

Civil Air Patrol's ACE Program

What Goes Around Comes Around Grade 1 Character Lesson #1



Topic: Caring/Kindness

Length of Lesson: 40 minutes

Objective:

- Students will comprehend the story and use critical thinking skills.
- Students will construct and learn to throw a boomerang.
- Students will use the boomerang to symbolize that what they choose to do and say will return to them.

National Character Education Partnership (CEP) Standard Alignment:

- Principle 1 - Promotes core ethical values.
- Principle 2 - Defines "character" to include thinking, feeling, and behavior.
- Principle 3 - Uses a comprehensive, intentional, proactive, and effective approach.
- Principle 4 - Creates a caring school community.
- Principle 7 - Strives to foster students' self motivation.
- Principle 9 - Fosters shared moral leadership and a long-range character initiative.

Background Information:

Caring is defined as showing thoughtfulness and/or concern for someone or something and can be used as an adjective or verb. A good synonym for caring is thoughtful. By being nice to others and helping people, we can show that we care.

Once children learn methods of caring, it is important for them to understand that if they care for others, others are more likely to care for them. Developing a caring nature in our young students is an investment in kinder, more supportive, and helpful society.

Materials:

- pre-constructed boomerang (directions in lesson)
- Aesop's fable of "The Lion and the Mouse" (attached)
- manila file folders or foam craft sheets (one per pair of students)
- pencil
- scissors
- boomerang pattern for each student or pair of students (attached)

Lesson Presentation:

1. Show students a four-winged boomerang. Ask students to tell you what it is and what it does.

2. Demonstrate the boomerang. Tell students that a boomerang makes you think about caring and that you'll explain why a little later.
3. Ask students if they think that a tiny mouse could help a huge lion. Ask if they think the lion would scare the mouse. Tell the class to listen carefully to the story and see if the mouse helps the lion.
4. Read the fable of "The Lion and the Mouse."
5. Ask questions at the end of the story.
 - What was Lion doing at the beginning of the story? (sleeping)
 - What caused the Lion to want to eat Mouse? (Mouse woke him up.)
 - Why did Lion not eat Mouse? (Mouse told Lion he might be able to help him someday, and Lion was good-natured.)
 - Did Lion believe there was any way Mouse could ever help him? (no)
 - Why do you think Lion didn't think that a mouse could ever help a big lion? (Lion probably thought Mouse was too small and weak to help a big, strong lion.)
 - How did Mouse show he cared for Lion? In other words, how did he help Lion? (gnawed ropes that had trapped Lion)
 - What would have happened if Lion had not been nice to Mouse by letting him go when they first met? (Lion would have been trapped forever.)
 - How did each of these characters show caring for others? (Lion didn't eat Mouse, and Mouse rescued Lion from the ropes.)
6. Show the boomerang again. Ask students if they think they might know why boomerangs remind you of caring. Explain that when we show that we care for others, hopefully, others will show that they care for us. Just like a boomerang is thrown out and should return, when kindness is shown, it should be returned.
7. Ask if boomerangs return every time. Explain that sometimes boomerangs may not return like they are supposed to, and sometimes people do not show caring in return. Encourage students to keep on caring regardless, because they will certainly be happy, like the lion in the story, when someone cares for them. We never know when our caring might save someone's life or someone might save our life because of caring!
8. Tell students that the boomerang can also represent the idea that if they do rude and uncaring things such as talk badly about others and pick on people, eventually, their ugly behavior will get returned to them by someone, or they will get in trouble for their bad behavior at some point in time. Just like a boomerang, what you say and do will come back to you in some way.

9. Tell students that they will now construct a boomerang to remind them things we say and do come back to us. Follow the directions to construct the boomerang.
 - Distribute boomerang patterns to students.
 - Have students cut out the pattern.
 - Have students trace the pattern onto the front or back of a file folder. (Other materials may be substituted for the file folder such as foam trays or cardboard. When thicker materials are used, the top surface of each blade should be rounded.)
 - Cut out the boomerang.

