



TheCenterofLight



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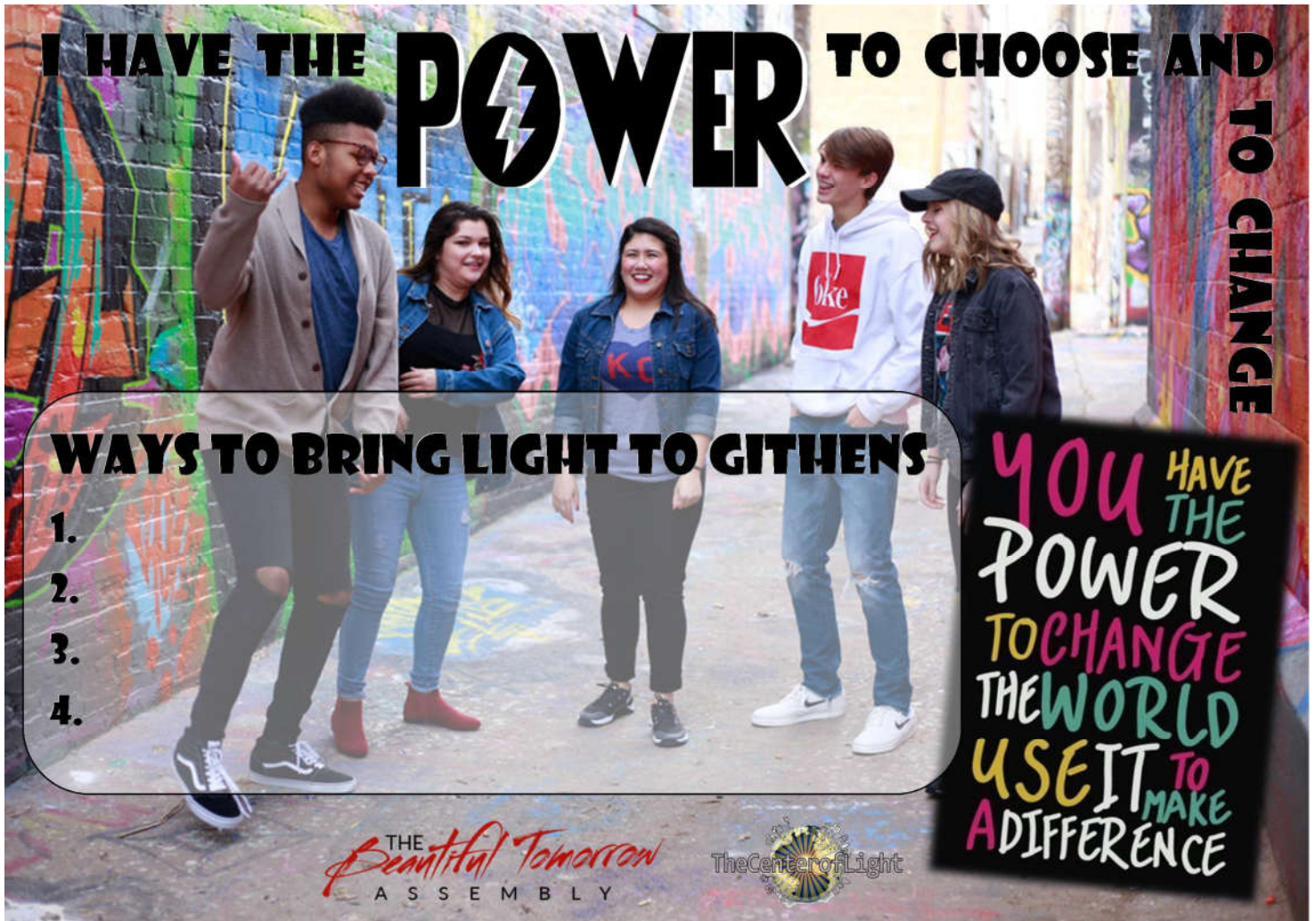
Power & Light

CHARACTER DEVELOPMENT Teacher Resource Guide

Values-based character education communicating principles and strategies to help students and faculty see their school flourish. This is a guide for assisting teachers who are working towards this goal with a Power & Light team in their classrooms.



