political intrigue, pageantry, romance and tragedy. A study of the people and events of the Middle Ages is not only entertaining, students can learn a great deal about character by studying the lives of significant persons of the past. In the age of knights and castles there were many important individuals that influenced society in a profound way, both positively and negatively. In keeping with the theme of knights and chivalry, historical profiles of individuals, groups and occupations from the Middle Ages and the Renaissance are provided for each virtue. You may want to familiarize yourself with medieval life so that you can put each profile in historical context and answer any questions your students might have. After all, the beliefs and actions of medieval persons along with the religious and political milieu of the day may seem very strange to the modern student. Thoughtful discussion questions about the profile are also provided to help students analyze the information given in the profile.

“The profoundest thought or passion sleeps as in a mind,
until an equal mind and heart finds and publishes it.”

-- *Ralph Waldo Emerson*

“Certain brief sentences are peerless in their ability
to give one the feeling that nothing remains to be said.”

-- *Jean Rostand*

Discussion Questions and Activity:

For each virtue, the student is presented with discussion questions and an activity related to the virtue. The purpose of the discussion questions is to help the student relate the virtue to his or her own experience. The activity is designed to assist the student in learning the virtue by using a variety of teaching strategies.

Quotations:

At least once during the week the teacher should challenge students to analyze ways in which each of *The Code* character qualities applies to their lives. For each character quality you will find five quotations, taken from various sources, which examines the character quality in a unique way. Challenge your students to analyze the quotes and discuss them. If you know the author of the quote, you may want to share with your students something about the author that may shed more light on the quote and create more interest for the students. By analyzing these quotes, your students will not only be exploring character issues, they will be developing higher order thinking skills. You may want to post the quotation of the week on the bulletin board and encourage your students to memorize it.

Puzzles:

The puzzles are fun exercises designed to stimulate logical reasoning and reinforce the learning of the virtues. Some of the puzzles will also develop vocabulary related to the virtues.

Literature:

For each virtue, an annotated bibliography is provided. The literature in *The Code* curriculum was selected for several reasons. The literature was chosen for its quality. There are many award-winning books in the bibliography. The literature was chosen because of its availability. The books selected should be in your school library or in a local bookstore. The literature is eclectic and multicultural. Works of fiction, nonfiction, biographies, novels and simple children's books that represent various cultures are listed. Hopefully, students, through their reading and analysis of the suggested literature, will formulate personal ideas about particular character traits. Reading stories will be an important tool to help students increase their comprehensions of each month's virtue.

Rotary International Lesson:

As part of the EarlyAct FirstKnight program, students will learn about Rotary, International, the world's first and largest service organization for businessmen and women. Founded in Chicago, Illinois in 1905 by Paul P. Harris, Rotary has established its motto of "service above self" as a model for successful leaders in 200 countries around the world. Each month, students will learn how to employ the high ethical standards of Rotary and their historic knightly counterparts, who enhanced their societies through a commitment to truth, fairness, building goodwill/better friendships, and seeking mutual benefit in their relationships with others.

"If we train our youth properly, we need not have any fear as to the future of the world."

-- Percy Hodgson (RI President 1949)

Carry out *The Code*:

The final section of the curriculum was created to give the teacher the opportunity to help the student apply and synthesize what has been learned during the month and to evaluate how well the student has comprehended the information received.

Class Project:

The class project will take four days to complete. For two days, students will collaborate on a given project. The following two days will be designated for students to present their projects. Allowing four days to complete the project gives the teacher and students some flexibility in terms of schedule. Upon completion, projects can be displayed in the classroom, on bulletin boards or in the hallways where they can be viewed by other classes, parents and visitors.

Learning Log Response Questions:

The final activity of *The Code* is for the student to “log” what he or she has learned throughout the month. Several questions are provided to assist the student in reflecting on what he/she believes to be the most important lessons learned. In this exercise, the student attempts to assimilate the information he or she has been given during the month and incorporate it into his or her life. Students may use notebook paper to “log” their learning. You might want to have students keep a folder in which to keep their learning “logs”.

Certificate of Knightly Character:

Meaningful praise is essential to your students’ internalization of *The Code*. Once your students complete every activity successfully, award achievement certificates to them at the end of each month.

