



## VOW Teacher's Manual

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# VOW TEACHER'S MANUAL

## Table of Contents

| Section | Description   |
|---------|---|
| 1       | Overview  |
| 2       | Lesson Plan Grids   |
| 3       | Virtue List   |
| 4       | Virtue Definitions  |
| 5       | Virtue Affirmations   |
| 6       | List of Example Giftlets  |
| 7       | VOW - Vision Statement, Class Boundaries, Letter to the Parents |
| 8       | Sample Classroom Set Up   |
| 9       | Introduction to Games & Activities                              |
| 10      | Games & Activities  |
| 11      | Games& Activities Index - Sorted by Game/Activity               |
| 12      | Games& Activities Index - Sorted by Virtue                      |
| 13      | Book List   |
| 14      | Book Index - Sorted by Virtue                                   |
| 15      | Arts & Crafts Activities  |
| 16      | Arts & Crafts Index - Sorted by Virtue                          |
| 17      | Patterns Etc.   |
| 18      | Aesop's Fables  |
| 19      | Aesop's Fables Index - Sorted by Virtue                         |
| 20      | Skits   |
| 21      | The Triple Filter Test  |
| 22      | Weekly Virtue Activities Calendars                              |
| 23      | Music & Movement Index  |
| 24      | Lyrics  |

# VOW PRGOGRAM OVERVIEW

## BEGINNING YOUR VOW PROGRAM

Giving the gift of virtues to your family, school, place of worship or community brings joy and excitement to everyone involved. We hope that the activities and format provided will inspire and assist you in implementing a program that is fun so that real learning can take place.

It is highly recommended in order for your VOW program to be as successful as possible that you purchase and read *The Family Virtues Guide* and/or *The Virtues Project Educator's Guide* by Linda Kavelin Popov. These books aid in understanding the philosophy for implementing the curriculum, and are referenced in some activities listed on the Lesson Plan Grids in SECTION 2.

You will need the following items in order to implement the VOW program in its entirety. **Please keep in mind that this overview gives instructions on how to do the full VOW program. However, each teacher can modify their program based on the number of students, amount of time they have, the space available or how extensively they want to use the curriculum.** For example, only one activity may be chosen for a 30 minute class. You will need to decide what supplies are necessary for your individual needs and program. (For information on a home-based VOW program, see page 10) The Lesson Plan Grids in SECTION 2 have been constructed in a way to provide the greatest flexibility.

To get started, you will need...

### For the teacher(s):

|                                 |  |
|---------------------------------|--|
| VOW Teacher's Manual (provided) | Includes Lesson Plan Grids, activity descriptions, indexes, lists and more used to implement your VOW program. Please see "Using the VOW Manual" page 4. |
| Gift Box from God               | A large colorfully decorated box with a lid that contains examples of the Virtue Booklet for the week and the Giftlet.                                   |
| Cassette/CD Player              | Needed for playing various songs listed in the Music and Movement Activity section on the Lesson Plan Grids in SECTION 2.                                |
| Courtesy Bell                   | A bell used to call students to attention.   |
| T-Shirts with VOW Logo          | T-Shirts with the VOW logo that are the same color for each teacher so they can be distinguished from mentors.   |
| Name Tags                       | Replaceable self-adhesive name tags or permanent name tags picked up each week in class.   |

### **For the students:**

|                                   |  |
|-----------------------------------|--|
| Virtue Booklets (provided)        | Taken home each week by each student for reading, discussion and practicing the virtue.  |
| Weekly Virtue Activities Calendar | Week-long take-home calendars to be inserted into Virtue Booklets that include activities to promote virtue practice.  |
| Stickers                          | Used by students to “check off” completed daily activities on the Weekly Virtue Activities Calendar.   |
| Giftlets                          | Small inexpensive take home items used as concrete examples of the virtue. One per child should be provided. Items may be purchased at arts and crafts stores, dollar stores, party supply stores or in bulk online. See SECTION 6: <i>List of Example Giftlets</i> for ideas. To purchase online, visit Oriental Trading Company. <a href="http://www.orientaltrading.com">http://www.orientaltrading.com</a> |
| Treasure Boxes                    | Received by students their first day in class then taken and kept at home for collecting their virtue Giftlets. Boxes should be approximately the size of a shoe box (preferably the kind with attached lids that open on one side) and decorated to look like a treasure box. For treasure box assembly, see SECTION 15: <i>Arts and Crafts</i> , #109 on page 35.  |
| Virtue Booklet Holder             | Decorated by students and taken home for storing their weekly Virtue Booklets. See SECTION 15: <i>Arts and Crafts</i> , #40 on page 12.  |

### **For the classroom:**

|                                     |   |
|-------------------------------------|---|
| Books                               | See books listed in the Storytime section of the Lesson Plan Grids in SECTION 2. (See SECTION 13 for a complete suggested book list or SECTION 14 is a complete book list indexed by virtue.)   |
| Art Supplies                        | Needed for each Arts and Crafts Activity listed on Lesson Plan Grids in SECTION 2. (See also SECTION 15: <i>Arts and Crafts Activities</i> .)   |
| Carpet Squares, Mats, or Small Rugs | Used for each student to sit on during circle time and other activities.  |
| Tables and Chairs and/or            | Tables suitable for children (in both size and height) and/or work boards that provide a movable hard surface for students to work individually or side by side (sometimes in a circle) on the floor. (Note: Ask your local hospital for the white separators used for the shipment of x-ray slides that are normally discarded. They work great for “work boards”) |
| Craft Trays                         | Medium-sized lunch trays (check with your local restaurant supply company) used to hold enough arts and crafts materials for up to two students to share.   |

|                         |  |
|-------------------------|--|
| Musical Instruments     | Various musical instruments (preferably child-sized) either purchased or homemade.   |
| Costumes and Props      | Various costume pieces, hats, gloves, etc. and props as needed.  |
| Classroom “VOWS” Poster | Used to display the classroom boundaries or “VOWS” for display in the classroom and the classroom consequences. (See SECTION 7: <i>VOW Vision Statement and Classroom Boundaries</i> ) |
| Courtesy Chair          | A chair easily distinguished from other chairs in the classroom, possibly with a slip cover with a “Courtesy Chair” patch ironed on it.  |

**For the parents:**

|                              |  |
|------------------------------|--|
| Parent Observation Area Sign | A sign designating an area for parents and/or guests to sit while observing the class. (Please see the Parent Observation Area in the Parent Etiquette Section page 9) |
| Parent Information           | See SECTION 7: <i>Letter to the Parents and VOW Vision Statement and Classroom Boundaries</i> . Envelopes or folders may be used for this.                             |

**For the mentors:**

|                        |  |
|------------------------|--|
| T-Shirts with VOW Logo | T-shirts of the same color to distinguish mentors from teachers may be decorated by mentors if desired.                    |
| VOW “Passports”        | Small passport booklets with virtues listed inside to be checked off or stamped each time a mentor assists in a VOW class. |
| Name Tags              | Replaceable self-adhesive name tags or permanent name tags picked up each week in class.                                   |

## **SETTING UP THE CLASSROOM**

Turn to SECTION 8 : *Sample VOW Classroom Set Up* for an example classroom environment. A few things to keep in mind when determining how to set up your space are:

1. When possible, provide a variety of work spaces for students. (for example, on the floor, sitting or standing at tables, on beanbags, etc.) Whether working individually, in groups or on a particular project, give students the opportunity to choose where they are most comfortable working. While some students like sitting at a table, others enjoy standing at one while working on a craft. Many children, younger and older, like to spread materials on the floor and work. Work mats, rugs and work boards are useful because they help students designate a space of their own. Students may also be given the opportunity to pair up by joining work spaces with another.
2. Child-sized tables, chairs and other furniture are ideal and provide a comfortable environment for students to work. The more the classroom is designed to meet the students needs, the more they will feel a sense ownership and want to care and be responsible for their space.

3. Place posters, displays, and other wall items at a level suitable for students to view to create a child-friendly environment.
4. Provide a group area for “circle time” where everyone can begin and end class together, as well as, do other group related activities. The circle area may be designated with tape or students can use work mats or rugs to form a circle when they enter the classroom.
5. Bring variety to your classroom, when possible, by creating stations for specific activities. For example a painting area, a book nook with pillows that has virtue related books, or a general drawing area with color sheets related to the virtue of the week.
6. Have tables or areas designated for prepared arts and craft materials, finished art work or drying area, and snack preparation (optional). Introduce these areas to the students and keep them same throughout the year. This way students always know where to pick up the materials they need for activities and where to put them when they are done. The more students can do things for themselves, the more they become self-confident and independent. Also, allowing for this independence and responsibility provides more opportunities for mistakes, as well as, successes in practicing virtues. Avoid doing for students what they can do for themselves, but be ready to help when students ask for it.
7. Place the Courtesy Bell in a specific place in the room where you can get to it easily when the need arises. When the bell is rung, students immediately “freeze”, become silent, and give their attention to the teacher. This periodically offers excellent teaching moments when the students don’t react properly to the bell. For example once all students are frozen and silent, the teacher can point out that there is room for improvement in response to the bell. The teacher then instructs the students to continue doing what they were doing and when they hear the bell again lets all respond courteously and with excellence.
8. Place the Courtesy Chair in an area some distance from the group activity area, but facing the class. It is a place for students to sit where they can continue to view the class while they review their behavior and decide which virtue they need in order to rejoin the group.

### **SETTING CLEAR BOUNDARIES, CREATING VISION STATEMENTS AND CLASS SLOGANS**

Turn to SECTION 7: *VOW Statement and Classroom Boundaries* for examples of a vision statement, class slogan and classroom boundaries. They can be predetermined by the teacher and shared with the class or students can collaborate with teachers to create them. For more information, see *The Virtues Project Educators Guide* pgs. 78 & 85 and *The Family Virtues Guide* pgs. 31-41.

### **USING THE VOW MANUAL**

The VOW Lesson Plan Grids in SECTION 2 provide a flexible format so teachers can “mix and match” activities from several categories to fit their specific class needs. Generally, utilizing the entire Lesson Plan Grid by starting with the Hello Song, doing an activity from each category and then ending with the Goodbye Song, takes approximately one hour to an hour and a half. Depending on how much time you want to spend on each activity or how many activities you want to do, you will need to decide if you want to do the entire program or only a couple of activities.

## **Hello Song:**

It is important to start the class with a “hello” or “greeting” song that is sung at the beginning of every class. We have provided a reference for a song; (see SECTION 24: *Lyrics Greeting and Farewell Songs*) however, teachers may choose one of their own. By starting with the same greeting song each week you provide a sense of consistency and familiarity at the beginning of the class. Students will begin to have a sense of what to expect and ritual that helps set the class environment. The Hello Song is also a great way to gently encourage students to join the circle so that class can begin. Either the teacher alone or with a few students can begin singing and repeat the song until everyone has come together.

## **The Gift Box from God:**

***Just prior to bringing out the Gift Box from God*** is an opportunity for the teacher to do one or more activities before introducing the virtue of the week. The suggestions below are listed on the Lesson Plan Grids in the Gift Box from God section. Avoid explaining and discussing the following topics for long periods of time.

1. Introduction or review of a prayer or inspirational quote. For multi-faith classes, the Golden Rule, prayers or inspirational quotes from various religions may be read by the teacher and repeated by the students. Teachers may also choose to repeat the same prayer or quote each week for the purpose of memorization. This exercise provides a perfect opportunity to model and practice reverence. Whenever possible and in keeping with the preservation of reverence, it may be helpful to provide objects for words in the prayer or quote. For example, a prayer or quote may refer to a rose or other object. These objects may be placed in the center of the circle for students to look at while they listen to and/or repeat the prayer or quote.
2. Introduction or review of the classroom boundaries, consequences, class vision statement or slogan. It is suggested that you choose *one* concept or topic to focus on at a time each week rather than going through lots of information all at once in one sitting. This gives students an opportunity to absorb the content better (one concept at a time) and gives the teacher an opportunity to focus more fully on that concept that day in class. For example, you may wish to focus on the Vision Statement in class one, the slogan in class two, one classroom boundary each week for the next several weeks and then move on to a different consequence each week for the next several weeks. Note: You will, however, need to address the purpose and use of the Courtesy Bell the first day of class and the Courtesy Chair early on in your program. For more information regarding classroom consequences see *Managing Your Classroom*.
3. Review students’ successes regarding practicing last week’s virtue. Allow students to share briefly their experience with practicing the virtue, observing others practicing the virtue or activities they did from the previous week’s Weekly Virtue Activities Calendar.

***When bringing out the Gift Box from God*** explain briefly that God has given us virtues and the virtues are what are good about us. They are already inside us, we just need to discover them and learn how to practice them. Keep your explanation simple and short. Make the connection that the Gift Box from God each week will reveal a new virtue or “gem within us”. Really make the opening of the box exciting and anticipatory. Play up the suspense and you will capture the attention of your students. Make sure to make your Gift Box from God eye-catching and treat it with respect and care so that the idea of virtues being special is conveyed. You might also choose a different student each week to assist you in opening the box to make it even more exciting. When introducing the virtue, keep your

remarks brief. You will lose the attention of your students especially if they are very young or are unfamiliar with the virtue. The VOW program is designed for students to *practice* and *explore* the virtues experientially through hands-on activities. Keep in mind this is intended only as an introduction and not the lesson itself. The real learning comes from participating in the activities.

***After opening the Gift Box from God*** take out the Virtue Booklet for the virtue of the week. Introduce the cover of the book and refer to the picture on the front by asking simple questions about it. A fun thing to do is to show the picture, but not tell your students what the virtue is. See if they can guess and explain why they chose the virtue they did. After introducing the name of the virtue, read only the section on what the virtue is and stop there. Then take out the virtue Giftlet and ask the students how they think that object is related to or shows the virtue. Remember it is not necessary for the students to have a full understanding of the virtue at this point for you to move on to the activities. Students have many different learning styles and the idea of the VOW class is to provide activities that tap into the different ways students make connections to information. Every activity provides an opportunity for students to make a connection to the virtue in their own way.

### **Creating Your Lesson Plan:**

Now you are ready to get everyone up on their feet or engaged in an activity that reinforces the virtue or gives students the opportunity to explore and practice the virtue. The Lesson Plan Grids in SECTION 2 provide you with three options for each category in the areas of Games & Activities, Storytime, Arts & Crafts, Presentation/Service, and Music and Movement. Please note that you may vary the number of options or categories you choose based on your class needs.

1. **Options** – *In general*, options are numbered according to difficulty level with Option 1 being the simpler activity, Option 2 being moderate in difficulty and Option 3 the more advanced level activity. Although Option 1 may be best for the 3-5 age range, Option 2 the 5-7 range and Option 3 the 7-8 range, you may find that Option 1 is just as challenging and fun for older students as well. You will need to decide which game/activity is best for your students based on their experience with the game/activity and age range. Keep in mind that the games/activities are very versatile and can be played in different variations to meet your students at their level of challenge. As a rule, most games can be played at a higher level with more challenge, whereas the higher level games (Option 3) will tend to be more difficult to simplify.

In addition, you will often find that activities in an Option column will follow a theme and the Storytime and Arts and Crafts will be theme-related. You may or may not choose to follow the theme.

2. **Games and Activities** – The games and activities in this section can serve two purposes, that is, by doing the activity itself, the students are actually practicing the virtue. By incorporating the virtue as a theme, the activity is focused on a virtue the teacher needs to present or review with the class. See SECTION 9: *Intro to Games and Activities* for a full explanation on how to use the games. SECTION 10: *Games and Activities* lists the games alphabetically and explains how to play each game and identifies the virtues associated with them. SECTION 11: *Games and Activities Indexed by Game* and SECTION 12: *Games and Activities Indexed by virtue* are resources for choosing other games if those identified in the Lesson Plan Grid are not appropriate for your class or if you want to identify a game for another activity.

3. Storytime – The stories provided are only suggestions. You may want to substitute a story you already have that relates to the virtue of the week and modify your activities to go with the story. However, many of the books on the Lesson Plan Grids are available at your local library or can be purchased at most bookstores or online. Turn to SECTION 13 *Book List* for a complete list of books and SECTION 14: *Book Index Sorted by Virtue* to choose books for your weekly book nook.
4. Arts and Crafts – A basic supply of various arts and crafts materials is needed for your class (glue, scissors, paper, crayons and colored pencils, etc.), however, there are many Arts and Crafts activities that require specific supplies. Make sure to check the materials list for each Arts and Crafts activity prior to class so that you will have the necessary materials needed for that activity. Some Arts and Crafts activities will require some preparation, especially if you are working with very young students who may need you to pre-prepare materials. In the Arts and Crafts section of the Lesson Plan Grids there is a number followed by the name of the arts and craft project, as well as, a basic list of materials for that particular project. The number in the grid refers to the number in SECTION 15: *Arts and Crafts Activities* where you will find a detailed description of the project. If the project was previously published, the name of the craft book and the page it appears on are listed. Purchasing those craft books is strongly advised so that you have access to patterns and a picture of the final project. Keep in mind that these are suggested crafts that may spark your imagination to create an entirely different or slightly modified project.
5. Presentation/Service – Each week your class will have the opportunity to present something they have prepared or made in class or provide a service related to the virtue of the week to others. It is an ideal opportunity if you have simultaneous classes (adult, youth or other children’s classes) going on during your VOW class to allow your students to present to others what they have learned. The presentations and opportunities for service can be as simple or complex as you like depending on how much time you want to spend on them, however, very often you will find that your students will enjoy even the simplest of presentations/services and the need for great amounts of preparation unnecessary. In addition, your class may choose to do an on-going service project for an organization such as a sponsored book reading fundraiser or clean-up project. A good way to get the students involved is to provide them with a few (no more than 3) options and let them decide which service project they would like to do.
6. Music and Movement: Turn to SECTION 24: *Lyrics* for the lyrics to the songs. Many of these songs were found and can be heard on <http://www.kididdles.com>. Additional resources include Character Classics and The Virtue CD. See SECTION 23: *Music and Movement Index* for a complete list of songs, artists and sources. You will notice this section is entitled Music and Movement. The music is even more effective when musical instruments and/or movement or dance is used.