Ways to Bring Light



I HAVE THE **POWER TO CHOOSE AND TO CHANGE**

WAYS TO BRING LIGHT TO GITHENS

- 1.
- 2.
- 3.
- 4.

YOU HAVE THE POWER TO CHANGE THE WORLD USE IT TO MAKE A DIFFERENCE

THE Beautiful Tomorrow
ASSEMBLY

TheCenterofLight

Remind students of their commitment to choose 4 ways to bring light to their school. You can select strategic days and/or teachable moments when you can discuss their choices. Remind the students that they are exercising their power to choose to bring LIGHT or to do nothing... both choices have the power to bring change to their school — positively or negatively. Let the conversation roll.

Changing the Atmosphere or Culture of your school: Discussion



Choose a special time and/or very strategic moments when students need to re-connect with the purpose of Power & Light. Lead a brief reminder session using the students card with the main teaching points of Power & Light. Also utilize this session when something has happened in your classroom or the school that needs an informal conversation an discussion.

Light or Darkness



Flashlight Skit/Scenario

SUGGESTED EXAMPLES

DRAMA: Two girls enter the office carrying a jar of candy and a note. They give it to Mrs. Alexander. “This is for you and the rest of the office staff because we want you to know that you guys are the best and we appreciate you!!” (The two girls shine the flashlight on Mrs. Alexander). [Think up other relevant scenarios to use in class when using this lesson.](#)

Use these examples and make up others to guide a BRIEF follow up Q/A:

- When did the lights go on and when did they go off in the drams/skit?
- What was the significance of the flashlight?

Guys and Girls, it is true! You are all gardeners! You may not be the kind of gardener that actually gets into digging up the soil and planting seeds and watering - but each and every one of you makes choices and chooses actions, and this is like planting a seed. Those seeds that you choose to plant (good or bad), here in this classroom, in this school, in your homes, sports clubs and community are going to bring a fruit and a harvest to your life and to the world around you.

Sunflower Object Lesson



(Demonstrate as you talk) So, let's say we want a sunflower. The first thing we have to do is buy a packet of sunflower seeds. Then, we will need to prepare the soil and plant the seed. We are going to have to water the soil, and let nature do its thing. After the seed has been planted, we will have to wait before we see anything happen at all. Do you know what this period of planting is called? (GERMINATION). Even though we will not see the fruit of the seed right away, in time, we will get fruit from the seed that we chose to plant. Then, sometime in August, you will see this beautiful flower appear. *(Put the silk sunflower in the pot.)*

Light or Darkness Game

For this game, you will need a black rat and a white rat and a LIGHT target and DARKNESS target. Put two targets on the board. One marked LIGHT and the other marked DARKNESS. Divide the class into two teams. One student from each team comes up to the designated spot. "I am going to say a statement. If the statement is one that creates LIGHT, splat your rat on the target marked LIGHT. If it is one that creates DARKNESS, splat your rat on the target marked DARKNESS. First one to the RIGHT target or closest to the target wins the point." Once those two students get a turn, they sit down and the next two come up until each of the students in the class has had a turn.

You can write **LIGHT** and **DARKNESS** on our board for this game.

Statements for game:

1. I'll let you hang out with us if you give me your cookies.
2. Hey, Jill, great job today. I knew that you could do it!
3. That class really sucked. I should have brought my pillow.
4. Jeff, if you need help in science, I can study with you.
5. Mrs. Lepine, you are THE BEST PRINCIPAL in the world!
6. Did you see what Jessie was wearing? What a loser!
7. I'll do what I want! Freakin' idiot!
8. I can't believe I did that. I'm so stupid!
9. Come on Bulldogs. We can do it. Keep your eye on the ball.

