

leadworthy[®]

Character Lessons

Scope & Sequence for Kindergarten



K

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



KINDERGARTEN

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and respecting the feelings of others.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students, and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- Have you noticed improvements in students recognizing and respecting each other's feelings? Provide 2-3 examples.
- Are students more apt to share their own feelings with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: SHARING FEELINGS

- Students will be able to demonstrate empathy by sharing feelings to improve relationships.

WEEK 2: WHAT IS EMPATHY?

- Students will learn how to communicate empathy with their friends non-verbally by using the Sharing Feelings signal.

WEEK 3: PRACTICE EMPATHY

- Students will be able to use cognitive empathy to recognize and respect others' feelings and improve relationships.

WEEK 4: UNWRINKLED HEARTS

- Students will use empathy to recognize and respect others' feelings, while taking action to improve their relationships.

SERVICE LEARNING: OUR ANIMAL COMMUNITIES

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on collecting items such as beds and toys for animals living in shelters while awaiting adoption.



Leadworthy® Character Lessons for
KINDERGARTEN
OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right, no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students using to exercise self-control?
- Are you noticing an improvement in students taking the initiative to do the right thing with less adult re-direction?

KINDERGARTEN

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

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- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
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TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1:

WE CAN DO MORE TOGETHER!

- Students will be able to define teamwork and state why it is important to work together as a team.

WEEK 2:

STICK TOGETHER

- Students will explain the importance of doing their part and helping others.

WEEK 3:

TEAMWORK AT HOME

- Students will describe what teamwork is and what they need to do to be a good teammate.

WEEK 4:

TEAMWORK IN ACTION

- Students will work as a group and demonstrate teamwork skills, such as listening, following directions, supporting others, taking turns, and giving their best effort.

SERVICE LEARNING:

EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their family, their school, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- How have students shown responsibility within their classroom community? Provide 2-3 examples.



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

WHY IS RESPONSIBILITY IMPORTANT?

- Students will define responsibility and explain its importance.

WEEK 2:

RESPONSIBILITY BINGO

- Students will acquire skills to develop and work toward goals.

WEEK 3:

SPENDING CHOICES

- Students will consider how planning and responsibility apply to money and spending.

WEEK 4:

REDUCE, REUSE, RECYCLE

- Students will consider their responsibility to their community and their environment.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks? For example, responding to questions that are posed even when they aren't completely sure if they are right or wrong?



UNIT OVERVIEW: RESPECT

WEEK 1: ACTING WITH RESPECT

- Students will learn the meaning of respect and identify ways to show respect with their words and actions.

WEEK 2: RESPECT YOURSELF AND OTHERS

- Students will learn how to be respectful in all situations, even when others are disrespectful.

WEEK 3: RESPECT AND KINDNESS

- Students will identify ways to show respect to the classroom, their classmates, and the school.

WEEK 4: RESPECT AND LISTENING

- Students will learn ways to respond respectfully when they are upset.

SERVICE LEARNING: RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in positive self-talk among your students? Can you provide examples?
- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”



UNIT OVERVIEW: KINDNESS

WEEK 1:

WAVES OF KINDNESS

- Students will brainstorm ways to be kind to other people to begin a month of kind actions.

WEEK 2:

KINDNESS WITH FRIENDS

- Students will learn the value of being kind to themselves and not allowing others to be mean.

WEEK 3:

KINDNESS IN THE CLASSROOM

- Students will use kind words to write affirmations to classmates.

WEEK 4:

BE KIND TO YOU

- Students will celebrate their achievements during the month.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to problem solve, requiring less adult intervention? (i.e., Disagreements with classmates, suggesting ideas, etc.)



UNIT OVERVIEW: COURAGE

WEEK 1:

COURAGE OBSERVED

- Students will learn what it means to be courageous and identify courageous people.

WEEK 2:

COURAGE TO BE KIND TO ME

- Students will learn that courage is kind.

WEEK 3:

COURAGE

- Students will discuss how to be courageous and show kindness toward others.

WEEK 4:

CELEBRATING DIFFERENCES

- Students will learn how to become more courageous by appreciating the differences between themselves and others.

SERVICE LEARNING:

COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

I THINK I CAN...

- Students will learn how to have perseverance when attaining goals.
- Students will understand that perseverance means trying.

WEEK 2:

ASK FOR HELP

- Students will learn how to ask for help and not give up.

WEEK 3:

PERSEVERANCE AND GRATITUDE

- Students will learn how to persevere through disappointment using positive thoughts.

WEEK 4:

IT TAKES G.R.I.T.

- Students will learn how to have perseverance when trying to attain their goals.

SERVICE LEARNING:

MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., A student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions; less blame on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1: HONESTY

- Students will understand what integrity is and the roles honesty and truth play in it.

WEEK 2: WHEN NO ONE IS LOOKING

- Students will get the opportunity to dive deeper into the different aspects of integrity and develop their own recipe for integrity to apply to their lives.

WEEK 3: HELPFULNESS

- Students will consider how being helpful is a quality of a leader.

WEEK 4: BE A LEADER

- Students will reflect on what it means to be a leader.

SERVICE LEARNING: LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT
WITH
HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK,
CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER
TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR
PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor
you-
honor
me



Respect
Act with thoughtfulness

leadworthy

SPARK
THE
HEART



Kindness
Be friendly and compassionate

leadworthy

STEP
UP



Courage
Develop strength to face something difficult

leadworthy

FINISH
STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE
LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for First Grade



1st

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CHARACTER TRAITS
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FIRST GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

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UNIT OVERVIEW: EMPATHY

WEEK 1: **WHAT IS EMPATHY?**

- Students will learn how to communicate empathy with a friend.

WEEK 2: **RESPOND WITH EMPATHY**

- Students will learn to identify feelings in others and respond with empathy.

WEEK 3: **COMMUNICATE EMPATHY WITH FRIENDS**

- Students will learn how to communicate empathy with their friends nonverbally by using the Sharing Feelings signal.

WEEK 4: **IDENTIFYING AND UNDERSTANDING EMOTIONS**

- Students will practice identifying emotions in others and responding to them with empathy.

SERVICE LEARNING: **OUR ANIMAL COMMUNITIES**

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on collecting items, such as beds and toys for animals living in shelters while awaiting adoption.



FIRST GRADE

OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

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NOVEMBER

TEAMWORK

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- Students will define teamwork and state why it is important to work together as a team.

WEEK 2: HELPING OTHERS

- Students will explain the importance of doing their part and helping others.

WEEK 3: GRATITUDE & TEAMWORK

- Students will learn that being a great teammate includes expressing gratitude and recognizing other people's contributions.

WEEK 4: WORKING TOGETHER IS BETTER

- Students will work as a group and demonstrate teamwork skills, such as listening, following directions, supporting others, taking turns, and giving best effort.

SERVICE LEARNING: EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



FIRST GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

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Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- How have students shown responsibility within their classroom community? Provide 2-3 examples.



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

DO MY PART

- Students will learn what responsibility means and identify ways to be responsible at school and home.
- Students will make commitments to being responsible.

WEEK 2:

SELF-EVALUATION & GOAL WRITING

- Students will acquire skills to self-evaluate and write goals.

WEEK 3:

WANTS VS. NEEDS

- Students will consider responsible decision-making with wants versus needs.

WEEK 4:

GLOBAL RESPONSIBILITY

- Students will consider their responsibility to their community and world.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



FIRST GRADE

JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks? For example, responding to questions that are posed even when they aren't completely sure if they are right or wrong?



UNIT OVERVIEW: RESPECT

WEEK 1: WHAT IS RESPECT?

- Students will learn the meaning of respect and identify ways to show respect with their words and actions.

WEEK 2: RESPECT AT HOME AND SCHOOL

- Students will determine ways to respond respectfully when they are upset.

WEEK 3: RESPECT, GRATITUDE, AND KINDNESS

- Students will identify ways to show respect to the classroom, their classmates, and the school.

WEEK 4: RESPECTING DIFFERENCES

- Students will learn how to be respectful in all situations, even when others are disrespectful.

SERVICE LEARNING: RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for reducing their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



FIRST GRADE

FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in positive self-talk among your students? Can you provide examples?
- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”



UNIT OVERVIEW: KINDNESS

WEEK 1:

28 DAYS OF KINDNESS

- Students will brainstorm ways to be kind to other people to begin a month of kind actions.

WEEK 2:

KINDNESS AND CARING

- Students will learn how kind actions can make others feel cared for and valued.

WEEK 3:

KINDNESS AND AFFIRMATIONS

- Students will use kind words to write affirmations to classmates.

WEEK 4:

BUCKETS OF KINDNESS

- Students will celebrate their achievements during the month.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



FIRST GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to problem solve, requiring less adult intervention? (i.e., Disagreements with classmates, suggesting ideas, etc.)



UNIT OVERVIEW: COURAGE

WEEK 1:

SUPER COURAGE

- Students learn what it means to be courageous and have the courage to believe in oneself.

WEEK 2:

COURAGE AT SCHOOL

- Students will learn to identify and act with courage at school.

WEEK 3:

KINDNESS IS COURAGEOUS

- Students will discuss how to be courageous in difficult situations.

WEEK 4:

PEER PRESSURE

- Students will learn to recognize and avoid peer pressure.

SERVICE LEARNING:

COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will recognize and celebrate everyday heroes in the community.



FIRST GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences of when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1: NEVER GIVE UP

- Students will gain a better understanding of what perseverance is and will recognize some characteristics that may help them practice this trait.

WEEK 2: NOT YET!

- Students will be able to reflect on the purpose behind persevering and the good that can come from pushing through.

WEEK 3: BEST EFFORT

- Students will understand the relationship between effort and perseverance.

WEEK 4: PERSEVERANCE AND EXCEL

- Students will reflect on what it means to EXCEL and persevere.

SERVICE LEARNING: MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



FIRST GRADE

MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., A student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions; less blame on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

HONESTY AND INTEGRITY

- Students will understand the definition and importance of honesty and truth, and how these virtues relate to integrity.

WEEK 2:

BE TRUE TO YOURSELF AND OTHERS

- Students will get the opportunity to dive deeper into the different aspects of integrity and develop their own action plan for integrity in their lives.

WEEK 3:

DO THE RIGHT THING

- Students will have the opportunity to read or listen to a book and identify examples of integrity.

WEEK 4:

BE LEADWORTHY

- Students will reflect on what they have learned about integrity and put what they have learned into action.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Second Grade



2nd

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



SECOND GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and respecting the feelings of others.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- Have you noticed improvements in students recognizing and respecting each others' feelings? Provide 2-3 examples.
- Are students more apt to share their own feelings with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: EXPLORE EMOTIONS & EMPATHY

- Students will identify the emotions of people in various scenarios and make decisions about how they will respond in those situations.

WEEK 2: SEE THE OTHER SIDE

- Students will learn to express empathy by demonstrating appreciation for perspectives that differ from theirs.

WEEK 3: LISTEN TO UNDERSTAND

- Students will learn to express empathy by listening to and understanding another person's opinion, as well as the reasoning for that opinion.

WEEK 4: HELP OTHERS

- Students will learn that helping someone is another way to show empathy.

SERVICE LEARNING: OUR ANIMAL COMMUNITIES

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on creating items such as beds and toys for animals living in shelters while awaiting adoption.



Leadworthy® Character Lessons for
SECOND GRADE
OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right, no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students using to exercise self-control?
- Are you noticing an improvement in students taking the initiative to do the right thing with less adult re-direction?

SECOND GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1:

WORK TOGETHER AS A TEAM

- Students will learn the skills of working as part of a team and how to work as a team in the classroom.

WEEK 2:

MY CLASSROOM TEAM

- Students will identify the importance of working together, and practice working as a team.

WEEK 3:

MY HOME TEAM

- Students will learn how to be a good teammate at home.

WEEK 4:

WHAT MAKES A GREAT TEAMMATE?

- Students will identify the characteristics of a great teammate.

SERVICE LEARNING:

EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



Leadworthy® Character Lessons for
SECOND GRADE
DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their family, their school, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- How have students shown responsibility within their classroom community? Provide 2-3 examples.



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

I CAN BE RESPONSIBLE

- Students will identify ways they can be more responsible at school and home.

