

CHARACTER LESSONS

SUITABLE FOR HOME OR SCHOOL USE

Lesson: What Love Looks Like

Age group: 6-10 years old Curriculum Area: Health

Objective: What Love Looks Like is a book that was written by Dr Gary Chapman's Five Love Languages. It has been written to encourage discussion between children and caregivers about the ways in which love is experienced and expressed. Readers can think about the ways in which they feel love and recognise the different ways that others experience and express love.

Resources:

- The book 'What Love Looks Like' by Nikki Rogers
- Squares of cardboard for each child with the 'love languages' listed
- String of beads to represent gifts
- Strip of dish cloth to represent acts of service
- Ribbon with writing on it to represent words of affirmation
- Velvet ribbon to represent touch
- Hair elastic to represent quality time
- Optional magnets

LESSON PLAN

Engage:

- Read the book 'What Love Looks Like' to children. Use questioning as you read. For example:
 - Ask "Who feels loved when?" or "Who likes to give hugs?"

Enhance: Below is a brief description of the five love languages:

- Receiving Gifts:** Gifts are symbolic of love and thoughtfulness and receive love.
- Acts of Service:** Expressing affection through spoken and written words.
- Words of Affirmation:** Expressing affection through spoken affection, praise or appreciation.
- Physical Touch:** Love and affection that is felt through physical touch.
- Quality Time:** Expressing love with time: undivided attention.

Synthesise:

- Ask children what they can do this week to show love to someone this week. Eg. their parents, friends, sibling etc.
- Use different strips of material, ribbon and elastic to help children remember and consider how they may effectively demonstrate love to others in different ways.
- Optional: Attach a flat magnet to the back to stick on the fridge.

For more information visit www.createdtobe.com.au

THE GREATNESS IN YOU WORDSEARCH

A	S	H	A	R	I	N	G	N	H	C	K	U	E	H
B	R	A	V	E	L	S	M	O	J	O	R	O	N	E
C	E	G	H	E	K	H	N	I	G	N	E	Y	C	A
D	P	A	I	C	J	E	S	Y	E	F	S	C	O	R
E	E	S	U	I	S	R	M	T	N	I	O	L	U	T
F	A	T	O	T	K	O	I	L	T	D	U	E	R	S
E	C	R	P	S	I	H	L	A	L	E	R	V	A	T
G	E	E	F	U	N	F	E	Y	E	N	C	E	G	R
A	F	R	Q	J	D	G	U	O	F	T	E	R	I	E
R	U	H	E	L	P	F	U	L	E	D	F	C	N	N
U	L	S	T	U	F	A	I	T	H	F	U	L	G	G
O	V	T	H	O	U	G	H	T	F	U	L	B	W	T
C	O	M	P	A	S	I	O	N	A	Z	Y	X	H	

THOUGHTFUL	BEAUTIFUL	FAITHFUL
ALTY	VE	SHARING
PASSION	FRIEND	STRENGTH
CE	TRUTHFUL	SMILE
CEFUL	HONEST	HELPFUL
	ENCOURAGING	HEART
	PEACEFUL	CONFIDENT
	FUN	HERO
	GENTLE	YOU
	CLEVER	

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DISCUSSION TOPICS FOR A HERO LIKE YOU

What hero-like qualities do you have?

What are some things you love about your friends?

How can you use your talents to make the world a more wonderful place?

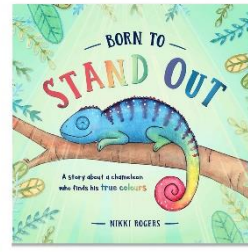
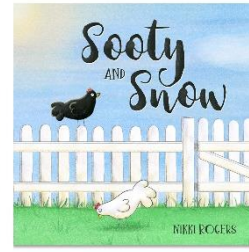
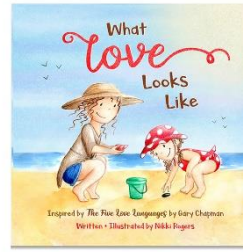
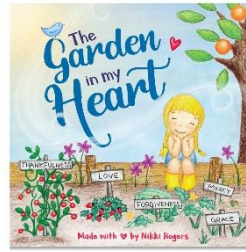
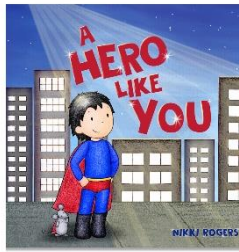
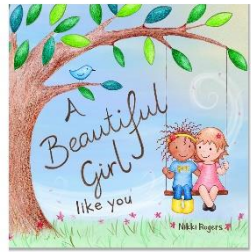
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Character-building Lesson Ideas

to accompany 6 Created To Be books by Nikki Rogers



- **Lesson: Made to be me** – thinking about peer-pressure, friendship and celebrating our differences.
- **Lesson: Why we have rules and boundaries**
- **Lesson: Character Profiles** – describing book characters
- **Lesson: Sowing and Reaping** – the choices we make effect our lives
- **Joy Jar activity** – thinking on good things
- **Lesson: What Love Looks Like** – how we can show love to others
- **Lesson: The Greatness in You** – seeing qualities in ourselves and others
- **Lesson: A Beautiful Girl Like You** – every girl has unique beauty
- **Lesson: A Hero Like You** – identifying heroic qualities

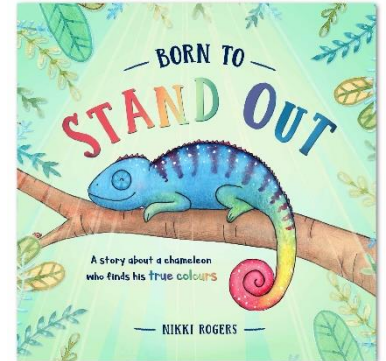
Lesson: Made to be me



Read the book *Born To Stand Out*, by Nikki Rogers

DISCUSSION IDEAS

- Have you ever felt like you didn't really fit in?
 - Every person is unique in their special way.
 - We are all different!
- Have you ever felt like you had to change who you are to fit in?
 - We might feel pressure to change and be like everyone else.
 - Pretending you are someone you are not is sometimes called wearing a mask. We are going to make some masks for fun and it's fun to dress up sometimes, but I hope you are happy just being you as well. (Chameleon mask template attached).
- What did Camo do instead of teasing like everyone else?
 - It's important we don't do things that make us feel uncomfortable just to fit in. Especially if we feel it is wrong.
- What did Camo's friends do when Camo was "himself"?
 - Good friends accept and encourage each other even in their differences.
- When we be ourselves, we help others be free to be themselves too!
- What are some things that make you special? Eg: Hair, eyes, talents, hobbies? What do you enjoy doing?
- What are some things you admire about your friends? What do you like about them that is different to you?
 - When we value one another and appreciate each other's differences the world becomes a much more colourful place.