Pick 2-3 Statements:
Have 2-4 students
play / throw splat toy
[\[purchase: Amazon\]](#)

Summary: Every one of you knew the statements that brought light and the statements that brought darkness. We want to challenge you to choose words and actions that bring LIGHT and not darkness. In doing so, you will positively affect your world and your own personal life.

I have the
POWER **to**
choose
and to
change

**OBJECT LESSON: \$20.00 bill**

How much is this worth? (Let the student answer after each question.) What if I fold it in half, how much is it worth now? What if I crumple it in my pocket? What if I throw it on the ground? What if I step on it? What if I spit on it? The value of that bill did not change, and neither does your value change. It is immense and incredible and will remain that way all the days of your life. Sometimes, we feel like that crumpled up \$20.00 bill. We may feel like we have been stepped on or spat on. Sometimes we treat ourselves like we have no value. But the truth is, regardless of how others treat us or see us, and regardless of how we treat ourselves, that value is IN US and will never, ever change!

We All Have the Same Value!

**I have VALUE
immense
incredible**

Everyone was born with this same immense and incredible value. No one is more or less valuable. That means that the Queen of England and the Prime Minister of Canada have the same and equal value as you. The smart, athletic, popular kids have no more value than anyone else. Our accomplishments and successes do not entitle us to this immense and incredible value. The homeless woman and the man sitting in prison for murder were born with this same immense, incredible value. Our value is a separate topic from our behaviour. In other words, our behaviour does not determine our value. Unfortunately, sometimes, we make choices that affect us in a very negative way, but our actions do not reduce or change our value. Our value does not change!. (Use the signs) Your value is inborn, natural, inherent, intrinsic, real, genuine, and authentic. **YOU ARE VALUABLE...** even if you don't believe, **IT IS THERE!!!** Even if others try to tell you that you are not valuable... that value remains **UNCHANGED!** You simply must believe you have immense, incredible value and worth. You've got to **KNOW** it. It is there, whether you believe it or not. The problem is, sometimes people treat us like we don't have value and it makes it hard for us to believe the truth.

You Are Special

Max Lucado & Sergio Martinez

STORY SUMMARY

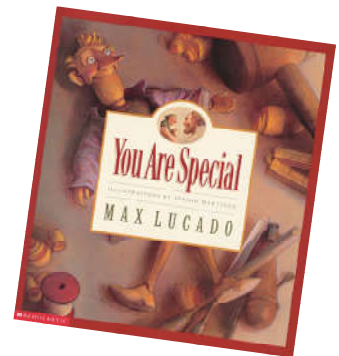
In a village, there live many different Wemmicks. The Wemmicks walk around all day and give each other either a gold star or a gray dot sticker. A Wemmick named Punchinello always tries his best to receive gold stars from the other Wemmicks but only receives gray dots for not doing well enough. One day he meets a Wemmick named Lucia who doesn't have any gold stars or gray dots because they don't stick to her. Punchinello doesn't want any stickers on him either so Lucia tells him to visit their maker, Eli. Eli explains to Punchinello that if he is not bothered by what the other Wemmicks think then the star and dots will not stick to him either.



Select a few or all of the 13 visuals in power point presentation or video on website [thecenteroflight.org] to tell this story about false labels and true value. Follow up the story with selected questions from the list provided.

Use select questions from this list to ask Students:

1. What is the main point of this story?
2. What did the grey dots represent? What about the stars?
3. What kinds of things were the Wemmicks being judged for?
6. Did Ponchinello have a good sense of his value? (No) Who helped to form his poor sense of value? (*Those that gave him dots.*)
7. What did Ponchinello say about himself, after receiving so many gray dots? (*He believed them and said, "I'm not a good Wemmick."*)
8. What was the name of the Wemmick who had no stickers? (*Lucia*)
9. Why didn't the dots or STARS stick to her? (*the stickers didn't matter to Lucia*)
12. Why did the dots begin to fall off Ponchinello? (*because he began to believe he was special and it didn't matter what others thought.*)



Removing False Labels



What is something that goes on around us in school everyday that may give someone a false sense of their value? (The children will give you answers such as: bullying and name calling.) When someone uses words to describe us that contradict the truth about our true value, they are called, **FALSE LABELS**. They can be put on us by names or even body language that communicate that we do not have value. When these labels are put on us, they tend to stick to us, and eventually, we begin to believe a lie about who we really are. Not only do we get these false labels from hurtful things people say about us, but also from hurtful things we say or believe about ourselves.

