

OCTOBER MODULE

RESPONSIBILITY/TRUSTWORTHINESS

Noah the Carpenter / Deborah the Judge / Jesus the Teacher / Paul the Missionary
Correlated to *Stepping Stones: Who's My Neighbor?*

Concept insight:

Responsibility.... the state of acting in accordance with what is right.
Trustworthiness.... able to be relied on to do or provide what is needed or right.
Young children can learn to be responsible and trustworthy through everyday experiences with adults and older siblings, and through stories that show the “if/then” of specific actions. These character traits are fundamental in becoming good citizens, choosing good people with whom to associate, and for receiving respect from others.

Module overview:

October’s focus is a study in responsibility and trustworthiness as they go hand-in-hand with young children. It is never too early to start. As they are given simple tasks to complete, even toddlers can learn and experience joy in the process of developing these characteristics. The Bible is full of characters that can teach lessons about acting responsibly and being a trustworthy person. Stories from both the Old and New Testaments, modeling and lassoing teachable moments throughout the day, along with the month-in-day stories and provided activities will provide the teacher with ample material for the development of becoming a responsible and trustworthy citizen and child of God.


Module components to note:

1🌀 In *Barney the Diner’s Pizza Shop* CELEBRATE activity “As Ordered,” an oven or toaster and microwave is needed. Arrangements may need to be made ahead of time with the cook for using the lunchroom/kitchen area for the activity or bringing in a toaster and microwave for temporary use in the classroom.

2🌀 In *The Little Yellow Chicken* CONNECT activity “Blended Together,” a kitchen blender is needed. Arrangements may need to be made ahead of time with the cook for using the lunchroom/kitchen area for the activity, or for bringing a blender for temporary use into the classroom.

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 Taking a field trip is suggested several places in this module. When leaving the property is not possible, consider one or more of the following links to take a virtual field trip instead.

Krispy Kreme: <http://www.youtube.com/watch?v=vIBbJkNyi7g>


Jelly Bean Factory: http://www.jellybelly.com/Virtual_Tour/virtual_tour.aspx

Grocery Store: <http://www.pbslearningmedia.org/resource/7e5fe770-6721-4371-81e4-57605d89d287/grocery-store-field-trip/>

Post Office: <http://www.pbslearningmedia.org/resource/596fdec9-36aa-4f7b-818e-d8701259ac0e/post-office-field-trip/>


Pizza Restaurant - This video is found in the following three internet locations. If one link does not work, try the next:


- 1- <https://www.pinterest.com/pin/574068283722589832/>
- 2- <https://www.youtube.com/watch?v=fD6jKeqlqls>
- 3- <http://www.pbslearningmedia.org/resource/d3f6f3ec-e30b-4645-b56e-307039ac5514/pizza-restaurant-field-trip/> (Fast forward video clip to 10 minutes)


 In the CELEBRATION activity “The Family’s Adventure” that goes along with the De’Monte Love story, a classroom party is listed to which children’s family members, young and old, are invited. Invitation and communication should be done weeks in advance, with follow-up reminders, so that the guests can arrange their schedules to attend.

Module-specific Centers/Field Trips/Visitors:

 *Self-awareness 3.1.1; Self-control 3.2.3; Interpersonal Relationships 3.3.3; Spoken/Expressive 4.1.1-4.1.5; Approaches to Learning 5.0.1-5.0.5; Creative Expression/Fine Arts 5.1.6-5.1.7; Social Studies 5.4.7, 5.4.9*

 Set up a “community helper” area in which the children can play school. Encourage the children to pretend they are the teacher, cook, playground supervisor, receptionist at the front door, or other community helper/school worker.

 *Fine Motor 2.2.1-2.2.4; Self-awareness 3.1.1; Self-control 3.2.3; Interpersonal Relationships 3.3.1, 3.3.3-3.3.6; Spoken/Expressive 4.1.1-4.1.5; Listening/Receptive 4.2.2; Pre-writing 4.3.1, 4.3.3; Pre-reading 4.4.3; Vocabulary 4.5.1-4.5.2; Approaches to Learning 5.0.1-5.0.5; Creative Expression/Fine Arts 5.1.1, 5.1.4-5.1.8, 5.1.13, 5.1.15; Mathematics 5.2.1-5.2.2, 5.2.5, 5.2.10; Social Studies 5.4.1-5.4.2, 5.4.6-5.4.7*

 Ahead of time, set up several community helper centers for businesses, or if space is limited, provide prop boxes for the children to reenact and role-play working as community helpers. Play with the children, introducing vocabulary words such as the names for the community helpers, the names of the tools that they use, and modeling such words as please, thank you, and excuse me. Encourage the

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children to use complete sentences while role-playing. This is an excellent time to extend the children's knowledge as well as assess their comprehension of the concepts discussed. Additional fun is to have the children make their own wallets and wear "ID" as they play in character. Attach each child's picture to a lanyard (new or used) along with a card that states the name of the center and his/her job title.

Have children make their own wallets by folding a piece of construction paper in half, punching holes and having them "sew" them shut around 3 edges using yard tied to a pipe cleaner as the needle. Then students can place their play money inside and use their wallets as they go from business to business. You can also ask parents to send in old outdated business cards, fake credit cards, etc. and distribute among the children.


