



Dear Educator,

Thank you for your interest in our program. Here is what you will find in this packet of sample, elementary-level materials.

Daily Broadcast Messages

These are also known by many as the “Project Wisdom Words of Wisdom.” The entire Project Wisdom Library (Series 1, 2 and 3) contains more than 600 of these timeless and proven-effective messages. Samples include these topics:

1. Education: Gratitude
2. Courtesy: Kindness/Manners
3. Citizenship: Taking Action/Making a Difference
4. Making Smart Choices
5. Education: Perseverance/Getting Started/Goals

Lesson Plans

The program includes an additional 160+ messages *with* lesson plans. These highly-rated plans address current and calendar events as well as pressing issues such as bullying, cheating, and academic performance. They integrate character education and social-emotional learning into all grade levels. Teachers love these because they are consistent in format and easy to implement. Samples include these topics:

1. How to Stop the Bullying
2. Choices: At the Core

Weekly Journals

These journal pages foster purposeful exploration and reflection of the everyday choices that students make about their behavior, relationships, and education to name just a few. Thirty-six weekly journals are included with the purchase of each Series.

Schools use these journals in advisor/advisee and language arts, as well as during detention and in-school suspension. For example, when a student is making poor choices, you might ask him or her to complete the journal page titled "Choices: Choosing What's Right" and then use it as a springboard for discussion. Samples include these topics:

1. Choices: Choosing What's Right
2. Honesty and Integrity: Rules for Success

Be sure to preview the Project Wisdom Educator Resource Site 2.0 at www.ProjectWisdom.com for more information. You will see exactly what a one-year, schoolwide subscription will provide both you and your entire staff. If you have questions, give us a call at (800) 884-4974.

Thank you again for considering Project Wisdom for your campus.

Sincerely,

The Project Wisdom Team

Elementary Level Sample Materials



Project Wisdom®
Helping Students Make Wiser Choices

EDUCATION

Gratitude

Good morning, name of school . This is name of narrator with a few words of wisdom.

There are many things we can have taken away from us. A thief can steal our video games or our money. An illness can take away our health. A flood or a fire can take away our homes. But there is one thing that cannot be taken from us — ever.

Someone wise once said it this way:

Education is the only thing which no one can take away from you.*

A good education is one of the most valuable things you will ever possess. Today, be grateful for the education you are receiving every day at school. It's a gift that can never be taken away.

With something to think about, this is name of narrator . Make it a great day . . . or not. The choice is yours.

*Author unknown

Note to educators: Alternative closing lines are available at www.ProjectWisdom.com.



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COURTESY

Kindness/Manners

Good morning, name of school. This is name of narrator with a few words of wisdom.

The word *courteous* means *polite* and *respectful*. When we are courteous, we behave in a way that shows good manners and respect. We try not to be hurtful to others.

There's an old saying:

The greater the person, the greater the courtesy.*

So, what does being courteous have to do with being a great human being? Great people understand that when you hurt others, you hurt yourself. They know that when you are respectful to others, they are more likely to show you respect, and that's a great thing!

I believe that every one of you has the potential to be great. Today, show off your greatness. Be courteous to others.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

*Author unknown

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CITIZENSHIP

Taking Action/Making A Difference

Good morning, name of school. This is name of narrator with a few words of wisdom.

Some children believe they are too small or too young to help make the world a better place.

Here's some really good advice about making a difference in your family, your school, your community. This advice comes from our former president Theodore Roosevelt:

Do what you can, with what you have, where you are.

Today, begin to look for ways to help out. Commit a random act of kindness. Offer to help a teacher. Do an extra chore at home. Remember, you don't need to wait until you are older. You can make a difference right now.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

Theodore Roosevelt (1858-1919)

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CHOICES

Good morning, name of school. This is name of narrator with a few words of wisdom.

Do you remember the definition of the word *consequence*? It means the results of our actions. Every time we do something – good or bad – there is a result, right?

All of us make mistakes. Some of the mistakes we make are small and come with small consequences. Other mistakes are big, and the consequences can be serious.