WEEK 2:

GOAL SETTING

- Students will learn what it means to be responsible for their actions and words.

WEEK 3:

OWNING MY MISTAKES

- Students will acquire the skills necessary to take ownership of their mistakes.

WEEK 4:

I WAS RESPONSIBLE!

- Students will reflect on how they have been responsible during the past four weeks.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



Leadworthy® Character Lessons for
SECOND GRADE
JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks? Such as responding to questions that are posed even when they aren't completely sure if they are right or wrong?



UNIT OVERVIEW: RESPECT

WEEK 1: RESPECT ALL PEOPLE

- Students will learn the meaning of respect and identify ways to show respect with their words and actions.

WEEK 2: BEING RESPECTFUL WHEN OTHERS ARE NOT

- Students will learn how to be respectful in all situations, even when others are disrespectful.

WEEK 3: RESPECT AT SCHOOL

- Students will identify ways to show respect to the classroom, their classmates, and the school.

WEEK 4: BEING RESPECTFUL DURING DIFFICULT TIMES

- Students will learn ways to respond respectfully when they are upset.

SERVICE LEARNING: RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



Leadworthy® Character Lessons for
SECOND GRADE
FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in positive self-talk among your students? Can you provide examples?
- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”



UNIT OVERVIEW: KINDNESS

WEEK 1:

SPREAD KINDNESS LIKE CONFETTI

- Students will identify various ways to be kind in class, at school, and at home.
- Students will embark on a journey of 28 days of kindness.

WEEK 2:

WORDS HAVE POWER

- Students will be empowered to use their words to be kind.

WEEK 3:

UNSUNG KINDNESS HEROES

- Students will identify people in their lives that are kind and write them a letter of affirmation.

WEEK 4:

BE KIND TO YOU

- Students will learn the importance of positive self-talk and how being kind to themselves helps them be kind to others.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



Leadworthy® Character Lessons for
SECOND GRADE
MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to problem solve, requiring less adult intervention? (i.e., Disagreements with classmates, suggesting ideas, etc.)



UNIT OVERVIEW: COURAGE

WEEK 1:

WHAT IS COURAGE?

- Students will learn what courage is.

WEEK 2:

DO THE RIGHT THING

- Students will be guided on how to be courageous in different daily situations while learning how different people have demonstrated courage.

WEEK 3:

SUPERHERO COURAGE

- Students will learn the importance of being courageous in the small things and identify ways they can show courage.

WEEK 4:

BE COURAGEOUS: RESIST PEER PRESSURE

- Students will learn to identify and deal with peer pressure.

SERVICE LEARNING:

COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



Leadworthy® Character Lessons for
SECOND GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1: G.R.I.T.

- Students will learn how to have perseverance when attaining goals.

WEEK 2: THE POWER OF YET

- Students will learn how to embrace the power of yet to encourage themselves to reach their goals.

WEEK 3: POSITIVE THINKING

- Students will learn how to persevere through disappointment using positive thoughts.

WEEK 4: REACH HIGHER

- Students will be encouraged to never give up and to always give their best.

SERVICE LEARNING: MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



Leadworthy® Character Lessons for
SECOND GRADE
MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., A student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions; less blame on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

WHAT IS INTEGRITY?

- Students will learn that integrity involves how we use our words.

WEEK 2:

INTEGRITY & HONESTY

- Students will learn, understand, and be able to identify the qualities associated with living a life of integrity.

WEEK 3:

CHOOSE INTEGRITY

- Students will learn that integrity is making the right choice when no one is around.

WEEK 4:

HEROES AND LEADERS

- Students will identify the qualities needed to be a great leader and apply those qualities to themselves.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Third Grade



3rd

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



THIRD GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings and opinions of others.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- What changes have you observed regarding your classroom culture and climate? Are students acting as a family/community? (i.e., caring for each other, helping each other.)
- Are students more apt to share their own feelings and opinions with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: **HEAR OTHER PERSPECTIVES**

- Students will learn that listening to someone else’s perspective is a way to show them empathy.

WEEK 2: **UNDERSTAND HOW OTHERS FEEL**

- Students will learn that empathy means walking in someone else’s shoes.

WEEK 3: **STEP INTO ANOTHER’S SHOES**

- Students will learn to take action by showing empathy to others.

WEEK 4: **SHOW EMPATHY**

- Students will demonstrate an in-depth understanding of empathy through the creation of an empathy chart using words and pictures to portray examples and illustrations of empathy in action.

SERVICE LEARNING: **OUR ANIMAL COMMUNITIES**

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on collecting items such as beds and toys for animals living in shelters while awaiting adoption.



THIRD GRADE

OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students utilizing to exercise self-control? (i.e., trying to problem solve on their own prior to receiving adult intervention.)
- When students are upset, are they taking the initiative to remove themselves from the situation? (i.e., going to a “cool down” spot.)

THIRD GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: TEAMWORK IN THE CLASSROOM

- Students will learn to apply the concept of teamwork in the classroom.

WEEK 2: BEING A GOOD TEAMMATE

- Students will evaluate themselves as productive teammates and understand how to be better teammates.

WEEK 3: THERE IS NO “I” IN TEAM

- Students will learn the benefits of working as part of a team, as opposed to working alone.

WEEK 4: BETTER TOGETHER

- Students will learn the importance of being accountable in a team setting.
- Students will practice teamwork in a small group as they participate in a mini-service project.

SERVICE LEARNING: EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



THIRD GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their school, their family, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- What percentage of your students are regularly prepared for school? (i.e., supplies, materials, getting enough rest, eating breakfast, etc.)



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

WHAT IS RESPONSIBILITY?

- Students will learn what responsibility is, as well as the consequences for being responsible and irresponsible.

WEEK 2:

GOAL SETTING & RESPONSIBILITY

- Students will acquire skills to develop a positive self-concept.

WEEK 3:

FINANCIAL RESPONSIBILITY

- Students will consider how planning and responsibility apply to money and spending.

WEEK 4:

SHARING INFORMATION: DIGITAL RESPONSIBILITY

- Students will consider it their responsibility to be kind to others online and to stop cyberbullying.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



THIRD GRADE

JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks, such as responding to questions that are posed, even when they aren't completely sure of the right answer?



UNIT OVERVIEW: RESPECT

WEEK 1:

RESPECTING YOU, RESPECTING ME

- Students will learn the meaning of respect in terms of respecting others and self-respect.

WEEK 2:

RESPECTING PROPERTY

- Students will learn the importance of respecting other people's personal property.

WEEK 3:

RESPECT OUR CLASSROOM, RESPECT OUR SCHOOL

- Students will identify ways to show respect to the classroom, their classmates, and the school.

WEEK 4:

BEING A RESPECTFUL SCHOOL LEADER

- Students will understand how they can be respectful leaders at school.

SERVICE LEARNING:

RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



THIRD GRADE

FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”
- How are student interactions between students who normally don’t play together or sit with each other? Are they able to greet each other? Are they polite towards one another?



UNIT OVERVIEW: KINDNESS

WEEK 1:

FOCUSING ON KINDNESS

- Students will brainstorm ways to be kind to other people to begin a month of kind actions.

WEEK 2:

SELF-COMPASSION IS KINDNESS

- Students will learn the value of being kind to themselves and not allowing others to be mean.

WEEK 3:

KIND WORDS, SMILING HEART

- Students will use kind words to write affirmations to classmates.

WEEK 4:

CELEBRATE KINDNESS

- Students will celebrate their achievements during the month.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



THIRD GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to problem solve, requiring less adult intervention? (i.e., disagreements with classmates, suggesting ideas, etc.)



UNIT OVERVIEW: COURAGE

WEEK 1: GOT COURAGE?

- Students learn what it means to be courageous and identify courageous people.

WEEK 2: COURAGE IN ACTION

- Students will learn to identify and deal with peer pressure.

WEEK 3: THE COURAGE TO CHOOSE

- Students will discuss how to choose courage when it's difficult.

WEEK 4: THE COURAGE TO BE DIFFERENT

- Students will learn how to become more courageous by appreciating the differences between themselves and others.

SERVICE LEARNING: COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



THIRD GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

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- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1: GOT GRIT?

- Students will learn how to have perseverance when attaining goals.

WEEK 2: S.M.A.R.T. GOALS

- Students will learn how to ask for help and not give up.

WEEK 3: THE POWER OF POSITIVE THINKING

- Students are encouraged to never give up and to always give their best.

WEEK 4: DO NOT GIVE UP!

- Students are encouraged to never give up and to always give their best.

SERVICE LEARNING: MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



THIRD GRADE

MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

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- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., a student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions, less blame placed on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

ACT WITH INTEGRITY

- Students will learn the qualities of living a life of integrity and identify how they can live a life of integrity.

WEEK 2:

CONSEQUENCES & INTEGRITY

- Students will learn that integrity is being true to yourself and your values.

WEEK 3:

T.H.I.N.K.

- Students will learn that integrity involves being true to others.

WEEK 4:

QUALITIES OF A LEADER

- Students will identify the qualities needed to be a great leader and apply those qualities to themselves.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT
WITH
HEART



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Understand and feel the heart of another

leadworthy

THINK,
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Self-Direct
Lead yourself to who you want to be

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BETTER
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Teamwork
Work together to reach a goal

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DO YOUR
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Own your thoughts, words, and actions

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SPARK
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STEP
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Courage
Develop strength to face something difficult

leadworthy

FINISH
STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE
LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Fourth Grade



4th

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- Send home the monthly family newsletter to spotlight the theme and character trait at home.
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STEP 4:

Assess your students' progress.

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LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



FOURTH GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings and opinions of others.

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- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- What changes have you observed regarding your classroom culture and climate? Are students acting as a family/community? (i.e., caring for each other, helping each other.)
- Are students more apt to share their own feelings and opinions with others? Provide 2-3 examples.



UNIT OVERVIEW: **EMPATHY**

WEEK 1: **BE SOMEONE WHO CARES**

- Students will understand empathy and learn to effectively communicate when others share feelings.

WEEK 2: **EMPATHY VS. NO EMPATHY**

- Students will identify and express ways to show empathy and understand that trust and friendships grow through empathy.

WEEK 3: **EMPATHY AND KINDNESS**

- Students will show empathy to gain a deeper understanding of its impact on others.

WEEK 4: **OUR EMPATHY STORIES**

- Students will reflect on their empathy learning and write their own empathy stories.

SERVICE LEARNING: **OUR ANIMAL COMMUNITIES**

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on creating items such as beds and toys for animals living in shelters while awaiting adoption.



Leadworthy® Character Lessons for
FOURTH GRADE
OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students utilizing while exercising self-control? (i.e., trying to problem solve on their own prior to receiving adult intervention.)
- When students are upset, are they taking the initiative to remove themselves from the situation? (i.e., going to a “cool down” spot.)

FOURTH GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1:

TEAMWORK MAKES THE DREAM WORK

- Students will learn the qualities of a successful team.

WEEK 2:

DIFFERENT DOESN'T MEAN WRONG

- Students will learn the importance of listening to others and navigating differing opinions.

WEEK 3:

ALL IN THIS TOGETHER

- Students will learn how a team that embraces a variety of strengths can be more effective than a team that does not.

WEEK 4:

CAN WE DO IT? YES, WE CAN!

- Students will use teamwork to solve a problem.

SERVICE LEARNING:

EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



Leadworthy® Character Lessons for
FOURTH GRADE
DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their school, their family, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- What percentage of your students are regularly prepared for school? (i.e., supplies, materials, getting enough rest, eating breakfast, etc.)



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

I WILL BE RESPONSIBLE

- Students will understand what responsible behavior is.

WEEK 2:

WHAT IF?

- Students will understand the differences between being responsible and irresponsible.

WEEK 3:

THE POWER OF A PAUSE

- Students will understand how the power of pausing can help them make responsible choices.

WEEK 4:

RIGHTS AND RESPONSIBILITIES

- Students examine what their responsibilities are as members of both the classroom and society.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



Leadworthy® Character Lessons for
FOURTH GRADE
JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks, such as responding to questions that are posed, even when they aren't completely sure of the right answer?



UNIT OVERVIEW: RESPECT

WEEK 1: HONOR ALL AROUND

- Students will learn what it means to honor. Honor up, honor down, honor all the way around.