Materials needed: Lanyards, children's portraits, ID tags, play money, credit cards

Here is a list of business center ideas and materials needed to set them up:

- **Bakery-** To the play dough area add bowls, spoons, plastic knives, cookie cutters, muffin tins, mini bread loaf pans, small cookie sheets, a cooling rack, spatulas, rolling pins, pots and pans and even a George Foreman play dough grill®, if possible.
- **Car Wash-** Provide buckets, sponges, scrub brushes, and a small towel to an area in which toy cars and trucks can be driven through a "wash."
- **Beauty Salon-** Provide a collection of items such as empty spray bottles, hairdryers, curling irons and flat irons with cords, plastic combs, mirrors, combs, make-up mirrors, finger nail polish bottles filled with water and food coloring, magazines, etc.
- **Office-** Place on a desk or table a lamp, calculator, keyboard, tape dispenser, telephone, note pads, Post it® notes, and writing utensils.
- **Doctor's Office-** Set up a desk or mat bench which place a blanket, stethoscope, thermometer, Band-Aids, empty first aid kit, Band-Aids, and Ace wraps. Set a few chairs and magazines close by.
- **Emergency Center-** In a block area set emergency vehicles, play people, firefighter hats, police hats, and bicycles.
- **Restaurant-** Designate a table or two for this area. Children can make a restaurant menu by cutting pictures of food from grocery store sale flyers in newspapers and gluing the pictures into a file folder. In the restaurant prop box have menus, tablecloth, serving plate, cloth napkins, silverware, dishes, aprons, play food, notepads, pens, silk flower centerpieces, chef hat, place mat, serving tray, etc.
- **Post office-** Provide a collection of envelopes in various sizes (letters, cards, manila mailers, etc.), small brown paper-wrapped boxes, a mailbox, writing utensils, address labels, stickers that look like stamps and postal stickers, etc.

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 *Fine Motor 2.2.1-2.2.4; Self-control 3.2.1-3.2.4; Interpersonal Relationships 3.3.1, 3.3.3-3.3.6; Listening/Receptive 4.2.1-4.2.4; Approaches to Learning 5.0.1-5.0.5; Creative Expression/Fine Arts 5.1.1, 5.1.4*



○ In a game center, use the Community Helper cards given in Figure 8 for a variety of activities such as playing Bingo®, Memory®, or simply matching and grouping pictures. (Photocopy each set of 3-by-2 cards of six community helper pictures onto card stock to make a set of Bingo cards. Photocopy all the pictures of Figure 8 again and cut them apart into little squares of individual people.)

For Bingo, each player is given a card comprised of a 3-by-2 grid of six community helper pictures (see Figure 8) and a handful of markers (teddy bear counters, milk carton caps can be used as markers). The arrangement of the pictures is unique to every individual Bingo card. No two cards are exactly the same. The teacher, who has a set of single people pictures, draws a card from her deck and announces the name of the community helper on it. She should show the picture to the children also. Once the picture is shown to the children, they must scan their Bingo card to determine whether or not they have that same pictured community helper on their card. If he or she does, then the player places a marker over the picture. If he/she does not, the child quietly waits for the teacher to draw the next card to repeat the activity. Game is over when the first child who has completely placed a marker over each picture on his/her card calls out "Bingo!"

For Memory, use a pair of little square cards of each career person. Shuffle them and lay picture cards face down in a grid pattern. There should be two of each picture. The turns flipping over any two cards. On each turn, the player will first turn one card over, then a second. If the two cards match, they are removed from the game. If the two chosen cards do not match, the cards are turned back over face down for someone to choose on later turn. Then the next player gets a turn. When the cards are turned back over after they have been exposed, encourage the children to try to remember where they are for selecting later in the game when matching cards are exposed also.



○ For simple matching of identical community helpers, give child the collection of little square people pictures which has two or more copies of each career person so he/she can match and group the individual pictures that are identical together.

Materials needed: Community helper picture cards (see Figure 8)

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4 🚶 *Gross Motor 2.1.1-2.1.4; Fine Motor 2.2.1-2.2.4; Safety 2.4.3; Sensory Development 2.5.1; Self-control 3.2.2-3.2.4; Listening/Receptive 4.2.4; Approaches to Learning 5.0.1-5.0.2; Science 5.3.1, 5.3.3-5.3.4, 5.3.7; Social Studies 5.4.1-5.4.2, 5.4.10*

🚶 A visit to a local park that has ducks or geese is suggested in the activities for *Make Way for Ducklings*. Arrange ahead of time for a park official to spend a few minutes telling the children about his/her job, if possible. Spending some time feeding the ducks, geese and any other animals that come to the feast is recommended as well.

5 🚶 *Safety 2.4.1-2.4.4; Sensory Development 2.5.1; Listening/Receptive 4.2.4; Science 5.3.3-5.3.4; Social Studies 5.4.7*

🚶 A trip to a zoo is suggested in the CELEBRATION activity for *One Night*. It is a great field trip in which children can observe cashiers, and zoo- and grounds-keepers. One of the things you could do is visit a local petting zoo so the children could see real goats and learn that it is important to take care of them. Another in-class experience would be to invite someone to bring their pet and describe their responsibilities in taking care of it.

6 🚶 *Gross Motor 2.1.1-2.1.4; Safety 2.4.1, 2.4.3-2.4.4; Self-control 3.2.2; Interpersonal Relationships 3.3.6; Listening/Receptive 4.2.4; Social Studies 5.4.1, 5.4.7*

🚶 Let the children experience what it is like in the real world by taking them on field trips. There are many options for local trips such as to a post office, large grocery store or local bakery that can be interesting to the children and effectively support content in this module. Remind the children that to be safe in a public place they need to stay together and stay with their teachers and other adults from the school/center. Remind them that not everyone in town is responsible and trustworthy, but staying close to those they know will help keep everyone safe!