### **Virtue Affirmation**

The end of class is a wonderful opportunity to gather everyone together in the circle and go over the Virtue Affirmation. Have the students sit reverently and repeat small sections of the Virtue Affirmation after you. Remind them to say their Affirmation several times throughout the week. See SECTION 5: *Virtue Affirmations* for a list of all virtue affirmations. These affirmations are also printed on the back cover of each Virtue Booklet.

## **Goodbye Song:**

The Goodbye Song provides a familiar closure to the class. It may be possible to revise your Hello Song, depending on the lyrics, to include the word “goodbye” or “farewell” so that the same tune is used and only the lyrics are changed. In any case, the Hello and Goodbye Song should be simple, short and sweet! (See SECTION 24: *Lyrics Greeting and Farewell Songs*)

## **MANAGING YOUR CLASSROOM**

Part of the success of managing your classroom is the amount of time invested in the preparation of materials and set-up of the environment. Other aspects include the clear boundaries that govern your class and the implementation of the language of the virtues. All these things will help you to be prepared for your class and to deal with upsets should they arise. VOW classes are set up and based on two approaches for class management. One is the *Love and Logic* approach (please visit <http://www.loveandlogic.com/>) and the other is *The Virtues Project* approach (please visit <http://www.virtuesproject.com/index.php>). While *Love and Logic* provides teachers and parents with practical skills and tools, *The Family Virtues Guide* and *The Educator’s Guide* provide the balance of the spiritual aspects of managing problems in the classroom. A combination of these two approaches make up the Classroom VOW’s or Boundaries referred to earlier. Both provide opportunities for mistakes and growth while giving the students the opportunity to choose, modify or change their behavior in a way that emphasizes the use of virtues.

You will notice that this section of the Teacher’s Manual does not go into detail on either approach. The reason for this is the *Love and Logic* books and *The Family Virtues Guide* and *The Educator’s Guide* must be read in order to clearly understand the philosophies. It is highly recommended that you become very familiar with these two approaches (or another similar type of classroom management approach) before beginning your VOW program. The curriculum alone is not what makes the VOW program work. The curriculum without an appropriate classroom management is without support and function. Even more important than the activities themselves, is the opportunity for teachable moments that occur in the classroom. Although the activities in each category are designed to create teachable moments and opportunities for virtue practice, it is the naturally occurring opportunities that are far more effective and important to not miss. For example, in one of our earlier classes, when the students were asked to get a carpet square from a stack of carpets in the classroom and bring it to the circle, a scuffle started over getting to the stack first and getting the color of carpet square desired. Without stepping in and “fixing” the situation, we rang the Courtesy Bell to get everyone’s attention and asked the students to go back to where they had come from in the class. Then we asked, “What would courtesy look when we get our carpet squares? Let’s try it again.”

## **PREPARING VOW CLASS ITEMS FOR TAKE-HOME**

Once your class begins you will find that it goes very quickly because children love to have fun which is what this program is all about. So, be prepared. Place take home bags in the same area every week. Be sure to label a bag for each student. (This is a great job for the mentors) Be sure to label bags as late students arrive. Each bag should contain the Virtue Booklet and giftlet for the week, as well as, any arts and crafts projects completed that day. Parent information can also be placed in the bags.

## **MENTORSHIP IN THE CLASSROOM**

The VOW curriculum is geared towards students ages 3 to 8 however a mentorship program was developed for ages 9 to 14 as a companion program. It was originally intended to be a short lived program until a complete VOW curriculum could be developed for the older ages, but it became readily apparent that not only were the mentors enjoying themselves, but they were learning about the virtues, developing leadership qualities and nurturing skills. What better way to develop the next generation of teachers?!

Critical to the success of the mentorship program, however, is communicating effectively expectations regarding behavior and interaction with the students. Periodic mentor meetings are very effective. Some topics that should be discussed are: explaining the role of the mentor (i.e. being a virtue role model), encouraging students to do their own work, and assisting in the mechanics of classroom management, etc.

Have mentors brain storm about what their role is and what jobs would be appropriate for them. Role play how to encourage students to do their own work and not fall into the habit of doing it for them. Role play problem solving situations with particularly challenging students. This is also a good opportunity to practice some of the improv games in SECTION 10 and to practice performing Aesop's fables in SECTION 18 . The mentors will then be able to perform these games and/or fables for the students.

Some mentor jobs may include: class room set up, setting up arts materials on student trays, distributing trays, setting up and distributing snacks, encouraging students to assist with clean up, making sure each student has a "take home bag" labeled with their name and that all their materials are in the bag, presenting fables and skits, etc.

If you have an over abundance of mentors and as your classroom develops its own flow, you may find it works best to send the mentors to another area during story time to work on improv games that demonstrate the virtue of the week at their level or work on developing a skit. Then, they can come back into the classroom to assist with the arts and crafts project which usually requires more hands.

The idea is to remain flexible. Perhaps rather than read the story at the beginning of the class, you challenge the mentors to create a skit (with costumes) while the students play their game and complete their art work. Then the mentors can perform at the end of class.

Children this age, 9 to 14, love to be responsible and help and enjoy having the special honor of a mentor position. Keep in mind that although the activities in SECTION 2 on the Lesson Plan Grids are geared for ages 3-8 , all are easily adapted to a higher level and can be just as much fun for the older age range.

## **PARENT ETIQUETTE**

One of the goals of the VOW program is to help students develop independence and a positive self image from being able to accomplish things on their own. They are encouraged to do their own work, solve their own problems and clean up after themselves. Occasionally you may run across a parent or two who are overly helpful which runs counter to this objective. To avoid potential problems, it is suggested to set up a "Parent/Visitor Observation Area" which is simply a few chairs set up somewhat away from the group to discourage too much interaction or interruption from parents who are not there

specifically as assistants. Again it is important to have it in the same place each week and helpful to have a sign placed above the chairs.

Also, some children have difficulty being separated from their parents and this allows those students to have peace of mind and focus on the class. After several weeks, parents may find they can leave the classroom altogether.

### **SPECIAL FUN DAYS**

We've talked about being consistent with classroom set up and procedure, however, sometimes it's great to have special activity days. Two fun ideas for reviewing the virtues you have been studying are:

1. **Spring Field Day:** During Spring Field Day all activities are associated with a virtue. For example, the limbo (flexibility), water balloon toss (excellence), cheeto toss (self-discipline), face painting (creativity), cup cake walk (patience), bubble area (joyfulness), sack race (determination), snack area (moderation), etc. Each area should be set up ahead of time in its own area with a posted sign that includes the name of the game and the virtue. That way you can move from activity to activity with little or no confusion.
2. **VOW-O-WEEN Day:** Students, mentors and teachers should come dressed as their favorite virtue. Activity ideas include: guess the virtue costume, popping trinket balloons (i.e. balloons that are inflated but have small trinkets inside), pumpkin bowling, face painting, making candied apples and/or popcorn balls, autumn crafts like leaf tracings, etc. Snacks should also relate to virtues such as heart shaped cookies (love), licorice (flexibility), etc.

### **INVITING GUESTS PERFORMERS/PRESENTERS**

Another important aspect of the VOW program is the integration of guest performers/presenters when possible. For example, musicians playing background music for stories or skits add a whole other dimension to Storytime. Other examples include: peace officer/police officer (peacefulness), dog trainer and dogs (purposefulness), fireman (service), marital arts expert (self-discipline). Be sure ahead of time that the guest is comfortable relating to and working with young students.

### **HOME BASED VOW PROGRAM**

Congratulations for getting this far! You are probably panicking by now. But don't! You heard about this fun, easy virtues program you could have in your home for your children and maybe some of their friends. Now you have a five pound manual with a 10 page introduction that talks about mentors, bells, parent observation area, t-shirts, passports,... Remember, almost everything described above relates to the full blown, structured, class being offered to a large group of people. For the home based VOW program, setting clear boundaries (page 4) is important, as well as, learning classroom management skills (page 8 ). Then decide how much time you have and select activities from the Lesson Plan Grids in SECTION 2 to best make use of that time. Be sure to download the Virtue Booklets and the weekly Virtues Activities calendars.

**GOOD LUCK AND REMEMBER TO BE FLEXIBLE AND HAVE FUN!**

# VIRTUE: ASSERTIVENESS

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <p><b>Add a Part, variation 2-</b> relate to virtue theme<br/><i>(other variations and basic version for older students)</i></p>  | <p><b>Letter Point -</b> relate to virtue theme</p>   | <p><b>Changing emotion -</b> relate to virtue theme - vary intensity to demonstrate assertiveness</p>   |
| STORYTIME   | <p><b><i>Put me in the Zoo</i></b></p>  | <p><b><i>Arthur's Family Vacation</i></b></p>   | <p><b><i>Verdi</i></b></p>  |
| ARTS & CRAFTS   | <p><b># 41 Animal Masks</b></p> <p><b>Materials</b> Paper plates, string, hole punch, washable markers</p>  | <p><b>#154 Post Cards</b></p> <p><b>Materials</b> large index cards, crayons and /or markers, cut out pictures and/or magazines, glue, scissors</p> | <p><b>#155 Snake mobile</b></p> <p><b>Materials</b> a large piece of drawing paper or medium sized poster board, pencil, crayons and/or markers, yarn, hole punch, scissors</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> Animal Mask</p>  | <p><b>Service:</b> Heifer Project</p>   | <p><b>Present:</b> A virtue related story</p>   |
| MUSIC & MOVEMENT  | <p>Red Grammer - <i>Say Hi</i></p>  | <p>Character Classics - Assertiveness</p>   | <p>The Virtues Songs - Assertiveness</p>  |
| REVIEW THE AFFIRMATION  | <p>I am assertive. I think for myself and do what I feel is right. I tell the truth about what is fair. I share my special talents with the world. I deserve respect as a child of God.</p>   |   |   |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: CARING

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| GAMES & ACTIVITIES  | <p><b>Pass It On</b> - Basic game first; then incorporate passing an imaginary item with great care.</p>  | <p><b>Airport</b> - relate to virtue theme</p> <p><b>Materials:</b> obstacles for the run way, blindfold</p>   | <p><b>Who Am I</b> - relate to virtue theme by using caring professions</p> <p><b>Materials:</b> cards with names or pictures of profession and box of related costume materials</p>                                      |
| STORYTIME   | <i>Let's Share</i>  | <i>The Three Questions</i>   | <i>Papa Piccolo</i>   |
| ARTS & CRAFTS   | <p><b>#6 Virtues Large &amp; Small</b> relate to virtue theme</p> <p><b>Materials</b> large chalk board or paper, crayons or paints or washable markers, paper, decorative stickers or do dads, if you are going to make the special boxes: small boxes, glue, and pretty wrapping paper, tape</p>  | <p><b>#31: Virtue Place Mats</b></p> <p><b>Materials:</b> card stock or card board material; pictures of people committing virtues; clear contact paper to cover</p>           | <p><b>#39 Make a First Aid Kit.</b></p> <p><b>Materials</b> Boxes, some band aids, other caring items or pictures different caring items, some non caring items or pictures of them, washable markers, stickers, etc.</p> |
| PRESENTATION/ SERVICE   | <p><b>Service:</b> Heifer Project</p>   | <p><b>Play:</b> <i>The Lost Egg</i></p> <p><b>Materials:</b> Miscellaneous costume pieces and props, blue cloth for "pond", construction paper, scissors, glue for flowers</p> | <p><b>Present:</b> A virtue related story</p>   |
| MUSIC & MOVEMENT  | Kididdles - <i>All Better</i>   | The Virtues Songs - Caring   | Hello World - <i>Together Time</i>  |
| REVIEW THE AFFIRMATION  | <p>Today I will care for others and myself. I will pay loving attention to people and things I care about. I will give my best to every job.</p>  |  |   |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |   |

# VIRTUE: CLEANLINESS

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Put it Back</b> - relate to virtue theme   | <b>Name 6</b> - relate to virtue theme - <i>for younger students name fewer objects</i>  | <b>What are you doing</b> - relate to virtue theme  |
| STORYTIME   | <i>Trash Trouble</i>  | <i>Franklin is Messy</i>   | <i>Berenstain Bears and the Messy Room</i>  |
| ARTS & CRAFTS   | <p><b>#156 Paint in a bag</b></p> <p><b>Materials</b> large zip lock bags, at least 4 different colors of tempera paints, heavy-duty tape scissors</p>  | <p><b>#157 Magic Bubble Paint</b></p> <p><b>Materials</b> 2 teaspoons of liquid dish detergent, 3 tablespoons water, ¼ cup powdered tempera paint, bowls, straws and paper</p> | <p><b>#158 Splongie Ball and Bathtub Finger Paints</b></p> <p><b>Materials</b> sponges, plastic cable ties, scissors, dish detergent, cornstarch, mixing bowls, food coloring, small non breakable containers</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story   | <b>Present:</b> "Splish Splash I Was Taking a Bath"   |
| MUSIC & MOVEMENT  | <i>This is the way I wash my face, wash my face, wash my face so early in the morning...</i>  | Raffi - <i>Brushing your teeth</i>   | Kididdles - <i>Splish Splash I Was Taking a Bath</i>  |
| REVIEW THE AFFIRMATION  | I keep myself fresh and clean. I keep my things and home clean and neat. With God's help I can clean up any mistake.  |  |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |   |

# VIRTUE: COMPASSION

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Emotional Chorus</b> - relate to virtue theme  | <b>Hey Taxi</b> relate to virtue theme   | <b>Changing Emotion</b> - relate to virtue theme  |
| STORYTIME   | <b><i>The Lion &amp; The Mouse</i></b>  | <b><i>The Velveteen Rabbit</i></b>   | <b><i>Papa Piccolo</i></b>  |
| ARTS & CRAFTS   | <p><b>#97 Inuit Finger Mask</b> - relate to virtue theme</p> <p><b>Materials:</b> Pop tops from soda cans, poster boards, markers, hot glue gun and glue, pencils, scissors; different facial expressions to depict compassion and other virtues.</p>   | <p><b>#99 Storyteller Animal Masks</b> - relate to virtue theme -</p> <p><b>Materials:</b> Paper plate 7", wooden tongue depressor or popsicle stick, markers, tape, stapler, hole punch, scissors, pictures of different facial expressions to depict compassion and other virtues.</p> | <p><b>#37 What Did and Would Happen</b> - relate to virtue theme</p> <p><b>Materials:</b> Pictures of problems or situations, paper, construction paper or posters, glue, magazines and/or pre-cut pictures representing a sequence of events</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> Emotional Chorus  | <b>Present:</b> Aesop's Fable <i>The Boys and the Frog</i>   | <b>Service:</b> Heifer Project  |
| MUSIC & MOVEMENT  | The Virtues Songs - Compassion  | Kididdles - <i>Uncle Joe is Very Sick</i>  | Kididdles - <i>Spin, Children, Spin</i>   |
| REVIEW THE AFFIRMATION  | I have compassion. I see when someone feels sad and do what I can to help. I show that I care.  |  |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |   |

# VIRTUE: CONFIDENCE

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <p><b>Feet and Legs or Hands Alone</b><br/>relate to virtue theme</p>   | <p><b>Spellmaster</b></p>  | <p><b>Word Wide Web</b></p>  |
| STORYTIME   | <p><b><i>The Little Engine that Could</i></b></p>   | <p><b><i>The Berenstain Bears Visit the Dentist</i></b></p>  | <p><b><i>The Seven Chinese Sisters</i></b></p>   |
| ARTS & CRAFTS   | <p><b>#108 Costa Rica Cart</b><br/>or<br/><b>Light Switch Plate</b> <b>#90</b></p> <p><b>Materials</b> shoe box no lid – painted inside &amp; out with bright colors, big enough to trace 4 of the patterns on page 74 or 75 on it, paper fasteners, paints, cups, water, small paint brushes, pencils, scissors or Craft paint light switch plates (1 or 2 holes), paint brushes</p>   | <p><b>#172 Tooth Pocket</b></p> <p><b>Materials</b> fun foam, tooth template, yarn, plastic craft needle, and scissors</p> | <p><b>#5 Blind Folded Drawing</b></p> <p><b>Materials</b> chalk or poster board, index cards, pencils, (for smaller children have virtue pictures) crayons, washable markers, decorative paper, glue, coffee cans for students</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> A virtue related story</p>   | <p><b>Present:</b> High Hopes</p>  | <p><b>Present:</b> Aesop's Fable <i>The Boy and the Cactus</i></p>   |
| MUSIC & MOVEMENT  | <p>The Virtues Songs - Confidence</p>   | <p>Kididdles - <i>High Hopes</i></p>   | <p>Kididdles - <i>He's Got the Whole World in His Hands</i></p>  |
| REVIEW THE AFFIRMATION  | <p>I act with confidence. I try new things and do my best. I do not worry about making mistakes. I learn from my mistakes. I know God is always with me in everything I do.</p>   |  |  |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |  |