WEEK 2: LEADERS HONOR

- Students will understand that leaders honor all, including people who have different opinions or disagree.

WEEK 3: ABOVE AND BEYOND

- Students will learn how they can respect and honor, not just people, but also things and ideas.

WEEK 4: SELF-PORTRAIT

- Students will review what it means to honor and respect themselves and others.

SERVICE LEARNING: RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



Leadworthy® Character Lessons for
FOURTH GRADE
FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”
- How are student interactions between students who normally don’t play together or sit with each other? Are they able to greet each other? Are they polite towards one another?



UNIT OVERVIEW: KINDNESS

WEEK 1:

FRIENDSHIP BEGINS WITH A SMILE

- Students will understand what kindness is and how a simple smile shows compassion.

WEEK 2:

ON THE LOOKOUT

- Students will learn that kindness takes good relationship skills, such as care and support.

WEEK 3:

SHOW KINDNESS TO OTHERS

- Students will understand that when we have good relationships, we will be happier and healthier.

WEEK 4:

HELPING OTHERS HELPS ME

- Students will understand that being kind can help boost their self-esteem.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



Leadworthy® Character Lessons for

FOURTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to problem solve, requiring less adult intervention? (i.e., Disagreements with classmates, suggesting ideas, etc.)



UNIT OVERVIEW: COURAGE

WEEK 1:

COURAGE TO ACT APPROPRIATELY

- Students will review what courage is and how they can show courage by doing the right thing.

WEEK 2:

GET OUT OF THE ZONE

- Students will define comfort and learn how to show courage by stepping out of their comfort zones.

WEEK 3:

THE NEXT RIGHT THING

- Students will learn that they can show courage by doing and standing up for what is right.

WEEK 4:

PERCEPTION OF COURAGE

- Students understand that although courage can often go unnoticed, it is still valuable.

SERVICE LEARNING:

COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



Leadworthy® Character Lessons for
FOURTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

WE HAVE PERSEVERED

- Students will be able to define perseverance and affirm others for demonstrating perseverance.

WEEK 2:

I CAN DO DIFFICULT THINGS

- Students will understand how doing hard things can be beneficial for them.

WEEK 3:

MY PERSONAL BEST

- Students will be able to understand and explain what it means to have a growth mindset.

WEEK 4:

PUTTING IT TO PRACTICE

- Students will review and put perseverance into practice.

SERVICE LEARNING:

MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



Leadworthy® Character Lessons for
FOURTH GRADE
MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., a student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions, less blame placed on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1: COLORS OF INTEGRITY

- Students will learn the importance of behaving consistently in action and attitude, regardless of who is watching.

WEEK 2: HOW DO WE SHOW INTEGRITY?

- Students will learn the meaning of the word reputation and will create a vision of the reputation they want to have.

WEEK 3: REPUTATIONS

- Students will learn that who they want to be is a direct reflection of how they handle difficult situations.

WEEK 4: INTEGRITY & LEGACY

- Students will review integrity and practice making choices that show integrity.

SERVICE LEARNING: LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Fifth Grade



5th

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



FIFTH GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings and opinions of others.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students, and adults at school and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and can show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- What changes have you observed regarding your classroom culture and climate? Are students acting as a family/community? (i.e., caring for each other, helping each other.)
- Are students more apt to share their own feelings and opinions with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: WHAT IS IN YOUR BAG?

- Students will be able to expand their skill set of empathy by understanding everyone has different experiences/stories, even if we can't tell by looking at them.

WEEK 2: SEEING OTHERS

- Students will be able to recognize different emotions based on facial expressions and apply empathy to different scenarios.

WEEK 3: EMPATHY CIRCLE

- Students will gain a better understanding of the definition of empathy by identifying the quality in themselves as well as in other leaders.

WEEK 4: WHEN EMPATHY IS DIFFICULT

- Students will learn and understand empathy and will practice empathetic actions.

SERVICE LEARNING: OUR ANIMAL COMMUNITIES

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on collecting items, such as beds and toys for animals living in shelters while awaiting adoption.



FIFTH GRADE

OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right, no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students utilizing to exercise self-control? (i.e., trying to problem solve on their own prior to receiving adult intervention.)
- When students are upset, are they taking the initiative to remove themselves from the situation? (i.e., going to a “cool down” spot.)

FIFTH GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: UNDERSTANDING TEAMWORK

- Students will understand the importance of teamwork and identify some of its qualities.

WEEK 2: QUALITIES OF TEAMWORK

- Students will understand that different skills and talents are what make a team successful.

WEEK 3: HOLDING TEAMS ACCOUNTABLE

- Students will understand how the Social Contract encourages teamwork.

WEEK 4: TEAM CELEBRATION

- Students will learn the importance of celebrating team successes.

SERVICE LEARNING: EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



FIFTH GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their school, their family, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- What percentage of your students are regularly prepared for school? (i.e., supplies, materials, getting enough rest, eating breakfast, etc.)



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

WHAT ARE MY RESPONSIBILITIES?

- Students will be able to define responsibility and explain what responsibility looks like.

WEEK 2:

MY RIGHTS, MY RESPONSIBILITIES

- Students will understand that being responsible is the right thing to do, even if it's challenging.

WEEK 3:

MY FUTURE & MY GOALS

- Students will begin to create accountability for themselves by writing goals.

WEEK 4:

BALANCE TO BE YOUR BEST

- Students will use self-reflection to promote a balanced, positive, and healthy lifestyle.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



FIFTH GRADE

JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks, such as responding to questions that are posed, even when they aren't completely sure of the right answer?



UNIT OVERVIEW: RESPECT

WEEK 1: THE BIG QUESTION

- Students will explore what respect is and the different aspects of what respect looks like in and out of the classroom.

WEEK 2: HATS OF HONOR

- Students will identify characteristics in others that they can show respect for and honor.
- Students will be able to identify appropriate role models.

WEEK 3: I CAN

- Students will identify and describe ways and actions of showing respect to others and themselves.

WEEK 4: THOUGHTFUL PEOPLE

- Students will reflect on the way other people treat them in terms of respect and honor.

SERVICE LEARNING: RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



FIFTH GRADE

FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”
- How are student interactions between students who normally don’t play together or sit with each other? Are they able to greet each other? Are they polite towards one another?



UNIT OVERVIEW: KINDNESS

WEEK 1:

SPARK THE HEART

- Students will define kindness and identify acts of kindness that spark the heart.

WEEK 2:

THAT'S ME

- Students will understand that kindness is contagious and reflect on how they can spread kindness.

WEEK 3:

I'M COOL WITH THAT

- Students will understand that showing compassion to others and for ourselves is an example of kindness.

WEEK 4:

WAVE OF KINDNESS

- Students will practice their ability to be kind both in and out of the classroom by creating a wave of kindness.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



FIFTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to problem solve, requiring less adult intervention? (i.e., disagreements with classmates, suggesting ideas, etc.)



UNIT OVERVIEW: COURAGE

WEEK 1: EVERYDAY COURAGE

- Students will increase their understanding of what courage is and how they can be courageous in everyday life.

WEEK 2: COURAGEOUS CHARACTERISTICS

- Students will identify characteristics of courage.

WEEK 3: COURAGEOUS SUPERPOWERS

- Students will identify and practice courageous characteristics and actions.

WEEK 4: A BADGE OF COURAGE

- Students will reflect on what they have learned about courage and describe what it looks like to live courageously.

SERVICE LEARNING: COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



FIFTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1: SEE IT THROUGH

- Students will gain a better understanding of what perseverance is and recognize some characteristics that help them practice this trait.

WEEK 2: STACK UP PERSEVERANCE

- Students will be able to reflect on the purpose behind persevering and the good that can come from pushing through.

WEEK 3: EXTRA EFFORT

- Students will better understand perseverance as a trait and practice growing their own perseverance.

WEEK 4: FINISH STRONG

- Students will reflect on what they have learned about perseverance and identify steps to ensure they can persevere when the time comes.

SERVICE LEARNING: MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



FIFTH GRADE

MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., a student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions, less blame placed on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1: IT IS TRUE

- Students will understand what integrity is and the role honesty and truth play along with it.

WEEK 2: RECIPE FOR INTEGRITY

- Students will get the opportunity to dive deeper into the different aspects of integrity and develop their own recipe for integrity in their lives.

WEEK 3: ONE-ACT PLAY

- Students will have the opportunity to practice integrity in the classroom and reflect on other situations to see where integrity can be found.

WEEK 4: SHOW TIME

- Students reflect on what they have learned about integrity and put what they have learned into action.

SERVICE LEARNING: LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT
WITH
HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK,
CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER
TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR
PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor
you-
honor
me



Respect
Act with thoughtfulness

leadworthy

SPARK
THE
HEART



Kindness
Be friendly and compassionate

leadworthy

STEP
UP



Courage
Develop strength to face something difficult

leadworthy

FINISH
STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE
LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Sixth Grade



6th

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



SIXTH GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings and opinions of others and by practicing active listening.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- What changes have you observed regarding your classroom culture and climate? Are students acting as a family/community? (i.e., caring for each other, helping each other.)
- Are students more apt to share their own feelings and opinions with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: EMPATHY AND AFFIRMATIONS

- Students will be able to understand empathy and that the most effective leaders lead with empathy.
- Students will practice a positive mindset by writing affirmations.

WEEK 2: SOMEONE ELSE'S SHOES

- Students will put empathy into action by placing themselves in other people's shoes through short stories and discuss how empathetic behaviors do not always have to be grand gestures.

WEEK 3: LEAVE A LEGACY

- Students will understand micro-kindness and illustrate its role in being an empathetic and positive leader.

WEEK 4: EMPATHY COMMITMENT

- Students will learn to recognize great leadership qualities and why empathy is one of the most important leadership qualities.
- Students will learn to grow their own ability to be empathetic.

SERVICE LEARNING: OUR ANIMAL COMMUNITIES

- Students will discuss and analyze the needs of animals in shelters and will complete a service project focused on collecting items such as beds and toys for animals living in shelters while awaiting adoption.



SIXTH GRADE

OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students utilizing to exercise self-control? (i.e., trying to problem solve on their own prior to receiving adult intervention.)
- When students are upset, are they taking the initiative to remove themselves from the situation? (i.e., going to a “cool down” spot.)

SIXTH GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: EXPLORING TEAMWORK

- Students will better understand teamwork and learn how to fulfill a given role to support the goal of the team.
- Students will also exercise critical thinking while working together to solve riddles.

WEEK 2: PRACTICING TEAMWORK

- Students will understand the benefits of working together as a team.

WEEK 3: GIVING & RECEIVING FEEDBACK

- Students will practice and apply the teamwork skills of giving and receiving feedback.

WEEK 4: WE ARE BETTER TOGETHER

- Students will commit to making their teams work better.

SERVICE LEARNING: EMPTY BOWLS

- Students will learn more about hunger in their community, state, and country, and will work as a team to complete a service project focused on creating hunger awareness and providing support.



SIXTH GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their school, their family, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- What percentage of your students are regularly prepared for school? (i.e., supplies, materials, getting enough rest, eating breakfast, etc.)



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

RESPONSIBILITY: THOUGHTS, WORDS AND ACTIONS

- Students will understand how their thoughts, words, and actions play into personal responsibility.

WEEK 2:

RESPONSIBILITY & SOCIAL MEDIA

- Students will begin to understand the importance of responsibility when it comes to what they post on social media accounts.

WEEK 3:

FINANCIAL RESPONSIBILITY

- Students will understand the impact and importance of choosing to be responsible with their money and financial resources.

WEEK 4:

TAKING RESPONSIBILITY

- Students will reflect on the definition of responsibility and commit to doing their best to take ownership of their thoughts, words, and actions.

SERVICE LEARNING:

CIVIC RESPONSIBILITY

- Students will discuss, analyze, and bring attention to democratic responsibility through participation in a service-learning project.



SIXTH GRADE

JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks? For example, responding to questions that are posed even when they aren't completely sure if they are right or wrong.



UNIT OVERVIEW: RESPECT

WEEK 1:

THE LOOKS AND SOUNDS OF RESPECT

- Students will understand the meaning of giving honor and respect to themselves and others.