7 🚶 *Gross Motor 2.1.1-2.1.4; Fine Motor 2.2.1-2.2.4, Self-awareness 3.1.3; Interpersonal Relationships 3.3.5-3.3.6; Spoken/Expressive 4.1.1-4.1.3; Listening/Responsive 4.2.2, 4.2.4; Pre-writing 4.3.1-4.3.3; Creative Expression/Fine Arts 5.1.1-5.1.2; Social Studies 5.4.1-5.4.2, 5.4.7, 5.4.9; Technology 5.5.1-5.5.2*

🚶 Spend time recognizing the support staff and their responsibilities. Say to the children, "The people here at our center/school were chosen very carefully. We hunt for people who are responsible and trustworthy to work here. Can you tell me why we search so carefully?" Pause for their answers and then assure them it is because we want people who are good at taking care of them. Then continue, "Here at our school/center we have some wonderful adult workers. Let's go see them!" Allow children who are able to help take photos with a digital camera of the various center/school helpers (janitor, secretary,




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director/principal, teachers) in your local school/center. Give younger children toy or homemade cameras to walk around with and imitate taking pictures of the adult helpers. Back in the classroom, look at the photos together and discuss with the children what responsibilities the helpers have and how they make the school/center a better place. Decide as a class how they can be shown appreciation and thanked for what they do (e.g., make thank-you cards, give a small gift, intentionally share smiles and say thank you to the person face-to-face, etc.) and give the children opportunity to follow through with decisions.

Materials needed: Digital camera or cell phone with digital camera capability, cameras

 *Listening/Receptive 4.2.4; Social Studies 5.4.2, 5.4.7*

 Send out an invitation to parents to come and share their occupations. Ask them to give only 10 minutes of their time. Plan their presentation times to be in the morning or in the afternoon or before pick-up in the afternoon to make it more convenient and appealing to parents to participate. Creating a sign-up sheet listing days and time slots for the presentations and posting it at the entrance to the classroom or beside the daily attendance sign-in sheet make it visible and easy for parents to accept the invitation. Encourage parents to bring props, pictures or other visual aids for engaging children's interest.

 *Health 2.3.1-2.3.2, 2.3.4; Listening/Receptive 4.2.4; Science 5.3.8; Social Studies 5.4.7*

 Arrange for one or more individuals from the health and medical field (pediatrician, dentist, nutritionist, physical therapist) to visit with the children to teach them about forming healthy habits such as brushing teeth regularly, eating fruit and vegetables, playing outdoors in the fresh air, etc.

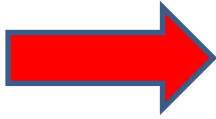
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Quadrant 4

Celebrate

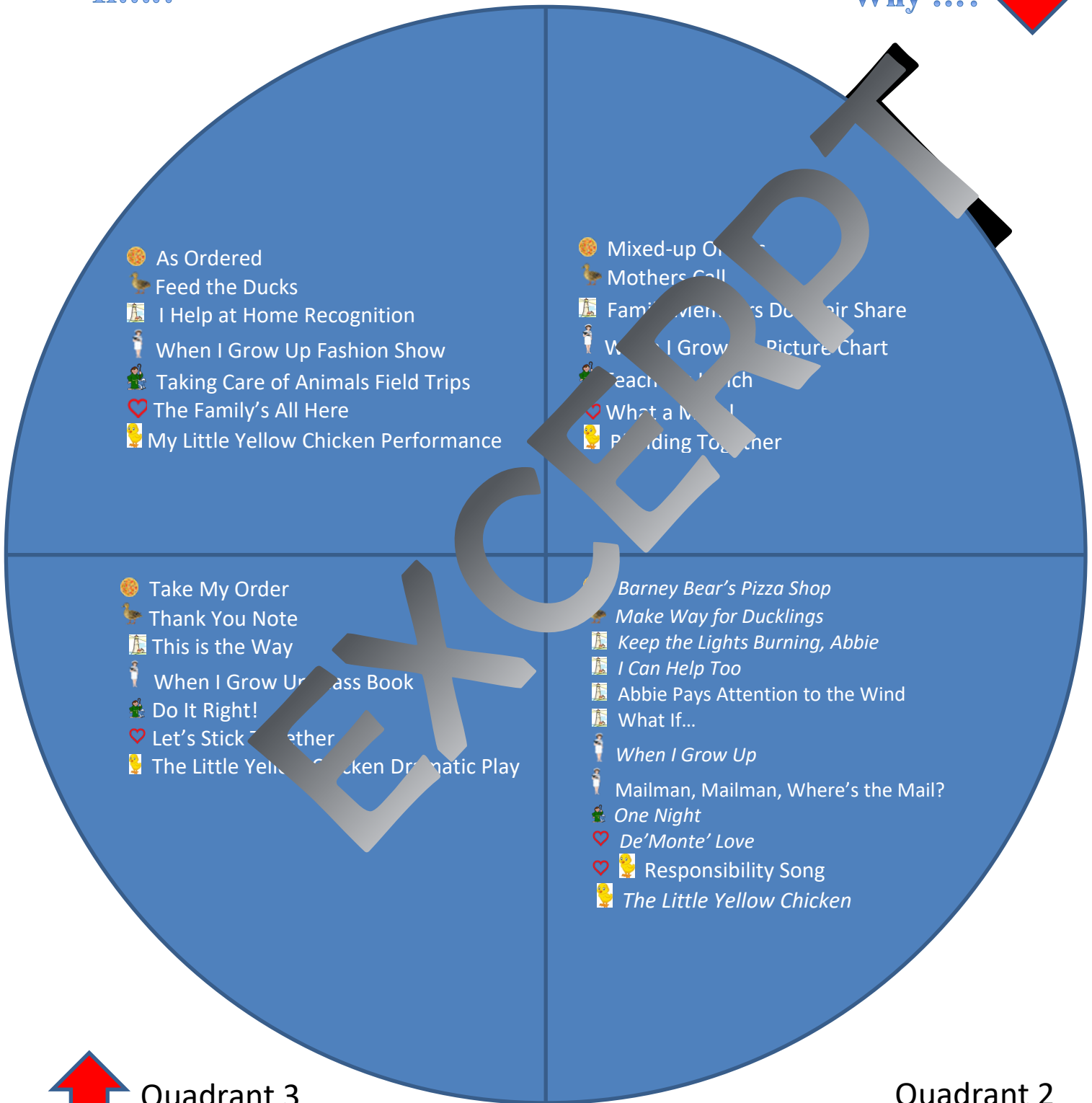
If...?