“The secret of education is respecting the pupil.”
-- *Ralph Waldo Emerson*

“One of the most important things a teacher can do
is to send a pupil home in the afternoon liking himself just a little better
than when he came in the morning.”
-- *Ernest Melby*

Class Charge & Meeting

Class Charge:

In order to reinforce the teaching of virtues, you and your students should recite the Rotary 4-Way Test. The test should be recited on a daily basis in order that students might be reminded often that they are committing themselves to the practice of good character. The Rotary 4-Way Test was created by Herbert J. Taylor.

The Rotary 4-Way Test reads as follows:

“Of the things we think, say or do:

1. Is is the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOOD WILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?

Class Meeting:

A regular Class Meeting is an effective tool to strengthen and personalize the character education program. As you teach the virtues, you may assemble a class in a designated meeting area and ask students to compliment observed behaviors of their peers that demonstrated good character. You may also ask the students to relate any situations they have encountered that day or during the past week about which they need counsel. Students may also desire to share how they recently managed a character related problem on their own.

“One can acquire everything in solitude-- except character.”

--Henri Strendahl

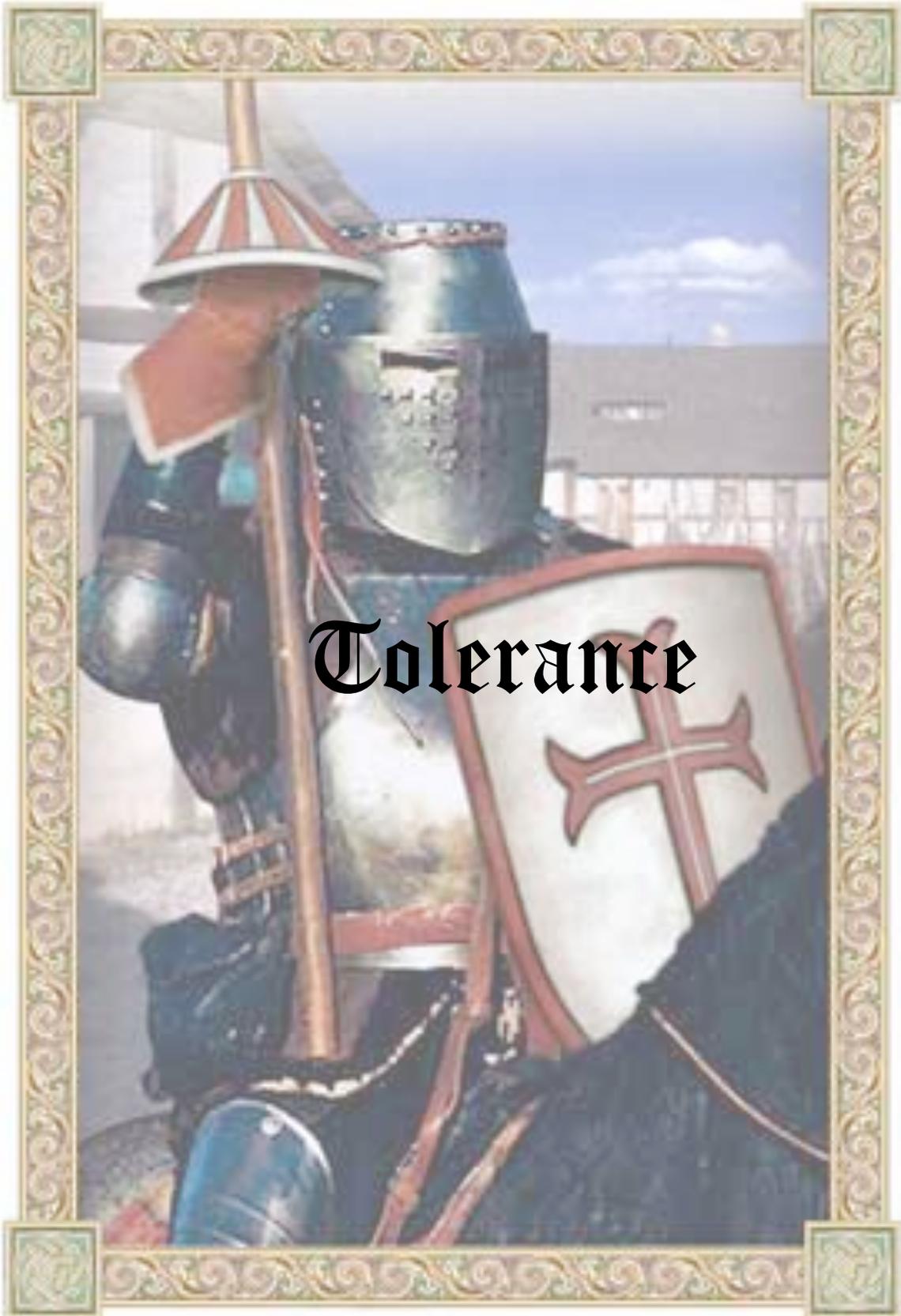
“Few things are needed more in our society than moral integrity. The Four-Way Test will guide those who dare to use it for worthy objectives: choosing, winning, and keeping friends; getting along well with others; ensuring a happy home life; developing high ethical and moral standards; becoming successful in a chosen business or profession; and becoming a better citizen and better example for the next generation.”