WEEK 2:

THE GOOD WITHIN

- Students will learn the importance of respecting and honoring themselves and practice self-affirmations.

WEEK 3:

RESPECT & SOCIAL MEDIA

- Students will understand the importance of showing respect on social media.

WEEK 4:

RESPECTFULLY DISAGREEING

- Students will learn the importance of showing respect, even when they disagree with someone.
- Students will learn strategies to respectfully disagree with others.

SERVICE LEARNING:

RESPECT OUR ENVIRONMENT

- Students will determine ways to contribute to community recycling efforts and will be encouraged to become responsible for their choices.
- Students will examine how they can take responsibility for reducing their impact on the environment through recycling.
- Students will use their knowledge to educate others in their family, school, and community.



SIXTH GRADE

FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”
- How are student interactions between students who normally don’t associate together or sit with each other? Are they able to greet each other? Are they polite towards one another?



UNIT OVERVIEW: KINDNESS

WEEK 1:

IT'S GOOD TO BE KIND

- Students will define kindness and identify acts of kindness that spark the heart.

WEEK 2:

UNEXPECTED KINDNESS

- Students will begin to see that being kind to others encourages others to be kind, which creates a ripple effect.

WEEK 3:

ACTS OF KINDNESS

- Students will practice intentional acts of kindness.

WEEK 4:

ONE KIND PERSON

- Students will commit to being kind and reflect on the qualities of a kind person.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



SIXTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
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Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to communicate their feelings when something or someone makes them upset?



UNIT OVERVIEW: COURAGE

WEEK 1:

THE COURAGE TO FAIL

- Students will define courage and identify what courage looks like.

WEEK 2:

COURAGE CHANT

- Students will define courage and identify what courage looks like.

WEEK 3:

SHOWING COURAGE

- Students will practice being courageous through role-plays. Students will understand that being courageous is a choice good leaders make.

WEEK 4:

COURAGEOUSLY MAKING THE RIGHT CHOICE

- Students will commit to demonstrating courage through their choices.

SERVICE LEARNING:

COURAGE IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



SIXTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
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- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

PERSEVERE THROUGH IT

- Students will understand what it means to persevere.

WEEK 2:

PICTURE YOUR GOAL

- Students will think and reflect on the importance of overcoming challenges and sticking with a task, even when it's hard.
- Students will understand that goal-setting is part of persevering.

WEEK 3:

GROWING OUR PERSEVERANCE

- Students will understand that perseverance takes optimism and staying positive.

WEEK 4:

LEADERS PERSEVERE

- Students will understand that leaders choose to persevere.
- Students will understand that perseverance is a part of success.

SERVICE LEARNING:

MARKET DAY PROJECT

- Students will discuss and analyze the needs and wants of classmates and will create a product and business plan focused on meeting these demands, while making a profit.



SIXTH GRADE

MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., a student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions? Are they placing less blame on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

READY, SET, ACT...WITH INTEGRITY

- Students will learn the definition of integrity and why it is an important character trait.

WEEK 2:

INTEGRITY...IT'S YOUR CHOICE

- Students will reflect on the definition of integrity and how to demonstrate it.

WEEK 3:

INTEGRITY & SOCIAL MEDIA

- Students will understand the importance of digital integrity.

WEEK 4:

INTEGRITY, RULES, AND CHOICES

- Students understand the need for rules and the importance of practicing integrity.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





Capturing
Kids' Hearts[®]
Powered by Flippen Group

leadworthy[®]

Character Lessons

Scope & Sequence for Seventh Grade



7th

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



Leadworthy® Character Lessons for
SEVENTH GRADE
AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings and opinions of others and by practicing active listening.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- What changes have you observed regarding your classroom culture and climate? Are students acting as a family/community? (i.e., caring for each other, helping each other.)
- Are students more apt to share their own feelings and opinions with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: **GET OUTSIDE OF YOUR BUBBLE**

- Students will understand the benefits of their bubbles of community.

WEEK 2: **BURST YOUR BUBBLE**

- Students will practice getting out of their comfort zones by asking questions and connecting with classmates.

WEEK 3: **LEADERS AT SCHOOL**

- Students will understand that a good leader listens and knows what is important to others.

WEEK 4: **EMPATHY MAP**

- Students will identify ways to express empathy to others.

SERVICE LEARNING: **OUR HOMELESS COMMUNITIES**

- Students will discuss and analyze the needs of homeless shelters and will complete a service project focused on donating items people living or visiting shelters might need.



Leadworthy® Character Lessons for
SEVENTH GRADE
OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students utilizing to exercise self-control? (i.e., trying to problem solve on their own prior to receiving adult intervention.)
- When students are upset, are they taking the initiative to remove themselves from the situation? (i.e., going to a “cool down” spot.)

Leadworthy® Character Lessons for
SEVENTH GRADE
NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: **TEAMWORK**

WEEK 1:

GREAT TEAMWORK MAKES GREAT FRIENDS

- Students will understand that high-performing teams are made up of individuals who build relationships with other team members.

WEEK 2:

RELATIONAL CAPACITY

- Students will learn how to create relational capacity on a team using purposeful affirmations

WEEK 3:

WORDS AND ACTIONS

- Students will practice using their words and actions to create stronger relationships within a team.

WEEK 4:

WORK TOGETHER TO REACH A GOAL

- Students will recognize the importance of being a part of a team and having a role to play to achieve the team's goal.

SERVICE LEARNING:

SENIOR CITIZENS IN OUR COMMUNITY

- Students will interview a senior citizen and understand the importance of leaving a legacy and learning from past generations.



Leadworthy® Character Lessons for

SEVENTH GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their school, their family, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- What percentage of your students are regularly prepared for school? (i.e., supplies, materials, getting enough rest, eating breakfast, etc.)



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1: ME, MYSELF, AND I

- Students will learn what it means to be personally responsible.

WEEK 2: ATTITUDE EQUALS OUTCOME

- Students will understand that they are responsible for their attitudes.

WEEK 3: MASTER THE MUNDANE

- Students will identify the little things in life where they can grow their responsibility.

WEEK 4: DIGITAL RESPONSIBILITY

- Students will understand digital citizenship and their responsibility on social media and other online activities.

SERVICE LEARNING: SOCIAL RESPONSIBILITY

- Students will discuss and analyze social responsibility and will complete a service project focused on a social issue the class can agree on as a group. The issue the class chooses should be focused on working together for the common good.



Leadworthy® Character Lessons for
SEVENTH GRADE
JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks? For example, responding to questions that are posed even when they aren't completely sure if they are right or wrong.



UNIT OVERVIEW: RESPECT

WEEK 1: RESPECT FOR AUTHORITY

- Students understand what it means to respect authority and why it is essential in growing a healthy culture.

WEEK 2: SHOWING RESPECT WITH OUR WORDS

- Students will understand what it means to respect authority and how we demonstrate this with our words.

WEEK 3: SHOWING RESPECT THROUGH OUR ACTIONS

- Students understand what it means to respect authority and how we demonstrate this in our actions.

WEEK 4: RESPECT DOES NOT REQUIRE AGREEMENT

- Students will understand what it means to respect authority and demonstrate courtesy, even in times of disagreement.

SERVICE LEARNING: RESPECT OUR COMMUNITY

- Students will define the word neighbor to include the people with whom they learn and work with, live near, and share the world with.
- Students will define social responsibility and explore how to express it using art.



Leadworthy® Character Lessons for
SEVENTH GRADE
FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”
- How are student interactions between students who normally don’t play together or sit with each other? Are they able to greet each other? Are they polite towards one another?



UNIT OVERVIEW: KINDNESS

WEEK 1:

KINDNESS IS AN OPPORTUNITY

- Students will understand the definition of kindness and that it is an opportunity to give to themselves and others.

WEEK 2:

SHOWING KINDNESS TO MYSELF: POSITIVE SELF-TALK

- Students will define self-concept and understand the impact of self-talk.

WEEK 3:

ACTS OF KINDNESS

- Students will understand the impact kindness has on others.
- Students will perform acts of kindness for one another.

WEEK 4:

VOLUNTEERISM CHALLENGE

- Students will understand volunteerism and what it means to be a global citizen.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



Leadworthy® Character Lessons for

SEVENTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to communicate their feelings when something or someone makes them upset?



UNIT OVERVIEW: COURAGE

WEEK 1:

WHAT DOES COURAGE MEAN TO ME?

- Students will understand the meaning of courage and be able to recognize courageous acts.

WEEK 2:

GET YOUR HOPES UP

- Students will understand the benefits of having high hopes and the role failure plays in achieving our goals.

WEEK 3:

THE COURAGE TO BE ME!

- Students understand the importance of standing up for themselves and demonstrating the eight cues of confidence.

WEEK 4:

COURAGEOUS IN MY VALUES

- Students will understand the importance of having the courage to stand up for what they believe is right.

SERVICE LEARNING:

COURAGEOUS HEROES IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



Leadworthy® Character Lessons for
SEVENTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

PERSEVERANCE TO FINISH STRONG

- Students will understand the meaning of perseverance and why it is essential in accomplishing our goals.

WEEK 2:

HOW DO YOU PERSEVERE?

- Students will understand and practice the strategies that contribute to perseverance.

WEEK 3:

RESHAPING YOUR ATTITUDE

- Students will understand the importance of reshaping their outlook as a means to persevere.

WEEK 4:

PERSEVERANCE IN THE PAST

- Students will learn the importance that others play in their own success and the ability to persevere.

SERVICE LEARNING:

ENTREPRENEURIAL PROJECT

- Students will discuss and analyze the needs and wants of the school and/or local community and will create a product or develop a service and related business plan to produce and market their chosen product or service.



Leadworthy® Character Lessons for

SEVENTH GRADE

MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., a student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions? Are they placing less blame on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

DEFINE INTEGRITY

- Students will define integrity and understand what living with integrity looks like and sounds like.

WEEK 2:

KNOWING WHAT YOU STAND FOR

- Students will identify their core values and how they define integrity in their lives.

WEEK 3:

MONITOR WHAT YOU HAVE

- Students will understand the idea that their integrity — like other resources — must be continually measured, grown, and reinforced for strength.

WEEK 4:

WHAT IS YOUR INTEGRITY WORTH?

- Students will understand the value of maintaining integrity.

SERVICE LEARNING:

LEADERSHIP PROJECT

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Leadworthy® Character Lessons
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WITH
HEART



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STEP
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Courage
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leadworthy

FINISH
STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE
LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Eighth Grade



8th

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Choose when and where to use these lessons.

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STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



EIGHTH GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings and opinions of others and by practicing active listening.

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- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
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TEACHER GUIDING QUESTIONS

- What changes have you observed regarding your classroom culture and climate? Are students acting as a family/community? (i.e., caring for each other, helping each other.)
- Are students more apt to share their own feelings and opinions with others? Provide 2-3 examples.



UNIT OVERVIEW: EMPATHY

WEEK 1: **EXTENDING EMPATHY TO OTHERS**

- Students will identify individuals who have supported them.

WEEK 2: **HELPING OTHERS**

- Students will understand and practice empathy in action.

WEEK 3: **COMMUNICATING EMPATHY**

- Students will understand how to better communicate empathy.

WEEK 4: **EMPATHY IN ACTION**

- Students will understand that great leaders lift others while leading with empathy.

SERVICE LEARNING: **OUR HOMELESS COMMUNITIES**

- Students will discuss and analyze the needs of homeless shelters and will complete a service project focused on donating items people living or visiting shelters might need.



SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will exercise self-control and demonstrate doing what is right no matter who is watching or listening.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What skills have you observed students utilizing to exercise self-control? (i.e., trying to problem solve on their own prior to receiving adult intervention.)
- When students are upset, are they taking the initiative to remove themselves from the situation? (i.e., going to a “cool down” spot.)

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will understand the purpose of collaboration and will demonstrate their understanding with their peers and within their community.

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: TEAMWORK INGREDIENTS

- Students will define the qualities that make a high-performing team.

WEEK 2: LOYALTY IN TEAMWORK

- Students will learn what it looks like to be loyal and show loyalty to their teams.

WEEK 3: TRUST IS A MUST

- Students will learn what it looks like to be trustworthy on a team.