Quadrant 1

Connect

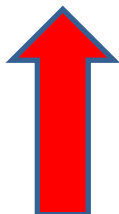
Why ...?



Quadrant 3

Practice

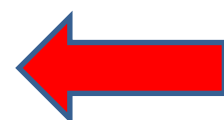
How...?

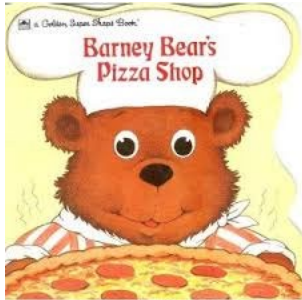


Quadrant 2

Inform

What...?





BARNEY BEARS PIZZA SHOP

By Larry DiFiori



Mixed-up Orders

Self-awareness 3.1.2-3.1.4; Self-control 3.2.4; Interpersonal Relationships 3.3.4-3.3.6; Spoken/Expressive 4.1.1-4.1.4; Listening/Receptive 4.2.2; Approaches to Learning 5.0.1-5.0.2, 5.0.5; Social Studies 5.4.7-5.4.9



Gather the children around a selection of snacks such as Teddy Grahams®, Gold Fish®, popcorn, fruit gummies, etc. in single-serving-size packages. Then announce that you are going to take their orders, that they get to choose what they would like to eat. On a small notepad, resembling what a waiter might use to take an order, present a notepad and write down what each child selects. Then proceed to “fill their orders” but deliver to each one something other than what he/she asked for! At first, act innocent as the children argue that what you give them is not what they ordered. Then, stir up a little chaos on purpose as you act as if you are really trying to get their orders delivered to them correctly, but still mess up and give them wrong. Finally, bring everything to a halt by keeping the snack packages and promising that you will give them what they ordered later-- and promise to get it right later. Assure them they'll get their snack later.

Materials needed: **Prepackaged single-serving-size snack food.**

Health 2.3.1; Self-awareness 3.1.3; Interpersonal Relationships 3.3.6; Listening/Receptive 4.2.2; Social Studies 5.4.7, 5.4.9



For young children, simply offer them three choices and instruct them to choose one. Teacher says while showing the requested items to the children, “Did I get it right? I need to make sure I do it right for you. It is my responsibility. I want you to be able to trust me.” Make this a simple statement; this is not the time to teach a formal lesson. Simply make the comments in role-playing that can be referred back to later.

Materials needed: **Prepackaged single-serving-size snack food.**



INFORM

Barney Bear's Pizza Shop

Self-awareness 3.1.1-3.1.3; Spoken/Expressive 4.1.2-4.1.4; Listening/Receptive 4.2.2; Pre-reading 4.4.2; Vocabulary 4.5.1


Reflect back with the children on the CONNECT activity in which their snack orders got all mixed up. Ask them if they have ever tried to do something and it seemed like they just couldn't do it right. Have them examine things such as buttoning their sweater, tying their shoes, doing their hair, etc. Encourage them to express how they felt when they would try but not succeed. Then read the story, *Barney Bear's Pizza Shop* to the children. Help the children see that just because Angelo could not do what he was supposed to do well, did not mean he was not trustworthy to get the job done. Explain to the children that being responsible and trustworthy is about honestly trying their best to do and be what parents, teachers, and others need them to be.



PRACTICE


Take My Order

Fine Motor 2.2.1-2.2.4; Interpersonal Relationships 3.3.3, 3.3.6; Pre-writing 4.3.1-4.3.4

 As a fun follow-up to the *Barney Bear's Pizza Shop* story, plan with the children their very own pizza parlor experience. But first, bring out the snack order list that was made in the CONNECT activity, and this time read it aloud and correctly deliver to everyone what they ordered. Then ask the children if they think they can be responsible and trustworthy in taking orders correctly, making them right per people's orders, delivering them without incidents, and collecting payment successfully. Assist the children in creating a pizza parlor order form (see Figure 1 for an example).