## VIRTUE: CONSIDERATION

|   |   |   |   |
|---|---|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |   |   |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p style="text-align: center;"><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| <b>CATEGORY</b>   | <b>OPTION 1</b>   | <b>OPTION 2</b>   | <b>OPTION 3</b>   |
| <b>GAMES &amp; ACTIVITIES</b>   | <b>Charades</b> - relate to virtue theme  | <b>Storytime Variation 3</b> - relate to virtue theme, e.g. set the table<br><br><b>Materials:</b> table setting items like plates, napkins, etc  | <b>Stage Picture</b> - relate to virtue theme   |
| <b>STORYTIME</b>  | <i><b>The New Kid</b></i>   | <i><b>Mrs. Katz &amp; Tush</b></i>  | <i><b>The Mitten</b></i>  |
| <b>ARTS &amp; CRAFTS</b>  | <p><b>#69 Door Hanger</b> - relate to virtue theme</p> <p><b>Materials:</b> Gems, sequins, glitter or other doo dads, washable markers, poster board or craft foam board, scissors</p>  | <p><b>#31 Virtue Place Mat</b> - relate to virtue theme - Write "I'm considerate ..." on the top of the place mat and "I set the table" on the bottom of the place mat. Draw a circle to represent a plate and a smaller circle to represent where the glass/cup goes. Fill these in with a mosaic pattern using the 1" square pieces of construction paper. Glue the fork, spoon and knife in position. Cover with contact paper.</p> <p><b>Materials:</b> Cardboard or posters, glue, large piece of construction paper the size of the card board, 1" square pieces of construction paper in different colors, foil cut in the shape of knife, fork and spoon, and clear contact paper</p> | <p><b>#139 Groovy Glasses</b> - relate to virtue theme - see through the eyes of someone else.</p> <p><b>Materials:</b> Tracing paper, light weight cardboard, colored markers, colored cellophane, clear tape, glitter, fake fur, pipe cleaners, etc. scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story  | <b>Guess the Virtue:</b> Stage Picture with clown shoes and glasses; audience needs to guess virtue   |
| <b>MUSIC &amp; MOVEMENT</b>   | The Virtues Songs - Consideration   | Kididdles - <i>Consider yourself</i>  | Kididdles - <i>All Better!</i>  |
| <b>REVIEW THE AFFIRMATION</b>   | I am considerate and think about the needs and feelings of others. I bring happiness to others because they are important.  |   |   |
| <b>GOODBYE</b>  | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: COURAGE

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <p><b>Follow My Lead</b> - relate to virtue theme</p>   | <p><b>Stand Up Comedy</b> - relate to virtue theme</p> <p><b>Materials</b> - appropriate joke books</p>   | <p><b>Experts</b> - relate to virtue theme</p>  |
| STORYTIME   | <p><i><b>The Sneetches and Other Stories- What Was I Afraid Of?</b></i></p>   | <p><i><b>Very Last First Time</b></i></p>   | <p><i><b>The Dragon New Year, A Chinese Legend</b></i></p>  |
| ARTS & CRAFTS   | <p><b>#159 Crown of Courage</b></p> <p><b>Materials</b> gold or silver doilies (or paint a white one), foil, glue, scraps of shiny paper, ribbon and crumpled tissues, scissors</p>   | <p><b>#160 Courage with Affirmation on it</b></p> <p><b>Materials</b> poster board, pencils, rulers, crayons, markers, heavy duty tape and scissors</p> | <p><b>#161 Fireworks and #135 Vietnamese Dragon</b></p> <p><b>Materials</b> and Paper cup, hole punch, straw, tape, construction paper, scissors Red and Yellow paper, foil, decorative paper, glue, and scissors</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> A virtue related story</p>   | <p><b>Present:</b> Stand Up Comedy</p>  | <p><b>Service:</b> Heifer Project</p>   |
| MUSIC & MOVEMENT  | <p>Character Classics - Courage</p>   | <p>The Virtues Songs - Courage</p>  | <p>Kiddles - <i>Ten Little Monsters</i></p>   |
| REVIEW THE AFFIRMATION  | <p>I have courage. I try new things. I learn from my mistakes and keep trying. I do what is right and ask God and others for help when I need it.</p>   |   |   |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: COURTESY

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <a href="#">Mother May I</a>  | <a href="#">Stage Picture</a>  | <a href="#">Table Conversation</a>   |
| STORYTIME   | <a href="#">Mine</a>  | <a href="#">We Can Get Along</a>   | <a href="#">The Berenstain Bears Forget Their Manners</a>  |
| ARTS & CRAFTS   | <p><a href="#">#4 Thank You Cards</a></p> <p><b>Materials</b> cardstock or paper folded into quarters, crayons, washable markers, paper or posters, glue, virtue pictures, stickers, traceable shapes or cookie cutters, envelopes, stamps</p>  | <p><a href="#">#69 Door Knob Hanger</a></p> <p><b>Materials</b> gems, sequins, glitter or other doo dads, washable markers, poster board or craft foam board, scissors</p> | <p><a href="#">#93 Manners Place Mat</a></p> <p><b>Materials</b> aluminum foil, clear contact paper (12" X 18") construction paper, copy of poem on page 101, crayons or markers, glue stick, pencil, set of silverware to trace, scissors</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Courteously serve others refreshments   | <b>Present:</b> A virtue related story   |  |
| MUSIC & MOVEMENT  | The Virtues Songs - Courtesy  | Kididdles - <i>God's Little Garden</i>   | Kididdles - <i>The Golden Rule</i>   |
| REVIEW THE AFFIRMATION  | I am courteous. I use my good manners and treat people with respect. I show people that I care. I am polite to my elders, parents and teachers.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: CREATIVITY

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Morph</b>  | <b>Add a Part</b>  | <b>Playwright</b>  |
| STORYTIME   | <i>Put Me in the Zoo</i>  | <i>Lizard's Song</i>   | <i>Grandma's Walk</i>  |
| ARTS & CRAFTS   | <p><b>#157 Magic Bubble Paint</b></p> <p><b>Materials</b> 2 teaspoons of liquid dish detergent, 3 tablespoons water, ¼ cup powdered tempera paint, bowls, straws and paper</p>  | <p><b>#173 Portable Box Easel &amp; Clipboard</b></p> <p><b>Materials :</b> cardboard box and rectangle, clothespins, serrated knife (or cut boxes beforehand), yarn, string, pencils, paint, old wrapping paper, glue, leaves, crayons, scissors, etc</p> | <p><b>#40 Lap book</b> - relate to Grandma's Walk</p> <p><b>Materials</b> Cereal boxes, contact paper or other paper to cover box, glue or tape to attach paper, decorative items, crayons, markers, scissors, sand, sea shells, etc</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> A virtue related story  | <b>Present:</b> Your favorite Song   | <b>Present:</b> Aesop's Fable - The Crow and the Pitcher   |
| MUSIC & MOVEMENT  | The Virtues Songs - Creativity  | Kididdles - <i>If All the Raindrops</i>  | Kididdles - <i>Can You be a Sunbeam?</i>   |
| REVIEW THE AFFIRMATION  | I am creative. I have special gifts and talents. I use my imagination and think of new and better ways to do things. I share my ideas and use my creativity to serve the world.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: DETACHMENT

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Emotional Chorus</b> - relate to virtue theme  | <b>Professor</b>   | <b>Three Way Conversation</b>  |
| STORYTIME   | <i>The Way I Feel</i>   | <i>Let's Share</i>   | <i>Rhea Learns to Share</i>  |
| ARTS & CRAFTS   | <p><b>#110 Make a WIT Kit</b></p> <p><b>Materials</b> Small to medium sized shoe or other box with lid, cardboard, construction paper, cheap sunglasses (party favors), cotton, paint mask, crayons</p>   | <p><b>#107 Worry Doll</b></p> <p><b>Materials</b> wooden clothes pins, popsicle sticks, yarn any color, markers, pencil, hot glue gun and glue, scissors</p> | <p><b>#48 Group Drawing</b></p> <p><b>Materials</b> paper for each student, washable markers and/or crayons, pencils</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> A virtue related story  | <b>Present:</b> Professor  | <b>Present:</b> Your art work  |
| MUSIC & MOVEMENT  | The Virtues Songs - Detachment  | Kididdles - <i>Somebody</i>  | Kididdles - <i>Chase it Away</i>   |
| REVIEW THE AFFIRMATION  | I pay attention to my feelings and choose how I will act with detachment. I do what is right and use thinking and feeling together. I choose to be my best self no matter what happens.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

## VIRTUE: DETERMINATION

|   |   |   |  |
|---|---|---|--|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |   |  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p style="text-align: center;"><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |  |
| <b>CATEGORY</b>   | <b>OPTION 1</b>   | <b>OPTION 2</b>   | <b>OPTION 3</b>  |
| <b>GAMES &amp; ACTIVITIES</b>   | <b>Patience, Patience, Determination</b>  | <b>Singing Symbols</b> - relate to virtue theme   | <b>How Do You Do That?</b> - relate to virtue theme  |
| <b>STORYTIME</b>  | <i><b>The Very Busy Spider</b></i>  | <i><b>The Little Engine that Could</b></i>  | <i><b>Arthur's Family Vacation</b></i>   |
| <b>ARTS &amp; CRAFTS</b>  | <p style="text-align: center;"><b>#92 Paper Plate Web</b></p> <p><b>Materials:</b> Hole punch, markers, pencil, star template (page 95), paper plates, yarn, templates on page 67, scissors</p>   | <p style="text-align: center;"><b>#108 Costa Rica Cart</b> - relate to virtue theme - construct an engine rather than a cart</p> <p><b>Materials:</b> Shoe box and smaller box that will fit inside the shoe box – painted ahead of time inside and out with bright colors, toilet paper roll for smoke stack, paper fasteners, paints, cups, water, small paint brushes, pencils, scissors</p> | <p style="text-align: center;"><b>#118 Wodaabe Mirror Pouch or Character Classic</b></p> <p><b>Materials:</b> Poster board or tag board (any dark color), 3' of gimp or string (any color), aluminum foil, pencil, hole punch, beads, buttons, gold foil, small shells, safety pins, bits of color paper (beads, etc. – for decoration) glue, scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  | <p><b>Present:</b> Aesop's Fable <i>The Crow &amp; Pitcher</i></p>  | <p><b>Guess the Virtue:</b> Pretend to be a train and then the audience needs to guess virtue</p>   | <p><b>Service:</b> Heifer Project</p>  |
| <b>MUSIC &amp; MOVEMENT</b>   | Kididdles - <i>High Hopes</i>   | The Virtues Songs - Determination   | Kididdles - <i>Betty Botter</i>  |
| <b>REVIEW THE AFFIRMATION</b>   | I have determination. I pay close attention to things I am working on and make sure they get done. I finish what I start.   |   |  |
| <b>GOODBYE</b>  | Sing the Goodbye song and pass out giftlets and booklets  |   |  |

# VIRTUE: ENTHUSIASM

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Bunny Bunny</b> - relate to virtue theme   | <b>Make Me Laugh</b> - relate to virtue theme  | <b>Three Way Conversation Variation 1</b> - relate to virtue theme   |
| STORYTIME   | <i>Let's Share</i>  | <i>Mr. Gumpy's Outing</i>  | <i>Stella Luna</i>   |
| ARTS & CRAFTS   | <p><b>#162 Sparkle Bottle</b></p> <p><b>Materials:</b> clean soda bottles, corn syrup, funnel, water, metallic confetti, food coloring</p>  | <p><b>#163 Confetti Balloons</b></p> <p><b>Materials:</b> Translucent balloons, balloon markers, confetti, ribbon and scissors</p> | <p><b>#164 Make a big bug</b></p> <p><b>Materials:</b> egg cartons, pipe cleaners, tape, paint, scissors</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story   | <b>Present:</b> make up and present a cheer for something like the Heifer Project                            |
| MUSIC & MOVEMENT  | The Virtues Songs - Enthusiasm  | Kididdles - <i>I Love the Sun</i>  | Kididdles - <i>Clap, Clap, Partner</i>   |
| REVIEW THE AFFIRMATION  | I am full of enthusiasm. I give my best to whatever I do. I use my imagination and find the fun in doing things. I enjoy the wonders of life.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: EXCELLENCE

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Single File</b> - relate to virtue theme   | <b>Professor</b> - relate to virtue theme   | <b>Zig Zag Zog</b> - relate to virtue theme   |
| STORYTIME   | <i><b>The Three Little Pigs</b></i>   | <i><b>Suba Starts with Self</b></i>   | <i><b>Seven Chinese Sisters</b></i>   |
| ARTS & CRAFTS   | <p><b>#165 Build a house out of popsicle sticks</b></p> <p><b>Materials</b> Popsicle sticks, hot glue, glue, markers, construction paper, and scissors</p>  | <p><b>#166 Alarm Clock</b></p> <p><b>Materials:</b> construction paper, cardboard, pencils, paper fasteners, glue, scissors</p> | <p><b>#132 Korean Dragon Puppet</b></p> <p><b>Materials</b> Blue construction paper- 5" X 7", construction paper square – any color – 2" X 2", Brown paper lunch bag, cotton balls, markers, pencils, glue and scissors</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> A virtue related story  | <b>Service:</b> blueberry muffins   | <b>Service:</b> Heifer Project  |
| MUSIC & MOVEMENT  | Kididdles - <i>The Three Little Pigs</i>  | The Virtues Songs - Excellence  | Kididdles - <i>Betty Botter</i>   |
| REVIEW THE AFFIRMATION  | I work toward excellence. I give my best to the work I do and be at my best with others. I thank God for my gifts. I choose excellence in all things.   |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: FAITHFULNESS

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1   | OPTION 2   | OPTION 3  |
|-------------------------------|--|--|---|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Duck Duck Goose</b>   | <b>Name Six</b> - relate to virtue theme   | <b>Twins</b>  |
| <b>STORYTIME</b>              | <b>Farfallina &amp; Marcel</b>   | <b>The Clown of God</b>  | <b>Yellow Star - The Legend of King Christian X of Denmark, The</b>   |
| <b>ARTS &amp; CRAFTS</b>      | <p style="text-align: center;"><b>#153 Boomerang</b></p> <p><b>Materials</b> cereal boxes, pencils, scissors</p>                       | <p style="text-align: center;"><b>#174 Make a Big-Nosed Clown</b></p> <p><b>Materials</b> paper plates, paint, markers, cardboard or box, construction paper, glue, balloons, tape, flower or flower making materials, buttons, scissors</p> | <p style="text-align: center;"><b>#175 Star Candle – a variation</b></p> <p><b>Materials</b> glue, markers, pencil, poster board, votive or tea light candles in metal casing or a taper candle, scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  | <b>Present:</b> Test Your Boomerang  | <b>Present:</b> A virtue related story   |   |
| <b>MUSIC &amp; MOVEMENT</b>   | Kididdles - <i>My Aunt Came Back</i>   | Kididdles - <i>Baby Dear</i>   | The Virtues Songs -Faithfulness   |
| <b>REVIEW THE AFFIRMATION</b> | I listen to my heart and am faithful to what I believe. I am a faithful friend. I keep my promises and do what I say I am going to do. |  |   |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets   |  |   |

# VIRTUE: FLEXIBILITY

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>A Box Full of Hats</b> - relate to virtue theme</p> <p><b>Materials:</b> A box of hats labeled with different emotions or virtues</p>   | <p><b>Professor</b> - relate to virtue theme</p>  | <p><b>Sit, Stand, Kneel</b></p> <p><b>Materials:</b> Chair or stool</p>   |
| <p><b>STORYTIME</b></p>   | <p><i>Mr. Gumpy's Motor Car</i></p>   | <p><i>The Bear's Picnic</i></p>   | <p><i>Norma Jean, Jumping Bean</i></p>  |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#49 Three Way Drawing/Writing</b></p> <p><b>Materials:</b> Large paper or large poster for each student, washable markers and/or crayons, pencils</p>   | <p><b>#60 Sea Shell Wind Chime- a variation</b></p> <p><b>Materials:</b> Different colored string or yarn, sea shells (medium size), 6" metal hoop, hot glue gun and glue, permanent markers, construction paper cut in the shape of gems, hole punch, scissors</p> | <p><b>#48 Group Drawing/Writing</b></p> <p><b>Materials:</b> Paper for each student, washable markers and/or crayons, pencils</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Service:</b> Heifer Project</p>   | <p><b>Guess the Virtue:</b> Students perform Yoga and the audience needs to guess the virtue</p>  | <p><b>Present:</b> A virtue related story</p>   |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>Kiddles - <i>My Cracker Zoo</i></p>  | <p>Kiddles - <i>Ever-Grumbling Joe</i></p>  | <p>The Virtues Songs - Flexibility</p>  |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am flexible. I am ready to try new ways of doing things to make things better; I ask God to help me make good choices and learn from my mistakes. I enjoy trying other people's ideas.</p>   |   |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: FORGIVENESS

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Dress Up Relay Race</b></p> <p><b>Materials:</b> coats, caps, gloves, scarves, etc</p>  | <p><b>Count to 20</b> - Basic game first; then relate to virtue theme by having team say "We forgive you" each time a mistake is made.</p>                            | <p><b>Board Game(s): Trouble</b> (younger students), <b>Sorry</b> (older students)</p> <p><b>Materials:</b> Game Trouble and/or Sorry</p>   |
| <p><b>STORYTIME</b></p>   | <p><i>The Rag Coat</i></p>  | <p><i>Curious George Visits the Zoo</i></p>   | <p><i>Sally's Coat</i></p>  |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#40: Lap Book</b> - relate to virtue theme; cut lap book in shape of coat.</p> <p><b>Materials:</b> Manila folders (regular or legal), glue, construction paper, crayons, markers, decorative items, buttons and fasteners for lap book "coat", small fabric swatches.</p>  | <p><b>#43 Message Fan</b></p> <p><b>Materials:</b> crayons, washable markers, cut out poster board or paper plates, popsicle sticks or straws. Pictures I'm sorry</p> | <p><b>#9 Virtue Mind Map</b> relate to virtue theme - all extensions of mind map are ways to forgive</p> <p><b>Materials:</b> poster or chalk board, chalk or marker, a picture of the problem, paper, markers, glue, crayons, miscellaneous pictures of ways to solve problem.</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Service:</b> Heifer Project</p>   | <p><b>Present:</b> A virtue related story</p>   | <p><b>Present:</b> Arts &amp; Crafts project</p>  |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>Hello World - <i>I Want You to Listen</i></p>  | <p>Kididdles - <i>God Bless Me</i></p>  | <p>The Virtues Songs - Forgiveness</p>  |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am forgiving of myself and others. I can learn from my mistakes. I have the power to keep changing for the better.</p>   |   |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: FRIENDLINESS