WEEK 4: PULL IN THE WORK

- Students will learn why being a hard worker is essential to teamwork.

SERVICE LEARNING: SENIOR CITIZENS IN OUR COMMUNITY

- Students will interview a senior citizen and understand the importance of leaving a legacy and learning from past generations.



EIGHTH GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will learn that when they do their part, they are helping themselves, their school, their family, and their community.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- Based on student roles and responsibilities within your classroom community, are students more apt to follow through on assigned tasks/classroom jobs?
- What percentage of your students are regularly prepared for school? (i.e., supplies, materials, getting enough rest, eating breakfast, etc.)



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

WHAT WOULD YOU DO?

- Students will reflect on responsible decision-making.

WEEK 2:

ACTIONS & ATTITUDES

- Students will reflect on their responsibility for their thoughts, actions, and attitudes.

WEEK 3:

RESPONSIBILITY AND PERSPECTIVE

- Students will reflect on the responsibility to consider other people's opinions.

WEEK 4:

THE BIG PICTURE - RESPONSIBILITY

- Students will learn how to honor their word.
- Students will learn when to give their word and why it is important in living responsibly.

SERVICE LEARNING:

SOCIAL RESPONSIBILITY

- Students will discuss and analyze social responsibility and will complete a service project focused on a social issue the class can agree on as a group. The issue the class chooses should be focused on working together for the common good.



RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- What actions have you observed students participating in to show that they are mastering the concept of respect?
- Are you noticing that students are more apt to take risks? Such as responding to questions that are posed even when they aren't completely sure if they are right or wrong?



UNIT OVERVIEW: RESPECT

WEEK 1: RESPECTING MY SCHOOL

- Students will understand the importance of respecting their school by demonstrating school pride and creating a positive culture.

WEEK 2: POSITIVE SCHOOL CULTURE

- Students will understand the importance of having school pride and honoring their school with their actions.

WEEK 3: RESPECT THROUGH GRATITUDE

- Students will learn that showing gratitude is a powerful way of showing respect toward others.

WEEK 4: LEAVE IT BETTER THAN YOU FOUND IT

- Students will understand the meaning of legacy and what it means to leave something better than you found it.

SERVICE LEARNING: RESPECT OUR COMMUNITY

- Students will define the word neighbor to include the people with whom they learn and work with, live near, and share the world with.
- Students will define social responsibility and explore how to express it using art.



KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will learn to increase their desire to make themselves and others feel better.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- When students put forth effort and are unsuccessful with a particular task, how do they respond? Do you hear them saying things like, “It’s okay — maybe next time!” Or “I tried my best. I’ll just practice a little more.”
- How are student interactions between students who normally don’t play together or sit with each other? Are they able to greet each other? Are they polite towards one another?



UNIT OVERVIEW: KINDNESS

WEEK 1:

SAFETY AND SUPPORT AT SCHOOL

- Students will understand the importance of having a safe and supportive environment at school.
- Students will demonstrate intentional acts of kindness toward the school staff.

WEEK 2:

KINDNESS AT HOME

- Students will understand the importance of being kind to those they are close to in their family and at home.

WEEK 3:

KINDNESS IN MY COMMUNITY

- Students will have a greater understanding of being kind in their community.

WEEK 4:

SAFE AND SUPPORTED

- Students will have a greater understanding of how to make other people feel safe and supported through acts of kindness.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are students relying more on each other, thus creating a more student-centered learning environment? (i.e., Asking a group mate for help, reminding each other of school and classroom expectations, etc.)
- Are students taking the initiative to communicate their feelings when something or someone makes them upset?



UNIT OVERVIEW: COURAGE

WEEK 1:

COURAGEOUS ACTS FOR OTHERS

- Students will understand the importance of standing up for others and recognize how they can demonstrate this in class.

WEEK 2:

THE COURAGE TO BE BOLD

- Students will understand it takes courage to be bold in pursuing their dreams.

WEEK 3:

COURAGE AND COMFORT ZONES

- Students will recognize the importance of getting out of their comfort zone to pursue their goals while courageously staying true to their values.

WEEK 4:

COURAGE TO TAKE ACTION

- Students will understand the importance of having the courage to attain a goal.

SERVICE LEARNING:

COURAGEOUS HEROES IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward a goal.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- When you set classroom goals, are students eager and willing to put in the work to reach those goals? (i.e., Once the classroom “kindness jar” is filled, students earn a popcorn party.)
- Are students more apt to ask for help rather than giving up when faced with a difficult task?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

PERSEVERANCE IS A MINDSET

- Students will understand the importance of having a positive mindset for achieving their goals.
- Students will develop 'why' statements that represent a positive mindset.

WEEK 2:

CHALLENGE AND GROW

- Students will demonstrate an understanding of how to persevere in the face of obstacles.

WEEK 3:

CELEBRATING FAILURE

- Students will understand the importance failure plays in reaching their goals.

WEEK 4:

REFRAMING YOUR FUTURE

- Students will understand the importance of reframing negative thoughts to persevere in difficult times.

SERVICE LEARNING:

ENTREPRENEURIAL PROJECT

- Students will discuss and analyze the needs and wants of the school and/or local community and will create a product or develop a service and related business plan to produce and market their chosen product or service.



INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will learn the importance of being honest and trustworthy in all situations, whether good or bad.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are you noticing an increase in intrinsic motivation vs. extrinsic motivation? (i.e., a student notices trash on the floor and throws it away without telling you or asking you for a reward.)
- Are students taking more accountability for their actions? Are they placing less blame on others?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

HONESTY VS. INTEGRITY

- Students will define integrity and understand integrity is more than just being honest.

WEEK 2:

KIND TRUTHS

- Students will understand that living with integrity is more than telling the truth. Just because something is true, it doesn't always need to be said.

WEEK 3:

STOP TALKING ABOUT IT AND WALK ABOUT IT

- Students will understand that mere words do not amount to integrity. Their actions must match their words.

WEEK 4:

ATTITUDE AND ACTION

- Students will reflect on examples of leaders who act with integrity and those who do not.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Ninth Grade



9th

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



NINTH GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings of others, practicing ways to be more understanding, and reflecting on the effects of active listening.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another’s eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, “It sounds like you...” or “I hear that you...” to express that you understand and care.

TEACHER GUIDING QUESTIONS

- Are students more aware of others around them? (i.e., they invite a student who is usually quiet into their conversation.)
- During academic discussions, how do students handle opposing viewpoints?



UNIT OVERVIEW: EMPATHY

WEEK 1: STEP UP!

- Students will make the connection between understanding their own well-being and their ability to extend empathy to others.

WEEK 2: LOVE IT OR LEAVE IT

- Students will identify times that they feel the desire to help others.

WEEK 3: LISTEN & LEARN

- Students will learn how listening helps show empathy.

WEEK 4: THE EMPATHY CHALLENGE

- Students will practice communicating empathy with a friend.

SERVICE LEARNING: OUR HOMELESS COMMUNITIES

- Students will discuss and analyze the needs of homeless shelters and will complete a service project focused on donating items people living or visiting shelters might need.



SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will learn and practice skills needed to increase their self-control, which will benefit them as they strive to reach short-term and long-term goals.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What strategies are students utilizing to balance their responsibilities?
- Do students take the initiative to ask for help as problems occur and within a reasonable timeframe?

NINTH GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will develop their understanding of collaboration on a team as it relates to their willingness to create space for various viewpoints and opinions, commitment to the task, increased productivity, and the quality of the finished product.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1:

TEAMWORK: IT STARTS WITH YOU

- Students will define a team and understand that each member has a unique role.

WEEK 2:

TEAM ROADBLOCKS

- Students will learn about team-building roadblocks and how to overcome them.

WEEK 3:

TEAMWORK AND LEADERSHIP

- Students will define what makes someone a leader beyond a title.

WEEK 4:

NO CREDIT, NO PROBLEM

- Students will understand that being a leader is not always taking credit for the team's accomplishments.

SERVICE LEARNING:

SENIOR CITIZENS IN OUR COMMUNITY

- Students will interview a senior citizen and understand the importance of leaving a legacy and learning from past generations.



NINTH GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will recognize the importance of taking accountability for their actions and behaviors while deepening their understanding of the effects of positive and negative consequences as it relates to their goals, and the impact on others.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- How often do you hear students conversing about their goals?
- How are students emotionally handling the pressure of their responsibilities?



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

RESPONSIBILITY TO MYSELF AND OTHERS

- Students will learn they have responsibilities to themselves and others.

WEEK 2:

MY HEALTH: MY RESPONSIBILITY

- Students will understand the importance of being responsible for their health.

WEEK 3:

MAKING RESPONSIBLE FINANCIAL CHOICES

- Students will learn more about financial responsibility and how to discern what they are financially responsible for in their world.

WEEK 4:

RESPONSIBILITY TO OTHERS ONLINE

- Students will consider their responsibility to treat others with kindness online.

SERVICE LEARNING:

SOCIAL RESPONSIBILITY

- Students will discuss and analyze social responsibility and will complete a service project focused on a social issue the class can agree on as a group. The issue the class chooses should be focused on working together for the common good.



NINTH GRADE

JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- Generally, do you feel that most of your students are leading healthy and balanced lives?
- What actions have you observed students participating in to show that they are mastering the concept of respect?



UNIT OVERVIEW: RESPECT

WEEK 1: RESPECT 101

- Students will learn the foundations of respect and develop respect as a character trait.

WEEK 2: HONORING DIFFERENCES

- Students will learn how to honor those around them through respect.

WEEK 3: RESPECTING GENERATIONS BEFORE US

- Students will learn the importance of showing honor and respect to previous generations.

WEEK 4: RESPECT OUR COMMUNITY

- Students will learn how to respect the community and environment in which they live.

SERVICE LEARNING: RESPECT OUR COMMUNITY

- Students will define the word neighbor to include the people they learn and work with, live near, and share the world with.
- Students will define social responsibility and explore how to express it using art.



NINTH GRADE

FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will be intrinsically motivated to demonstrate compassion through their words and actions.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in students acknowledging each other's presence, both verbally and nonverbally?
- How many of your students are actively involved in giving back to the community via a school organization or an outside organization?



UNIT OVERVIEW: KINDNESS

WEEK 1: CULTIVATING KINDNESS

- Students will define kindness and identify ways to show kindness toward others.

WEEK 2: FILLING YOUR TANK

- Students will understand that they must be kind to themselves in order to be kind to others.

WEEK 3: YOUR BIGGEST COMPETITION

- Students will understand that comparing themselves to others can be detrimental to their journey in life.

WEEK 4: GROWING A GENEROUS HEART

- Students will learn how and why it is important to be generous to others.

SERVICE LEARNING: PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



NINTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are you noticing students taking more risks, asking questions, and attempting to challenge the status quo by providing a different perspective?
- Are students able to effectively communicate problems and concerns that are brought to your attention?



UNIT OVERVIEW: COURAGE

WEEK 1: COURAGE AND PURPOSE

- Students will learn how to grow courage and why it is needed to accomplish big things in life.

WEEK 2: ACCOMPLISHING BIG GOALS

- Students will recognize how their self-belief plays a role in growing the courage needed to reach their goals.

WEEK 3: TAKING ACTION

- Students will learn about the importance of initiative and being courageous in taking action.

WEEK 4: FAILING FORWARD

- Students will learn how to embrace failure and grow through their failures.

SERVICE LEARNING: COURAGEOUS HEROES IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



NINTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward short-term and long-term goals.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- Are most of your students motivated by extrinsic or intrinsic rewards?
- When faced with a difficult task, are students more apt to ask for help rather than giving up?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1: DON'T QUIT

- Students will define perseverance and solve problems to persevere through challenging situations.

WEEK 2: BOUNCE BACK

- Students will develop an understanding of how their attitude impacts their level of perseverance.

WEEK 3: UNDERSTANDING GRIT

- Students will understand more about grit and learn from others who have demonstrated grit.

WEEK 4: HOPES AND FEARS

- Students will learn to encourage other people to persevere in challenging times.

SERVICE LEARNING: ENTREPRENEURIAL PROJECT

- Students will discuss and analyze the needs and wants of the school and/or local community and will create a product or develop a service and related business plan to produce and market their chosen product or service.