Right now, we want to give you a picture of what this might look like, and we are going to do, what may appear to be, a very mean exercise. I am going to ask for a boy or girl to volunteer to help me with this exercise, but before you volunteer, I need to share exactly what we are going to do. We are going to ask you to think of a name that you have been called. When we come around the room, each student will be given the opportunity to tell us the name. We will write the name on a sticky label and give it to you. You will take the label, go stand in front of our model and call them that name. You need to look them in the eyes and say, “(use their name) _____, you are a loser!” (or whatever word is on your label) Then you will stick the label on them and go and sit down. It is important for the model to understand that this is not about them. They are just the model. After we are done the exercise, we would like the model to tell us how it might feel to be the one receiving these labels if they really were receiving them.

Conduct the exercise referring to a real example and/or a video shown prior to this exercise, then explain briefly that each student will write a word or phrase said to them which they now know is a “false labels”. Demonstrate the exercise with 2 students to follow the directions (above) and place their “false label” on 2 other student volunteers speaking the word or phrase to them as it was said when it was said to them. You can continue this lesson by allowing all students to place their label on a student seated in one of the 2 chairs.

Sum Up this exercise stating that **False Labels** are **LIES** and **DO NOT** represent a person’s Real value we call True Value!



Speaking Truth: Value Seat



Use same 2 chairs in front which were used during “false labels” (use 2-6 students to begin lesson)

I have **VALUE**
immense **VALUE**
incredible

In just a moment, we are going to do something called “The Value Seat.” We are going to pick someone in the class to come and sit in a chair in the center of the room. Then, we will invite students to speak words of encouragement and value to them. If you would like to do this, we are going to ask you to come and stand right in front of our volunteer. Look them in the eyes and speak right to their heart. Choose the right words. Don’t tell them they are a great drummer when they have never even played the drums. This is not the time to be silly. It is a time to begin using the power you have to make a difference in the lives of the people right here in this classroom.

A statement of value is 100% positive. It is something that is true and encouraging and helps the person understand how much they are valued and appreciated. Here are some examples of a statement of value. You can use the sentence starters to make your own statement. Before you volunteer to come forward, decide what you are going to say to the person sitting in the chair. *(Show the class the Statements of Value Poster.)*

“I like the way you share your things with me. You are so generous”.

“You are really great at playing soccer.”

“I admire the way you are so patient and kind to everyone.”

“You are such an awesome drum player.”

Body language is an important part of communicating value. You can put a hand on their shoulder or give them a hug or a high five to reinforce what you have said.

Purpose and Destiny

Today, we want to talk to you about your purpose and destiny.

Purpose: Who are you and what are you here for? Each one of you is here for a reason. There is a purpose for your life. (Not just your future but here and now!) You have things inside of you that this world needs. Your family, classmates, friends, teachers, your neighbours, etc. need you and all that you bring to this world. You are a GIFT and you have the power to choose to share the gifts inside of you with the world around you. As you share your gifts, you begin to walk in your destiny.

Destiny: What are you suppose to be doing? What will you accomplish? *What will you be when you grow up?* As you give your gifts, you make a difference in the world. Some of you are artistic, athletic, intelligent, humourous, and administrative, and some of you are great helpers. We are all different, and we are all needed. There are some gifts that we can all choose to give. We can choose to give a smile, friendship, encouragement, help, trust, hope, and affirmation. When we give these gifts, we begin to walk in our destiny, **which is to make this world a better place!**



**You Have a Purpose:
Don't let anyone steal
your dreams! (towel)**

Use towel to play Tug-a-war with student to illustrate dreams being de-valued or stolen.