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Absentminded Story Teller</b> - relate to virtue theme   | <b>What are You Doing</b> - relate to virtue theme  | <b>Take Me to Your Leader</b>   |
| STORYTIME   | <i><b>I'm a Good Friend</b></i>   | <i><b>Happy Birthday Moon</b></i>   | <i><b>The Other Side</b></i>  |
| ARTS & CRAFTS   | <p><b>#70 Feast Wreath</b></p> <p><b>Materials</b> Construction paper (flesh tones), glue, large white (un-waxed) paper plates, washable markers, pencils, tape, yarn, scissors</p>   | <p><b>#67 Birthday tea card</b> - relate to theme - make birthday tea/coffee cards</p> <p><b>Materials</b> Construction paper, decorative doo dads, tea and coffee bags, washable markers, pencils, poem/write up/white paper for students to write their idea of friendship on. Decorative scissors and /or regular scissors</p> | <p><b>#86 A variation on Faith Bracelet (necklace)</b> - relate to theme - make friendship bracelets</p> <p><b>Materials</b> jewelry cord or heavy string cut approximately 24", letter beads, decorative beads, scissors</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> Friendship cheer you create   | <b>Present:</b> A virtue related story  | <b>Present:</b> Aesop's fable The Ant and the Dove  |
| MUSIC & MOVEMENT  | The Virtues Songs - Friendliness  | Kididdles - <i>Friends are Special</i>  | Kididdles - <i>Friendship</i>   |
| REVIEW THE AFFIRMATION  | I am friendly. Today I will smile and say hello to others. I like myself and know that I can make new friends.  |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: GENEROSITY

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1   | OPTION 2   | OPTION 3   |
|-------------------------------|--|--|--|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Bunny Bunny</b> Basic game first; then variation based on student readiness.  | <b>Mirror</b> Basic game first; then variation one or two based on student readiness.  | <b>Charades</b> - relate to virtue theme; for ideas go to Virtues Project Guide (Family or Educators), section "What Would Generosity Look Like If..."<br><br><b>Materials:</b> index cards with acts of generosity written on them or with pictures representing generosity |
| <b>STORYTIME</b>              | <i><b>Mrs. Katz &amp; Tush</b></i>   | <i><b>The World Turns Round &amp; Round</b></i>  | <i><b>Berenstain Bears Learn to Share</b></i>  |
| <b>ARTS &amp; CRAFTS</b>      | <b>#41 Animal Masks</b> relate to virtue theme - make cat masks to complement the story Mrs. Katz & Tush<br><br><b>Materials:</b> paper plates, hole punch, string, washable markers | <b>#1 Virtuous Senses</b> with the theme of generosity; relate to virtue theme<br><br><b>Materials:</b> crayons, washable markers, paper, different cut outs of shapes, objects, foods, colors, musical instruments, etc | <b>#114 Non-Cook Cookie Dough</b><br>-Make bear cookies to complement Berenstain Bear Book<br><br><b>Materials:</b> pre-made non-cook cookie dough, bear cookie cutters, baking decorations for the face   |
| <b>PRESENTATION/ SERVICE</b>  | <b>Service:</b> Heifer Project   | <b>Present:</b> Aesop's Fable <i>The Man and His Gold</i>  | <b>Serve:</b> Bear Cookies   |
| <b>MUSIC &amp; MOVEMENT</b>   | Kiddles - <i>Spin, Children, Spin</i>  | The Virtues Songs - Generosity   | Kiddles - <i>The Sharing Song</i>  |
| <b>REVIEW THE AFFIRMATION</b> | I am generous. I look for ways to give and share. There is always enough for everyone. I give freely, with joy and love in my heart.   |  |  |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets   |  |  |

# VIRTUE: GENTLENESS

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1  | OPTION 2   | OPTION 3   |
|-------------------------------|---|--|--|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Knocking</b> - Basic game first; then relate to virtue theme   | <b>Land of Virtue</b> Basic game or relate to virtue theme   | <b>Storytime</b> - Basic game or variation three first; then relate to virtue theme; other variations based on student readiness   |
| <b>STORYTIME</b>              | <i><b>The Subway Sparrow</b></i>  | <i><b>The Night You were Born</b></i>  | <i><b>On Mother's Lap</b></i>  |
| <b>ARTS &amp; CRAFTS</b>      | <p><b>#44 Make Bird Nests</b></p> <p><b>Materials:</b> small wreaths or moss purchased from an arts &amp; crafts store, plastic bird's eggs and/or decorative birds, glue</p> | <p><b>#14 Personal Virtues Poster</b> relate to virtue theme</p> <p><b>Materials:</b> crayons, washable markers, posters, glue</p> | <p><b>#15 What Does a Virtue Look Like? Book or Poster</b> - relate to virtue theme</p> <p><b>Materials:</b> crayons, washable markers, glue, posters or booklets, magazines and/or cut out pictures related to virtue</p> |
| <b>PRESENTATION/ SERVICE</b>  | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story   | <b>Service:</b> Gently set up chairs for parents and adults to sit in. Invite them to story time.  |
| <b>MUSIC &amp; MOVEMENT</b>   | Kiddles - <i>All Better</i>   | Kiddles - <i>I Love Little Kitty</i>   | The Virtues Songs - Gentleness   |
| <b>REVIEW THE AFFIRMATION</b> | I am gentle. I think, talk and act with gentleness. I show care for people and for everything I touch.  |  |  |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: HELPFULNESS

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
|    | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <p><b>Absent-Minded Story Teller</b> - Teacher stresses needing help with the story; may also relate to virtue theme</p>  | <p><b>What Do I do For a Living</b> - relate to virtue theme</p> <p><b>Materials:</b> cards with helpful professions (for young students cards may need pictures)</p>  | <p><b>Living Scene</b> - relate to virtue theme by using a story about helpfulness</p>   |
| STORYTIME   | <i>Beatrice's Goat</i>  | <i>Clifford's Good Deeds</i>   | <i>The Lion &amp; the Mouse</i>  |
| ARTS & CRAFTS   | <p><b>#108 Costa Rican Cart</b></p> <p><b>Materials:</b> shoe box without lid – painted ahead of time inside and out with bright colors, cardboard 12" X 12" or big enough to trace 4 of the patterns on page 74 or 75 on it, paper fasteners, paints, cups, water, small paint brushes, pencils, scissors</p>  | <p><b>#10 Do You Know Who You Really Are?</b> - relate to virtue theme; Students glue gems or pictures related to helpfulness on parts of the body that are helpful</p> <p><b>Materials:</b> cut outs of people (one for each student), gems, pictures of helpfulness, crayons, washable markers, glue</p> | <p><b>#12 Virtues In Me Book</b> relate to virtue theme</p> <p><b>Materials:</b> booklets for each student, Polaroid camera, crayons, washable markers, paper, glue, pictures of virtues</p> |
| PRESENTATION/ SERVICE   | <p><b>Service:</b> Heifer Project</p> <p><b>Materials:</b> video, TV/VCR machine, spokesperson, hand out materials</p>  | <p><b>Present:</b> Aesop's Fables <i>The Ant &amp; the Dove</i></p>  | <p><b>Present:</b> A virtue related story</p>  |
| MUSIC & MOVEMENT  | The Chicken Dance   | Old McDonald relate to virtue theme; insert helpful items found on a farm instead of animals (e.g. tractor, hoe, etc.)   | The Virtues Songs - Helpfulness  |
| REVIEW THE AFFIRMATION  | I am helpful. I will look for ways to be of service. I will offer help that people really need. I ask God to show me how I can serve others and myself today.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: HONESTY

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Three Changes</b> - relate to virtue theme   | <b>Seven Up</b>   | <b>Wink You're Out</b>  |
| STORYTIME   | <i><b>I Tell The Truth</b></i>  | <i><b>When I Feel Angry</b></i>   | <i><b>The Wolf Who Cried Boy</b></i>  |
| ARTS & CRAFTS   | <p><b>#126 Adinkra Sponge Stamps</b> - relate to virtue theme- sponge paint the letters in the word "Honesty"</p> <p><b>Materials:</b> Household sponges fresh from the packets, paper, tempera paint, paper plate for paint, black felt tip pen or dark colored marker. scissors</p>   | <p><b>#1 Virtuous Senses</b> - relate to virtue theme</p> <p><b>Materials:</b> Crayons, washable markers, paper, different cut outs of shapes, objects, foods, colors, musical instruments, etc</p> | <p><b>#86 A Variation on Faith Bracelet (necklace)</b> - relate to virtue them use the word "Honesty"</p> <p><b>Materials:</b> Jewelry cord or heavy string cut approximately 24", letter beads, decorative beads, scissors</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story  | <b>Present:</b> Aesop's Fable <i>Mercury and the Woodman</i>  |
| MUSIC & MOVEMENT  | The Virtues Songs - Honesty   | Kids for Character CD - <i>Fess up When You Mess Up Blues</i>   | Character Classics - Truthfulness   |
| REVIEW THE AFFIRMATION  | I am honest. I am fair. I kindly tell the truth. I can be myself. I do what I know is right.  |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: HONOR

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Hungry Harold</b> - relate to virtue theme   | <b>Back to Back Building Blocks</b> - relate to virtue theme   | <b>Machine</b> - relate to virtue theme  |
| STORYTIME   | <b><i>Sunday's Best</i></b>   | <b><i>One Grain of Rice</i></b>  | <b><i>Grandma's Walk</i></b>   |
| ARTS & CRAFTS   | <p><b>#169 Family tree - A variation of Blossoming Branch</b></p> <p><b>Materials</b> craft glue, crayons or washable markers, envelopes (legal size #10) sequins, gems, etc, stapler, paper, pencils, white or construction paper, scissors</p>  | <p><b>#170 Rice pictures</b></p> <p><b>Materials</b> : food coloring, uncooked rice, zip lock bags, light colored construction paper or tack board or small posters, pencils, glue</p> | <p><b>#40 Lap book</b></p> <p><b>Materials</b> Cereal boxes, contact paper or other paper to cover box, glue or tape to attach paper, decorative items, crayons, markers, scissors, items relating to the story.</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Present:</b> make and present an award honoring those present   | <b>Present:</b> A virtue related story   |
| MUSIC & MOVEMENT  | The Virtues Songs - Honor   | Character Classic - Honor  | Kididdles - <i>Keep Your Light Shining</i>   |
| REVIEW THE AFFIRMATION  | I am honorable. I keep my promises and treat others with respect. I practice the virtues within me. I care about doing what is right.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: HUMILITY

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1  | OPTION 2   | OPTION 3   |
|-------------------------------|---|--|--|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Morph</b> - relate to virtue theme   | <b>Mirror</b> - relate to virtue theme   | <b>Professor</b> - variation 1, 2, or 3  |
| <b>STORYTIME</b>              | <i><b>The Cool Coats</b></i>  | <i><b>The Other Side</b></i>   | <i><b>Old Turtle</b></i>   |
| <b>ARTS &amp; CRAFTS</b>      | <p><b>#176 Sparkling Snowflakes</b></p> <p><b>Materials</b> blue glitter glue (or other colors), 9" X 12" sheet of clear Mylar, decorative thread, paper, needle, ruler, masking tape, pencil. and scissors</p>         | <p><b>#177 Flower Pot Coloring Page - or assemble from construction paper.</b></p> <p><b>Materials</b> color sheet, crayons, or construction paper, pictures of people of different ethnicities, the quote, scissors</p> | <p><b>#178 Endangered Animal Banner</b></p> <p><b>Materials</b> Felt scraps in assorted colors, 18" X 18" black felt, 5 strips of felt – 2" X 5", 1/4th yard of royal blue and green felt, thin tree branch or dowel – about 20", glue, felt alphabet letters, patters of endangered animals, scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  | <b>Present:</b> Aesop's Fable <i>The Milkmaid and Her Pail</i>  | <b>Present:</b> Aesop's Fable <i>The Bull and the Bull Frog</i>  | <b>Present:</b> Freeze Tag   |
| <b>MUSIC &amp; MOVEMENT</b>   | The Virtues Songs - Humility  | Kididdles - <i>Bedtime Prayer</i>  | Kididdles - <i>The Violet</i>  |
| <b>REVIEW THE AFFIRMATION</b> | I learn from my mistakes and can ask for help from others. I see others as important and respect what they have to share. I am thankful when I do a good job and know there is always more to learn so that I can grow. |  |  |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: IDEALISM

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Community Helper Puzzle</b></p> <p><b>Materials</b> - Floor Puzzle</p>  | <p><b>When I go to California</b> - relate to virtue theme</p>  | <p><b>Experts</b> - relate to virtue theme</p>  |
| <p><b>STORYTIME</b></p>   | <p><b>Suba Starts with Self</b></p>   | <p><b>Arthur's Family Vacation</b></p>  | <p><b>The Yellow Star The Legend of King Christian X of Denmark</b></p>   |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#71 My Puppet</b> - relate to virtue theme by making community helper puppets</p> <p><b>Materials</b> Crayons, decorative doo dads, lace, fabrics, poster board or stiff paper, straws, washable markers, pencils, tape, yarn, scissors</p>   | <p><b>#29 Road Signs to Virtue</b></p> <p><b>Materials</b> crayons, washable markers, sample outlines of road signs, paper or posters</p> | <p><b>#89 Virtues Wheel</b>- relate to virtue theme</p> <p><b>Materials</b> Markers, paper fasteners, pencils, poster boards scissors</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Service:</b> Parade of Community Helpers</p>  | <p><b>Present:</b> A virtue related story</p>   |   |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>The Virtues Songs - Idealism</p>   | <p>Kididdles - <i>This World is What We Make of It</i></p>  | <p>Kididdles - <i>Little by Little</i></p>  |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am practicing my ideals. I care about what is right and important in life. My actions match my words. I believe in my dreams and with God's help, can make anything possible.</p>  |   |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: JOYFULNESS

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1  | OPTION 2  | OPTION 3  |
|-------------------------------|---|---|---|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Beep &amp; Ha-Ha Game</b>  | <b>Twister</b><br><br><b>Materials:</b> Game Twister  | <b>Stand Up Comedy</b><br><br><b>Materials:</b> sample appropriate joke books, a microphone, etc  |
| <b>STORYTIME</b>              | <b><i>I Like Me</i></b>   | <b><i>Little Band</i></b>   | <b><i>On the Day You were Born</i></b>  |
| <b>ARTS &amp; CRAFTS</b>      | <b>#127 Twirling Palm Puppet</b><br><br><b>Materials:</b> Paper, white poster board: 3" X 8", 3" X 4" and 4" X 4", drinking straw, paper fasteners 4 each student, black marker, pencil stapler, and scissors | <b>142 Make your instruments</b><br><br><b>Materials:</b> beans, plastic bottles; 4 juice or baby food jars caps, elastic ribbon; oatmeal can, construction paper, glue, scissors, markers, balloon, strong rubber band chop sticks, hot glue, wooden beads; oatmeal box, construction paper or paint, balloon, heavy-duty rubber band, felt, scissors, yarn, feathers; toilet paper roll, wax paper, scissors, heavy-duty rubber band, pencil; plastic drinking straws, scissors | <b>#72 Spoon and Straw Puppets</b><br><br><b>Materials:</b> Straws, flesh toned painted Styrofoam balls, decorative doo dads such as buttons, pipe cleaners, feathers, beads, lace, yarn, etc, scissors |
| <b>PRESENTATION/ SERVICE</b>  | <b>Present:</b> Bubble Machine or blow bubbles  | <b>Present:</b> A concert with the band instruments made  | <b>Present:</b> A puppet show or stand up comedy with the spoon and straw puppets   |
| <b>MUSIC &amp; MOVEMENT</b>   | Kididdles - <i>Come Let Us be Joyful</i>  | Kididdles - <i>If You're Happy and You Know It</i>  | Kididdles - <i>Funiculi, Funicula</i>   |
| <b>REVIEW THE AFFIRMATION</b> | I am thankful for the joy I feel inside. I have fun when I work and when I play. I am thankful for God's love.  |   |   |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: JUSTICE

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Stage Picture</b> - relate to virtue theme   | <b>Give &amp; Take</b> - relate to virtue theme   | <b>Mirror</b> - relate to virtue theme  |
| STORYTIME   | <i>Pokey Little Puppy</i>   | <i>The Cranberry Thanksgiving</i>   | <i>The Dragon New Year - A Chinese Legend, The</i>  |
| ARTS & CRAFTS   | <p><b>#168 Make short cakes</b></p> <p><b>Materials</b> - small plates, pretty doilies, diced up pound or short cake, fresh fruit (be sensitive to allergies), whipped cream.</p>   | <p><b>#73 Justice Flag</b></p> <p><b>Materials</b> ¼" dowels, Fabric or craft glue, hot glue gun and glue, patters on pages 67, 110, 111, 112 (optional), scrap fabric pieces, fabric paints, sturdy fabric (canvas, no color) 16" X 18" scissors</p> | <p><b>#36 - Justice Loving Super Heroes</b></p> <p><b>Materials</b> crayons, washable markers, paper or posters</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> Short Cakes to adults   | <b>Present:</b> Aesop's Fable <i>The Ant and the Grasshopper</i>  | <b>Present:</b> <i>Little Red Hen</i>   |
| MUSIC & MOVEMENT  | Kididdles - <i>Little Bunny Foo Foo</i>   | Kididdles - <i>The Golden Rule</i>  | The Virtues Songs - Justice   |
| REVIEW THE AFFIRMATION  | I act with justice. I look for the truth and think for myself. I am fair in everything I do and protect what is fair for me and others.   |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: KINDNESS