--Darrell Thompson

The Code Timeline

Listed below is an example of a timeline for you to use in planning your lessons. The Code is designed to be flexible and teacher friendly, so you will want to make adjustments to fit your schedule and particular teaching style.

- | | |
|--|--|
| Day 1: Send home Castle Connection Parent Letter and Self-assessment worksheet | Day 11: Recite Rotary 4-Way Test
Review Literature |
| Day 2: Recite Rotary 4-Way Test
Definitions and Case Study | Day 12: Recite Rotary 4-Way Test
Code Quotation |
| Day 3: Recite Rotary 4-Way Test
Code Profile | Day 13: Recite Rotary 4-Way Test
Challenge Puzzle |
| Day 4: Recite Rotary 4-Way Test
Rotary International Lesson | Day 14: Recite Rotary 4-Way Test
Code Quotation |
| Day 5: Recite Rotary 4-Way Test
Send home Castle Connection Activity
Discuss Literature for virtue | Day 15: Recite Rotary 4-Way Test
Have students share Castle Connection
Activity |
| Day 6: Recite Rotary 4-Way Test
Discussion Questions | Day 16: Recite Rotary 4-Way Test
Classroom project |
| Day 7: Recite Rotary 4-Way Test
Code Quotation | Day 17: Recite Rotary 4-Way Test
Classroom Project |
| Day 8: Recite Rotary 4-Way Test
Code Activity | Day 18: Recite Rotary 4-Way Test
Students share Classroom Project |
| Day 9: Recite Rotary 4-Way Test
EarlyAct FirstKnight Worksheet | Day 19: Recite Rotary 4-Way Test
Students share Classroom Project |
| Day 10: Recite Rotary 4-Way Test
Have students share Castle Connection
Activity | Day 20: Recite Rotary 4-Way Test
Learning Log Response
Give out Code Certificates of Recognition |



Tolerance

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Dear Parents,

This month we will be learning about the virtue of tolerance and how students can become more tolerant of others at home, at school, with friends, and in the community. We will be doing a variety of activities this month in order that we can learn to become more tolerant people.