Materials needed: Order form, small clipboards for keeping the order forms together

Fine Motor 2.2.1-2.2.4; Self-control 3.2.3; Interpersonal Relationships 3.3.3; Listening/Receptive 4.2.2; Creative Expression/Fine Arts 5.1.1

 Assist the young ones in building their own pizzas. Provide each one with a round, light brown piece of construction paper and a smaller round, red piece of construction paper. Instruct them to glue them together pretending it is the sauce on the pizza crust. Then offer toppings of their choosing to glue onto their personal pan pizzas. For toppings, simply have various torn sizes and colors of construction paper such as white, yellow, green, brown, and black. Ask the children what toppings they would like and give them the corresponding colors as they request.



CELEBRATE

As Ordered

Fine Motor 2.2.1-2.2.4; Health 2.3.1; Sensory Development 2.5.1; Self-control 3.2.2; Listening/Receptive 4.2.1; Creative Expression/Fine Arts 5.1.13; Mathematics 5.2.5



Facilitate children making these mini pizzas. After seeing that they wash and dry their hands, instruct them to spread Ragu Pizza Quick® sauce (or similar) on an English muffin half, then add shredded mozzarella cheese. Bake in the oven at 350 degrees for 10 minutes (or less). If an oven is not available, toast the sauce in a microwave, toast the English muffin half in a toaster and when it pops up, promptly remove it and allow a child to spread the warm sauce, add the shredded cheese and broil it a couple of minutes to melt down before eating.

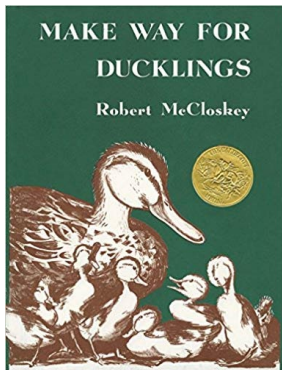
Materials needed: Ragu Pizza Quick Sauce®, English Muffin halves, shredded mozzarella cheese, oven or toaster

Health 2.3.1



For younger children, teachers could do the prep and simply give completed pizza to children to enjoy.

EXCERPT



MAKE WAY FOR DUCKLINGS

By Robert McCloskey



CONNECT

Mothers Call



God 1.1.1-1.1.2; Creation 1.3.1; Interpersonal Relationships 3.3.3; Creative Expression/Fine Arts 5.1.9-5.1.10; Science 5.3.1, 5.3.3-5.3.4, 5.3.8

Sing with the children "When a Mother Calls" (#2 in *Little House on the Prairie* book) and have fun with making the sounds of the animal mothers calling their young. When finished ask the children if anyone has a story to tell about seeing a mother animal interacting with her babies. Maybe someone's cat had kittens, dog had puppies, or farm hen had chickens. Invite children to share their observations and/or share from your own. Marvel together at how fun it is to learn and learn from the animals God created for us to enjoy.



INFORM

Make Way for Ducklings



Creation 1.3.1-1.3.2; Safety 2.4.1-2.4.3; Spoken/Expressive 4.1.2-4.1.5; Listening/Receptive 4.2.2, 4.2.4-4.2.5; Pre-reading 4.4.2, 4.4.7; Vocabulary 4.5.1; Science 5.3.1, 5.3.3-5.3.4; Social Studies 5.4.1-5.4.2, 5.4.7, 5.4.9-5.4.10

Prepare the children for this story by describing what it means to be responsible and trustworthy. Challenge the children to listen carefully and be ready to tell you when they hear an example of a person or animal being responsible or being trustworthy in the story. Then read/tell the story to the children. At a minimum, the children should have their attention drawn to Michael the policeman and how he helped keep Mrs. Mallard and her ducklings safe as they crossed the street. Take the opportunity to introduce "community helpers" to the children. Talk with the children about how

policemen and other community workers such as firemen, nurses, etc., have to be responsible in their daily work in order for people to trust them to help. In addition to the policeman, discuss how Mrs. Mallard was also being responsible and trustworthy in taking care of and teaching the ducklings how to swim, dive, walk in a line, come when they are called, stay a safe distance from wheeled things, and moving them to the island. Ask the children who teaches ducks to take care of their young? Share how God created animals this way while we humans have to learn to be responsible and trustworthy. Ask, "Should a mother duck trust a wolf to take good care of her babies? Why not?"



PRACTICE

Thank-You Note

Fine Motor 2.2.1-2.2.4; Safety 2.4.3; Self-awareness 3.1.3; Interpersonal Relationships 3.3.3, 3.3.5-3.3.6; Spoken/Expressive 4.1.2-4.1.4; Listening/Receptive 4.2.2, 4.2.4; Pre-writing 4.3.1-4.3.4, 4.3.6; Pre-reading 4.4.7; Approaches to Learning 5.0.4; Social Studies 5.4.1-5.4.2, 5.4.7



After reading and having the discussion of *Make Way for Ducklings* in the INFORM section, guide the class in writing a thank-you note to Michael the policeman for helping Mrs. Mallard and her ducklings cross the street, as well as for helping people to stay safe. Have the children dictate what to say in the letter and write their message on chart paper. Take this opportunity to introduce the children to the proper form of a friendly letter. Include the date, greeting, body, closing, and space for the signatures, having each child sign his/her name.