NINTH GRADE

MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will recognize the importance of being honest and trustworthy in all situations, whether good or bad. Students will gain a greater understanding of the impact their decisions have on relationships and personal goals.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are students cognizant of how their actions affect others?
- Are students taking more accountability for their actions and placing less blame on external factors?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

DEFINING INTEGRITY

- Students will define integrity and distinguish between integrity and honesty.

WEEK 2:

THE INSIDE MATTERS

- Students will identify the traits of a leader with integrity.

WEEK 3:

LEADERS IN YOUR LIFE

- Students will understand that integrity is about living a legacy by standing firm in one's values and choosing to do that which is right.

WEEK 4:

INTEGRITY IN MOTION

- Students will identify ways to show integrity in their daily lives.
- Students will review fundamental concepts of previously studied character traits.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

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BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Tenth Grade



10th

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
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The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
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- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



TENTH GRADE

AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings of others, practicing ways to be more understanding, and reflecting on the effects of active listening.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- Are students more aware of others around them? (i.e., they invite a student who is usually quiet into their conversation.)
- During academic discussions, how do students handle opposing viewpoints?



UNIT OVERVIEW: EMPATHY

WEEK 1: **EMPATHY AND FRIENDSHIP**

- Students will learn how to communicate empathy with a friend.

WEEK 2: **ARE YOU EMPATHETIC?**

- Students will understand the importance of asking open-ended questions to develop deeper connections with friends.

WEEK 3: **DIG DEEPER**

- Students will identify behaviors to avoid when communicating with empathy.

WEEK 4: **EMPATHY AROUND US**

- Students will reflect on their knowledge of empathy and commit to improving friendships.

SERVICE LEARNING: **OUR HOMELESS COMMUNITIES**

- Students will discuss and analyze the needs of homeless shelters and will complete a service project focused on donating items people living or visiting shelters might need.



SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will learn and practice skills needed to increase their self-control, which will benefit them as they strive to reach short-term and long-term goals.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What strategies are students utilizing to balance their responsibilities?
- Do students take the initiative to ask for help as problems occur and within a reasonable timeframe?

TENTH GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will develop their understanding of collaboration on a team as it relates to their willingness to create space for various viewpoints and opinions, commitment to the task, increased productivity, and the quality of the finished product.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: BUILDING TEAM TRUST

- Students will develop skills to build trust within a team.

WEEK 2: BEING TRUSTWORTHY

- Students will learn the importance of perception vs. reality when it comes to being a person who is worthy of trust.

WEEK 3: GROWING THROUGH SERVING

- Students will identify a school service project and work as a team to complete the project.

WEEK 4: BECOMING A DREAM TEAM

- Students will identify skills to overcome obstacles when working with others.

SERVICE LEARNING: SENIOR CITIZENS IN OUR COMMUNITY

- Students will interview a senior citizen and understand the importance of leaving a legacy and learning from past generations.



TENTH GRADE

DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will recognize the importance of taking accountability for their actions and behaviors while deepening their understanding of the effects of positive and negative consequences as it relates to their goals, and the impact on others.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- How often do you hear students conversing about their goals?
- How are students emotionally handling the pressure of their responsibilities?



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

RESPONSIBILITY: HOME, SCHOOL AND COMMUNITY

- Students will define responsibility to their family, school, and community.

WEEK 2:

PROTECTING MY RIGHTS WITH RESPONSIBILITY

- Students will identify opportunities to exercise civic responsibilities.

WEEK 3:

MY DIGITAL RESPONSIBILITIES

- Students will identify ways to show responsibility online.

WEEK 4:

CIVIC RESPONSIBILITY

- Students will identify opportunities to exercise civic responsibilities.

SERVICE LEARNING:

SOCIAL RESPONSIBILITY

- Students will discuss and analyze social responsibility and will complete a service project focused on a social issue the class can agree on as a group. The issue the class chooses should be focused on working together for the common good.



TENTH GRADE

JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- Generally, do you feel that most of your students are leading healthy and balanced lives?
- What actions have you observed students participating in to show that they are mastering the concept of respect?



UNIT OVERVIEW: RESPECT

WEEK 1: RESPECT AND RELATIONSHIPS

- Students will learn the importance of respect in close relationships.

WEEK 2: FIGHT FAMILIARITY

- Students will recognize that familiarity can impact how they treat others.

WEEK 3: RESPECT FOR AUTHORITY

- Students will distinguish the difference between being respectful versus respecting a person.

WEEK 4: FIRST IMPRESSIONS EARN RESPECT

- Students will recognize the importance of first impressions in earning the respect of others.
- Students will learn skills to make a great first impression.

SERVICE LEARNING: RESPECT OUR COMMUNITY

- Students will define the word neighbor to include the people with whom they learn and work with, live near, and share the world with.
- Students will define social responsibility and explore how to express it using art.



KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will be intrinsically motivated to demonstrate compassion through their words and actions.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in students acknowledging each other's presence, both verbally and nonverbally?
- How many of your students are actively involved in giving back to the community via a school organization or an outside organization?



UNIT OVERVIEW: KINDNESS

WEEK 1:

BE KIND TO YOURSELF

- Students will learn the importance of being kind towards themselves.

WEEK 2:

SELF-TALK AND KINDNESS

- Students will understand that how they feel subconsciously impacts the way they think and treat themselves.

WEEK 3:

KINDNESS IN WORDS

- Students will learn how to show kindness through their words.

WEEK 4:

KINDNESS IN ACTION

- Students will learn how to give kindness through their actions.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



TENTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

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- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are you noticing students taking more risks, asking questions, and attempting to challenge the status quo by providing a different perspective?
- Are students able to effectively communicate problems and concerns that are brought to your attention?



UNIT OVERVIEW: COURAGE

WEEK 1:

COURAGE AND COMFORT

- Students will define courage and understand how their fears can hinder their growth and ability to reach their goals.

WEEK 2:

LIVING UNCOMFORTABLE

- Students will understand the importance of stepping outside of their comfort zone to face their fears.

WEEK 3:

LIVING BOLDLY

- Students will learn what it means to live boldly and why it is essential in growing courage.

WEEK 4:

DO IT AFRAID

- Students will learn how to face and overcome their fears courageously.

SERVICE LEARNING:

COURAGEOUS HEROES IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



TENTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

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Students will learn to apply and maintain effort while working toward short-term and long-term goals.

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- Are most of your students motivated by extrinsic or intrinsic rewards?
- When faced with a difficult task, are students more apt to ask for help rather than giving up?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

PERSEVERANCE DEFINED

- Students will define perseverance and recognize times in their lives they have persevered to accomplish a goal.

WEEK 2:

CAPTURING KIDS' HEARTS® LEADERSHIP MINDSET™

- Students will reflect on what it means to demonstrate the Capturing Kids' Hearts® Leadership Mindset™ or EXCEL.

WEEK 3:

WRITING GOALS

- Students will identify their non-negotiables and recognize how these values impact their character.

WEEK 4:

REFRAME WITH POSITIVE THINKING

- Students will practice reframing to help them persevere.

SERVICE LEARNING:

ENTREPRENEURIAL PROJECT

- Students will discuss and analyze the needs and wants of the school and/or local community and will create a product or develop a service and related business plan to produce and market their chosen product or service.



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Live with honesty and excellence.

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TEACHER GUIDING QUESTIONS

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UNIT OVERVIEW: INTEGRITY

WEEK 1:

WHAT DO YOU VALUE?

- Students will define integrity and distinguish between integrity and honesty.

WEEK 2:

INTEGRITY AND POSITIVE THINKING

- Students will identify how positive thinking can impact integrity.

WEEK 3:

CLOSE THE GAP

- Students will understand that integrity is about being the same person in all situations and staying true to yourself.

WEEK 4:

DECISION-MAKING

- Students will identify ways to show integrity in their daily lives through responsible decision-making.

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- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



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Integrity
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leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Eleventh Grade



11th

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STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



Leadworthy® Character Lessons for
ELEVENTH GRADE
AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings of others, practicing ways to be more understanding, and reflecting on the effects of active listening.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- Are students more aware of others around them? (i.e., they invite a student who is usually quiet into their conversation.)
- During academic discussions, how do students handle opposing viewpoints?



UNIT OVERVIEW: EMPATHY

WEEK 1: UNDERSTANDING EMPATHY

- Students will define empathy and brainstorm ways to communicate it to others.

WEEK 2: WHAT EMPATHY IS NOT

- Students will learn words and actions to avoid when communicating empathy to others.

WEEK 3: COMMUNICATING WITH EMPATHY

- Students will communicate appreciation to someone they feel may not be recognized.

WEEK 4: COMMIT TO EMPATHY

- Students recognize that displaying empathy includes both your words and actions during a time of need.

SERVICE LEARNING: OUR HOMELESS COMMUNITIES

- Students will discuss and analyze the needs of homeless shelters and will complete a service project focused on donating items people living or visiting shelters might need.



Leadworthy® Character Lessons for

ELEVENTH GRADE

OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will learn and practice skills needed to increase their self-control, which will benefit them as they strive to reach short-term and long-term goals.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What strategies are students utilizing to balance their responsibilities?
- Do students take the initiative to ask for help as problems occur and within a reasonable timeframe?

Leadworthy® Character Lessons for
ELEVENTH GRADE
NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will develop their understanding of collaboration on a team as it relates to their willingness to create space for various viewpoints and opinions, commitment to the task, increased productivity, and the quality of the finished product.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: BEING PRESENT

- Students will identify what being present looks like in teamwork.

WEEK 2: LOYALTY AND TEAMWORK

- Students will recognize the importance of loyalty and trust when working on a team.

WEEK 3: STRONGER TOGETHER

- Students will gain an understanding that everyone has a unique role to play in a team.

WEEK 4: TEAM OVER ME

- Students will be able to identify adaptability and its effect on teamwork.

SERVICE LEARNING: SENIOR CITIZENS IN OUR COMMUNITY

- Students will interview a senior citizen and understand the importance of leaving a legacy and learning from past generations.



Leadworthy® Character Lessons for
ELEVENTH GRADE
DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will recognize the importance of taking accountability for their actions and behaviors while deepening their understanding of the effects of positive and negative consequences as it relates to their goals, and the impact on others.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- How often do you hear students conversing about their goals?
- How are students emotionally handling the pressures of their responsibilities?



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

MY RESPONSIBILITY TO STAY INVOLVED

- Students will learn about their responsibility to be involved in community events.

WEEK 2:

OWNING MY THOUGHTS

- Students will understand their responsibility to reframe their thoughts to shape a more positive outlook.

WEEK 3:

RESPONSIBILITY FOR THE TRUTH

- Students will learn the importance of critical thinking as they gather information and make opinions.

WEEK 4:

BEING DIGITALLY RESPONSIBLE ONLINE

- Students will learn the importance of digital citizenship and being responsible while texting and online.

SERVICE LEARNING:

SOCIAL RESPONSIBILITY

- Students will discuss and analyze social responsibility and will complete a service project focused on a social issue the class can agree on as a group. The issue the class chooses should be focused on working together for the common good.



Leadworthy® Character Lessons for
ELEVENTH GRADE
JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- Generally, do you feel that most of your students are leading healthy and balanced lives?
- What actions have you observed students participating in to show that they are mastering the concept of respect?



UNIT OVERVIEW: RESPECT

WEEK 1: RESPECT STARTS WITH YOU

- Students will define respect and understand how social skills and self-awareness grow respect for themselves and for others.

WEEK 2: WHAT'S IN YOU?

- Students will learn that who they are on the inside is more important than outside appearance alone.

WEEK 3: RESPECTING YOUR STRENGTHS

- Students will identify their strengths and become more self-aware.

WEEK 4: GIVING AND RECEIVING RESPECT

- Students will understand the value of giving and receiving respect.

SERVICE LEARNING: RESPECT OUR COMMUNITY

- Students will define the word neighbor to include the people with whom they learn and work with, live near, and share the world with.
- Students will define social responsibility and explore how to express it using art.



Leadworthy® Character Lessons for
ELEVENTH GRADE
FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will be intrinsically motivated to demonstrate compassion through their words and actions.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in students acknowledging each other's presence, both verbally and nonverbally?
- How many of your students are actively involved in giving back to the community via a school organization or an outside organization?