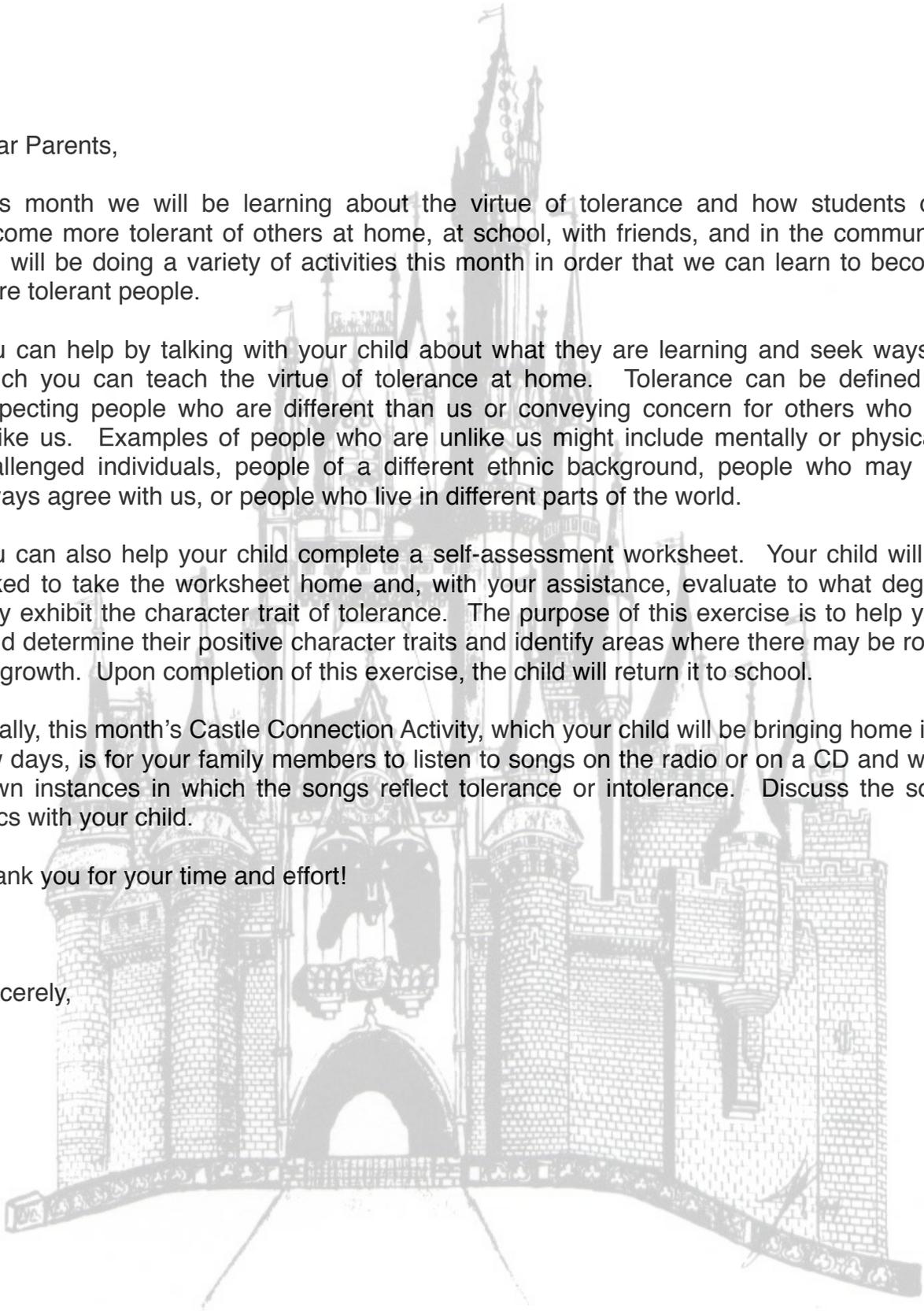
You can help by talking with your child about what they are learning and seek ways in which you can teach the virtue of tolerance at home. Tolerance can be defined as respecting people who are different than us or conveying concern for others who are unlike us. Examples of people who are unlike us might include mentally or physically challenged individuals, people of a different ethnic background, people who may not always agree with us, or people who live in different parts of the world.

You can also help your child complete a self-assessment worksheet. Your child will be asked to take the worksheet home and, with your assistance, evaluate to what degree they exhibit the character trait of tolerance. The purpose of this exercise is to help your child determine their positive character traits and identify areas where there may be room for growth. Upon completion of this exercise, the child will return it to school.

Finally, this month's Castle Connection Activity, which your child will be bringing home in a few days, is for your family members to listen to songs on the radio or on a CD and write down instances in which the songs reflect tolerance or intolerance. Discuss the song lyrics with your child.

Thank you for your time and effort!

Sincerely,



Self-Assessment

Do you consider yourself to be a tolerant person? Read each statement below. Consider whether each statement is an accurate reflection of your behavior. Color in as many blocks next to each statement that you feel represents how you act. For example, if you allow others to share ideas freely, you would color in most or all the blocks. If you rarely allow others to share ideas that are different from your own, then you would color in one or two on the blocks. View the uncolored squares as opportunities to become more tolerant. Think about what concrete actions you could take to become more tolerant.

I have friends of a different ethnicity than my own.					
I allow others to express ideas that are not the same as mine.					
I think everyone should have the same ideas and beliefs as me.					
I seek to be friends with others who are different from me.					
I'm not violent when someone says something different from me					
I use appropriate words to solve conflicts.					
I do not make fun of others who are unlike me.					

NAME _____ DUE DATE _____

Castle Connection Activity

Purpose of Activity:

To promote tolerance.