10. Fly the boomerang (or do the summary first depending on time).

Hold one wing of the boomerang between your thumb and index finger. Hold the boomerang vertically (up and down), and give a spinning motion to the boomerang as you throw it straightforward. The boomerang will travel straight out from you a few feet, circle, and come back. By the time it returns, it will be spinning in a level plane. Catch the boomerang by clapping it between your hands or thrusting your finger into the hole as it momentarily hovers. Try throwing the boomerang horizontally and observe its flight. (from NASA Glenn Research Center lesson)

Summary:

Compliment students specifically on something they did well today. Ask students to define caring. Ask someone to explain how Lion and Mouse showed that they were caring characters. Remind students that they should care for everyone! No matter what our size or shape, we all win when people care, and if we show that we care for other people, other people are more likely to care for us. Let caring start with you! "Like the flight of the boomerang, the choices you make today will return to you, so make good choices!"

Assessment:

- students answers during discussion
- construction of boomerang

Additional activity ideas to enrich and extend the primary lesson:

- Draw a Venn diagram or chart on the board. Compare and contrast the characters of Lion and Mouse. Be sure to include that one way they were alike was that they cared about someone beside themselves.
- Play the song "Boomerang" by Charlotte Ritchie.
- Have students think about the characteristics of Mouse. Because Mouse was small, he could move through small places. He had good teeth. He used his special features to help Lion. Draw a picture of the 4-winged boomerang on the board. Say, "If I were Mouse, and I wanted to write a way I could help others on this blade of the boomerang, I would write, 'I am small, so I could get to

something in a small space for someone.' " Ask students to help you write three other ways Mouse could help others, and one on each of the remaining three blades. Now, ask students to think of their own special qualities. Have them write four ways they can help others, with one answer on each blade of their boomerang. Allow students the opportunity to share their answers. Remind students that when we help other people, we show that we care.

- Conduct the following caring compliments lesson:
 - Read and discuss Bill Cosby's The Meanest Thing to Say.
 - Pair each student up with a partner. Instruct students to individually give each other a compliment. Help the activity along when needed. Ask the person who is receiving the compliments to look into the mirror. Ask the student to describe his or her own facial expression. After a student has given a compliment, have the student repeat the compliment while looking at himself/herself in a mirror. Ask the student who gave the compliment to describe his/her facial expression.
 - Lead a discussion concerning how the students felt when they were receiving a compliment. List the responses on the board or on a large blank piece of chart paper.
 - Discuss how students felt when they were giving a compliment. List the responses on the board or on a large blank piece of chart paper.
 - Distribute paper plates (card stock) and drawing materials such as crayons, paint, or markers. Ask students to draw the way their face looked when they received a compliment. Allow them to look into the mirror, if they wish. Ask students to flip the plate over and draw the way their face looked when they gave a compliment. Allow them to look into the mirror, if they wish.
 - End with a discussion on the likenesses and differences (if any) of the two sides of the plate. Most plates will probably look alike on both sides, since giving and receiving compliments makes people feel happy. Use the paper plates for a display titled "The Many Faces of Compliments."

Associated Literature:

The Meanest Thing to Say by Bill Cosby

Andre, Angel in a Poodle Suit by P. Danner

Oliver Button is a Sissy, by T. De Paola

Two Good Friends by J Delton

Corduroy by D Freeman

Alexander and the Wind-Up Mouse by L. Lionni

What Good Thing Can Patches Do? by S. K. Mitchell

"The Lion and the Mouse"

Aesop

One day a great lion lay asleep in the sunshine. A little mouse ran across his paw and awakened him. The great lion was just about to eat him up when the little mouse cried, "Oh, please, let me go, sir. Some day I may help you". The lion laughed at the thought that the little mouse could be of any use to him. But he was a good-natured lion, and he set the mouse free.

Not long after, the lion was caught in a net. He tugged and pulled with all his might, but the ropes were too strong. Then he roared loudly, hoping someone would come to his aid. The little mouse heard him and ran to the spot. "Be still, dear Lion, and I will set you free. I will gnaw the ropes." With his sharp teeth, the mouse cut the ropes, and the lion came out of the net. "You laughed at me once," said the mouse. "You thought I was too little to do you a good turn. But see, you owe your life to a poor little mouse."

Four-Wing Paper Boomerang

SOURCE: NASA Glenn Research Center

http://www.grc.nasa.gov/WWW/K-12/TRC/Aeronautics/Four_Wing_Boomerang.html