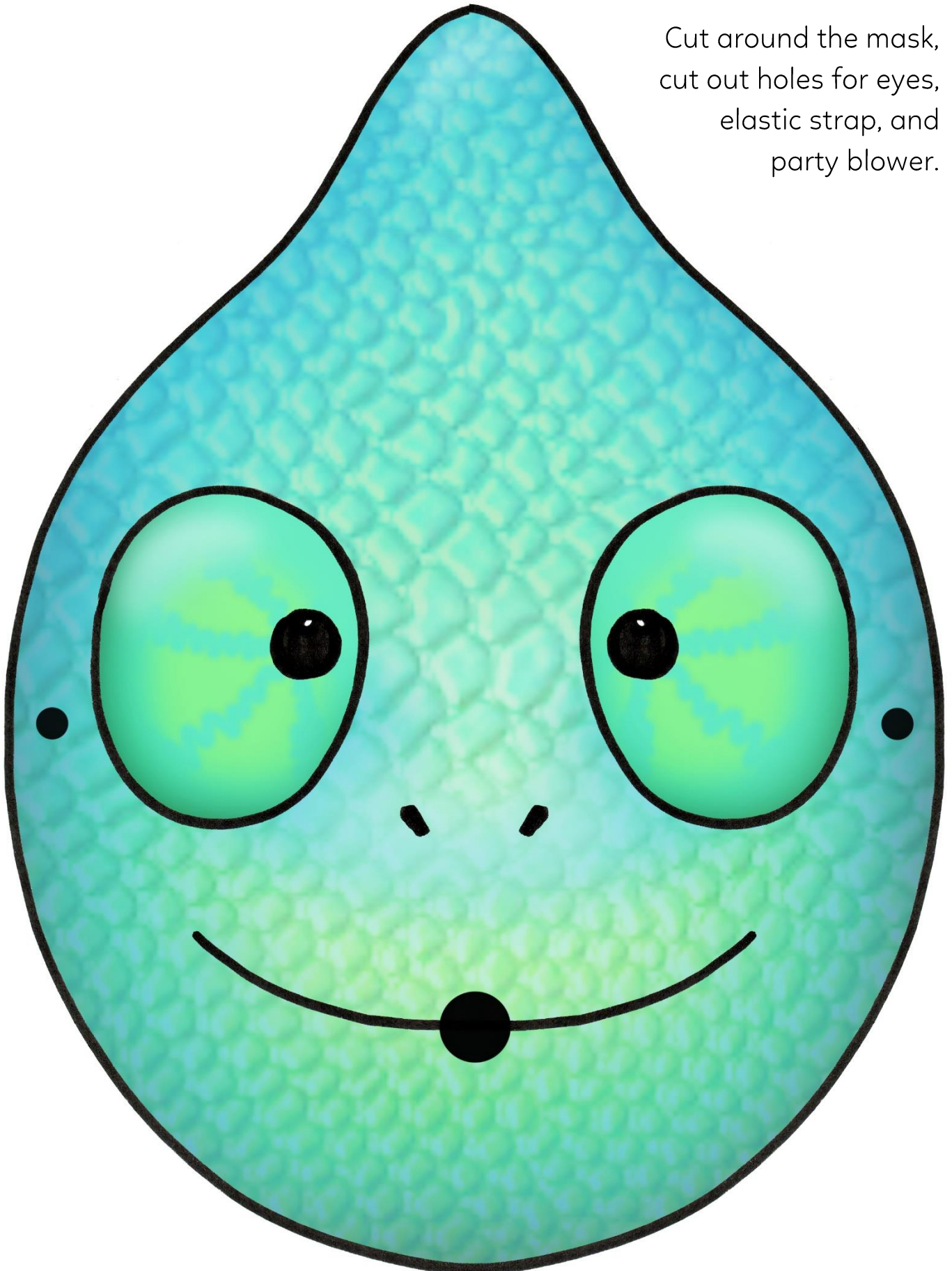
Draw a top hat on top of Camo, color him your own way, then write a compliment for a friend in the speech bubble.



THE
WORLD
IS MORE COLORFUL
WHEN WE ARE
OURSELVES!

Chameleon Mask

Cut around the mask,
cut out holes for eyes,
elastic strap, and
party blower.



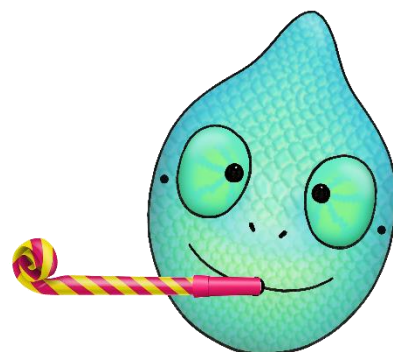
Chameleon Mask Discussion Guide



CHAT TOGETHER

The chameleon mask is super fun but also a great talking point. Everyone is tempted to cover up the real them when they feel shy or insecure about who they are.

- Normalise this concept by talking about times when you have worn masks – what did you want to hide from others?
- Talk about why it can be hard to be yourself sometimes.
- Why does it matter whether someone else likes or agrees with what you do or say?



PLAY TOGETHER

Play a game with the masks you have made.

Show them how your face behind the mask can be “sad” while the mask shows a happy face.

Guess each other’s expressions behind the mask.

Ask each other:

- Do you sometimes hide how you are feeling from others?
- Do you sometimes change what you like because of what others say?
- Who are your friends that you can be yourself around?
- Sometimes other people feel like this but don’t show it. We should always be kind to people because we don’t really know what they are going through.

Chameleon Spinning Paper Plate Craft

Materials:

- 2 x paper plates
- Stick-on googly eye
- Brass paper fastener/ split pin
- Paint or pens
- Hole punch
- Chameleon stencil (below)
- Stanley knife or scissors to cut chameleon shape (adults only)



Steps:

1. Trace chameleon shape onto 1 paper plate.
2. Cut the shape out using a Stanley knife or scissors (adult only).
3. Use a hole punch to make a hole in the middle of the plate.
4. Fully colour the second plate using pens or paint.
5. Fasten the 2 plates together using a paper-fastener/split-pin through the hole in the plate with the coloured plate behind. Push the pin through the second plate.
6. Glue or stick a googly eye on your chameleon.
7. Decorate the top plate as you like.
8. Spin the bottom plate to watch your chameleon change colour.

Ready?

Spin the bottom plate to watch your chameleon change colour.



* For a quick YouTube tutorial visit <https://youtu.be/9v8o-1L28sA> or scan this QR code.

Lesson: Why we have boundaries



Sunday School lesson for age group: 6-10 years old

Objective

To help children understand why we have rules and boundaries.

(This lesson may be used as an opportunity to introduce the class rules.)

Resources:

- The book 'Sooty & Snow' by Nikki Rogers.
- Optional colouring-in pictures of Sooty & Snow
- Optional Youtube Sooty and Snow read-aloud
<https://www.youtube.com/watch?v=N6kThtuhnDI>

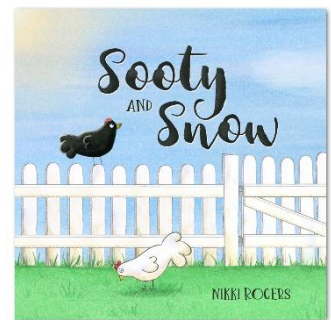
LESSON PLAN

Engage:

1. Read the book 'Sooty & Snow' to children.

Enhance:

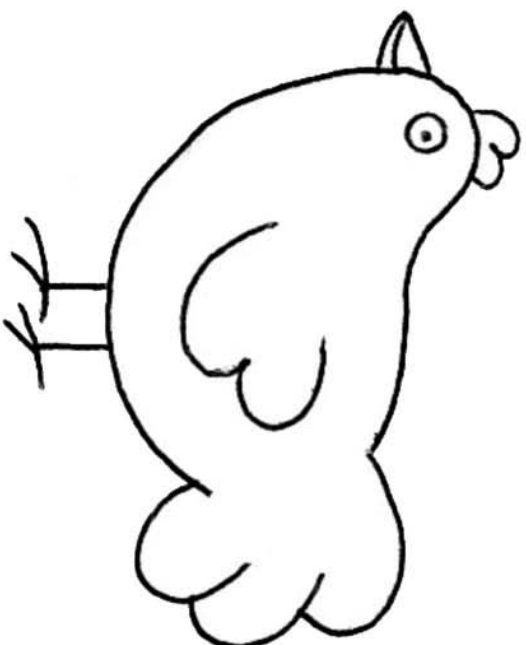
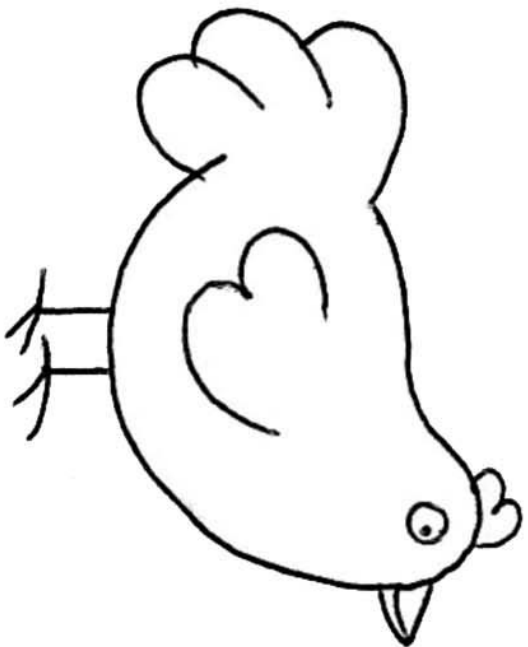
2. Ask the children the following questions:
Why was there a fence?
Did Sooty know there was a danger?
Was it better on the other side of the fence?
3. Reflect on some rules and boundaries we might have in place at school, in the community, at the swimming pool and at home. Ask, why do we have those boundaries? Is it to stop us from having fun? Or is it to keep us safe?



Synthesis:

4. Work together to develop your own set of class rules/boundaries.
5. Worksheets – word search & colouring pages.
6. The children may like to draw their own chicken and decorate it with feathers.

Sooty & Snows



Lesson: Character Profiles



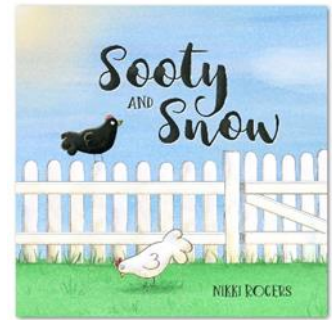
English lesson for age group: 6-8 years old

Objective

Students use adjectives to describe the different characters in the story.

Resources:

- The book 'Sooty & Snow' by Nikki Rogers.
- Optional colouring-in pictures of Sooty & Snow



LESSON PLAN

Engage:

7. Look at the cover of the book 'Sooty & Snow' with the children and use their inferencing skills to guess what the story may be about.
8. Read the book 'Sooty & Snow'

Enhance:

9. Ask the children the following questions:
What are some descriptive words we could use to describe Sooty/Snow?
What does she look like?
What about her personality?
10. Alternatively, you can have different descriptive words on the board or on cards for the children to match to the relevant character.
Eg. Sooty – black, feathery, curious, adventurous, active, clever, sneaky, brave.
Snow – white, feathery, content, happy, chilled, peaceful, relaxed, wise.

Synthesis:

11. Hand out character profile sheets for students to draw the characters and list the descriptive words under the relevant character.

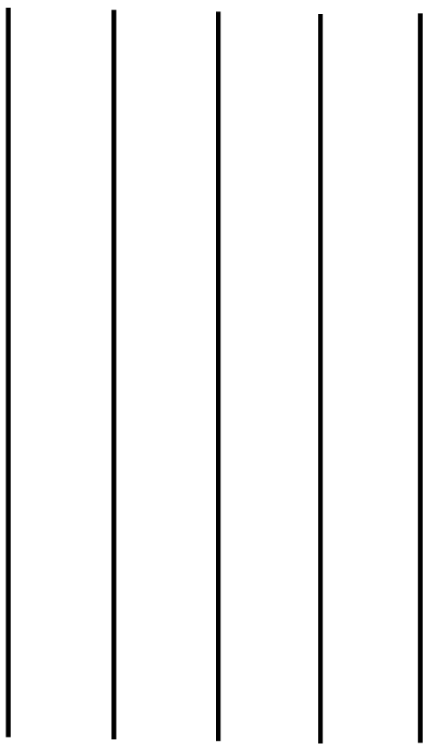
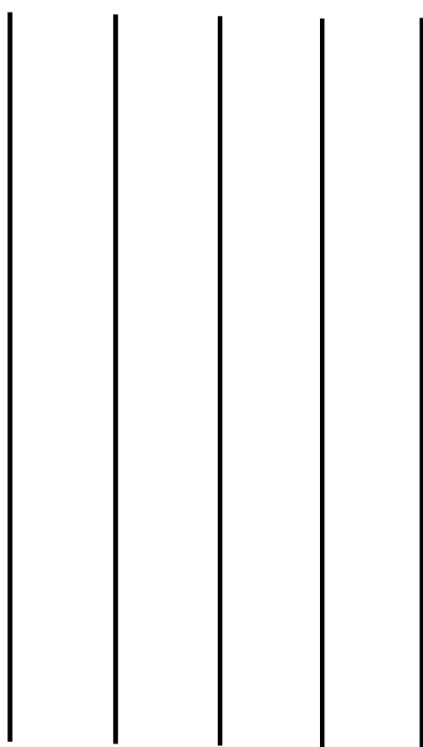
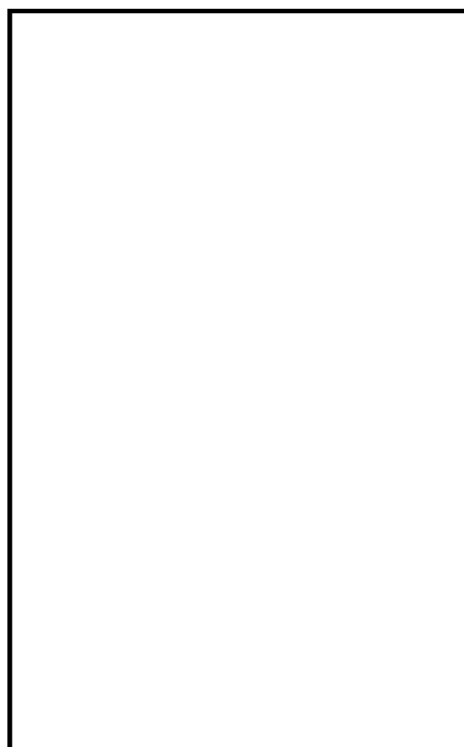
* **Extra ideas:** You can also use this book to look at rhyming words or do a book review.

For more information visit: www.createdtobe.com.au

Sooty

&

Snow



Lesson: Book Review



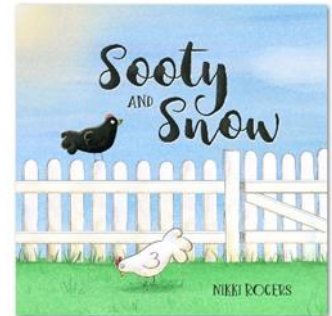
English lesson for age group: 6-8 years old

Objective

Students identify a book's title and author, retell a story, identify main characters and give a rating and review of the story.

Resources:

- The book 'Sooty & Snow' by Nikki Rogers.
- Book review template printed double sided and tri-folded.



LESSON PLAN

Engage:

12. Look at the cover of the book *Sooty & Snow* with the children and use their inferencing skills to guess what the story may be about.
13. Identify the title and the author.
14. Read the book *Sooty & Snow*.