Materials needed:

Stereo, CD's, and/or Radio

Paper

Pencil

Directions:

As a family, listen to songs played on the radio or your own CD's. Make a list of songs that show examples of tolerance and intolerance. Write down some of the lyrics to share with the class.



Definitions - Tolerance

Tolerance is:

Allowing someone to express beliefs that are different from mine

Respecting persons who are different from me

Being open to new ideas

Tolerance is not:

Being dogmatic about my beliefs

Conveying unconcern, hatred or violence toward persons who are unlike me

Being unwilling to listen to someone who shares ideas with which I do not agree

Code Case Study

Brandon met a boy at school named Fujimaro and sometimes played with him on the playground. Fujimaro was not born in the United States. He was born and had lived part of his life in Japan. Brandon thought the name Fujimaro was strange. Fujimaro thought the name Brandon was strange. Brandon thought Fujimaro had a weird accent and Fujimaro thought the same of Brandon. Brandon thought some of the clothes Fujimaro wore to school were strange.

Brandon was surprised to learn that Fujimaro did not celebrate Christmas but had other holidays that he celebrated. Fujimaro was nice to Brandon, but they seemed to have nothing in common. Brandon sometimes thought about asking Fujimaro to come over to his house to play, but he thought they were too different from one another to be friends.

Why was Brandon uncertain about inviting Fujimaro over to his house?

Do you think Brandon and Fujimaro could become friends?

What could each of them do to become friends?

Do you have any friends who come from another part of the world?

Code Profile

Catherine de'Medici (1519-1588)

Catherine was born into a family that had produced some of the most politically influential individuals in Italian history. She became an orphan when only three weeks old, as fever took both her parents. She herself nearly died twice in childhood. She was raised by a grandmother, then by an aunt. Her life did not get easier when she became an adult. Through her family political ties, she was able to marry King Henry II of France, but she was forced to bear many children in order to give Henry heirs to the throne. She had ten children in all, which was remarkable considering the poor medical care of the time.

When she was forty years old, her husband was killed in a jousting accident, and her oldest son died a year later. Catherine became ruler of France and for the next thirty years tried to rule in the midst of civil war and other political battles. Catherine's basic political position was that religious toleration was the best course for France. At the time, Catholics and Protestants were tearing France apart battling one another because they could not tolerate one another's beliefs and practices. Although she condoned bloodshed when her own position or family was threatened, her prime instinct was to tolerate and to find ways of advancing her aims that did not involve violence. She even passed laws in order that warring factions might promote peace. Catherine seemed ahead of her times due to her resilience and her toleration.

In what ways was Catherine a tolerant person?

Was she intolerant of some things?

What is religious tolerance?

Is it a good idea to force someone to believe the way you do?

Code Questions and Activity

Discussion Questions:

What does it mean to stereotype people?

Do you think most people judge others on appearance before getting to know them?

How did Paul Harris (founder of Rotary International) use tolerance?

Activity:

Have students write a letter to an imaginary bully. Students should tell this person what he/she is doing that they do not like and how they want this person to treat them.



The Code Quotations

“Tolerance implies no lack of commitment to one’s own beliefs. Rather it condemns the oppression or persecution of others.”

John Fitzgerald Kennedy

“Laws alone cannot secure freedom of expression; in order that every man present his views without penalty there must be a spirit of tolerance in the entire population.”

Albert Einstien

“It is a good thing to demand liberty for ourselves and for those who agree with us, but it is a better thing and a rarer thing to give the liberty to others who do not agree with us.”

Franklin Delano Roosevelt

“Friendship was the foundation rock on which Rotary was built and tolerance is the element which holds it together. There is enough atomic energy in every Rotary club to blow it into a thousand bits were it not for the spirit of tolerance.”

Paul Percy Harris

“If you will please people, you must please them in their own way; and as you cannot make them what they should be, you must take them as they are.”

Lord Chesterfield

Code Literature

Amazing Grace

By Mary Hoffman

Grace loves stories, and with a boundless imagination she acts them all out. One day, her teacher asks who would like to play the lead in Peter Pan. Grace eagerly raises her hand, but Raz tells her she is not a boy, and Natalie tells her she cannot because she is black. Nana sets Grace straight; she can do anything she sets her mind to! Grace's talent bursts forth, and she wins the audition hands down.