Materials needed: Chart paper

Gross Motor 2.1.1-2.1.4; Health 2.3.2; Safety 2.4.3; Self-control 3.2.2-3.2.4; Interpersonal Relationships 3.3.3; Listening/Receptive 4.2.1; Pre-reading 4.4.7; Creative Expression/Fine Arts 5.1.5-5.1.7; Social Studies 5.4.7, 5.4.10



Choose one child to be Mrs. Mallard. Choose another to be Michael the policeman. Instruct all others to be the ducklings and to line up/follow Mrs. Mallard wherever she goes. Instruct Mrs. Mallard to obey Michael the policeman and give him a whistle. Note: This activity is best played outdoors. Children can trade places throughout the play period so that everyone can have a turn leading as Mrs. Mallard and being Michael the policeman.



CELEBRATE

Feed the Ducks

Health 2.3.2; Safety 2.4.1, 2.4.3; Sensory Development 2.5.1; Self-control 3.2.2-3.2.4; Interpersonal Relationships 3.3.6; Listening/Receptive 4.2.4; Approaches to Learning 5.0.1-5.0.2; Science 5.3.1-5.3.4; 5.3.7; Social Studies 5.4.1-5.4.2, 5.4.7, 5.4.10



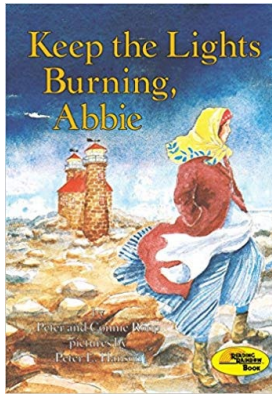
After reading *Make Way for Ducklings*, visit a local park that you are sure has many ducks or geese. Arrange ahead of time for a park official to spend a few minutes telling the children about the ducks and then spend some time feeding the ducks, geese and any other birds that come to the pond. Repeat the instruction about staying close to the teachers and adults from the school/center when they are in public places on field trips such as a local park.

Materials needed: **Old bread and/or crackers**

Listening/Receptive 4.2.4; Creative Expression/Fine Arts 5.1.1; Science 5.3.4; Social Studies 5.4.10; Technology 5.5.3



Instead of taking young children to a local park, share with them the story of the Peabody Hotel ducks. Using the following links, show the children how the ducks are brought down from their rooftop home to the lobby of the hotel for people to enjoy during the day: https://www.youtube.com/watch?v=-Plh82hDe_k and https://www.youtube.com/watch?v=HnGp72_78ps. Show the children how each evening, the duck master at The Peabody Hotel marches the Peabody ducks out of the lobby for a train to the awaiting elevator to return them to their rooftop "palace" for the night.



KEEP THE LIGHTS BURNING, ABBIE

By Peter and Connie Roop



CONNECT

Family Members Do Their Share

Spoken/Expressive 4.1.2-4.1.4; Listening/Receptive 4.2.2; Social Studies 5.4.1-5.4.2, 5.4.7, 5.4.9



Ask the children a series of questions designed to lead them to be aware of the contributions various family members make to the family's needs and well-being. Examples might include, "Who makes food for you at home?" "Who reads you stories at bedtime?" "Who washes your clothes?" "Who plays with you?" "Who takes you to the doctor when you are sick?" "What would happen if there was no one to help you with these things?" Talk about how nice it is when everyone (brother, sister, mom, dad) does a share of the work.

Fine Motor 2.2.2-2.2.4; Creative Expression/Fine Arts 5.1.5-5.1.7, 5.1.13; Science 5.3.4; Social Studies 5.4.7



Using a doll, model being caring for a baby by washing its face with a wash cloth, feeding it, dressing it, wrapping it in a blanket, etc. Then give the young children the opportunity to imitate what they have seen the teacher doing.

Materials Needed: Baby doll



Keep the Lights Burning, Abbie

The Bible 1.2.1; Worship & Church Life 1.5.6-1.5.7; Safety 2.4.3-2.4.4; Interpersonal Relationships 3.3.1-3.3.2; Spoken/Expressive 4.1.2-4.1.5; Listening/Receptive 4.2.2-4.2.3; Pre-reading 4.4.2; Vocabulary 4.5.1; Creative Expression/Fine Arts 5.1.4; Science 5.3.3-5.3.4; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.10



Read the story ahead of time so that you can simply use the pictures in the book to tell the story in your own words, because the text is long. As you tell the story, ask the children along the way how Abbie might be feeling. Point out that since Abbie knew her Papa might not be able to come back immediately, she reminded the others to be careful with food. Teach the meaning of the word, “responsible.” Abbie thought of the chickens when the water rose, and acted responsibly when she brought them into the safety of the lighthouse. And most important of all, she kept the lights burning even when it was not easy to do so and she was tired of doing the hard work. (Abbie knew her Papa trusted her to protect the lives of travelers. She needed to bring back food and medicine for her family. Abbie wanted to make him proud for everything that was not okay.) Tie this story to the Bible/Worship lesson “Jesus the Teacher.” Remind the children about how the teacher in Jesus’ story trusted his servants to do their best with what He gave them while they were not with Him. Discuss *why* that was important. Finally, talk about the difference between people we know very well and those we do not know and how we need to be careful around strangers/people we do not know, because they might not be trustworthy. Since we do not know if they can be trusted, we must be alert and cautious to stay safe.