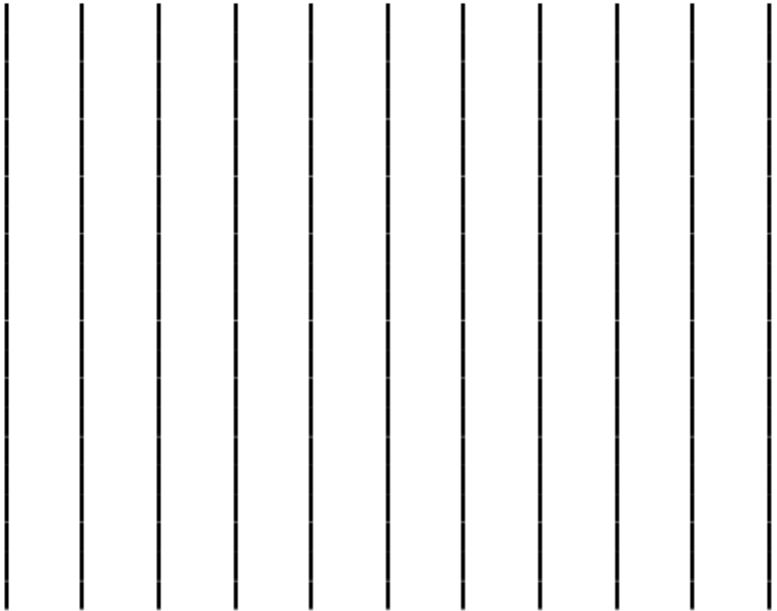
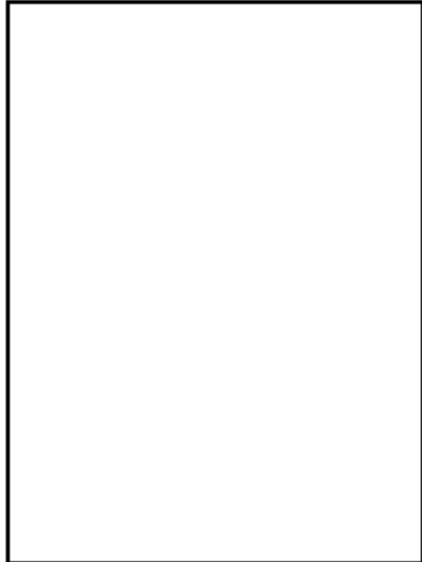
Enhance:

15. Ask the students what happened at the beginning of the story, the middle of the story and the end of the story.
16. Who were some of the characters? How would you describe them?
17. Show the students the book review template and go through the sections.
 - a. Put the title and author of the book on the front page (under 'Book Review')
 - b. Story summary – beginning, middle and end.
 - c. Character profile of one of the main characters.
 - d. Colour in the stars to rate the story and explain why you gave it that rating.
 - e. Draw pictures in the boxes.

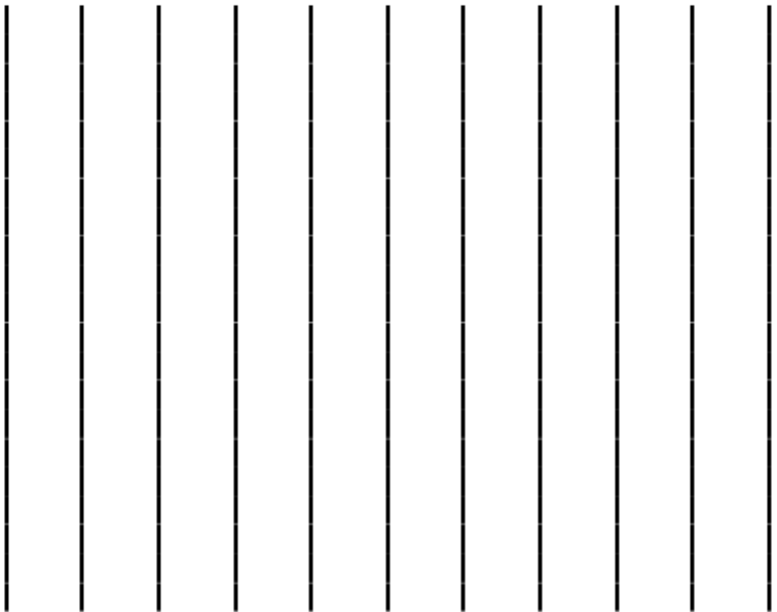
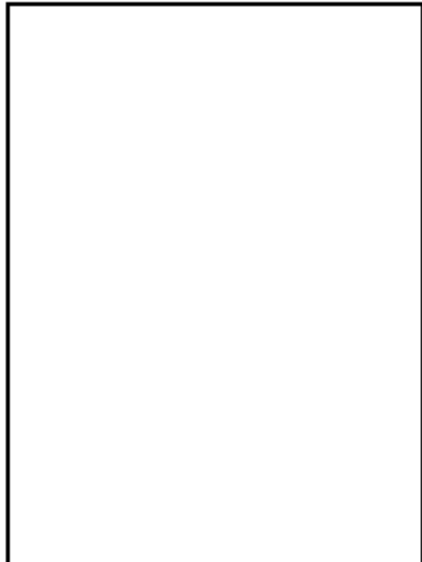
Synthesis:

18. Hand out the book review templates for the students to complete.

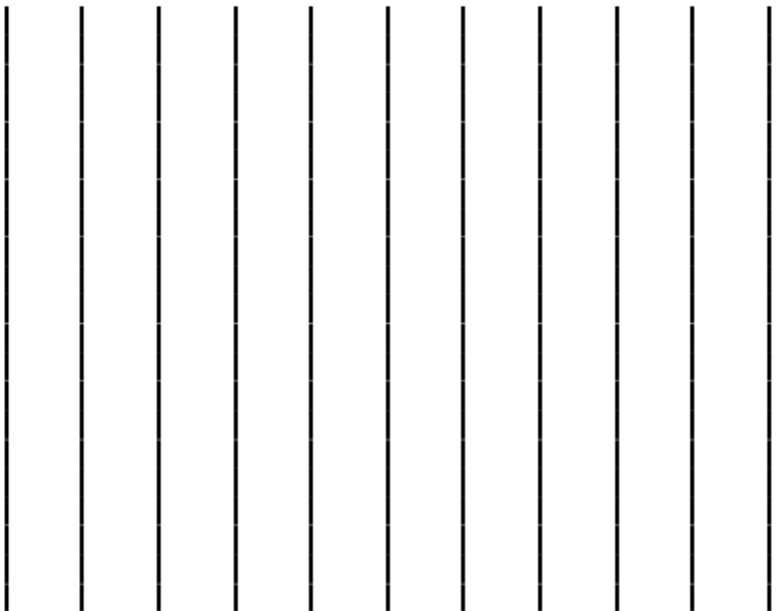
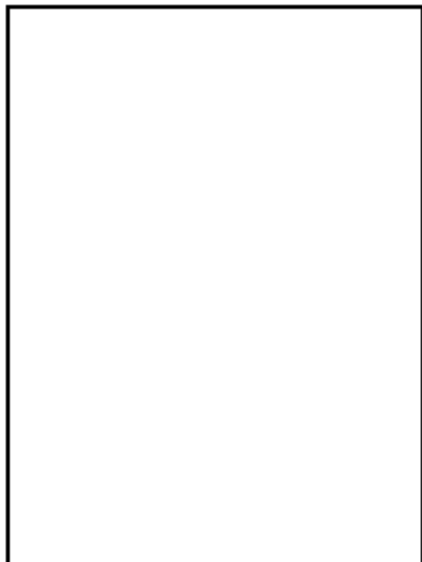
BEGINNING



MIDDLE



END



Lesson: The Garden In My Heart



Age group: 7-10 years old

Curriculum Area: Health and wellbeing

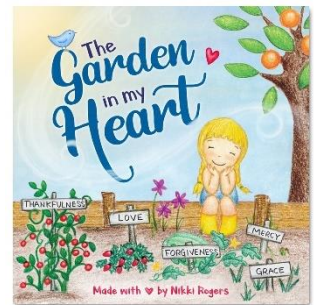
Objective

To recognise that our actions and choices affect our lives and the lives of others.

To understand that there is a relationship between our actions and consequences.