Someone wise once said:

Every great mistake has a halfway moment, a split second when it can be recalled and perhaps corrected.*

In other words, somewhere in the middle of making a mistake, we can stop and choose again and perhaps not make the mistake at all.

Next time you think you might be making a mistake, stop for a second, take a breath, and choose something different before it's too late.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

*Original quote: "Every great mistake has a halfway moment, a split second when it can be recalled and perhaps remedied."
Pearl S. Buck (1892-1973)

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EDUCATION

Perseverance/Getting Started/Goals

Good morning, name of school. This is name of narrator with a few words of wisdom.

Have you ever wanted to get something done, but you just didn't know where to begin? Maybe the job seemed impossible.

Now listen to these words:

Start by doing what you have to do, then what you know you can do, and suddenly you are doing the impossible.*

If you have a big homework assignment to do or a project you need to complete, start today. Start now. Make a list of what you *know* you can do, and then make a list of what you think you can do. Break the job down into parts. Ask for help when you need it. Take one step at a time, and before long, what seemed impossible won't seem so hard anymore.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

*Original quote: "Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible."

Author unknown

Note to educators: Alternative closing lines are available at www.ProjectWisdom.com.



How to Stop the Bullying

Key Ideas: Kindness as an antidote to bullying/Safe and caring schools

Character Traits: Respect/Responsibility/Caring

Level: Elementary

Good morning, name of school . This is name of narrator with a few words of wisdom.

Have you ever been bullied? Bullying can include name calling, being made fun of, being pushed or shoved or other mean-spirited actions.

What can we do to make sure that our school is a safe and caring place for all students? We can remember that bullying can be very hurtful and can hurt for a long time. Some people never forget the times they have been bullied.

Great American writer Ralph Waldo Emerson wrote:

***You cannot do a kindness too soon,
for you never know how soon it will be too late.***

It's never too soon to show kindness to others. Today, do your part to create a more caring school by doing two simple things: don't stand for bullying and look for ways to be kind to others.

With something to think about, this is name of narrator . Make it a great day . . . or not. The choice is yours.

Ralph Waldo Emerson: 1803-1882



How to Stop the Bullying

- Key Ideas:** Kindness as an antidote to bullying/Safe and caring schools
- Character Traits:** Respect/Responsibility/Caring
- Concept:** Students will learn that kindness is the antidote to bullying.
- Materials:** You may need to obtain in advance a book from the library or your campus reading center.
- Directions:** Read or ask a student to read aloud the Project Wisdom message that accompanies this lesson plan. Discuss the following questions, then choose the activities that best suit your class's needs.

Discussion Generators

1. Do you agree with Mr. Emerson's words that you cannot do a kindness too soon? Why or why not?
2. Who can tell me what bullying is? (Help students identify what bullying looks like in class, on the playground, in the lunchroom, etc. Help them identify exclusion as a form of bullying. List bullying behaviors on the board.)
3. How do you think it feels to be bullied?
4. Tell about a time when you were hurt by what someone said or did.
5. Describe how you felt when you saw or heard someone being bullied. What did you do?
6. Who remembers what an antidote is? How do you think kindness can be an antidote, a cure to bullying?
7. What rules do we have in our class and in our school that help prevent bullying and teasing?
8. What can you do to make school a safer, more caring place?
9. Describe a time when someone was kind to you. How did it make you feel?
10. What can adults do to help make school a more caring place?

Closing Comments – Mr. Emerson said that it's never too soon to be kind to others, so let's start right now. Let's all be caring and responsible citizens at school. Don't stand for bullying. If you witness it, report it to a school authority. If you are a victim of bullying, talk to an adult you trust. No one deserves to be bullied, and we all deserve a school that is a safe and caring place to be. It's important to remember that there are people on campus and in our community that care about your safety.



How to Stop the Bullying

Follow-up Activities

Grades K-2

- Read *How to Lose All Your Friends*, by Nancy Carlson (especially good for K-1). Discuss friendship behaviors and what happens when children are not kind to their friends.
- Read *Bill and Pete*, by Tomie dePaola. Discuss the examples of kindness shown in the story. Have the children remember a time someone showed kindness to them. Have them make a thank-you card to send or give to that person.