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <p><b>Hey Taxi</b> - relate to virtue theme - variation 3</p>   | <p><b>Problem Solving</b> - relate to virtue theme - Refer to "What would kindness look like if...." in The Family Virtues Guide</p>                                       | <p><b>Three Way Conversation</b> - variation 1 and 2</p>   |
| STORYTIME   | <p><i>Clifford's Good Deeds</i></p>   | <p><i>Papa Picollo</i></p>   | <p><i>The Giving Tree</i></p>  |
| ARTS & CRAFTS   | <p><b>#34 You Are Special Boxes</b></p> <p><b>Materials</b> boxes and small mirrors, crayons, washable markers, glue, decorative items</p>  | <p><b>#179 - Make a Cat</b></p> <p><b>Materials</b> egg cartons, glue, twigs or dry grass or yarn, black pompons or felt, markers, yarn or string for a tail, scissors</p> | <p><b>#119 Bagel Bird Feeder</b></p> <p><b>Materials</b> Bagel, peanut butter, bird seed, string, plastic knife or wooden ice cream spoon, baggies, scissors</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> Aesop's Fable <i>The Ant and the Dove</i></p>  | <p><b>Present:</b> Aesop's Fable <i>The Travelers and the Plane-Tree</i></p>   | <p><b>Present:</b> Three Way Conversation</p>  |
| MUSIC & MOVEMENT  | <p>Kiddles - <i>Be kind to all God's creatures</i></p>  | <p>The Virtues Songs - Kindness</p>  | <p>Kiddles - <i>Geography Song</i></p>   |
| REVIEW THE AFFIRMATION  | <p>I am kind. I look for ways to help others and show I care. I show kindness to any person or animal I see. I do all I can to take care of the earth. I remember that all things have been created by God.</p>   |  |  |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |  |

# VIRTUE: LOVE

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Give &amp; Take</b> - basic game first; then relate to virtue theme. Variations one through four based on student readiness</p>   | <p><b>Land of Virtue</b> basic game or variation related to virtue theme</p>   | <p><b>Verb Rhyme</b> relate to virtue theme</p>   |
| <p><b>STORYTIME</b></p>   | <p><i>Love You Forever</i></p>  | <p><i>Grandma's Walk</i></p>   | <p><i>The Runaway Bunny</i></p>   |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#2 Heart Necklace</b></p> <p><b>Materials:</b> crayons, washable markers, hole punch, yarn, tempera paint, paper or construction paper, pencil, glue, Polaroid camera</p>   | <p><b>#40 Lap Book</b> - relate to virtue theme or storytime book</p> <p><b>Materials:</b> Manila folders (regular or legal), glue, construction paper, crayons, markers, decorative items, buttons and fasteners for lap book "Grandmam's Walk", sea shells</p> | <p><b># 22 Gem Pick 1</b> - relate to virtue theme</p> <p><b>Materials:</b> two black line master of two people/children, glitter, crayons, washable markers, glue, virtue pictures</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Present:</b> "Love You Forever" song</p>  | <p><b>Present:</b> A virtue related story</p>  | <p><b>Service:</b> Heifer Project</p>   |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>Kiddles - <i>But I Love You</i></p>  | <p>Kiddles - <i>Tell Me Why</i></p>  | <p>The Virtues Songs - Love</p>   |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am a loving person. I show my love by doing kind things and saying kind words. I treat others as I want to be treated. I love God and all that God has created, including myself.</p>  |  |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |   |

# VIRTUE: LOYALTY

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Sound Effects</b> - relate to virtue theme   | <b>Echo</b> - relate to virtue theme   | <b>Twins</b> - relate to virtue theme   |
| STORYTIME   | <i>My Friend Rabbit</i>   | <i>Clifford's Best Friend</i>  | <i>Mrs. Katz and Tush</i>   |
| ARTS & CRAFTS   | <p><b>#64 Small Banner</b></p> <p><b>Materials</b> squares felt, feathers, lace, other decorative stuff, fabric glue, fabric/puffy paints, fabric scraps, glue, pencils, ribbon or yarn wooden dowel 18" long ¼" thick, and scissors</p>  | <p><b>#86 Friendship Bracelet</b></p> <p><b>Materials</b> jewelry cord or heavy string cut approximately 24", letter beads, decorative beads, scissors</p> | <p><b>#131 Japanese Folding Screen</b> - relate to virtue theme use pictures of people you are loyal to</p> <p><b>Materials</b> White poster board – 2 pieces – 9" X 12", four photos, markers, pencils, tape, glue, and scissors</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> Aesop's Fable <i>The Bear and the Two Travelers</i>   | <b>Present:</b> A virtue related story   |   |
| MUSIC & MOVEMENT  | The Virtues Songs - Loyalty   | Kididdles - <i>Dear Old Pals</i>   | Kididdles - <i>Love Remains the Same</i>  |
| REVIEW THE AFFIRMATION  | I am loyal to the people I care about. I am a good friend in good times and bad. I do not let others disrespect me or my beliefs. I know what is right and can be trusted to keep my promises.  |  |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |   |

# VIRTUE: MERCY

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Mother/Father May I</b> - relate to virtue theme   | <b>Absent Minded Story Teller</b> - relate to virtue theme - variation three   | <b>How Much Do You Remember?</b>   |
| STORYTIME   | <b><i>The Seven Chinese Sister</i></b>  | <b><i>Cranberry Thanksgiving</i></b>   | <b><i>One Grain of Rice</i></b>  |
| ARTS & CRAFTS   | <p><b>#182 Ice Cream</b></p> <p><b>Materials</b> whipping cream, vanilla, maple syrup, zip lock bags, coffee can (optional), measuring spoons, measuring cup, crushed ice, rock salt</p>  | <p><b>#180 Quick Kabobs</b></p> <p><b>Materials</b> bananas, apples, melon, cheese, knife, orange juice, coconut, skewer</p> | <p><b>#181 Peanut butter balls</b></p> <p><b>Materials</b> peanut butter, nonfat dry milk, raisins, honey, coconut, sesame seeds</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b>   | <b>Present:</b> A virtue related story   | <b>Present:</b> Serve the peanut butter balls  |
| MUSIC & MOVEMENT  | The Virtues Songs - Mercy   | Kididdles - <i>Who Will Try?</i>   | Kididdles - <i>Peanut Butter &amp; Jelly</i>   |
| REVIEW THE AFFIRMATION  | I show mercy to others. I try to understand how others feel and do what I can to help. I give others another chance when they make a mistake. I forgive from my heart.  |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: MODERATION

| HELLO   | Greet Children & Sing Hello Song  |   |  |
|---|---|---|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |  |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Emotional Chorus</b> - variation 1 and 2   | <b>Telephone</b> - relate to virtue theme   | <b>Word Wide Web</b> - variation 2   |
| STORYTIME   | <i><b>A Fish Out of Water</b></i>   | <i><b>The Berenstain Bears - Get the Gimmies</b></i>  | <i><b>One Grain of Rice</b></i>  |
| ARTS & CRAFTS   | <p><b>#183 Make a Goldfish Bowl Or #184 Make a hanging fish</b></p> <p><b>Materials</b> clean milk jug, permanent markers, stickers, rocks, fish, water, fish food, scissors <b>or</b> large bright paper, pencils, various colored tissue paper, glue, tape, string, scissors</p>  | <p><b>#185 Make a Fund Box or #192 Make a piggy bank</b></p> <p><b>Materials :</b> craft box or shoe box (decorative or construction paper), markers and other decorative doo dads, scissors <b>or</b> ½ gallon milk jug, corks, fabric "ears", pipe cleaners, markers, utility knife, scissors</p> | <p><b>#186 Mosaic picture using colored rice</b></p> <p><b>Materials</b> rice, zip lock baggies, paper towels, glue, tag board or poster board, pencil, rubbing alcohol, food colors</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> Aesop's Fable <i>The Boy and the Pecans</i>   | <b>Present:</b> A virtue related story  | <b>Present:</b> art work   |
| MUSIC & MOVEMENT  | Kididdles- <i>There Was an Old Lady Who Swallowed a Fly</i>   | Kididdles- <i>Follow the Leader</i>   | The Virtues Songs - Moderation   |
| REVIEW THE AFFIRMATION  | I am moderate. I am happy to get what I need - no more and no less. I have a balance between work and play in my life. I do not overdo or under-do. I find what's just right for me.  |   |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |  |

# VIRTUE: MODESTY

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Dress the Part</b></p> <p><b>Materials:</b> two piles of assorted clothes</p>   | <p><b>Three Scenes</b> relate to virtue theme</p>  | <p><b>Modest or Immodest - You Decide</b></p> <p><b>Materials:</b> pairs of items with one being the modest version and one the immodest version. (enough for each student) Two boxes one labeled "modest" the other labeled "Immodest"</p>       |
| <p><b>STORYTIME</b></p>   | <p><i>Elmer</i></p>   | <p><i>Cranberry Thanksgiving</i></p>   | <p><i>The Clown of God</i></p>  |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#145 What's Appropriate and What's not?</b></p> <p><b>Materials:</b> Butcher block paper, cut out pictures of appropriate and non-appropriate salutations, glue and a dark marker</p>   | <p><b>#142 Inside Outside Vest</b></p> <p><b>Materials Needed:</b> 18 inch X 38 inch felt for each vest, markers, decorative doo dads, glitter glue, feathers, etc. scissors</p> | <p><b>#143 Mystery Journal</b></p> <p><b>Materials Needed:</b> Wrapping paper or fabric, 2 identical rectangles of cardboard (any size you want), glue, hole puncher, drawing paper, cloth ribbon, string or twine, colored markers, scissors</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Guess the Virtue:</b> Present the What's Appropriate and What's not pictures and the audience needs to guess the virtue</p>   | <p><b>Service:</b> Heifer Project</p>  | <p><b>Guess the Virtue:</b> Dress up modestly and immodestly and have the audience guess the virtue</p>   |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>Kiddles- <i>The Elephant</i></p>   | <p>Kiddles- <i>The Violet</i></p>  | <p>The Virtues Songs - Modesty</p>  |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am modest. I respect myself and my body. I share in the joy of other people's talents and gifts and know not to put too much attention on my own.</p>  |  |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |   |

# VIRTUE: OBEDIENCE

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1  | OPTION 2   | OPTION 3   |
|-------------------------------|---|--|--|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Mother/Father May I</b><br>or<br><b>Simon Says (be obedient only to Simon)</b>   | <b>VCR</b> - basic game first; then variation based on student readiness   | <b>Playwright</b> - may relate to virtue theme in title of play  |
| <b>STORYTIME</b>              | <i><b>A Fish Out of Water</b></i>   | <i><b>The Wolf Who Cried Boy</b></i>   | <i><b>Stellaluna</b></i>   |
| <b>ARTS &amp; CRAFTS</b>      | <p><b># 45 Job Jar</b></p> <p><b>Materials:</b> Small to medium-sized plastic jars with lids, strips of paper or construction paper fish (<i>to follow story</i>), pens or pencils, decorative items for jar (ribbon, etc.)</p> | <p><b>#29 Road Signs to Virtues</b> relate to virtue theme<br/><b>and/or</b><br/><b>Character Classics</b></p> <p><b>Materials:</b> crayons, washable markers, sample outlines of road signs, paper or posters</p> | <p><b>#18 Virtues Gem Tag</b></p> <p><b>Materials:</b> crayons, washable markers, big name tags in the shape of a gem, glue, glitter, scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story   | <b>Present:</b> Arts & Crafts project  |
| <b>MUSIC &amp; MOVEMENT</b>   | Kiddles - <i>Hokey Pokey</i>  | Kiddles - <i>Can You Roll Your Hands?</i>  | The Virtues Songs - Obedience  |
| <b>REVIEW THE AFFIRMATION</b> | I am obedient. I listen with respect to what my parents, grandparents, and teachers tell me. I follow rules and do what is right.   |  |  |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: ORDERLINESS

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| GAMES & ACTIVITIES  | <a href="#">Virtue Singing Syllables</a>  | <a href="#">Sit, Stand, Kneel</a>  | <a href="#">How Do You Do That?</a>   |
| STORYTIME   | <a href="#">I Can Do It!</a>  | <a href="#">Franklin Is Messy</a>  | <a href="#">Pancakes, Pancakes!</a>   |
| ARTS & CRAFTS   | <p><a href="#">#31 Alphabet Place Mat</a> - have students place (&amp; glue) the letters of the alphabet in order on the "mat" or <a href="#">#93 Courtesy Place Mat</a></p> <p><b>Materials</b> cardboard or posters, glue, clear contact paper, letters of the alphabet or aluminum foil, crayons or markers, pencil, set of silverware to trace, scissors</p>  | <p><a href="#">#69 Clean/Dirty Door Hangers</a> - Write "clean" on one side and "dirty" on the other. If the "dirty" side is out you know it's time to clean your room.</p> <p><b>Materials</b> gems, sequins, glitter or other doo dads, washable markers, poster board or craft foam board, scissors</p> | <p><a href="#">#187 Pancakes Recipe in a Jar</a></p> <p><b>Materials</b> clean mason jar, 2 2/3 cups all-purpose flour, 2 tablespoons baking powder, 1/4 cup white sugar, (ingredient measurements per jar) card with recipe printed on it, decorative doo dads, ribbon, glue, scissors</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> song  | <b>Present:</b> A virtue related story   | <b>Present:</b> give your dough gift to someone   |
| MUSIC & MOVEMENT  | The Virtues Songs - Orderliness   | Kididdles - <i>There Was an Old Lady Who Swallowed a Fly</i>   | Kididdles - <i>Pancakes</i>   |
| REVIEW THE AFFIRMATION  | I practice orderliness. I have a place for all my things. I make plans before I start a job and do things step by step. I create harmony in my life and appreciate the beauty and order of God's creation as my example.  |  |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |   |

# VIRTUE: PATIENCE

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Pick Up Sticks</b></p> <p><b>Materials:</b> The game Pick Up Sticks</p>   | <p><b>Who Am I ?</b></p>  | <p><b>Who Is It?</b> - variations 1 and 2</p>   |
| <p><b>STORYTIME</b></p>   | <p><b><i>The Pup Speaks Up</i></b></p>  | <p><b><i>I Can't Take a Bath!</i></b></p>   | <p><b><i>Owl Moon</i></b></p>   |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#188 Nifty Note</b></p> <p><b>Materials</b> small stack of note paper, decorative cover paper, hole punch or stapler, ribbons, stamps and or stickers, markers, scissors</p>  | <p><b>#158 Splongie Ball and Bathtub Finger Paints</b></p> <p><b>Materials</b> sponges, plastic cable ties, scissors, dish detergent, cornstarch, mixing bowls, food coloring, small non breakable containers</p> | <p><b>#189 Forest Creature Owl Piñata</b></p> <p><b>Materials</b> brown paper bags, ¼ inch hole punch, candy, 3 feet of yarn, tissue paper – tan or brown, chenille stems or pipe cleaners – yellow brown and black, thick white glue, scissors</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Present:</b> virtue related story</p>   | <p><b>Present:</b> Freeze Dance</p>   | <p><b>Present:</b> Who Is It?</p>   |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>The Virtues Songs - Patience</p>   | <p><i>Splish Splash I was taking a bath...</i></p>  | <p>Kididdles - Grey Owl</p>   |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am patient. I know that things take time. I choose to wait calmly for the things I want and do what I can while I wait. I am gentle with others and myself when mistakes are made. I trust God that all will turn out well.</p>  |   |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: PEACEFULNESS