Resources

- The book *The Garden In My Heart* by Nikki Rogers.
- White board or paper for brainstorming activity
- The 'Match what you sow to what you reap' activity sheet
- YouTube videos: The Garden In My Heart Part 1, 2 and 3



LESSON PLAN

Engage:

1. Read the book '*The Garden in my Heart*' to the class.
2. You may also like to watch the YouTube videos created to go along with this lesson.
3. Discuss the ways in which our actions and the choices we make can affect our lives and the lives of others. Discuss how our actions and choices can either have a positive or negative effect. Making good choices about what we think, see, hear, say and do will help us to live more positively.

Enhance:

4. Use cause and effect examples relevant to the age group like the ones listed below. Use questioning to prompt thinking about the possible outcomes of different actions.

Example:

- | | |
|--|---|
| Q. If I lie to people all the time will people trust me? | A. No, people won't trust me. |
| Q. If I am friendly to people what is likely to happen? | A. You will have friends. |
| Q. If I waste all my money what will happen? | A. I will not have the money I need. |
| Q. If I watch a lot of scary movies what could happen? | A. Have nightmares or bad thoughts. |
| Q. If I want to grow grapes what do I need to sow? | A. Grape seeds |
| Q. If I want to be a doctor what do I need to do? | A. Do well in school, study at university |
| Q. If I want to be healthy what do I need to do? | A. Eat healthy food & exercise |
| Q. If I want to be good at guitar ... | A. I need to learn and practice guitar |

Synthesis:

5. Craft activity. Paper collage flowers to represent what you want to grow in your life. Write on the stem how to grow these things in your life. (see example).
6. Work through some of the examples on the *Sowing and Reaping* activity sheet.
7. Hand out the worksheets to be completed by the students.

Thinking about our goals:

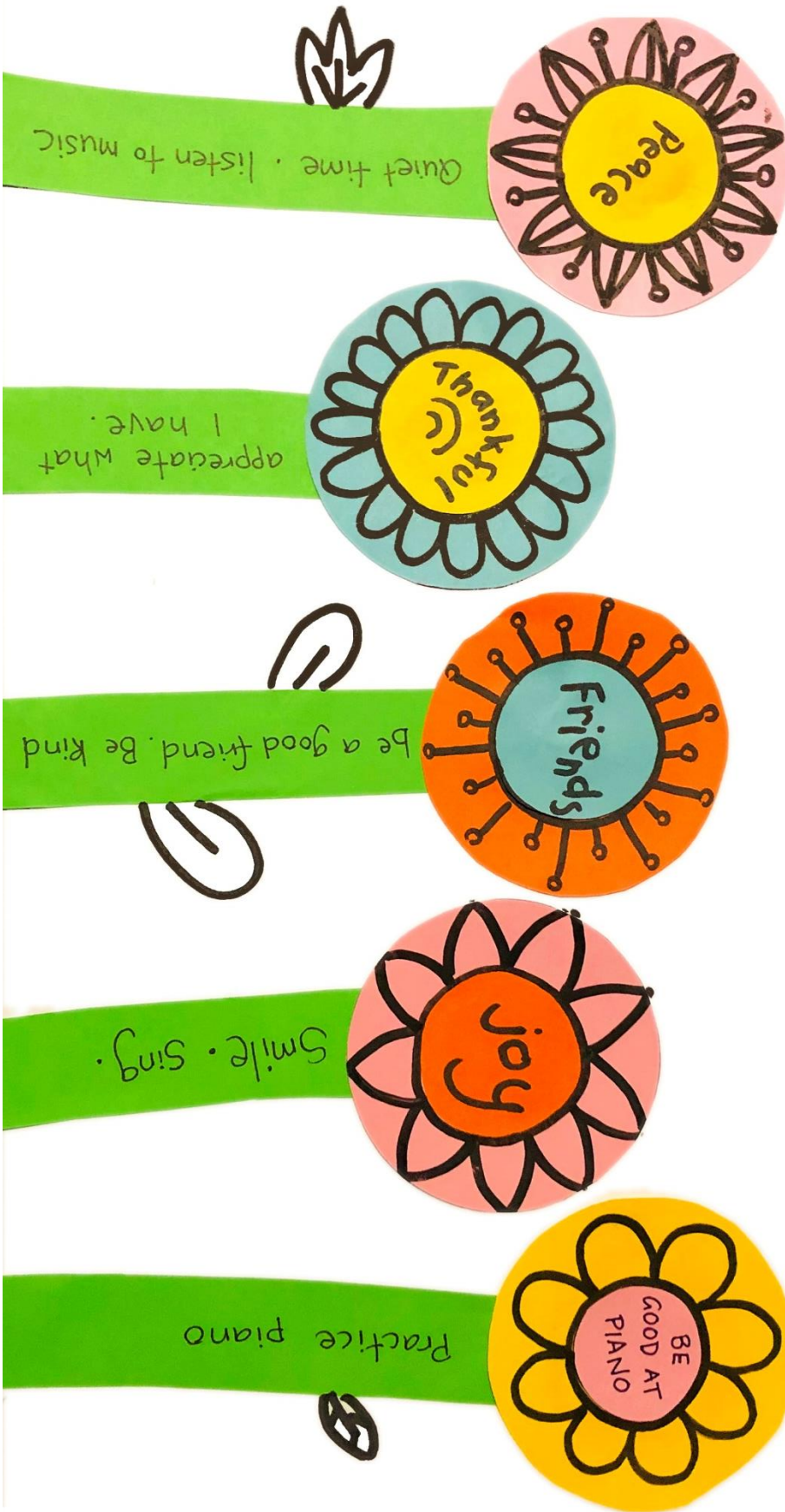
Ask the students what is a goal that they have. It could be as simple as learning their spelling for the week, or more long term like learning to play piano or becoming an electrician one day.

Then have the students think about steps they can take to reach that goal. For example, practice my spelling words every afternoon, write them down, get my mum to test me.

Print out a My Goals sheet for each student.

You may like to get them to think of a short-term goal and a long-term goal.

MY GARDEN ♡



SOWING AND REAPING / CAUSE AND EFFECT

Match what you sow to what you will reap.

WHAT YOU SOW



Plant a tomato seed



Practice reading



Learn from others
& listen to good advice



Be mean, selfish & greedy



Appreciate what you have
and be thankful



Be kind & thoughtful



Be honest, trustworthy
and reliable



Always do your best

WHAT YOU REAP

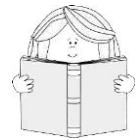
Not many friends



You will be trusted



You will be good
at reading



You will grow a tomato



You will get better at
what you do



You will have friends



You will be content
and happy



You will become wise



MY GOALS

Name:

What is a goal that you have?

What can you do to help achieve that goal?

JOY JAR ACTIVITY

Collect a jar to be your special JOY JAR and fill it with reminders of things that make your heart happy. Whenever you are feeling a little down pull out a note from your JOY JAR. You may like to decorate your jar with a ribbon and stickers.



Lesson: What Love Looks Like



Age group: 6-10 years old

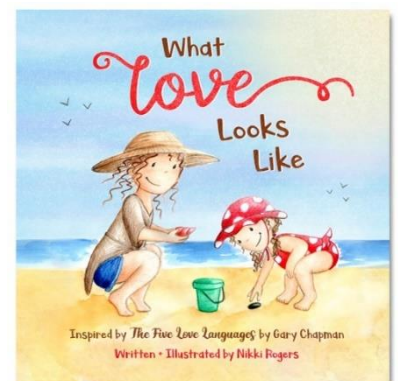
Curriculum Area: Health

Objective

What Love Looks Like is a book that was inspired by Dr Gary Chapman's Five Love Languages. It has been written to encourage discussion between children and caregivers about the ways in which love is experienced and expressed. Readers can think about the ways in which they feel love and recognise the different ways that others experience and express love.