Grades K-5

- Start the day off with giving the children their "Observation Assignment." They are to watch for acts of bullying and kindness throughout the morning. Give no other directions. In the afternoon, ask the children to share what they saw. How did they feel? Did they do anything? Could there have been better choices made by either person? What advice would/should they give the child being teased? What should they say to the bully? Older children can write about their findings; younger ones can draw.

Grades 2-5

- Read *The Three Questions*, by Jon Muth. Discuss what the answers have to do with bullying and kindness.
- Read *Simon's Hook*, by Karen Gedig Burnett. Discuss examples of bullying, teasing, and put-downs as told in the story. Have the children share a time they were teased. Discuss what to do if they are teased or if they see bullying.
- Use the book above to create a "Get Hooked by Kindness" activity. Ask students to make posters listing five ways that they can show kindness to others. Have a poster contest, with posters being displayed around the class or school.
- Using the same book above as a springboard, ask students to write a letter to the bully, giving him advice on how to be kind and thoughtful to others. Students should be required to use at least three character traits in their letters, and examples of how the bullying can show those traits.
- Using one of the stories mentioned above, act out the scenes of teasing/bullying and the scenes of kindness. Be sure that the bully also plays the victim. Discuss how it felt to be both.
- Having completed any of the activities, ask students for suggestions about how to create a kinder community both within the class and within the school. List their suggestions on the board. Be open to any action that the children think of taking.



Notes to teacher: Be sensitive to the fine line between helping and being a tattletale. Here's some information from another Project Wisdom message that might be useful:

Some children will tattle on each other for not sharing a cookie or for not having their shoes on the right feet — harmless things. But what happens when we see someone doing something that is definitely wrong and may be harmful to others? Do we tell someone? Tattling is about unimportant things that, in the big scheme of things, aren't very important. On the other hand, reporting an incident that is clearly wrong or potentially hurtful is the right thing to do.

Think ahead of time about what children on your campus can practically do when they see bullying. Do they come to you? the counselor? the "discipline person"? Reassure them about how the adults on campus will respond should they choose to report an incident of bullying.

Reading List

K-5

- *The Three Questions*, J. Muth

K-2

- *Bill and Pete*, T. dePaola
- *How to Lose All Your Friends*, N. Carlson
- *Stand Tall, Molly Lou Melon*, P. Lovell

2-5

- *The Invisible Boy*, T. Ludwig
- *Say Something*, P. Moss
- *Simon's Hook*, K. G. Burnett



At the Core

Key Ideas: Making choices is easier when you know what your values are/Determining one's core ethical values

Character Traits: Integrity/Respect/Responsibility/Caring

Level: Elementary

Good morning, name of school. This is name of narrator with a few words of wisdom.

Here's a very important question to ask: What character traits are important? Do you think that kindness is an important character trait? What about honesty or fairness? Maybe you think all these are very important.

Now here's a little secret. Once you decide which character traits are really important to you, it will be much easier to make good choices. For example, if you decide it's important to be kind, it will be easy to be kind to a classmate others are teasing. You've already decided. You've decided to be a kind person, not a person who is mean to others.

Someone wise once said that

It's not hard to make choices when you know what character traits are important to you.*

Today, stop and make a list of the character traits you think are most important and then make a decision to be that kind of person.

With something to think about, this is _____. Make it a great day . . . or not. The choice is yours.

*Original quote: "It's not hard to make decisions when you know what your values are." ~ Roy Disney



At the Core

- Key Ideas:** Making choices is easier when you know what your values are/Determining one's core ethical values
- Character Traits:** Integrity/Respect/Responsibility/Caring
- Concept:** Students determine what values they hold dear and explore how those values affect the choices they make.
- Materials:** Suggested activities for art classes may require materials for creating a drawing, painting, or poster.
- Directions:** Read or ask a student to read aloud the Project Wisdom message that accompanies this lesson plan. Ask for volunteers to share responses to the following questions.