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | Mirror  | Give & Take  | Three Way Conversation   |
| STORYTIME   | <i>We Can Get Along</i>   | <i>The Sneetches</i>   | <i>The Three Questions</i>   |
| ARTS & CRAFTS   | <p><b>#45 Variation on Job Jar -</b><br/>Instead of writing down jobs that can be done, write down peaceful solutions to problems that may be encountered.</p> <p><b>Materials</b> small to medium-sized plastic jars with lids, strips of paper, pens or pencils, decorative items for jar (ribbon, etc.)</p>  | <p><b>#137 Mood Buttons</b></p> <p><b>Materials</b> Heavy white drawing paper or construction paper, different sized jar lids or glasses, colored markers, cardboard, tape, safety pins, ribbons, scissors</p> | <p><b>Make A Kite -</b> See section Patterns Etc. pages 10 - 14 for two examples or choose your own pattern</p> <p><b>Materials</b> tissue paper, bamboo sticks, surveyor's plastic tape, a plastic bag, scissors, masking tape, roll of string, cardboard, hole punch <b>or</b> string, tape/glue, strong paper, wooden sticks of bamboo or wooden dowels, markers, paint, or crayons</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> A song  | <b>Present:</b> <i>W.I.T. TOOL KIT (Arts and Crafts #110)</i>  | <b>Present:</b> Peace Loving Super Heroes  |
| MUSIC & MOVEMENT  | Red Grammer - <i>Use a Word</i>   | Kididdles - <i>Hands Are Made for Working</i>  | Red Grammer - <i>Listen</i>  |
| REVIEW THE AFFIRMATION  | I practice peacefulness every day. I take time to create peace in my heart. I use kind words and solve problems fairly with God's help. I see people as part of one human family and work to bring love to the world.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: PRAYERFULNESS

| HELLO   | Greet Children & Sing Hello Song  |  |   |
|---|---|--|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |   |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3  |
| GAMES & ACTIVITIES  | <p><b>Yoga - Sun Salutation</b></p>   | <p><b>What Would Prayerfulness Look Like If</b> - page 211 from the Family Virtues Guide</p> <p><b>Materials:</b> The Family Virtue Guide</p>  | <p><b>Sit, Stand, Kneel</b> - relate to virtue theme by using - prostrate, kneel &amp; standing with arms raised to God</p>   |
| STORYTIME   | <p><b><i>A Prayer For Fluffy</i></b></p>  | <p><b><i>The Clown of God</i></b></p>  | <p><b><i>The Littlest Angel</i></b></p>   |
| ARTS & CRAFTS   | <p><b>#52 Praying hands</b></p> <p><b>Materials :</b> Construction paper (flesh tones), Copies of hand patter pg 17 or your or student's hand patterns, copy of prayer pg 17 or pencils so students can write their own prayer, crayons, washable markers, glue and scissors</p>  | <p><b>#54 Prayer for America</b></p> <p><b>Materials :</b> copies of the prayer on pg 23, glue or glue stick, red, white and blue construction paper (9" X 12"), white paper, scissors</p> | <p><b>#55 Travel Prayer for Visor</b></p> <p><b>Materials</b> clear contact paper, colored string or yarn, copies of the prayer pg 25 or white paper and pencil to write their own prayer, crayons, washable markers or colored pencils, hole punch, scissors</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> Song</p>   | <p><b>Present:</b> What Would Prayerfulness Look Like</p>  | <p><b>Present:</b> Sit, Stand &amp; Kneel</p>   |
| MUSIC & MOVEMENT  | <p>The Virtues Songs - Prayerfulness</p>  | <p>Kididdles - <i>God Bless Me</i></p>   | <p>Kididdles - <i>Thank You Lord (God) for this Day</i></p>   |
| REVIEW THE AFFIRMATION  | <p>Thank you, God, for the gift of prayer. Help me to live knowing You are always near. I trust You will answer my prayers and give me what I need. I dedicate the things I do today to You.</p>  |  |   |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |   |

# VIRTUE: PURPOSEFULNESS

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | Charades  | Claymation  | Gibberish   |
| STORYTIME   | <i>The Very Busy Spider</i>   | <i>Subway Sparrow</i>   | <i>The Tiny Seed</i>  |
| ARTS & CRAFTS   | <p><b>#191 Make Spiders</b></p> <p><b>Materials</b> Ritz crackers, knife, peanut butter, pretzels, raisins</p>  | <p><b>#61 A Variation on Caged Bird</b></p> <p><b>Materials</b> 5-6" bowl or plate for tracing, hole punch, markers, pencils, pipe cleaners, tag board, hot glue gun and glue, scissors</p> | <p><b>#190 Make a Watering Can</b></p> <p><b>Materials</b> plastic milk bottle, sharp nail, markers and/or stickers</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> Summarize "<i>The Very Busy Spider</i>" and present the "spiders" you made to someone in the adult group to eat.</p>   | <p><b>Present:</b> A virtue related story</p>   | <p><b>Present:</b> Peter Piper Picked a Peck of Pickled Peppers</p>   |
| MUSIC & MOVEMENT  | Kididdles - <i>Eensy Weensy Spider</i>  | Kididdles - <i>Four Leaf Clover</i>   | The Virtues Songs - Purposefulness  |
| REVIEW THE AFFIRMATION  | <p>I am purposeful. I know what I am doing and why. I pay close attention to what is important and finish what I start. With God's help I can do great things.</p>  |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: RELIABILITY

|   |   |
|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b> | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |

Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.

| CATEGORY                      | OPTION 1   | OPTION 2  | OPTION 3   |
|-------------------------------|--|---|--|
| <b>GAMES &amp; ACTIVITIES</b> | <b>Story Time</b>  | <b>Dubbing</b>  | <b>Twins</b>   |
| <b>STORYTIME</b>              | <b><i>I'm A Good Friend</i></b>  | <b><i>Mr Gumpy's Motor Car</i></b>  | <b><i>Beatrice's Goat</i></b>  |
| <b>ARTS &amp; CRAFTS</b>      | <p><b>#107 Worry Doll/Friendship Doll</b></p> <p><b>Materials</b> wooden clothes pins, popsicle sticks, yarn any color, markers, pencil, hot glue gun and glue, scissors</p> | <p><b>#193 Caramel Apple Friends</b></p> <p><b>Materials :</b> two saucepans (one larger than the other) and a small tin can or a double boiler, package of caramels, spoon, jelly apple sticks, apples, candy trimmings such as chocolate sprinkles &amp; chips, gumdrops licorice, candied orange slices, coconut, sourballs, red hots, marshmallows, waxed paper, cookie sheet</p> | <p><b>#194 Village Hut</b></p> <p><b>Materials</b> dried grass or straw, newspaper , ruler, thick cardboard, glue, water, cup, soil, plate, scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  | <p><b>Present:</b> Aesop's Fable <i>The Hare with Many Friends</i></p>   | <p><b>Present:</b> Have a parade of you and your "apple" friends!</p>   | <p><b>Present:</b> A song</p>  |
| <b>MUSIC &amp; MOVEMENT</b>   | <i>Kididdles - Friends are Special</i>   | <i>Kididdles - Went Out to The Country</i>  | <i>Kididdles - Never to be Late</i>  |
| <b>REVIEW THE AFFIRMATION</b> | I am reliable. I keep my promises. Others can count on me to do what I say I am going to do. I do my best no matter what.  |   |  |
| <b>GOODBYE</b>                | Sing the Goodbye song and pass out giftlets and booklets   |   |  |

# VIRTUE: RESPONSIBILITY

| HELLO   | Greet Children & Sing Hello Song  |   |  |
|---|---|---|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |  |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3   |
| GAMES & ACTIVITIES  | Living Scene  | Spellmaster   | Claymation   |
| STORYTIME   | <i>The Very Busy Spider</i>   | <i>Papa Piccolo</i>   | <i>The Yellow Star, The Ledges of King Christian X of Denmark</i>  |
| ARTS & CRAFTS   | <p><b>#195 Eye of God</b></p> <p><b>Materials</b> yarn, popsicle sticks, beads and/or macaroni, hot glue gun, scissors</p>  | <p><b>#196 Draw a Cat</b> - use black construction paper and milky crayons &amp; cut out</p> <p><b>Materials</b> construction paper, crayons (you can use black construction paper and milky crayons), scissors</p> | <p><b>#70 Feast Wreath</b> - place yellow Jewish stars between the hands</p> <p><b>Materials</b> Construction paper (flesh tones &amp; yellow), glue, large white (un-waxed) paper plates, washable markers, pencils, tape, yarn, scissors</p> |
| PRESENTATION/<br>SERVICE  | <b>Present:</b> Aesop's Fable <i>The Ant and the Grasshopper</i>  | <b>Present:</b> Aesop's Fable <i>The Boys and the Frogs</i>   | <b>Present:</b> Aesop's Fable <i>The Shepherd's Boy and the Wolf</i>   |
| MUSIC & MOVEMENT  | Kididdles - <i>Eensy Weensy Spider</i>  | Kididdles - <i>Never to be Late</i>   | The Virtues Songs - Responsibility   |
| REVIEW THE AFFIRMATION  | I learn from my mistakes and can ask for help from others. I see others as important and respect what they have to share. I am thankful when I do a good job and know there is always more to learn so that I can grow.   |   |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |  |

# VIRTUE: RESPECT

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <p><b>Pass the Dough</b> - basic game first; then variation</p>   | <p><b>Give &amp; Take</b> - basic game first; then variations one through five based on student readiness</p>   | <p><b>Table Conversation</b></p>  |
| STORYTIME   | <p><b><i>We Can Get Along</i></b></p>   | <p><b><i>It's Mine</i></b></p>  | <p><b><i>The Berenstain Bears &amp; the New Neighbors</i></b></p>   |
| ARTS & CRAFTS   | <p><b>#46 Rainbow of Respect</b></p> <p><b>Materials:</b> crayons, washable markers, paper or posters, glue, yarn, cotton balls, hole punch</p>   | <p><b>#5 Painting or Drawing Blindfolded</b> relate to virtue theme</p> <p><b>Materials:</b> crayons or paints or washable markers, paper, music and CD/tape player</p> | <p><b>#19 Character Trait of the Week Sheet</b> relate to virtue theme <b>and/or Character Classics</b></p> <p><b>Materials:</b> crayons, washable markers, construction paper, glue, virtue pictures</p> |
| PRESENTATION/ SERVICE   | <p><b>Service:</b> Heifer Project</p>   | <p><b>Present:</b> Rainbow Water Xylophone - Muppets pg 280</p>   | <p><b>Present:</b> Arts &amp; Crafts project</p>  |
| MUSIC & MOVEMENT  | <p>Kids for Character - Respect</p>   | <p>Character Classics CD - Respect</p>  | <p>The Virtues Songs - Respect</p>  |
| REVIEW THE AFFIRMATION  | <p>I am respectful. I treat others and myself as we deserve to be treated. I show courtesy to everyone. I am ready to learn from my parents, grandparents and teachers.</p>   |   |   |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

## VIRTUE: REVERENCE

|   |   |   |   |
|---|---|---|---|
| <b>HELLO</b>  | Greet Children & Sing Hello Song  |   |   |
| <b>THE GIFT BOX</b><br><br><b>FROM GOD</b>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p style="text-align: center;"><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| <b>CATEGORY</b>   | <b>OPTION 1</b>   | <b>OPTION 2</b>   | <b>OPTION 3</b>   |
| <b>GAMES &amp; ACTIVITIES</b>   | <a href="#">World Wide Web</a> - relate to virtue theme   | <a href="#">Hey Taxi</a> - version 3  | <a href="#">Who Is It?</a> - version 2  |
| <b>STORYTIME</b>  | <a href="#">Owl Moon</a>  | <a href="#">Old Turtle</a>  | <a href="#">The Clown of God</a>  |
| <b>ARTS &amp; CRAFTS</b>  | <p><a href="#">#50 Prayer Rock</a></p> <p><b>Materials :</b> 8" X 8" fabric squares, hole punch, rocks approximately 1" diameter, scissors or pinking shears, yarn or ribbon variation paints or washable markers</p>   | <p><a href="#">#57 Dream Shaker</a></p> <p><b>Materials</b> 12 oz clear plastic bottles with caps for each student, food coloring, colored plastic disposable plates, electrical tape blue or black, glitter sequins, plastic confetti, permanent markers, scissors</p> | <p><a href="#">#167 Create Your Own House of Worship</a></p> <p><b>Materials</b> drawing paper, paint and/or markers, decorative materials such as sand, shiny paper, etc, glue, scissors</p> |
| <b>PRESENTATION/ SERVICE</b>  |   | <b>Present:</b> A virtue related story  | <b>Present:</b> Show your House of Worship  |
| <b>MUSIC &amp; MOVEMENT</b>   | Kiddles - <i>Grey Owl</i>   | The Virtues Songs - Reverence   | Kiddles - <i>God is Love</i>  |
| <b>REVIEW THE AFFIRMATION</b>   | I am practicing reverence. I take time to sit still, think and listen to my heart. I respect all living things God has made.  |   |   |
| <b>GOODBYE</b>  | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: SELF-DISCIPLINE

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | Random Walk   | What Are You Doing?   | Echo - relate to virtue theme; use just the word Echo first then add words that require self discipline like "homework", "chores", etc.   |
| STORYTIME   | <i>I'm in Charge of Me</i>  | <i>The Bernstein Bears - Too Much Junk Food</i>   | <i>Owl Moon</i>   |
| ARTS & CRAFTS   | <p>#146 Mondrian</p> <p><b>Materials:</b> White paper 8 ½" X 11", pencils, crayons, glue, construction paper</p>  | <p>#147 Origami Cootie Catcher</p> <p><b>Materials Needed:</b> paper 8 ½ " X 11 ", pencils, crayons, scissors</p> | <p>#148 Sand Design</p> <p><b>Materials Needed:</b> Paper cups, fine sand, powdered fabric dye or food coloring, plastic spoon, paper towels, (or pre-colored sand), paper clips, small glass or clear plastic jars</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Service</b> - practice putting carpet squares away with self-discipline  | <b>Present:</b> Aesop's Fable <i>Tortoise and the Hare</i>  |
| MUSIC & MOVEMENT  | Kididdles - <i>John Jacob Jingleheimer Schmidt</i>  | Kids for Character - Conscious  | Kididdles - <i>Over in the Meadow</i>   |
| REVIEW THE AFFIRMATION  | I have self-discipline. I know how to get things done on my own. I have control over my feelings and make good choices in the way I act.  |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: SERVICE

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Trust Exercise</b>   | <b>Gibberish - variation 1</b> - relate to virtue theme  | <b>Three-Way Conversation - variation 2</b>  |
| STORYTIME   | <i>Clifford's Good Deeds</i>  | <i>Miss Rumphius</i>   | <i>Mrs Katz and Tush</i>   |
| ARTS & CRAFTS   | <p><b>#197 Bottle Bird Feeder</b> or <b>#119 Bagel Bird Feeder</b></p> <p><b>Materials</b> twigs, bottle, string, bird food, nuts or seeds, scissors or Bagel, peanut butter, bird seed, string, plastic knife or wooden ice cream spoon, baggies, scissors</p>   | <p><b>#198 Mini Vase</b> or <b>#199 Pressed Flower Book Mark</b></p> <p><b>Materials</b> : thread spools, flowers, glue, ribbon, paint (optional). scissors or tag board, nylon netting, dried flowers, ribbon, glue, scissors</p> | <p><b>#200 Kindness Cookies</b></p> <p><b>Materials</b> Honey, oil, eggs, grated orange rind, salt, oatmeal, bowl, spoon, greased cookie sheet. oven</p> |
| PRESENTATION/ SERVICE   | <b>Present:</b> Aesop's Fable <i>The Travelers and the Plane-Tree</i>   | <b>Present:</b> A virtue related story   | <b>Present:</b> Serve food   |
| MUSIC & MOVEMENT  | Kididdles - <i>Uncle Joe is Very Sick</i>   | The Virtues Songs - Service  | Kididdles - <i>I'll be a Doctor</i>  |
| REVIEW THE AFFIRMATION  | I look for ways to be of service. I happily work to make the world a better place and do my best job. I serve and please God by caring for others and the earth.  |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# VIRTUE: STEADFASTNESS

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Egg Timer Game</b></p> <p><b>Materials</b> egg timer</p>  | <p><b>How Do You Do That?</b></p>  | <p><b>Make Me Laugh</b></p>  |
| <p><b>STORYTIME</b></p>   | <p><i>The Tiny Seed</i></p>   | <p><i>Franklin Rides A Bike</i></p>  | <p><i>The Dragon New Year, A Chinese Legend</i></p>  |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#201 Eggheads</b></p> <p><b>Materials</b> eggshells egg carton, markers, soil, grass seed, water</p>  | <p><b>#101 Sponge Paint Turtle Shapes</b></p> <p><b>Materials :</b> poster boards 14" X 14", stiff paper or cardboard, tempera paint in small cups, paper plates, small sponges shaped like turtles, pencils, scissors</p> | <p><b>#202 Animals Noses, Horns, and Ears</b></p> <p><b>Materials</b> Headband, clear tape, masking tape, poster board, tracing paper, glitter, paper clips, markers, glue, ribbon, poster board, round dinner &amp; dessert plates, yellow construction paper, scissors</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Present:</b> A Song</p>   | <p><b>Present:</b> <i>How Do You Do That?</i></p>  | <p><b>Present:</b> A virtue related story</p>  |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>The Virtues Songs - Steadfastness</p>  | <p>Kididdles - <i>Eensey Weensy Spider</i></p>   | <p><i>Kididdles - Carry On</i></p>   |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am steadfast. I do things a little at a time until it gets done. I do not let problems get in my way. I stay a good friend through hard times. I ask God to help me stay steadfast.</p>  |  |  |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |  |

# VIRTUE: TACT

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| GAMES & ACTIVITIES  | <b>Absent Minded Story Teller</b> - relate to virtue theme  | <b>World Wide Web</b> - relate to virtue theme  | <b>Take Me To Your Leader</b> - relate to virtue theme  |
| STORYTIME   | <i><b>I'm in Charge of Me</b></i>   | <i><b>The Rag Coat</b></i>  | <i><b>One Grain of Rice</b></i>   |
| ARTS & CRAFTS   | <p><b>#149 Sock Puppet with a big mouth</b></p> <p><b>Materials:</b> sock, large buttons, fabric glue, plastic knitting needles, large buttons, felt, different colored yarn, scissors</p>  | <p><b>#88 Mosaic</b> - relate to the story by making a black line drawing of a coat and use tissue paper to make a coat</p> <p><b>Materials:</b> tack board, marker, tissue paper, crayons or markers, and scissors</p> | <p><b>#150 Filter painting</b></p> <p><b>Materials:</b> Large coffee filters, water, cookie sheets or large shallow pans, food coloring or tempera paints, Q-tips</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Present:</b> A virtue related story  | <b>Present:</b> The Triple Filter Test  |
| MUSIC & MOVEMENT  | The Virtues Songs - Tact  | Red Grammer - <i>Use a Word</i>   | Kididdles - <i>Fruit Vendor</i> (replace words with virtue related words or virtues)  |
| REVIEW THE AFFIRMATION  | I have tact. I think before I speak. I care about other people's feelings. I tell the truth kindly and gently.  |   |   |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |   |   |