Resources:

- The book '*What Love Looks Like*' by Nikki Rogers.
- Squares of cardboard for each child with the "love languages" listed.
- String of beads to represent gifts
- Strip of dish cloth to represent acts of service
- Ribbon with writing on it to represent words
- Velvet ribbon to represent touch
- Hair elastic to represent quality time
- Optional magnets



LESSON PLAN

Engage:

1. Read the book '*What Love Looks Like*' children. Use questioning as you read. For example, ask, "Who feels loved when..." or "Who likes to give hugs?"

Enhance: Below is a brief description of the five love languages:

- **Receiving Gifts:** Gifts are symbolic of love and thoughtfulness.
- **Acts of Service:** Actions, rather than words, are used to show and receive love.
- **Words of Affirmation:** Expressing affection through spoken affection, praise, or appreciation.
- **Physical Touch:** Love and affection that is felt through physical touch.
- **Quality Time:** Expressing love with time: undivided attention.

Synthesis:

2. Ask children what they can do this week to show love to someone this week. Eg. their parents, friend, sibling etc.
3. Use different strips of material, ribbon and elastic to help children remember and consider how they may effectively demonstrate love to others in different ways .



* Optional: Attach a flat magnet to the back to stick on the fridge.

Lesson: The Greatness In You



Age group: 6-10 years old

Curriculum Area: Health and wellbeing

Objective

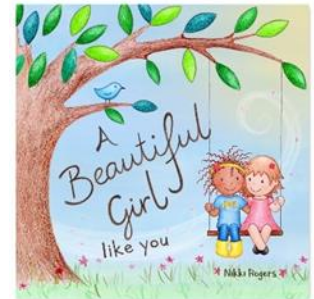
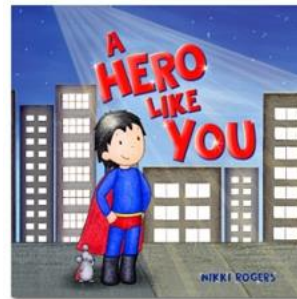
To value and identify the positive qualities in ourselves and others.

To appreciate that everyone has something great about them.

To recognise that each person has unique qualities that they can share and use to make the world a better place.

Resources:

- The books *A Hero Like You*, and *A Beautiful Girl Like You* by Nikki Rogers.
- White board or paper for brainstorming activity
- Boy and Girl print outs (A3 if possible)



LESSON PLAN

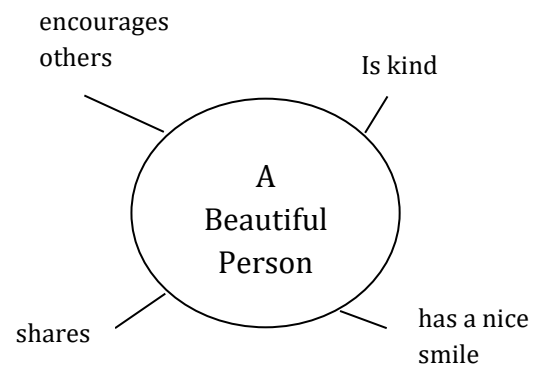
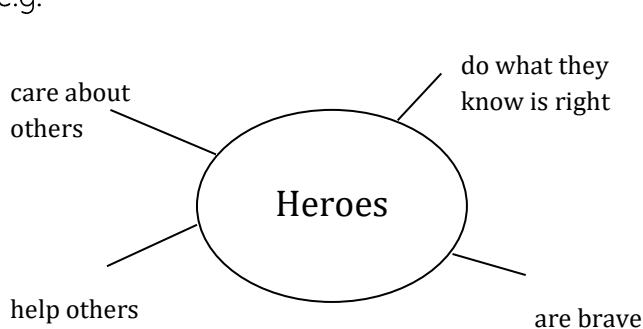
Engage:

1. Read the books *A Hero Like You* & *A Beautiful Girl Like You* to the class. Acknowledge that being a hero and being beautiful are about exhibiting certain inner qualities and are not gender specific. Both girls and boys can be heroes and both girls and boys can be beautiful people. Use questioning and discussion to explore this further.

Enhance:

2. Draw a simple concept map on the board and ask the children to list some qualities of heroes and beautiful people. Refer to examples throughout the books. Point out the similarities.

e.g.

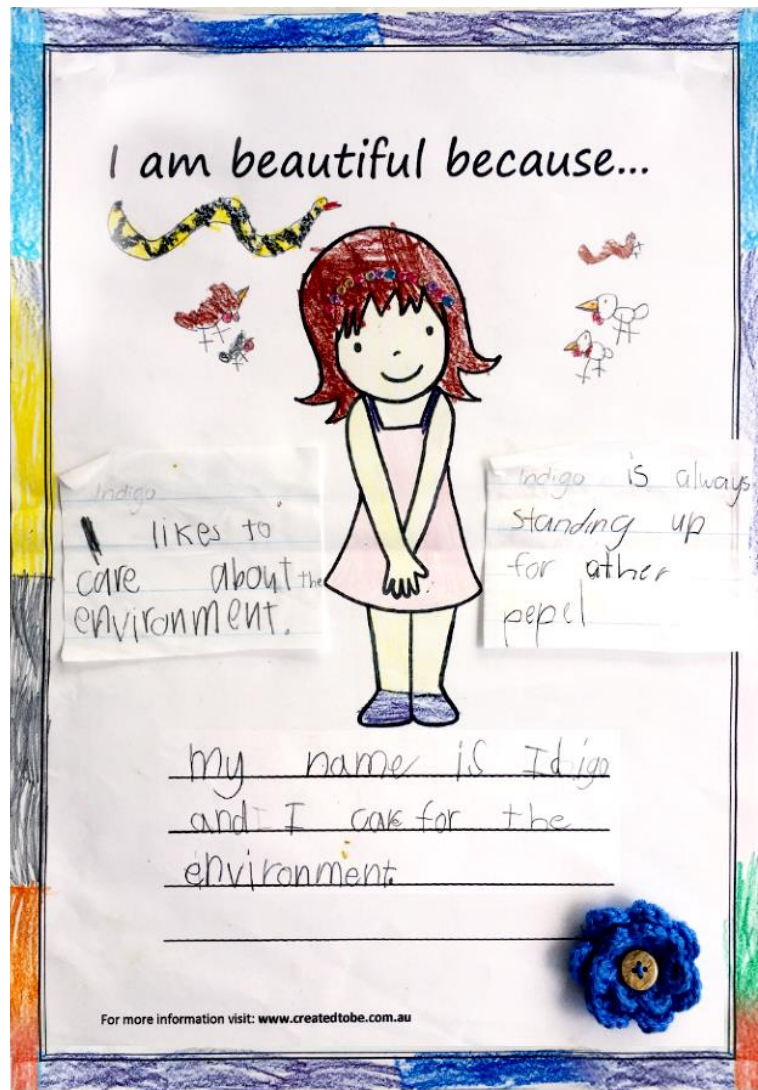


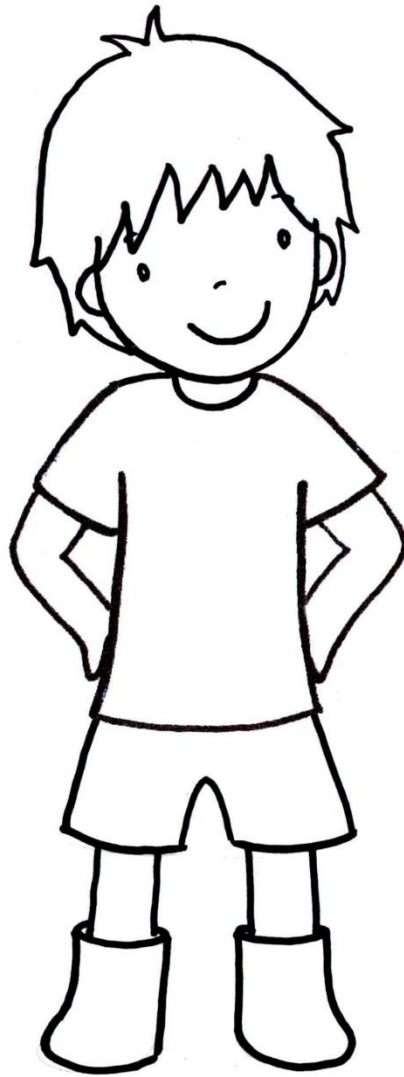
3. Hand out the Boy and Girl pictures. Have each student write their name on the page or title it "I am beautiful because..." or "I am a hero because..."
4. Have every child's name in a hat multiple times and ask each child to pull 3 names out of the hat. On the back of the selected name tags have the children write down something positive about the person, thinking about the qualities they have demonstrated or what they like about them.