UNIT OVERVIEW: KINDNESS

WEEK 1: THE COST OF KINDNESS

- Students will identify how to express kindness to others.

WEEK 2: THE BENEFITS OF KINDNESS

- Students will understand how kindness benefits them.

WEEK 3: SPREADING KINDNESS

- Students will identify ways to express kindness to their friends and friend groups.

WEEK 4: THE LASTING IMPACT OF KINDNESS

- Students will understand how kindness has a lasting impact on themselves and others.

SERVICE LEARNING: PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



Leadworthy® Character Lessons for

ELEVENTH GRADE

MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are you noticing students taking more risks, asking questions, and attempting to challenge the status quo by providing a different perspective?
- Are students able to effectively communicate problems and concerns that are brought to your attention?



UNIT OVERVIEW: COURAGE

WEEK 1:

STAYING TRUE TO YOUR COLORS

- Students will define courage and understand that it can take courage to stay true to their values.

WEEK 2:

WHEN COURAGE IS SILENCE

- Students will identify when it is safe to be courageous and when it may be detrimental.

WEEK 3:

COURAGEOUS SUPERHEROES

- Students will understand how they can be courageous every day by intentionally helping other people.

WEEK 4:

STEP UP WITH COURAGE!

- Students will be able to identify strategies to step up and act with courage.

SERVICE LEARNING:

COURAGEOUS HEROES IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in their community.



Leadworthy® Character Lessons for
ELEVENTH GRADE

APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward short-term and long-term goals.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- Are most of your students motivated by extrinsic or intrinsic rewards?
- When faced with a difficult task, are students more apt to ask for help rather than giving up?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

PERSEVERANCE AND PRACTICALITY

- Students will define perseverance and practically solve problems to persevere through challenging situations.

WEEK 2:

MY ATTITUDE = MY ACHIEVEMENT

- Students will develop an understanding of how their attitude impacts their level of perseverance.

WEEK 3:

OFFERING HOPE

- Students will reflect on excuses they've made that have hindered their perseverance and will identify ways they can show their best effort in the future.

WEEK 4:

IT IS POSSIBLE

- Students will learn to encourage other people to persevere in challenging times.

SERVICE LEARNING:

ENTREPRENEURIAL PROJECT

- Students will discuss and analyze the needs and wants of the school and/or local community and will create a product or develop a service and related business plan to produce and market their chosen product or service.



Leadworthy® Character Lessons for
ELEVENTH GRADE
MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will recognize the importance of being honest and trustworthy in all situations, whether good or bad. Students will gain a greater understanding of the impact their decisions have on relationships and personal goals.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are students cognizant of how their actions affect others?
- Are students taking more accountability for their actions and placing less blame on external factors?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

INTEGRITY 101: MORE THAN BEING HONEST

- Students will define integrity and distinguish between integrity and honesty.

WEEK 2:

THE INSIDE MATTERS

- Students will identify the traits of a leader with integrity.

WEEK 3:

THE VALUE AND REWARD OF INTEGRITY

- Students will understand that integrity is about living a legacy by standing firm in one's values and choosing to do that which is right.

WEEK 4:

INTEGRITY IN MOTION

- Students will identify ways to show integrity in their daily lives. Students will review fundamental concepts of previously studied character traits.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





leadworthy[®]

Character Lessons

Scope & Sequence for Twelfth Grade



12th

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How to Use Leadworthy® Character Lessons IN YOUR CLASSROOM

Our K-12 Leadworthy Character Lessons are intentionally designed to support the work you are already doing to build a positive school culture that inspires and empowers students to lead with heart.

Each 30-minute lesson aligns with our Capturing Kids' Hearts® EXCEL Model™. Lessons are grade-level specific, progressive, systemic, and easy to use with minimal preparation. Each month, we provide four lessons. These lessons can be taught once a week in a single sitting or as five different mini-lessons throughout the week — teaching one piece of the EXCEL lesson plan each day.

These lessons also intentionally support and reinforce state and nationally-recognized student needs and skills, including:

- 21st Century Learning Components
- College and Career Readiness Skills

Using our own research on leadership development and the recommendations for character education at the state and national levels, we identified nine initial character traits to grow leadership skills of students.

Empathy
Self-Direct
Teamwork
Responsibility
Respect
Kindness
Courage
Perseverance
Integrity

The recommended teaching calendar (seen below) aligns directly with the monthly themes, resources, and dashboard you see in CKH.org.

In addition to weekly lessons, you will also have access to a monthly service-learning lesson. These monthly lessons are not required but provide you with opportunities to integrate service-learning components and projects on campus that align with and support monthly themes.

Service-learning lessons can be used:

- by one class or one grade level
- by multiple classes and grade levels
- or campus wide.



What You Need to Know to Get Started

STEP 1:

Choose your structure.

- Whole Lesson Approach: Teach one 30-minute lesson each week.
- Mini-Lesson Approach: Teach a mini-lesson (5–7 minutes) each day using the Capturing Kids' Hearts® EXCEL Model™. For example: Engage on Monday, X-plore on Tuesday, etc.

STEP 2:

Choose when and where to use these lessons.

- In Elementary:
 - Morning Meeting
 - Social Studies
 - Enrichment
 - End of the day
- In Secondary:
 - Advisory
 - Homeroom
 - Social Studies
 - English

STEP 3:

Embrace the monthly theme.

- Reinforce the monthly theme through morning announcements, social media posts, and communication with parents and staff members.
- Send home the monthly family newsletter to spotlight the theme and character trait at home.
- Celebrate students and teachers who model these traits each month.

STEP 4:

Assess your students' progress.

- Teacher Guiding Questions: Use these questions to measure your students' development for each Leadworthy® Character Trait before and after a unit.



LEADWORTHY®
CHARACTER TRAITS
Recommended Calendar

August / September
EMPATHY

October
SELF-DIRECT

November
TEAMWORK

December
RESPONSIBILITY

January
RESPECT

February
KINDNESS

March
COURAGE

April
PERSEVERANCE

May
INTEGRITY



Leadworthy® Character Lessons for
TWELFTH GRADE
AUGUST / SEPTEMBER

EMPATHY

Understanding and feeling what others are experiencing.

UNIT OBJECTIVE

Students will build better relationships by recognizing and understanding the feelings of others, practicing ways to be more understanding, and reflecting on the effects of active listening.

Why Focus on Empathy?

- Empathy builds positive classroom culture. Empathy empowers students to learn to understand each other to build trust and safety in the classroom.
- Empathy strengthens community. Empathy helps students strengthen their relationships with classmates, other students and adults at school, and at home.
- Empathy prepares your students to be leaders in their community. The best leaders understand the people they lead and are able to show they care.

Empathy in Action:

- Take a different perspective. When you take a different perspective, you put aside your own feelings and reactions to see the situation through another's eyes.
- Put aside judgment. Take a pause and rather than express conclusions about a situation based on what you see, step back and consider other things you may still need to know or understand.
- Communicate that you understand. Instead of giving advice, respond with reflective phrases like, "It sounds like you..." or "I hear that you..." to express that you understand and care.

TEACHER GUIDING QUESTIONS

- Are students more aware of others around them? (i.e., they invite a student who is usually quiet into their conversation.)
- During academic discussions, how do students handle opposing viewpoints?



UNIT OVERVIEW: EMPATHY

WEEK 1: **MAKING CONNECTIONS THAT COUNT**

- Students will identify important people who have supported them throughout their lives.

WEEK 2: **EMPATHY IN ACTION**

- Students will define empathy and practice empathizing with others.

WEEK 3: **FLEX YOUR EMPATHY MUSCLE**

- Students will improve their skills at responding to others with empathy.

WEEK 4: **LIVING A LEGACY WITH EMPATHY**

- Students will understand that to live a legacy requires learning to express empathy to others.

SERVICE LEARNING: **OUR HOMELESS COMMUNITIES**

- Students will discuss and analyze the needs of homeless shelters and will complete a service project focused on donating items people living or visiting shelters might need.



Leadworthy® Character Lessons for
TWELFTH GRADE
OCTOBER

SELF-DIRECT

Lead yourself to who you want to be.

UNIT OBJECTIVE

Students will learn and practice skills needed to increase their self-control, which will benefit them as they strive to reach short-term and long-term goals.

Why Focus on Self-Direction?

- Self-direction strengthens relationships. Self-direction helps to grow social skills and develop meaningful and positive relationships with others.
- Self-direction teaches personal responsibility. Learning to self-direct teaches students to take responsibility for their own actions.
- Self-direction helps us to regulate emotions. Self-direction empowers students to regulate their impulses and emotional responses to situations and circumstances in life.

Self-Direction in Action:

- Practice goal setting and action planning. When we establish goals and develop action plans, we learn to take intentional steps to successfully achieve goals.
- Monitor and adjust. Provide students with regular feedback and opportunities to self-assess progress toward goals so they can adjust and make improvements in their behaviors.
- Reflect and evaluate. Facilitate discussions and reflection to prompt students to examine what they do, think, and say against their goals and vision for their life and learning.

TEACHER GUIDING QUESTIONS

- What strategies are students utilizing to balance their responsibilities?
- Do students take the initiative to ask for help as problems occur and within a reasonable timeframe?

Leadworthy® Character Lessons for

TWELFTH GRADE

NOVEMBER

TEAMWORK

Work together to reach a goal.

UNIT OBJECTIVE

Students will develop their understanding of collaboration on a team as it relates to their willingness to create space for various viewpoints and opinions, commitment to the task, increased productivity, and the quality of the finished product.

Why Focus on Teamwork?

- Teamwork improves communication. Teamwork helps us improve our verbal and non-verbal communication skills, conveying that we care and have a relevant message.
- Teamwork builds interpersonal awareness. Growing a great team requires us to first build strong relationships through a better understanding of ourselves and others.
- Teamwork celebrates diversity. Teamwork thrives from diverse ideas that come from a mixture of different genders, cultures, expertise, experiences, and problem-solving approaches.
-

Teamwork in Action:

- Call them a team — not a class or a group. A group consists of many different people. A team, however, has a common purpose and a shared responsibility for success.
- Require teams to set expectations and manage their own behavior. Do not tell teams what type of behavior is expected. Rather, let them decide for themselves using a Social Contract.
- Teach and encourage affirmations. Giving affirmations helps connect the team and builds trust, promotes engagement, and boosts a positive culture.

TEACHER GUIDING QUESTIONS

- During student collaborations, have you observed improvements with students listening and affirming each other, and doing their part on a given group task?
- Can you list at least three students who have shown significant improvement in displaying teamwork?



UNIT OVERVIEW: TEAMWORK

WEEK 1: A COMMON PURPOSE

- Students will connect how their mission and purpose play into their roles of being good teammates.

WEEK 2: SELFISH VS. SELFLESS

- Students will be able to identify selfishness and selflessness.

WEEK 3: TEAMWORK IN ACTION

- Students will identify and work as a team to complete a service project.

WEEK 4: SUSTAINABLE SUCCESS AS A TEAM

- Students will be able to identify the traits of highly effective teams and realize what it takes to overcome obstacles when working with others.

SERVICE LEARNING: SENIOR CITIZENS IN OUR COMMUNITY

- Students will interview a senior citizen and understand the importance of leaving a legacy and learning from past generations.



Leadworthy® Character Lessons for
TWELFTH GRADE
DECEMBER

RESPONSIBILITY

Own your thoughts, words, and actions.

UNIT OBJECTIVE

Students will recognize the importance of taking accountability for their actions and behaviors while deepening their understanding of the effects of positive and negative consequences as it relates to their goals, and the impact on others.

Why Focus on Responsibility?

- Responsibility teaches resilience. It is not possible to persevere and achieve our dreams without taking personal responsibility seriously.
- Responsibility empowers us to own our actions. There is great power in being able to make conscious, calculated choices to reach goals and manage those things in our control.
- Responsibility teaches us to manage our time and resources. Responsibly organizing and prioritizing needs is an executive function of the brain that improves with practice.

Responsibility in Action:

- Give students roles and responsibilities. When students have a leadership role in class, they are accountable for contributing positively to the classroom culture.
- Empower students with self-management tools. Provide students with tools to help manage stress and impulsivity while motivating them to meet goals.
- Clearly communicate consequences. Empower students to make choices and experience the consequences of their actions, both positive and negative.