Discussion Generators

1. Name the character traits you believe are important. Character traits are simply qualities that you have as a person that make you unique and special. What are some positive qualities that you have that you believe are important?
2. Which of these character traits is most important to you as a person? as a student? as a family member? as a member of this school community? Do you think that having these qualities helps you to be a better student? to get along with your friends? Does having positive character traits help you at home? How?
3. Do you believe that most human beings believe these are important character traits? Why or why not? What would our world be like if everyone thought these character traits are important?
4. Do you think that knowing what traits you possess can help you to make good choices? For example, if you make a decision to be an honest person, is it easier to say no if someone wants to copy your homework? Why or why not?
5. Why is it a good idea to write down the character traits that you think are important and then decide to be that kind of person?

Closing Comments – If you want to be a successful human being, it's important to think about the character traits you believe are important. It's even a good idea to make a list and then put your list in a safe place. When you have an important choice to make, you can look at your list and remember what's important. Deciding what character traits are important to you will make it much easier to make wise choices along the way.



At the Core

Follow-up Activities

Grades K-1

- For the youngest citizens, defining the character traits may need to be done before the *Discussion Generators* can be used. Centers/workstations can be set up so that the students can rotate through them, being introduced to each one. Books can be recorded so that the students can listen to one book in each center. In each center, children can be asked to draw a picture of how they can demonstrate each of the traits in class, on the playground, in the cafeteria, and at home. Have students brainstorm adjectives that describe themselves and list those words on a large chart paper. After a few minutes of brainstorming, review the words with the students and circle those words which are positive traits. Have students give examples of actions that reflect those positive traits. Give students a large piece of construction paper folded into fourths. In the middle, instruct students to draw a self-portrait, and in the four squares around the portrait have students draw and/or write about four traits that they possess (e.g., showing kindness by sharing, etc.).
- Create a large chart on the board or a poster where students can reach it. List in columns the traits that the students have identified as being most important. As the week progresses and books are read in the class, post the names of characters from the book in the columns that represent character traits that the character has exhibited.

Grades 2-5

- Have the students prepare the class to open the school's Museum of Character Traits. Decide which character traits are important to students. This can be done by vote or teacher's decision. Divide the students into groups of 3-4, allowing each group one of the traits. Using the Reading List below, have each student read some of the books and journal about the trait. Have the members plan an exhibit about their character trait. Each group can include artifacts (books, everyday objects, adult-authored articles, student-made brochures), artwork (both 2- and 3-dimensional), photographs, pieces of writing (student-authored stories, poems), even music that teaches visitors about their trait. Invite other classes and parents to the museum.
- Choose one of the books from the Reading List and either read it aloud or assign it to be read individually. Have students write journals in first person as the main character. Students focus particularly on the character traits that are evident in the story, inferring how hard/easy it was to be respectful, responsible, and/or honest. As the journal entries are discussed, students should pay attention to what the characters had to consider when choosing between the right and wrong choice.
- Have students make acrostic poems using character traits. Post these on a board for all to see and then have students share their poems, highlighting examples of when they exhibited those traits.
- Make a "Gotcha" board and have students put sticky notes up listing student names when they are caught showing good character. Extend this to students finding examples of real-life people exhibiting good character in the world. Encourage them to find articles in the magazines and newspapers highlighting good character. Each morning choose an article to discuss with the students.



Reading List

K-5

- *The Empty Pot*, Demi
- *Grandpa's Teeth*, R. Clement
- *The Great Kapok Tree*, L. Cherry
- *Have You Filled a Bucket Today*, C. McCloud
- *Ish*, P.H. Reynolds
- *Miss Rumphius*, B. Cooney
- *Old Turtle*, D. Wood
- *Only One You*, L. Kranz
- *Peace Begins With You*, K. Scholes
- *The Principal's New Clothes*, S. Calmenson
- *The Three Questions*, J. Muth
- *Wilfrid Gordon McDonald Partridge*, M. Fox

3-5

- *The City of Ember*, J. DuPrau
- *The Iron Dragon Never Sleeps*, S. Krensky
- *The Janitor's Boy*, A. Clements
- *The Landry News*, A. Clements
- *Number the Stars*, L. Lowry
- *Poppy*, Avi
- *The Sign of the Beaver*, E. G. Speare
- *Twenty and Ten*, C. H. Bishop