For example, "You are beautiful because..." or "You are a hero because..." or "You are a beautiful person because..."

Synthesis:

1. Collect the completed notes and distribute them to the recipients.
2. Have the children colour-in the picture and glue the notes from their classmates on it or on a separate page next to it.
3. Have each student write at least one positive quality about themselves on their picture. See example below.
4. Extra activity sheets – Word Search & Discussion Topics







THE GREATNESS IN YOU WORDSEARCH

A	S	H	A	R	I	N	G	N	H	C	K	U	E	H
B	R	A	V	E	L	S	M	O	J	O	R	O	N	E
C	E	G	H	E	K	H	N	I	G	N	E	Y	C	A
D	P	A	I	C	J	E	S	Y	E	F	S	C	O	R
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F	A	T	O	T	K	O	I	L	T	D	U	E	R	S
E	C	R	P	S	I	H	L	A	L	E	R	V	A	T
G	E	E	F	U	N	F	E	Y	E	N	C	E	G	R
A	F	R	Q	J	D	G	U	O	F	T	E	R	I	E
R	U	H	E	L	P	F	U	L	E	D	F	C	N	N
U	L	S	T	U	F	A	I	T	H	F	U	L	G	G
O	V	T	H	O	U	G	H	T	F	U	L	B	W	T
C	O	M	P	A	S	S	I	O	N	A	Z	Y	X	H

BEAUTIFUL

BRAVE

LOYALTY

COMPASSION

JUSTICE

COURAGE

RESOURCEFUL

KIND

THOUGHTFUL

CONSIDERATE

FRIEND

TRUTHFUL

HONEST

ENCOURAGING

PEACEFUL

FUN

GENTLE

CLEVER

FAITHFUL

SHARING

STRENGTH

SMILE

HELPFUL

HEART

CONFIDENT

HERO

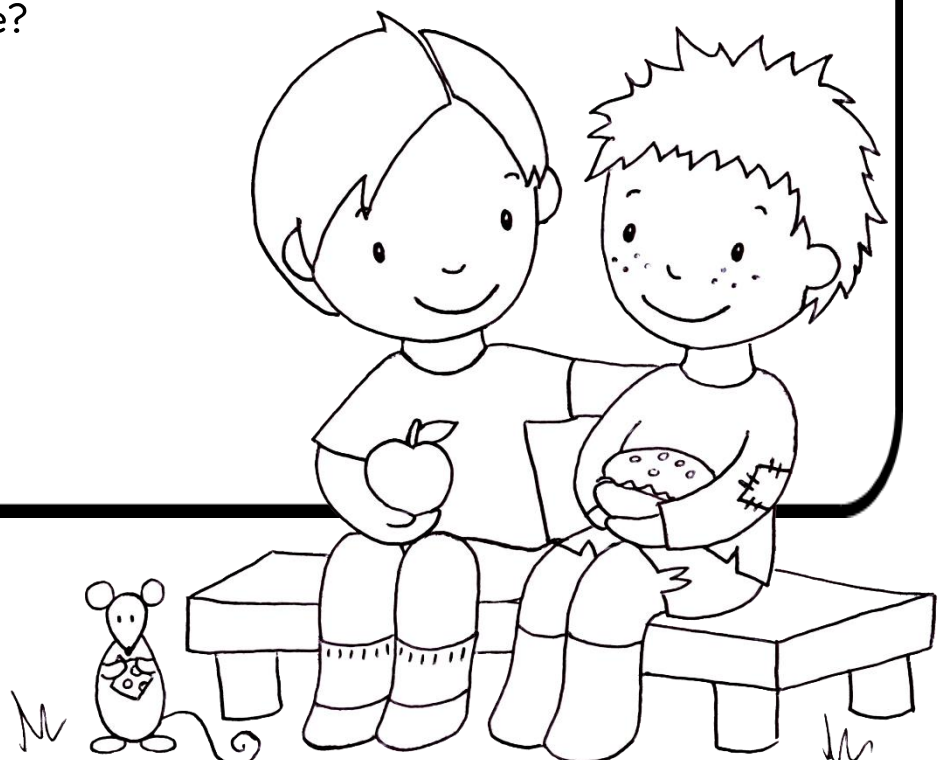
YOU

DISCUSSION TOPICS FOR A HERO LIKE YOU

What hero-like qualities do you have?

What are some things you love about your friends?

How can you use your talents to make the world a more wonderful place?



DISCUSSION TOPICS FOR A BEAUTIFUL GIRL LIKE YOU

What beautiful qualities do you have?

What are some things you love about your friends?

How can you use your talents to make the world a more wonderful place?



Lesson: A Beautiful Girl Like You



Age group: 7–10-year-old girls

Curriculum Area: Health and wellbeing

Cross-curricular: this lesson provides opportunities for aspects of English.

Objective

To identify and value positive qualities in ourselves and others.

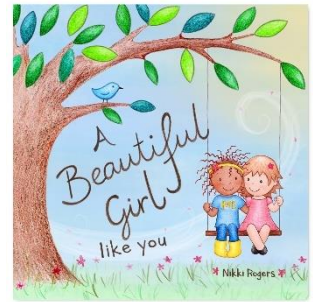
To understand that every girl has unique beauty to share with the world.

Description:

Female students will listen to the story, 'A Beautiful Girl Like You.' As a group, they will use words to describe what they feel it means to be a 'beautiful girl.' Individually, each student will reflect on and use words to describe what makes them beautiful (internally & externally). Finally, students will identify and articulate aspects of beauty that they see in their classmates.

Resources

- The book *A Beautiful Girl Like You* by Nikki Rogers.
- White board or paper for brainstorming activity
- Girl print outs



LESSON PLAN:

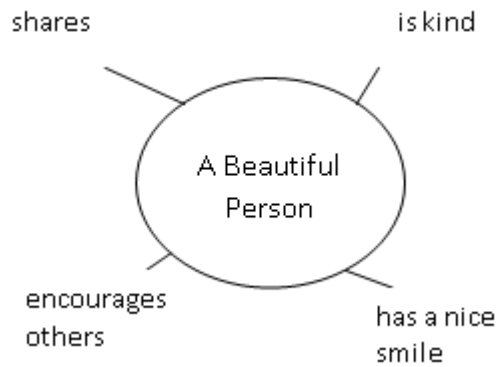
Engage:

1. Read the book 'A Beautiful Girl Like You' to students, referring to students with similar qualities to those mentioned.
2. Draw (or have a picture of) a girl on the board or butchers' paper with the title "A Beautiful Girl" above it. Ask students what they think it means to be a beautiful girl.

Enhance:

3. Have the students write what they feel makes a girl/person beautiful (refer to the book) in the space around the girl on the board. For example, being kind, thoughtful, courageous, encouraging, giving, a good friend, using what she has to bless others etc.