# VIRTUE: THANKFULNESS

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <p><b>Hey, Taxi!</b> - Basic game or variation one first based on age of students; then relate to virtue theme; variation two or three based on student readiness</p>   | <p><b>Zig Zag Zog</b> play basic game first; then relate to virtue theme using thank-ful-ness</p>  | <p><b>Virtue Singing Syllables</b> relate to virtue theme</p>  |
| STORYTIME   | <p><b>Spike</b></p>   | <p><b>These Hands</b></p>  | <p><b>Franklin's Neighborhood</b></p>  |
| ARTS & CRAFTS   | <p><b># 3 Thankfulness Can</b></p> <p><b>Materials:</b> chalk or poster board, index cards, pencils, (for smaller children have virtue pictures) crayons, washable markers, decorative paper, glue, coffee cans for students</p>  | <p><b>#4 Thank You Cards</b></p> <p><b>Materials:</b> cardstock or paper folded into quarters, crayons, washable markers, paper or posters, glue, virtue pictures, stickers, traceable shapes or cookie cutters, envelopes, stamps</p> | <p><b>#13 Virtues in My Name</b> - relate to virtue theme by coming up with things for which they are thankful for each letter<br/><b>and/or</b><br/><b>Character Classics</b></p> <p><b>Materials:</b> crayons, washable markers, posters, poems (optional)</p> |
| PRESENTATION/ SERVICE   | <p><b>Service:</b> Heifer Project</p>   | <p><b>Present:</b> "He's Got the Whole World in His Hands"</p>   | <p><b>Present:</b> Aesop's Fable <i>The Dog and the Bone</i></p>   |
| MUSIC & MOVEMENT  | <p>Kiddles - <i>God's Gifts</i></p>   | <p>Kiddles - <i>Firefighters</i></p>   | <p>The Virtues Songs - Thankfulness</p>  |
| REVIEW THE AFFIRMATION  | <p>I am thankful for the many gifts in me and around me. I see the good things in life and am ready to learn. I am thankful for all that God has created.</p>   |  |  |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |  |

# VIRTUE: TOLERANCE

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <p><b>Virtue Singing Syllables</b> - relate to virtue theme</p>   | <p><b>Take Me To Your Leader</b> - relate to virtue theme</p>  | <p><b>Playwright</b></p>   |
| STORYTIME   | <p><b><i>We Are All Different</i></b></p>   | <p><b><i>The Berenstain Bears and The New Neighbors</i></b></p>  | <p><b><i>The Other Side</i></b></p>  |
| ARTS & CRAFTS   | <p><b>#71 My Puppet</b></p> <p><b>Materials</b> Crayons, decorative doo dads, lace, fabrics, poster board or stiff paper, straws, washable markers, pencils, tape, yarn, scissors</p>   | <p><b>#180 Quick Kabobs</b></p> <p><b>Materials</b> bananas, apples, melon, cheese, knife, orange juice, coconut, skewer</p> | <p><b>#118 Wodaabe Mirror Pouch</b></p> <p><b>Materials</b> poster board or tag board (any dark color), 3 feet of gimp or string, aluminum foil, pencil, hole punch, beads, buttons, gold foil, small shells, safety pins, bits of color paper (beads, etc. – for decoration) glue, scissors</p> |
| PRESENTATION/ SERVICE   | <p><b>Present:</b> A virtue related story</p>   | <p><b>Present:</b> Kabobs</p>  | <p><b>Present:</b> a song</p>  |
| MUSIC & MOVEMENT  | <p>The Virtues Songs - Tolerance</p>  | <p>Red Grammer - <i>Use a Word</i></p>   | <p>Kididdles - <i>We'll All Join in the Circle</i></p>   |
| REVIEW THE AFFIRMATION  | <p>I am tolerant. I forgive when other people make mistakes. I enjoy what is different about each of us. I ask God to help me be tolerant with things I cannot change.</p>  |  |  |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |  |

# VIRTUE: TRUST

| HELLO   | Greet Children & Sing Hello Song  |   |  |
|---|---|---|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |  |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3   |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>Airport</b></p> <p><b>Materials:</b> items to place on the floor for the plane to miss</p>  | <p><b>Trust Exercise</b></p>  | <p><b>Twins</b></p>  |
| <p><b>STORYTIME</b></p>   | <p><b><i>The Wolf Who Cried Boy</i></b></p>   | <p><b><i>The Berenstain Bears and The Truth</i></b></p>   | <p><b><i>Cranberry Thanksgiving</i></b></p>  |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#204 Chipmunks (Fritos) and Dip</b></p> <p><b>Materials</b> scoop Fritos, cottage cheese, grated cheddar cheese, dill weed, Worcestershire sauce, salt, bowl, fork, spoons</p>  | <p><b>#205 Spectacular Flower Vases</b></p> <p><b>Materials</b> magazine pictures, wrapping paper, wallpaper and/or fabric pieces, white glue (that dries clear), small bowls, paint brushes, bottles, scissors</p> | <p><b>#206 Cranberry Bread and Butter</b></p> <p><b>Materials</b> baby food jars, whipping cream, cranberry (or similar type bread), knife</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Present:</b> the "chipmunks" and dip</p>  | <p><b>Present:</b> A virtue related story</p>   | <p><b>Present:</b> bread &amp; butter</p>  |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>The Virtues Songs - Trust</p>  | <p>Kididdles - <i>God Watches Over Us</i></p>   | <p>Kididdles - <i>Summer Rain</i></p>  |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I trust God that there is some good in everything that happens. I do not worry about making others do things. I know that doing my best is good enough. I can trust others and know, with God, I am never alone.</p>   |   |  |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |  |

# VIRTUE: TRUSTWORTHINESS

| HELLO   | Greet Children & Sing Hello Song  |   |   |
|---|---|---|---|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |   |   |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |   |   |
| CATEGORY  | OPTION 1  | OPTION 2  | OPTION 3  |
| <p><b>GAMES &amp; ACTIVITIES</b></p>  | <p><b>What Would Trustworthiness Look Like If?</b> - refer to The Family Virtues Guide</p> <p><b>Materials</b> The Family Virtues Guide</p>   | <p><b>Seven Up</b></p>  | <p><b>Wink You're Out</b></p>   |
| <p><b>STORYTIME</b></p>   | <p><i><b>I Tell the Truth</b></i></p>   | <p><i><b>Finders Keepers for Franklin</b></i></p>   | <p><i><b>Franklin Fibs</b></i></p>  |
| <p><b>ARTS &amp; CRAFTS</b></p>   | <p><b>#73 Fabric Flag</b></p> <p><b>Materials</b> : ¼" dowels, Fabric or craft glue, hot glue gun and glue, patters on pages 67, 110, 111, 112 (optional), scrap fabric pieces, fabric paints, sturdy fabric (canvas, no color) 16" X 18" scissors</p>  | <p><b>#207 Invisible Ink</b><br/>or<br/><b>#30 Secret Message Virtue</b></p> <p><b>Materials</b> lemon juice, small bowls, cotton swabs, paper, lamp or toaster, paper or white paper, white crayon or wax paper, tempera paints, crayons</p> | <p><b>#89 Virtues Wheel</b></p> <p><b>Materials</b> Markers, paper fasteners, pencils, poster boards scissors</p> |
| <p><b>PRESENTATION/ SERVICE</b></p>   | <p><b>Present:</b> Fabric Flag Parade</p>   | <p><b>Present:</b> Your writings</p>  | <p><b>Present:</b> A virtue related story</p>   |
| <p><b>MUSIC &amp; MOVEMENT</b></p>  | <p>The Virtues Songs - Trustworthiness</p>  | <p>Kididdles - <i>Love Remains the Same</i></p>   | <p>Kididdles - <i>The Golden Rule</i></p>   |
| <p><b>REVIEW THE AFFIRMATION</b></p>  | <p>I am trustworthy. I keep my promises and my word. Others can trust I will do what I say I am going to do. I do my best and get the job done.</p>   |   |   |
| <p><b>GOODBYE</b></p>   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |   |   |

# VIRTUE: TRUTHFULNESS

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <p><b>Beep</b> - basic game first; then variation one; variation two and three based on student readiness</p>   | <p><b>Problem Solving</b> -relate to virtue theme</p>  | <p><b>Go Fish</b></p> <p><b>Materials:</b> Card Game</p>   |
| STORYTIME   | <p><i><b>The Berenstain Bears and the Truth</b></i></p>   | <p><i><b>Franklin Fibs</b></i></p>   | <p><i><b>Finders Keepers for Franklin</b></i></p>  |
| ARTS & CRAFTS   | <p><b>#37 What Did and Will Happen and/or Character Classics</b></p> <p><b>Materials:</b> pictures of problems or situations, paper, construction paper or posters, glue, magazines and/or pre-cut pictures representing a sequence of events</p>   | <p><b>#115 Make Fly Pie</b></p> <p><b>Materials:</b> small cups, vanilla pudding, raisins, vanilla cookies, spoons</p> | <p><b>#46 Truthfulness Banner</b></p> <p><b>Materials:</b> 16" X 16" squares of heavy weight (not stiff) fabric (canvas, burlap, sail cloth), feathers, lace, other decorative stuff, fabric glue, fabric/puffy paints, fabric scraps, hot glue gun and glue, pencils, ribbon or yarn wooden dowel 18" long ¼" thick, and scissors <b>OPTION:</b> various colors of construction paper</p> |
| PRESENTATION/ SERVICE   | <p><b>Service:</b> Heifer Project</p>   | <p><b>Serve:</b> Fly Pie</p>   | <p><b>Present:</b> Aesop's Fable <i>Mercury and the Woodman</i></p>  |
| MUSIC & MOVEMENT  | <p>Kiddles - <i>Spin, Children, Spin</i></p>  | <p>Character Classics CD - Truthfulness</p>  | <p>The Virtues Songs - Truthfulness</p>  |
| REVIEW THE AFFIRMATION  | <p>I am truthful. I speak the truth. I see the truth with my own eyes. I show people who I really am. I can be myself.</p>  |  |  |
| GOODBYE   | <p>Sing the Goodbye song and pass out giftlets and booklets</p>   |  |  |

# VIRTUE: UNITY

| HELLO   | Greet Children & Sing Hello Song  |  |  |
|---|---|--|--|
| <p><b>THE GIFT BOX</b></p>  <p><b>FROM GOD</b></p>   | <p>Introduce/Review prayer or inspirational words</p> <p>Introduce/Review one of the classroom tools; e.g., wall of virtues, courtesy chair, Classroom VOW's Vision Statement, bell, etc.</p> <p>Review students' successes regarding practicing last week's virtue</p> <p>Show booklet and read virtue description</p> <p>Show giftlet and talk about how it relates to the virtue</p> <p><i>(Both booklet and giftlet will be distributed at the end of class in a bag with art work)</i></p> |  |  |
| <p>Select an option from categories to create your lesson plan. Please note you may vary the number of options you choose depending on your time frame. Also, some grid options follow a particular theme, that is, the arts and crafts project relates to the story.</p> |   |  |  |
| CATEGORY  | OPTION 1  | OPTION 2   | OPTION 3   |
| GAMES & ACTIVITIES  | <b>Hey Taxi</b> - relate to virtue theme  | <b>Machine</b> - relate to virtue theme  | <b>Greek Chorus</b> - relate to virtue theme   |
| STORYTIME   | <b>Just Like Me</b>   | <b>The Mitten</b>  | <b>Sneetches</b>   |
| ARTS & CRAFTS   | <p><b>#151 Unity "Human" Beans</b></p> <p><b>Materials:</b> Tag board, various shapes, colors and types of beans, glue</p>  | <p><b>#6 Virtues Large and Small</b></p> <p><b>Materials:</b> Large chalk board or paper, crayons or paints or washable markers, paper, decorative stickers or do dads, if you are going to make the special boxes: small boxes, glue, and pretty wrapping paper, tape</p> | <p><b>#76 Humanity Mobile</b></p> <p><b>Materials:</b> 9" X 12" White poster board or craft foam, Copies of patterns on cardstock (page 75), cotton balls, craft glue, hole punch, markers or colored pencils, blue yarn, scissors</p> |
| PRESENTATION/ SERVICE   | <b>Service:</b> Heifer Project  | <b>Present:</b> Aesop's Fable <i>The Bundle of Sticks</i>  | <b>Present:</b> A virtue related story   |
| MUSIC & MOVEMENT  | Kididdles - <i>Can You Dance Hulla-Baloney?</i>   | Kididdles - <i>Clap, Clap, Partner</i>   | Virtues CD - Unity   |
| REVIEW THE AFFIRMATION  | I am part of all that God has made. I see the specialness in every different person as a gift. I bring joy and peace to my family and to the world. I care for the earth and all living things.   |  |  |
| GOODBYE   | Sing the Goodbye song and pass out giftlets and booklets  |  |  |

# Virtue List

Assertiveness – Christian Faith  
Caring - Islamic Faith  
Cleanliness – Bahá'í Faith  
Compassion - Hindu Faith  
Confidence - Christian Faith  
Consideration – Bahá'í Faith  
Courage - Jewish Faith  
Courtesy – Bahá'í Faith  
Creativity - Christian Faith  
Detachment - Hindu Faith  
Determination – Bahá'í Faith  
Enthusiasm - Christian Faith  
Excellence – Bahá'í Faith  
Faithfulness - Christian Faith  
Flexibility – Bahá'í Faith  
Forgiveness - Islamic Faith  
Friendliness - Jewish Faith  
Generosity - Hindu Faith  
Gentleness – Bahá'í Faith  
Helpfulness - Jewish Faith  
Honesty – Bahá'í Faith  
Honor – Bahá'í Faith  
Humility - Christian Faith  
Idealism – Bahá'í Faith  
Joyfulness – Bahá'í Faith  
Justice - Buddhist Faith

Kindness – Bahá'í Faith  
Love - Jewish Faith  
Loyalty - Hindu Faith  
Mercy - Christian Faith  
Moderation - Buddhist Faith  
Modesty - Jewish Faith  
Obedience - Christian Faith  
Orderliness - Jewish Faith  
Patience - Islamic Faith  
Peacefulness - Christian Faith  
Prayerfulness - Jewish Faith  
Purposefulness – Bahá'í Faith  
Reliability - Buddhist Faith  
Respect - Buddhist Faith  
Responsibility - Islamic Faith  
Reverence – Zoroastrian Faith  
Self-Discipline - Christian Faith  
Service - Hindu Faith  
Steadfastness - Jewish Faith  
Tact - Jewish Faith  
Thankfulness - Islamic Faith  
Tolerance - Christian Faith  
Trust - Buddhist Faith  
Trustworthiness - Jewish Faith  
Truthfulness - Christian Faith  
Unity - Hindu Faith

## Virtue Definitions

**Assertiveness:** knowing God made you special; sharing your own ideas, thoughts and talents; telling the truth about what is fair; thinking for yourself and asking for what you want and need

**Caring:** paying special attention and giving love to people and things that matter to you; doing something nice to help others; treating yourself with the respect you deserve as a child of God

**Cleanliness:** keeping your body and the things you wear clean; keeping your room and home neat and clean; keeping your thoughts on things that are good for you; keeping your body free of harmful drugs.

**Compassion:** understanding and caring about someone who is in trouble or has made a mistake; being kind and forgiving of someone even if they have hurt you; feeling sorry for someone who is hurting or in pain and wanting to help

**Confidence:** feeling sure about knowing or trusting someone; trusting yourself; trying new things and looking at mistakes as a way to learn

**Consideration:** paying attention to other people's feelings; caring about how you treat others; seeing other people's ideas and feelings as important and caring about their needs

**Courage:** doing what needs to be done even when it is really hard or scary and going ahead even when you feel like giving up or quitting; trying new things

**Courtesy:** being polite and having good manners; thinking about how others feel and treating them as important.

**Creativity:** making things or coming up with ideas that are new; using your imagination to see old things in a new way; doing things in a way that have never been done before.

**Detachment:** having feelings (like sadness, happiness, anger, joy) without letting them control you; choosing how you will act; using thinking and feeling together.

**Determination;** giving all your attention and working hard on a job until it's done; not giving up when things get hard

**Enthusiasm;** being cheerful and happy; doing something from the heart with energy and excitement; trying your best and giving all you can give to a job

**Excellence:** doing your best and being the best you can be; working hard to do something better than you did before; using your talents to help you do something great

**Faithfulness:** being true to someone or something; sticking to what you believe no matter what happens; doing what you say you are going to do.

**Flexibility:** being able to change what you are doing when things need to change without getting upset; trying new ways of doing things

**Forgiveness:** loving others and giving them another chance even when they make mistakes; being ready to do things in a different way and not feeling sad for yourself when you make a mistake

**Friendliness:** being interested in other people; being nice, caring and courteous to others; sharing your time, ideas and feelings with others.

**Generosity:** giving and sharing for the joy of it without expecting something to be given back to you; knowing there is plenty for everyone

**Gentleness:** moving carefully, touching softly, speaking quietly and thinking kindly; making sure not to hurt anyone's feelings; being very careful with people and animals

**Helpfulness:** being of service to others to make things easier for them; doing something for someone that they cannot do for themselves; making sure you have what you need to work at your best

**Honesty:** being truthful with others in what you say and do; keeping promises; telling the truth, playing fair and not taking things from others that do not belong to you

**Honor:** finding importance (respect) in what you believe is right; living by the virtues and setting a good example for others; making good choices even if others are not

**Humility:** helping and serving others; seeing other people's needs as important; learning from mistakes and asking for help; doing your best without expecting too much attention to yourself.