TEACHER GUIDING QUESTIONS

- How often do you hear students conversing about their goals?
- How are students emotionally handling the pressure of their responsibilities?



UNIT OVERVIEW: RESPONSIBILITY

WEEK 1:

SELF MANAGEMENT: BEING RESPONSIBLE FOR ME

- Students will define responsibility and recognize the difference between self-management and social awareness.

WEEK 2:

RESPONSIBILITY IN MY WORLD

- Students will identify their responsibilities to the world and to those around them.

WEEK 3:

COMMIT TO RESPONSIBILITY

- Students will understand and identify their roles at school, at home, and in their environment.

WEEK 4:

RESPONSIBILITY IN THE DIGITAL WORLD

- Students will understand their responsibility as digital citizens.

SERVICE LEARNING:

SOCIAL RESPONSIBILITY

- Students will discuss and analyze social responsibility and will complete a service project focused on a social issue the class can agree on as a group. The issue the class chooses should be focused on working together for the common good.



Leadworthy® Character Lessons for
TWELFTH GRADE
JANUARY

RESPECT

Give honor and value to ourselves and others.

UNIT OBJECTIVE

Students will demonstrate acts of goodwill toward themselves, others, and the community.

Why Focus on Respect?

- Respect contributes to a positive culture. People feel safe, supported, and engaged in the context of thoughtful social, emotional, civic, and intellectual interactions.
- Respect decreases conflict. Respect helps us and others to be able to express ourselves without fear of being judged, humiliated, or discriminated against.
- Respect encourages empathy. Respect helps us to understand each other and put ourselves in someone else's shoes.

Respect in Action:

- Teach students words have power. How we talk to others and ourselves can motivate or discourage, connect or destroy, and hurt or heal. We should choose our words with care.
- Create opportunities for group decision-making. Open dialogue engages students in a process where compromise is crucial to making decisions.
- Vary protocols for classroom sharing. Frequently use open-ended questions, partner sharing, and small-group activities to connect and promote understanding between students.

TEACHER GUIDING QUESTIONS

- Generally, do you feel that most of your students are leading healthy and balanced lives?
- What actions have you observed students participating in to show that they are mastering the concept of respect?



UNIT OVERVIEW: RESPECT

WEEK 1:

POSITIVE SCHOOL CULTURE – IT’S UP TO ME!

- Students will understand the connection between positivity and respect for themselves and others.

WEEK 2:

CLIMATE CHANGE – WHAT RESPECT CAN DO!

- Students will understand the differences between positive and negative school culture and identify ways to improve school culture.

WEEK 3:

RESPECT SLOGANS

- Students will understand their positive influence on others around them and their ability to model respect for others.

WEEK 4:

POSITIVELY IMPACTING THOSE TO COME

- Students will understand how to make a positive impact on their school campus.

SERVICE LEARNING:

RESPECT OUR COMMUNITY

- Students will define the word neighbor to include the people with whom they learn and work with, live near, and share the world with.
- Students will define social responsibility and explore how to express it using art.



Leadworthy® Character Lessons for
TWELFTH GRADE
FEBRUARY

KINDNESS

Be appropriately friendly and compassionate to others.

UNIT OBJECTIVE

Students will be intrinsically motivated to demonstrate compassion through their words and actions.

Why Focus on Kindness?

- Kindness boosts positive emotions. Acts of kindness create neural pathways that enhance feelings of wellbeing and the natural flow of feel-good endorphins and neurotransmitters.
- Kindness is self-replicating. When we perform an act of kindness, it is likely to encourage others to act in a similar way.
- Kindness reduces stress and anxiety. Kindness promotes positive relationships with other people. When you build healthy connections with other people, it helps decrease anxiety.

Kindness in Action:

- Celebrate small things. Start each day with Good Things as a class. Publicly and privately affirm kind and thoughtful actions and attitudes.
- Create opportunities for students to regularly affirm each other. Once a week, dedicate time for students to write notes of affirmation to classmates and school staff members.
- Model kindness. Be mindful of body language, tone, and mindset. Kindness is learned by example!

TEACHER GUIDING QUESTIONS

- Have you noticed an increase in students acknowledging each other's presence, both verbally and nonverbally?
- How many of your students are actively involved in giving back to the community via a school organization or an outside organization?



UNIT OVERVIEW: KINDNESS

WEEK 1:

KINDNESS AS A GIFT

- Students will be able to identify how to express kindness to others.

WEEK 2:

FAMILY: GIVING MY BEST - NOT WHAT'S LEFT.

- Students will understand the importance of showing kindness to family.

WEEK 3:

BEING UNCOMFORTABLE MAKES KINDNESS COMFORTABLE

- Students will discover how staying in their comfort zones can be an obstacle to showing kindness to others.

WEEK 4:

KINDNESS: IT STARTS WITH ME!

- Students will understand the benefits of being kind to themselves and how that impacts others.

SERVICE LEARNING:

PROJECT KINDNESS

- Students will discuss and analyze the impact of kindness on themselves, their school, and their community.
- Students will complete a service project focused on cultivating kindness in their school and community.



Leadworthy® Character Lessons for
TWELFTH GRADE
MARCH

COURAGE

Develop strength to face something difficult.

UNIT OBJECTIVE

Students will develop skills that will equip them to overcome difficult, uncomfortable, and uncertain situations.

Why Focus on Courage?

- Courage encourages engagement. Courage helps students raise their hand, participate, try new things, and voice their opinions.
- Courage builds self-confidence. Courage is the choice to act. By doing something, students increase their belief in themselves and their ability to do difficult or challenging things.
- Courage can help reframe a negative. When something does not go as planned or a student gets upset about a mistake or failure, courage can help them reframe the event in a positive light.

Courage in Action:

- Provide leadership opportunities! Students can learn and demonstrate leadership by teaching and mentoring others, classroom roles and responsibilities, or community outreach.
- Encourage discussion and debate. Foster curiosity and empower students to formulate ideas and engage in respectful discourse and conversations.
- Celebrate failures. Create opportunities to reduce fear of failure and celebrate when students try something new, even if they are not successful the first time.

TEACHER GUIDING QUESTIONS

- Are you noticing students taking more risks, asking questions, and attempting to challenge the status quo by providing a different perspective?
- Are students able to effectively communicate problems and concerns that are brought to your attention?



UNIT OVERVIEW: COURAGE

WEEK 1:

IT TAKES COURAGE TO BE SELF-AWARE

- Students will define courage and understand how being self-aware can assist in growing their courage.

WEEK 2:

INTENSIFIED EMOTIONS INTENSIFY FEAR

- Students will take responsibility for factors they can control, decreasing their anxiety meanwhile increasing their courage to overcome challenges.

WEEK 3:

COURAGEOUSLY DIFFERENT

- Students will understand that it takes courage to consider and respect differing points of view.

WEEK 4:

FACING THE FUTURE WITH COURAGE

- Students will learn the importance of using courage to persevere, despite facing failures, fears, or obstacles.

SERVICE LEARNING:

COURAGEOUS HEROES IN OUR COMMUNITY

- Students will define and give examples of the common good.
- Students will identify characteristics and actions of everyday people who are making a difference for the common good.
- Students will celebrate everyday heroes in the community.



Leadworthy® Character Lessons for
TWELFTH GRADE
APRIL

PERSEVERANCE

Give extra effort to make it through to the end.

UNIT OBJECTIVE

Students will learn to apply and maintain effort while working toward short-term and long-term goals.

Why Focus on Perseverance?

- Perseverance encourages positive self-talk and thinking. When faced with difficult tasks, perseverance helps students reframe with positive thoughts, such as “I’m not good at this YET!”
- Perseverance develops empathy. Students gain a better understanding of who they are and develop more empathy and compassion for others who may struggle to reach a goal.
- Perseverance sparks personal growth. Pushing through complex tasks builds resilience and helps students discover how capable they are.

Perseverance in Action:

- Share stories and challenging experiences. Be vulnerable and share personal experiences when you have struggled with a task or concept and had to work hard to push through.
- Praise effort and process, not intelligence or performance. Affirm students for the process they used to tackle tasks and point out how their abilities grow through their own hard work.
- Give your students the chance to struggle. Struggle builds self-confidence, independence, and perseverance. Resist the urge to intervene immediately and give students time to figure problems out.

TEACHER GUIDING QUESTIONS

- Are most of your students motivated by extrinsic or intrinsic rewards?
- When faced with a difficult task, are students more apt to ask for help rather than giving up?



UNIT OVERVIEW: PERSEVERANCE

WEEK 1:

KEEPING OUR EYE ON THE PRIZE

- Students will define perseverance and recognize times in their lives they have persevered to accomplish a goal.

WEEK 2:

PUTTING OUR VISION INTO ACTION

- Students will understand the importance of an action plan and create one to achieve their vision.

WEEK 3:

VALUE THAT DRIVES ME

- Students will identify their non-negotiables and recognize how these values impact their character.

WEEK 4:

OUR ROADMAP TO SUCCESS

- Students will create a roadmap to success to keep them focused on their goals as they persevere through trials.

SERVICE LEARNING:

ENTREPRENEURIAL PROJECT

- Students will discuss and analyze the needs and wants of the school and/or local community and will create a product or develop a service and related business plan to produce and market their chosen product or service.



Leadworthy® Character Lessons for
TWELFTH GRADE
MAY

INTEGRITY

Live with honesty and excellence.

UNIT OBJECTIVE

Students will recognize the importance of being honest and trustworthy in all situations, whether good or bad. Students will gain a greater understanding of the impact their decisions have on relationships and personal goals.

Why Focus on Integrity?

- Integrity generates trust. When we are honest and follow through on promises, we gain the confidence of our team. Trust allows us to collaborate and achieve more together.
- Integrity encourages self-assessment. Integrity requires our regular self-assessment to align behaviors with our goals and self-beliefs.
- Integrity is essential in leadership. Great leaders decrease anxiety and build strong teams when they are honest, consistent, and responsible.

Integrity in Action:

- Acknowledge and affirm acts with integrity. Publicly praise students who model acts of integrity, such as honesty and honor. Encourage students to identify classmates who show integrity.
- Use scenarios and role plays. Challenge students with real-life scenarios and situations that allow them to reflect, discuss, and choose the best next step or action.
- Create a culture of accountability. Invite students to give you feedback. Ask students to rate the class based on your Social Contract. Empower students with choice-based consequences.

TEACHER GUIDING QUESTIONS

- Are students cognizant of how their actions affect others?
- Are students taking more accountability for their actions and placing less blame on external factors?



UNIT OVERVIEW: INTEGRITY

WEEK 1:

LIVING A LIFE WITH INTEGRITY

- Students will define trust, trustworthy, and integrity.

WEEK 2:

DEMANDING EXCELLENCE FROM MYSELF

- Students will identify their values and why they guide their decisions.

WEEK 3:

INTEGRITY IN ACTION

- Students will recognize their values and their integrity using role-playing scenarios.

WEEK 4:

STAYING ALIGNED

- Students will review their personal values and whether or not their goals and dreams align with the values they hold in highest regard.

SERVICE LEARNING:

LEADERSHIP PROJECT

- Students will discuss and analyze the qualities of a leader and will discuss ways to promote, develop, and celebrate leadership on campus.



Leadworthy® Character Lessons
UNIT POSTERS

CONNECT WITH HEART



Empathy
Understand and feel the heart of another

leadworthy

THINK, CHOOSE, ACT



Self-Direct
Lead yourself to who you want to be

leadworthy

BETTER TOGETHER



Teamwork
Work together to reach a goal

leadworthy

DO YOUR PART



Responsibility
Own your thoughts, words, and actions

leadworthy

honor you - honor me



Respect
Act with thoughtfulness

leadworthy

SPARK THE HEART



Kindness
Be friendly and compassionate

leadworthy

STEP UP



Courage
Develop strength to face something difficult

leadworthy

FINISH STRONG



Perseverance
Give extra effort to make it through to the end

leadworthy

BE LEADWORTHY



Integrity
Live with honesty and excellence

leadworthy





Capturing
Kids' Hearts[®]
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