



Grade 1–6
Social Studies

Developing
Self-Esteem

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

Unit 8: Ordinary People—Extraordinary Impact

Subject(s) and Level

This unit relates to Grades 1–6 social studies/language arts curriculum and can be integrated into each of the grades. Curriculum outcomes listed herein however are specific to Grade 6.

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Unit Objective

To introduce students, thereby enable them, to the roles they play in their community, their rights and responsibilities as citizens and the impact they can have on their local and global community through their actions.



Time

This unit comprises five lessons of two to three hours duration each.

Lesson 2: The Six Pillars of Character

Objective

To understand and examine the affect of our actions and words on our community and to extend knowledge of what it means to be a global citizen.

✂ Materials

- Acts of Kindness Reading: *The Smartest Giant in Town*, by Julia Donaldson. Illustrations, by Axel Scheffler. New York: MacMillan Children’s Books, 2002.
- Handout 1 “Pillars of Character Checklist”
- Handout 2 “My Life and The Pillars of Character”
- * Download from www.nick2015.com for Millennium Development Goals. (The video may be accessed by clicking on the flag of Great Britain to hear the English version of the goals or, in turn, each of the characters in the upper left corner of the homepage can be clicked to see information about each goal.)

- Poster paper and felt pens to create Pillars of Character posters

Getting Started

Knowledge Now

- Ask students to brainstorm with you what makes a responsible citizen.
- Have students sit in a large story circle on the floor and celebrate affirmations about what they do personally to be responsible classroom citizens. For example: “I am a good friend. An example is when I...”, “I respect others’ property by....”
- “I listen to others’ opinions” and so on.

Engaging Interest

- Have students select someone in their life who is a good role model—someone who is a responsible citizen and possibly a hero to them. Students list all the reasons why this person is their hero.
- Students can listen to the song “Wind Beneath My Wings”, by Bette Midler, an excellent illustration of the meaning of hero.

Learning Activities

- Distribute Handout 1 “The Six Pillars of Character Checklist” and have students examine their choice of hero and check off the pillars of character they see in this other person.
- Count students into groups of three to four students. Have students work in these small groups to define each of the six pillars of character. One group will define *trustworthiness* and provide examples of this; one group will define *respect* and provide examples and so on. Each group will only define one pillar.
- Each group will spend approximately 15 minutes brainstorming together and then will present their findings to the class.
- Class members will be invited to expand on ideas and the definition.
- Each of the six pillar posters will be displayed on the front board.
- Gather students together and explain that acts of kindness are sometimes small, sometimes medium and sometimes large, but they all can have extraordinary impact.
- Introduce the story, *The Smartest Giant in Town*, by Julia Donaldson.
- Prereading activity: Ask students what they think this book will be about, based on the cover illustration and the title of the book.
- Ask them to listen for examples of each of the six pillars of character in the story.
- Post Reading: Have students share their responses to each pillar of character. How did the giant demonstrate respect, responsibility, fairness, caring, citizenship and trustworthiness in the story? Chart these on the board.
- Reiterate that we are all ordinary people with extraordinary talents and gifts, and we can have extraordinary impact on those around us.
- Have students take out their Tree of Impact from Lesson 1 and review.
- Explain to students that each of the six pillars of character we celebrate affect our actions and words with others in our immediate lives. They also affect our role as a global citizen.
- Invite students to watch the Millennium Development Goals which can be downloaded from www.nick2015.com. The video may be accessed by clicking on the flag of Great Britain to hear the English version of the goals or, in turn, each of the characters in the upper left corner

of homepage can be clicked to see information about each goal.

- While viewing, ask students to record any points they feel are important as they relate to the Pillars of Character already defined and discussed.
- Share these points as a class.

Assessment/Analysis

- Handout 2—Have students brainstorm about each of the six pillars of character on a personal level and complete the phrases: I am trustworthy when.... This is a personal exercise.
- Encourage students to think of the Millennium Development Goals and their role as a global citizen when completing this exercise.

Application

- Ask students to select one of their character traits and expand on it. This will form the basis of a well-written paragraph or poem celebrating that character trait in themselves.
- It is important to remind the students that this piece of writing will be shared.
- Students may want to look back at their Impact Tree to expand their ideas.
- After writing/visual time is provided, ask students to regroup. Have students work on good copies of assignment.
- Their creations can form the basis of an Ordinary Kids; Extraordinary Impact book that may be collated and placed in the school library to be used for reading to a younger grade or for a schoolwide assembly.

Activities for Extension and/or Integration

- Ask students to brainstorm their perfect world for 2015? They may use pictures and/or words in their description. Encourage them to use the Millennium Development Goals in their perfect world. This can be done as a homework assignment.
- See other lessons in this unit.

Subject and Level Learner Outcomes for Subject and Level

Grade 6 Language Arts General Outcomes

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

6.1: Respond to Text

- Explain own point of view about oral, print or other media texts
- Make connections between own life and characters and ideas in oral, print and other media texts
- Construct meaning from texts by identifying or inferring reasons for a character's actions or feelings

6.2: Understand Form and Genre

- Discuss connections among plot, settings, characters in oral, print and other media texts

6.3: Elaborate on Expression of Ideas

- Select and use visuals that enhance meaning of oral, print and other media texts
- Produce narrative that describes experiences that reflect personal responses

Grade 6 Social Studies General Outcomes

6.1: Communication Skills

- Draw conclusions about rights and responsibilities of citizens

6.2: Participation Skills

- Demonstrate respect for rights/opinions of others
- Participate in a small group discussion by following established rules

Safe and Caring Topics and Concepts

Living Respectfully

- Examining Rights and Responsibilities

Developing Self-Esteem

- Taking Responsibility for language and actions

Respecting Diversity

- Recognize and appreciate that individuals, families and cultures are unique

Teaching Strategies

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
		<ul style="list-style-type: none"> • Problem solving— group work 	<ul style="list-style-type: none"> • Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Reinforcement— affirmations • Literature 		<ul style="list-style-type: none"> • Story Circle 	<ul style="list-style-type: none"> • Brainstorming • Affinity charting • Creating posters

Supplementary Resources

- www.pbskids.org/itsmylife/video/index.html
- www.charactercounts.org/def-six.htm
- www.goodcharacter.com
- www.charactercounts.org/defsix.htm
- www.4h.unl.edu/character/html/webdoc1.htm
- www.drake.edu/icd/Pillars.htm

Pillars of Character Checklist

_____ Trustworthiness

_____ Responsibility

_____ Respect

_____ Fairness

_____ Caring

_____ Citizenship

My Life and the **Pillars of Character**

I am trustworthy when

I show I care by

I show respect by

I take responsibility for

I demonstrate fairness when

I show I am a responsible citizen by