Gross Motor 2.1.1-2.1.4; Pre-reading 4.4.7; Creative Expression/Fine Arts 5.1.7; Social Studies 5.4.10; Technology 5.5.3



This book will be more effective if you have the children act out the events as the story is being told and pictures shown. Pause throughout the story to model actions for the children to imitate; e.g., the story says, “Abbie looked out the lighthouse window.” Model, and have the children imitate, peering through a window. “She and Papa walked down to the shore.” Model, and have the children imitate, walking. “He raised the sail.” Model, and have the children imitate, pulling a rope and looking up at the sail raising. Look for and model other details that children can act out as they come up in the story.

Abbie Pays Attention to the Wind



Self-control 3.2.4; Interpersonal Relationships 3.3.2; Spoken/Expressive 4.1.2-4.1.5; Listening/Receptive 4.2.2; Pre-writing 5.3.2; Pre-reading 4.4.7-4.4.8; Vocabulary 4.5.1; Approaches to Learning 5.0.1-5.0.5; Creative Expression/Fine Arts 5.1.1, 5.1.7; Science 5.3.1-5.3.2, 5.3.6-5.3.8

Children make wind sounds. Explore “swoosh” and “whirrrr” for example; to us they sound funny but to Abbie it was frightening. Together, make other storm sounds, discuss what makes those sounds, and make a list of them. Discuss how we can act responsibly in a storm.

What If...

Fine Motor 2.2.2-2.2.4; Safety 2.4.3; Spoken/Expressive 4.1.2-4.1.5; Listening/Receptive 4.2.2-4.2.4; Pre-reading 4.4.7; Vocabulary 4.5.1, 4.5.3; Science 5.3.8; Social Studies 5.4.1-5.4.2, 5.4.7; Technology 5.5.1-5.5.2



Show the children a weather radio, demonstrate how it works, and discuss for what and when it is most often used. Allow the children to turn the knobs to experience the corresponding radio changes first hand. Next, explain to the children that Abbie's family did not have a radio because it was not yet invented, had not been made by anyone yet. Then ask, "Have any of you ever watched the news on TV and seen a weather report?" "What kinds of things do you hear the weather person say?" (Help the children recall typical comments that can be commonly heard on a weather report.) "What if Abbie's father could have turned on a radio back then and listened to a weather report; what might he have heard the morning he had planned to go for supplies?" "How important do you think it is for a weather person to be trustworthy?" "Why?" Help the children begin to understand how much responsibility a weather person has to help people be prepared for bad weather and good weather.

Materials needed: **Weather radio**

I Can Help Too

Self-awareness 3.1.1, 3.1.3; Spoken/Expressive 4.1.3; Listening/Receptive 4.2.2; Pre-reading 4.4.2, 4.4.7



Read the book, *I Can Help* (see Figure 1.1). After each question is read, allow the children to yell, "Yes I can!" and have them act out the helpful actions described on the page.

This is the Way

Gross Motor 2.1.1-2.1.4; Spoken/Expressive 4.1.3-4.1.4; Creative Expression/Fine Arts 5.1.9-5.1.10, 5.1.13; Social Studies 5.4.2, 5.4.7; Technology 5.5.3

To the tune of "Where We Go" and the Mulberry Bush" or "This is the Way We Wash our Hands" sing:

This is the way I make my bed,
make my bed,
make my bed,
This is the way I make my bed –
Responsibility.

Additional verses:

This is the way I sweep the floor ... Responsibility
This is the way I fold my clothes...Responsibility
This is the way I feed my pet ... Responsibility
This is the way I clean my room ... Responsibility

The tune can be heard via this YouTube link: http://www.youtube.com/watch?v=fs1b5LO_pGY and piano music can be found on page 41 of *Wee Sing Children's Songs and Finger plays*. Instruct the children to act out the motions of doing the chore while singing about it.



CELEBRATE

I Help at Home Recognition

Self-awareness 3.1.1, 3.1.3; Self-control 3.2.4; Interpersonal Relationships 3.3.1-3.3.6; Spoken/Expressive 4.1.2-4.1.4; Listening/Receptive 4.2.2, 4.2.4-4.2.5; Pre-reading 4.4.1-4.4.2; Creative Expression/Fine Arts 5.1.13, 5.1.15; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.9



In the Pebbles Bible curriculum, Week 3 “Jesus the Teacher” Quadrant 2, “Here Are My Students,” the children made and took home pictures of chores they could do to help at home, along with a note for their parents to sign and return confirming that the child performed the chore selected. To celebrate the children’s accomplishment and responsible behavior, call on those children who have brought back the note. Read what was done and then ask the child to describe what he/she did. After each child reports for after the entire group who completed the assignment is finished reporting, the children should applaud the achievement in whatever way the teacher may choose.

Materials needed: Parent response notes from “Jesus the Teacher” activity

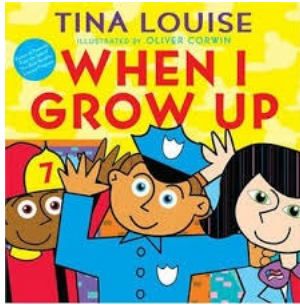
Fine Motor 2.2.1-2.2.4; Creative Expression/Fine Arts 5.1.9-5.1.10, 5.1.13



For younger children, give each child a wet wipe and let them help teacher wipe down all the tables in their classroom while singing a new tune to the song, “This is the Way”:

This is the way I wipe the table,
This is the way I wipe the table,
This is the way I wipe the table,
This is the way I wipe the table,
Responsibility.