Alternatively, use a simple concept map like the one below. Exchange the word 'girl' for 'person' if preferred.

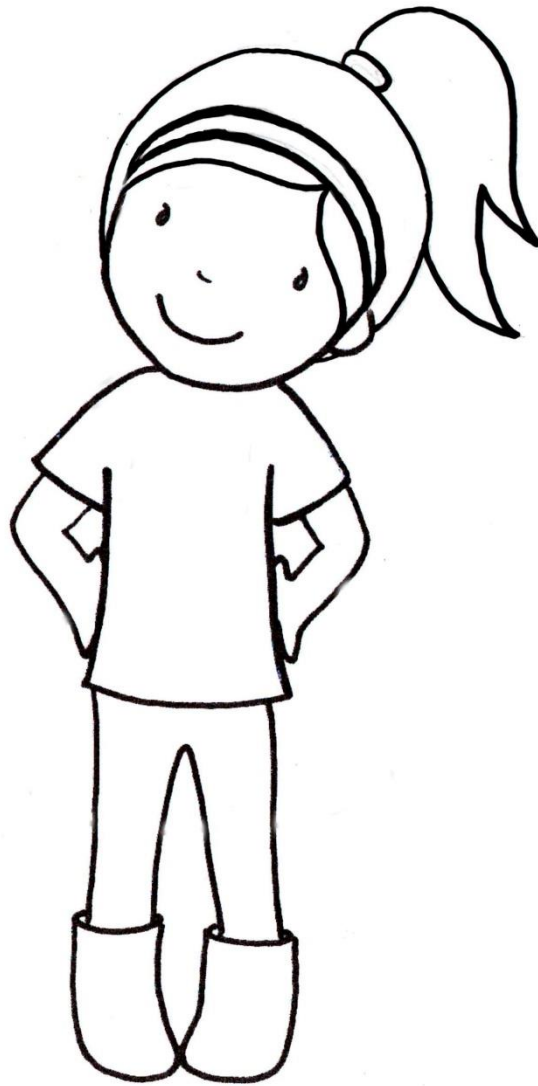


4. Hand out the girl pictures and have the students add the descriptions that were written on the board after reading the book by writing them in the space around the girl.
5. Have students write about what is beautiful about themselves.
6. Colour-in and decorate the picture.

Synthesis:

7. Cut out a heart for each girl on A4 paper and stick it to each girl's back using sticky tape. Have the girls write what they think is beautiful about the other girls on the paper heart. * See example below.





I am beautiful because _____



I am beautiful because _____

Lesson: A Hero Like You



Age group: 7-10 years old

Curriculum Area: Health and wellbeing

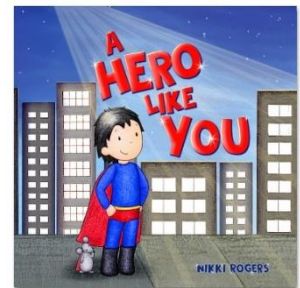
Cross-curricular: this lesson provides opportunities for aspects of English.

Objective

- To explore the characteristics of what makes someone a hero.
- To value and recognize heroic qualities and to encourage children to be every day, real-life heroes.

Resources

- The book *A Hero Like You*, by Nikki Rogers.
- Examples of other real-life heroes. e.g. William Wilberforce, Mother Teresa, Martin Luther King Jr, Mahatma Gandhi, war heroes, surf life-savers, ambulance officers etc.
- Posters of everyday heroes (optional)
- Action figures (optional)
- White board or paper for brainstorming activity
- Hero print outs. Or students can draw a picture of themselves.



LESSON PLAN

Engage:

1. Introduce the lesson by asking the children who their heroes are and why. Write these examples on the board (possibly superheroes). Explore the idea of real-life heroes.
2. Introduce the book *A Hero Like You*.

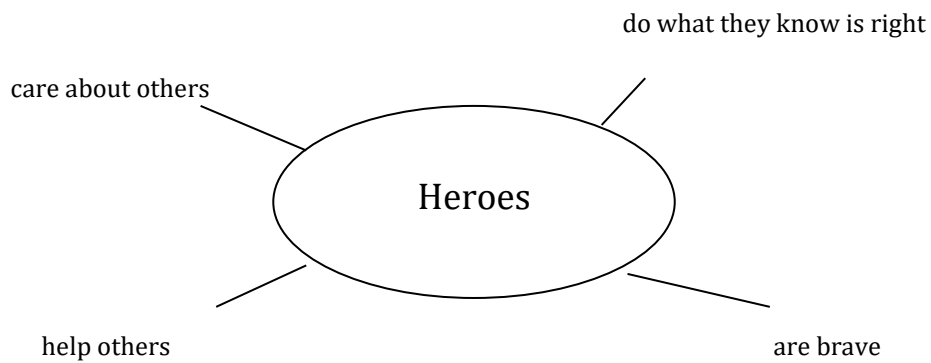
Enhance:

3. Read the book to the class, acknowledging the fact that being a hero is about exhibiting certain qualities, and is not about gender. Girls can be heroes too. You may like to mention female examples and use questioning to explore this and other concepts throughout the book.

Enhance:

4. Draw a simple concept map on the board and ask the children to list some of the qualities of a hero. Refer to the examples in the book.

Your concept map may look something like this:



Synthesis:

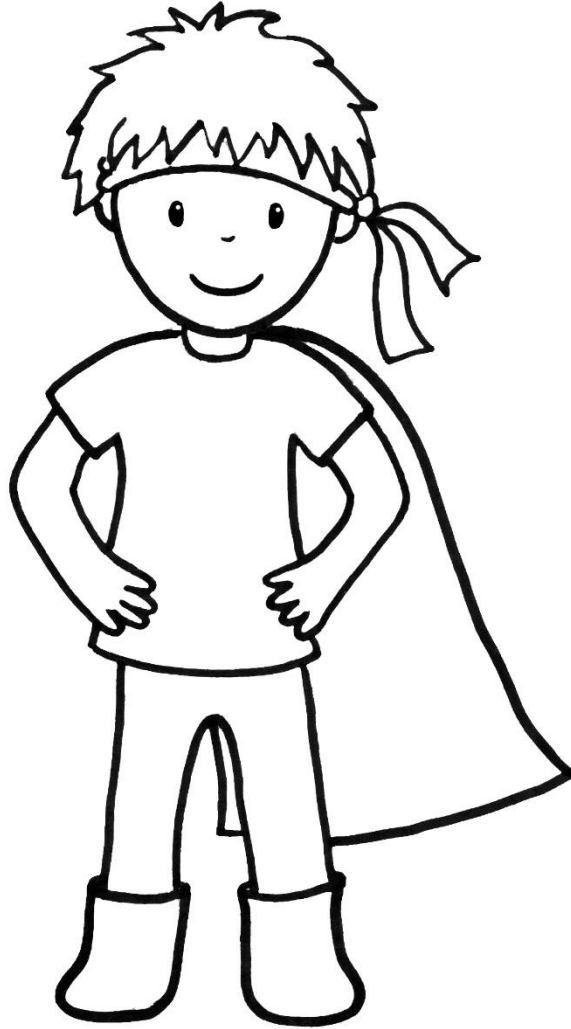
5. Hand out the hero pictures titled "I can be a hero..."
6. Have the children colour the picture and write down some examples of how they can be a hero in their everyday lives. For example, 'I can be a hero by...' caring for the environment, encouraging people, being brave even when I'm afraid, doing what I know is right, helping my little brother, using my talents for good etc.

*Extending Learning: Have students identify the heroic qualities that they see in each other by adding it to their friend's paper.

I am a hero because



I am a hero because



I am a hero because