Be Good to Eddie Lee

By Virginia Fleming

Christy begins to see and appreciate the beauty of her environs under the guidance of Eddie Lee, a young neighbor with Down's Syndrome.

The Story of Ruby Bridges

By Robert Coles

For months, six-year old Ruby Bridges must confront the hostility of white parents when she becomes the first African American girl to integrate Frantz Elementary School in New Orleans in 1960.

Code Puzzle Teaching Notes

Purpose:

This activity will allow the students to use his/her imagination and problem solving skills to discover an important message related to the virtue of tolerance.

Activity:

Pass out a copy of *The Code* puzzle sheet. Have students mark through the X's so that the message on tolerance can be revealed. Allow them plenty of time to find the message.

Then ask the following questions:

What is the hidden message?

What is the meaning of the message?

How can you apply the message to your life?

Solution:

“Be a friend to someone who is different from you and accept them for who they are.”

NAME _____

DATE _____

Code Puzzle

Directions: Color or mark through the X's to reveal an important message relating to the virtue of tolerance. Your teacher will ask you questions about the message once you have discovered it.

X X B X E X X A X X F X X R X I X X E X N X X D X T X O
X S X O X X M X E X X O X N E X X W X H X X O X X X X
I X X S X X D X I X F X X X X F E X X R X E X N X X T X
F X R X O X M X X Y X X O X U X X A X N X X D X X X X
X A X C C X E X P X X T X X T X H X X E X M X F X O X R
W X X H X X O X T X H X E X X Y X X A X X R X X E X



Class Project

Class Mural

Materials Needed:

Bulletin board or butcher paper

Pencils

Crayons, markers, and/or paint and paint brushes

Instructions:

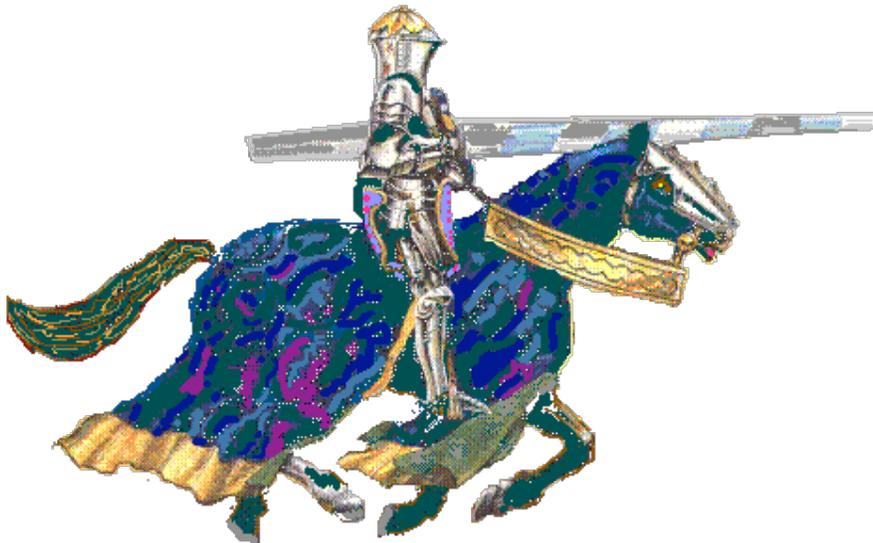
Ask students to think of examples of what the virtue of tolerance might look like. Instruct them to draw pictures on a class mural depicting different scenes of people demonstrating tolerance to one another. Have students describe their scene to the class. When finished, hand the mural on the wall, on a bulletin board or in the hallway.

Learning Log Response Questions

What are some ways you, as a third grader, can set an example by showing tolerance?

What are some of the reasons that you might be intolerant of another person?

How does EarlyAct FirstKnight use tolerance?



Rotary International Lesson and Puzzle Notes # 1

Purpose:

To learn about the “Service Above Self” motto of Rotary International.

Activity:

Discuss the phrase “Service Above Self” and how that applies to everyday life.
Then ask the following questions:

What does the phrase “Service Above Self” mean?

What are some ways that we can show “Service Above Self”? (note: make sure to include EarlyAct FirstKnight and Rotary International)

Why is “Service Above Self” important to us?

Puzzle Notes:

Have students mark through the “X”s to find the hidden message. Give students plenty of time to complete the puzzle and then have them write a paragraph about what the hidden message means to them.

Solution To Puzzle:

“Service Above Self”