EXCERPT



WHEN I GROW UP

By Tina Louise



CONNECT

When I Grow Up Picture Chart



Fine Motor 2.2.1-2.2.4; Spoken/Expressive 4.1.2-4.1.5; Listening/Receptive 4.2.2; Pre-reading 4.4.1, 4.4.5; Creative Expression/Fine Arts 5.1.1-5.1.2; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.8

Ask the children if they have thought about what they want to be when they grow up. Name a few popular ideas (e.g., teacher, doctor, fireman, etc.) and a few less popular, such as cashier, chef, construction worker, etc. Allow children to look at the chart of career people to add to the variety of choices already named (see Figure 3). As the children indicate their desired career, have them choose one of the representations from Figure 4 to place beside their names on the chart paper. This activity can be repeated on a different day by simply asking them to pick a second choice of what they might want to do when they grow up.

Materials needed: Piece of chart paper with every child's name listed on it, pre-cut Figure 4 career representations.



INFORM

When I Grow Up

Spoken/Expressive 4.1.1-4.1.5; Listening/Receptive 4.2.2-4.2.3; Pre-reading 4.4.2, 4.4.7; Social Studies 5.4.1-5.4.2, 5.4.7



Read the book *When I Grow Up* by Tina Louise, leisurely encouraging the children to imagine themselves in the professions the book introduces. When finished, reflect on what they learned from the parent and health care professionals' presentations and what they saw in the Community Helper Video presented in the Week 2 Bible/Worship "Deborah the Judge" PRACTICE activity as well. (Link to the video is in the list below.) Finally, discuss with the children in more detail what they are interested in doing when they grow up.

Creative Expression/Fine Arts 5.1.6-5.1.7, 5.1.13



Bring out all of the community helper dress-up items and have fun helping the children dress up and play as various community helpers.

Mailman, Mailman, Where's the Mail?

Fine Motor 2.2.1-2.2.4; Self-control 3.2.2; Interpersonal Relationships 3.3.3; Creative Expression/Fine Arts 5.1.6; Social Studies 5.4.7



Address and stamp an envelope to make it look like a letter. Choose one child to be the mailman. Line the remaining children up shoulder to shoulder and have the mailman stand about 15 feet in front of them but facing away from them with eyes closed. Instruct all of the children to hold their mailbags behind their backs. The teacher then quietly gives the envelope to one child at the end of the line who must hide it behind his/her back and quietly pass it to the child beside him/her always keeping the letter behind their back. The teacher then calls out, "Mailman, mailman where's the mail?" at which point all children start passing it and one child remains in possession of it. The mailman opens his eyes and turns around when he tries to figure out which classmate has the "mail". The mailman gets up to three guesses to name which child is hiding the mail. This can be repeated by having the child holding the "mail" be the mailman. Remind the children of the responsibility mailmen have not to lose people's mail and to deliver it on time.

Materials needed: Imitation address and stamp, envelope

Gross Motor 2.1.1-2.1.4; Fine Motor 2.1.1-2.1.4; Self-control 3.2.3; Interpersonal Relationships 3.3.3; Pre-reading 4.4.1, 4.4.5, 4.4.8; Approaches to Learning 5.0.1-5.0.3; Creative Expression/Fine Arts 5.1.6-5.1.7; Social Studies 5.4.7



Ahead of time, prepare a stack of envelopes by 1) writing one child's name on each (at least 3 per child in room) and 2) placing a sticker in the top right corner as a stamp. Then have fun by giving each child a letter to deliver to the named recipient. Once a child delivers the letter, he/she can return to the post office (teacher's desk) to receive another one to deliver. Repeat this until all mail is delivered. Note: All children will be moving around the room which adds to the fun.



PRACTICE

When I Grow Up Class Book

Fine Motor 2.1.1-2.1.4; Self-awareness 3.1.2-3.1.4; Listening/Receptive 4.2.2; Pre-writing 4.3.1, 4.3.3-4.3.6; Creative Expression/Fine Arts 5.1.1-5.1.3; Social Studies 5.4.7



Give each child a blank piece of paper and have them draw a picture of what they would like to be when they grow up. When they are finished have each child name what he/she wants to be, then draw and complete the sentence at the bottom of their sheets: "When I grow up I want to be a _____." with whatever they say. Assemble into a class book and read it to the class as often as they are able. Encourage hearing and seeing their pictures.

Creative Expression/Fine Arts 5.1.6-5.1.7, 5.1.13; Technology 5.5.3



Bring out the collection of community helper dress-up outfits. Encourage each child to dress up like a favored community helper. Then take a photo of each child, print out large, and assemble into a class book in which each child has a page with his/her picture, name, and title.



CAREER

When I Grow Up Fashion Show

Spoken/Expressive 4.1.3-4.1.5; Creative Expression/Fine Arts 5.1.6-5.1.7, 5.1.13; Social Studies 5.4.7

Ahead of time, send a letter home explaining to parents that their child has stated he/she would like to be when he/she grows up (see CONNECT activity "When I Grow Up Pictures" chart) and that there will be a "When I Grow Up Fashion Show". Include the date of the fashion show and ask the parents to send their child in the care of a community helper outfit of their choice on the designated day. For the fashion show, have children come to the front of the class one at a time and tell their classmates what career or community helper they represent, what tools they use, and how they help people. (Make sure to have some extra dress-up outfits for those that may not have one.)

Materials needed: Career or Community Helper dress-up outfits