**Idealism:** caring about what is right and important in life; having rules you believe are right and following them; believing in making the world a better place and working to make a difference

**Joyfulness:** being full of happiness, peace and love; knowing you are loved and being thankful to God for the gift of life

**Justice:** being fair in everything you do and standing up for what is right and fair for others and yourself; getting what you deserve

**Kindness:** caring about what happens to others; doing things to make others happy; showing you care about anyone or anything because everything is a part of what God has made.

**Love:** caring for someone, wanting to be near them, and wanting to share with them because they mean so much to you; a special feeling that fills your heart

**Loyalty:** having a strong belief in something and not changing your mind about it unless you have a really good reason to change; staying strong even when things are not going well; being faithful to your family, country, friends and beliefs (ideals)

**Mercy:** giving people another chance even when they do not deserve it; forgiving from the heart with tenderness.

**Moderation:** having a balance in your life; making sure you do not have too much or too little of something.

**Modesty:** having respect for yourself as a child of God; not making yourself seem more important than others; keeping the private parts of your body to yourself and wearing clothes that make you look neat and respectful

**Obedience:** doing what someone tells you to do because they are helping to guide you and protect you; following the rules, even when you don't like them, they are hard for you to do or no one is watching

**Orderliness:** being neat; having a place for the things you use and keeping them where you can use them whenever you need them; being organized and having a plan

**Patience:** waiting without fussing or complaining; having self-control and being calm when difficult things happen; sticking to something as long as it takes to get it finished

**Peacefulness:** feeling calm inside; loving others and seeing them as part of one human family; practicing justice and being fair; solving problems without fighting

**Prayerfulness:** talking with God; living in a way that shows you know God is always with you; knowing God created you special and being thankful for the gift to be alive.

**Purposefulness:** being sure of what you are doing and why you are doing it; having something you want to do and working toward it by giving all your attention

**Reliability:** being able to be counted on by others to do what you say you are going to do without you forgetting or having to be told again to do it; keeping promises

**Respect:** treating others the way you want to be treated; using good manners, speaking kindly and treating other people's things carefully; treating elders with extra care and kindness; treating yourself right and not allowing others to treat you badly

**Responsibility:** keeping promises; doing things the best you can; being ready to make things right if you make a mistake

**Reverence:** knowing God is always with you; acting in a way that shows you have respect for all God has made; a feeling you have when you are praying or thinking about something very deeply; treating holy books and other special things with extra care

**Self-discipline:** being in control of yourself (self-control); getting yourself to get things done; controlling your thoughts and feelings; practicing something until you know how to do it well or make it a part of the way you do things

**Service:** giving to others and wanting to make their life better; looking for ways to be of help; doing your best job because you care

**Steadfastness:** getting something done no matter how long it takes and no matter what happens; being dependable and knowing exactly what you need to do

**Tact:** telling the truth in a way that does not hurt someone's feelings; thinking before you speak; knowing what to say and what not to say

**Thankfulness:** being happy for what you have and glad when special things happen that you did not know were going to happen; seeing the good in all that God has created; seeing life as a gift even when things get hard or painful

**Tolerance:** being okay with things you wish were different and not getting upset about it; not expecting others to be just like you, but being glad for the differences; showing patience and forgiveness when someone makes a mistake

**Trust:** believing in someone or something; being sure the right thing will happen on its own; having faith and trusting that God is always with you; knowing there is something to learn from life even in hard times

**Trustworthiness:** being trusted to keep your promises no matter what; finishing a job and doing your best even if it becomes hard; practicing truthfulness and determination

**Truthfulness:** being true to your words and the things you do; showing people who you really are; knowing the difference between what is real and pretend

**Unity:** seeing everything as part of what God has made; feeling you are a part of everything and everyone; working with others peacefully; respecting the differences of other's

## Virtue Affirmations

- Assertive:** I am assertive. I think for myself and do what I feel is right. I tell the truth about what is fair. I share my special talents with the world. I deserve respect as a child of God.
- Caring:** Today I will care for others and myself. I will pay loving attention to people and things I care about. I will give my best to every job.
- Cleanliness:** I keep myself fresh and clean. I keep my things and home clean and neat. With God's help I can clean up any mistake.
- Compassion:** I have compassion. I see when someone feels sad and do what I can to help. I show that I care.
- Confidence:** I act with confidence. I try new things and do my best. I do not worry about making mistakes. I learn from my mistakes. I know God is always with me in everything I do.
- Consideration:** I am considerate and think about the needs and feelings of others. I bring happiness to others because they are important.
- Courage:** I have courage. I try new things. I learn from my mistakes and keep trying. I do what is right and ask God and others for help when I need it.
- Courteous:** I am courteous. I use my good manners and treat people with respect. I show people that I care. I am polite to my elders, parents and teachers.
- Creativity:** I am creative. I have special gifts and talents. I use my imagination and think of new and better ways to do things. I share my ideas and use my creativity to serve the world.
- Detachment:** I pay attention to my feelings and choose how I will act with detachment. I do what is right and use thinking and feeling together. I choose to be my best self no matter what happens.
- Determination:** I have determination. I pay close attention to things I am working on and make sure they get done. I finish what I start.
- Enthusiasm:** I am full of enthusiasm. I give my best to whatever I do. I use my imagination and find the fun in doing things. I enjoy the wonders of life.

- Excellence: I work toward excellence. I give my best to the work I do and be at my best with others. I thank God for my gifts. I choose excellence in all things.
- Faithfulness: I listen to my heart and am faithful to what I believe. I am a faithful friend. I keep my promises and do what I say I am going to do.
- Flexibility: I am flexible. I am ready to try new ways of doing things to make things better; I ask God to help me make good choices and learn from my mistakes. I enjoy trying other people's ideas.
- Forgiveness: I am forgiving of myself and others. I can learn from my mistakes. I have the power to keep changing for the better.
- Friendliness: I am friendly. Today I will smile and say hello to others. I like myself and know that I can make new friends.
- Generosity: I am generous. I look for ways to give and share. There is always enough for everyone. I give freely, with joy and love in my heart.
- Gentleness: I am gentle. I think, talk and act with gentleness. I show care for people and for everything I touch.
- Helpfulness: I am helpful. I will look for ways to be of service. I will offer help that people really need. I ask God to show me how I can serve others and myself today.
- Honesty: I am honest. I am fair. I kindly tell the truth. I can be myself. I do what I know is right.
- Honor: I am honorable. I keep my promises and treat others with respect. I practice the virtues within me. I care about doing what is right.
- Humility: I learn from my mistakes and can ask for help from others. I see others as important and respect what they have to share. I am thankful when I do a good job and know there is always more to learn so that I can grow.
- Idealism: I am practicing my ideals. I care about what is right and important in life. My actions match my words. I believe in my dreams and with God's help, can make anything possible.
- Joyfulness: I am thankful for the joy I feel inside. I have fun when I work and when I play. I am thankful for God's love.

- Justice: I act with justice. I look for the truth and think for myself. I am fair in everything I do and protect what is fair for me and others.
- Kindness: I am kind. I look for ways to help others and show I care. I show kindness to any person or animal I see. I do all I can to take care of the earth. I remember that all things have been created by God.
- Love: I am a loving person. I show my love by doing kind things and saying kind words. I treat others as I want to be treated. I love God and all that God has created, including myself.
- Loyalty: I am loyal to the people I care about. I am a good friend in good times and bad. I do not let others disrespect me or my beliefs. I know what is right and can be trusted to keep my promises.
- Mercy: I show mercy to others. I try to understand how others feel and do what I can to help. I give others another chance when they make a mistake. I forgive from my heart.
- Moderation: I am moderate. I am happy to get what I need - no more and no less. I have a balance between work and play in my life. I do not overdo or under-do. I find what's just right for me.
- Modesty: I am modest. I respect myself and my body. I share in the joy of other people's talents and gifts and know not to put too much attention on my own.
- Obedience: I am obedient. I listen with respect to what my parents, grandparents, and teachers tell me. I follow rules and do what is right.
- Orderliness: I practice orderliness. I have a place for all my things. I make plans before I start a job and do things step by step. I create harmony in my life and appreciate the beauty and order of God's creation as my example.
- Patience: I am patient. I know that things take time. I choose to wait calmly for the things I want and do what I can while I wait. I am gentle with others and myself when mistakes are made. I trust God that all will turn out well.
- Peacefulness: I practice peacefulness every day. I take time to create peace in my heart. I use kind words and solve problems fairly with God's help. I see people as part of one human family and work to bring love to the world.

- Prayerfulness: Thank you, God, for the gift of prayer. Help me to live knowing You are always near. I trust You will answer my prayers and give me what I need. I dedicate the things I do today to You.
- Purposefulness: I am purposeful. I know what I am doing and why. I pay close attention to what is important and finish what I start. With God's help I can do great things.
- Reliability: I am reliable. I keep my promises. Others can count on me to do what I say I am going to do. I do my best no matter what.
- Responsibility: I learn from my mistakes and can ask for help from others. I see others as important and respect what they have to share. I am thankful when I do a good job and know there is always more to learn so that I can grow.
- Respect: I am respectful. I treat others and myself as we deserve to be treated. I show courtesy to everyone. I am ready to learn from my parents, grandparents and teachers.
- Reverence: I am practicing reverence. I take time to sit still, think and listen to my heart. I respect all living things God has made.
- Self-Discipline I have self-discipline. I know how to get things done on my own. I have control over my feelings and make good choices in the way I act.
- Service: I look for ways to be of service. I happily work to make the world a better place and do my best job. I serve and please God by caring for others and the earth.
- Steadfastness: I am steadfast. I do things a little at a time until it gets done. I do not let problems get in my way. I stay a good friend through hard times. I ask God to help me stay steadfast.
- Tact: I have tact. I think before I speak. I care about other people's feelings. I tell the truth kindly and gently.
- Thankfulness I am thankful for the many gifts in me and around me. I see the good things in life and am ready to learn. I am thankful for all that God has created.
- Tolerance: I am tolerant. I forgive when other people make mistakes. I enjoy what is different about each of us. I ask God to help me be tolerant with things I cannot change.
- Trust: I trust God that there is some good in everything that happens. I do not worry about making others do things. I know that doing my best

is good enough. I can trust others and know, with God, I am never alone.

**Trustworthiness:** I am trustworthy. I keep my promises and my word. Others can trust I will do what I say I am going to do. I do my best and get the job done.

**Truthfulness:** I am truthful. I speak the truth. I see the truth with my own eyes. I show people who I really am. I can be myself.

**Unity:** I am part of all that God has made. I see the specialness in every different person as a gift. I bring joy and peace to my family and to the world. I care for the earth and all living things.

| <b>List of Example Giftlets</b> |   |
|---------------------------------|---|
| <b>Virtue(s) related to</b>     | <b>Giftlet</b>  |
| Assertiveness                   | Fly swatter hands   |
| Caring                          | Bears   |
| Cleanliness                     | Combs   |
| Compassion                      | Band Aids   |
| Confidence                      | Cup and ball game ( <i>keep trying be confident</i> )                                       |
| Consideration                   | Funny eye glasses & fun sun glass ( <i>see through the eyes of others</i> )                 |
| Courage                         | Sheriff badges  |
| Courtesy                        | Apples ( <i>offer food to others first</i> )  |
| Creativity                      | Artist's paints   |
| Detachment                      | Erasers shaped like bears   |
| Determination                   | Maze puzzles  |
| Enthusiasm                      | Weird pencils   |
| Excellence                      | First prize ribbons and/or excellence seals   |
| Faithfulness                    | Boomarangs  |
| Flexibility                     | Slinkies  |
| Forgiveness                     | Slates  |
| Friendliness                    | Fancy photo frames and/or photo magnets   |
| Generosity                      | Squeeze purse and/or small wrapped presents (save money and buy something for someone else) |
| Gentleness                      | Beany babies  |
| Helpfulness                     | Mittens & Heifer Project stuff  |
| Honesty                         | Bags of words   |
| Honor                           | First place medals  |
| Humility                        | Football soccer and/or basketball whistles  |
| Idealism                        | Dream catchers and/or gem rings   |
| Joyfulness                      | Tambourines and/or Bells  |
| Justice                         | Ruler   |

| <b>List of Example Giftlets</b> |  |
|---------------------------------|--|
| <b>Virtue(s) related to</b>     | <b>Giftlet</b>   |
| Kindness                        | Spinning Smile faces and/or smiley face pencils                                |
| Love                            | Heart Key Chains and/or Valentine hearts                                       |
| Loyalty                         | Sticky balls   |
| Mercy                           | Measuring spoons   |
| Moderation                      | Coins ( <i>save some, spend some, etc</i> )                                    |
| Modesty                         | Mirrors  |
| Obedience                       | Tracing strips or stencils   |
| Orderliness                     | Kaleidoscope   |
| Patience                        | Egg timers   |
| Peacefulness                    | Peace pencils and/or erasers   |
| Prayerfulness                   | Diary key chains and/or animal note pads ( <i>write your favorite prayer</i> ) |
| Purposefulness                  | Flashlights  |
| Reliability                     | Watches  |
| Respect                         | Rainbow pencils ( <i>rainbow of respect</i> )                                  |
| Responsibility                  | Rubber frogs or other pet ( <i>pet frog - must take care of it</i> )           |
| Reverence                       | Smiley face bracelets God loves you  |
| Self-Discipline                 | Crayon key chains and/or crayon erasers  |
| Service                         | Farm animals   |
| Steadfastness                   | Pinball game ( <i>keep trying</i> )  |
| Tact                            | Sweet tarts ( <i>words can be sweet or tart</i> )                              |
| Thankfulness                    | Mini good job buttons  |
| Tolerance                       | Aliens glow in the dark  |
| Trust                           | Fireman badges   |
| Trustworthiness                 | Fake \$20 bills  |
| Truthfulness                    | Magnetic hide a key  |
| Unity                           | Globe pencils and/or globe key chains  |



## TO: THE PARENTS

Welcome to VOW (Virtue Of the Week) classes! These classes are based on the belief that each one of us is born in potential and can develop our positive natural qualities by “*Nurturing the Gems Within.*” VOW classes offer the opportunity for students to receive the gift of virtues and parents the day-to-day tools to address the spiritual needs of their families, bringing out the best in every member.

**At the first class** a student attends, they will receive:

- A treasure chest (used for collecting weekly Virtue Giftlets)
- A book holder (used for collecting weekly Virtue Booklets)
- Classroom “VOWS” (students guidelines and consequences)
- On-going service project information (Heifer International Read to Feed®)

**Each week** students will be introduced to a new virtue or “gem” through...

- inspirational words (from different religions and philosophies)
- storytelling (books read in class go toward the Read to Feed ® program)
- art (if students are unable to complete during class due to time, materials will be sent home so that students may complete the project at home)
- song
- teachable moments and drama/role-play
- service projects

...and will receive:

- A Virtue Booklet for each new virtue with a quote from a different religion on the front cover pertaining to that virtue (Virtue Booklets are collected and stored in the booklet holder received at the first class attended and may be left at home.)
- A Weekly Virtue Activities Calendar to help you create teachable moments on a daily basis (These activities are simply suggestions and you are free to add or modify the activities to adapt them to your needs. The important thing is to put some time aside each day to reinforce the virtue.)

*Note: Please read the DEAR PARENTS letter on the first page of the Virtue Booklet to see how you and your child can utilize and get the most out of the booklet and calendar.*

- A Virtue Giftlet which is a small gift that serves as a concrete reminder of the virtue (Giftlets are collected and stored in the provided treasure chest received at the first class attended and may be left at home. Encourage the special care of these “gems” so that they can be shared with family and friends.
- Coloring and/or activity sheets

**Throughout the year** students will be encouraged to support our ongoing service project, Read to Feed®, a program offered through Heifer International. Students may collect pledges for books read at home, in school and in VOW class.

*Note: Please see the enclosed material for more details or visit [www.readtofeed.org](http://www.readtofeed.org) and [www.heifer.org](http://www.heifer.org). Each week students will be asked to give updates on their progress and add their funds to the class bank. Near the end of the year, students will decide as a class what to buy for families in need.*

Again welcome to our program! We look forward to seeing you and your family each week.

Sincerely,

VOW Coordinators

# VOW Classroom Boundaries

## **Vision Statement**

We show kindness and respect for all living things. We enjoy learning about the virtues within us.

## Love and Logic Classroom Philosophy

I will treat you with respect, so you will know how to treat me  
Feel free to do anything that doesn't cause a problem for anyone else  
If you cause a problem, I will ask you to solve it  
If you can't solve the problem, or choose not to, I will do something  
What I do, will depend on the special person, and the special situation  
If you feel something is unfair, whisper to me, "I'm not sure that's fair," and we will talk.

## The Virtues Project Classroom Boundaries (example #1 from Educator's Guide)

**Be considerate.** Walk in the halls.  
**Be kind** to people, feelings and things.  
**Be respectful** in actions and words.  
**Be careful.** Stay safe.  
**Be a peacemaker.** Use kind words.

## The Virtues Project Classroom Boundaries (example #2 from Educator's Guide)

**Respect:** We listen in complete silence when someone else is talking.  
**Compassion:** We care about other people's feelings.  
**Trust:** What we say here stays here.  
**Honor:** We honor others for the virtues we see in them.

## The Virtues Project Classroom Boundaries (example from Family Virtues Guide)

**Courtesy** We will treat each other as we wish to be treated. We will sit in courteous silence when another person is talking.

**Respect** We will listen to one another in silence, listening carefully to what they are saying.

**Trustworthiness** We will trust each other to care about what someone says and not share it with others unless they say it is ok to do so.

## Virtues and Love and Logic Combined

- Be Respectful.** Treat others with respect, so they will know how to treat you.
- Be Considerate.** Feel free to do anything that doesn't cause a problem for anyone else.
- Be Responsible.** If you cause a problem, work to solve it.
- Be Humble.** If you can't solve a problem, or choose not to, ask for help.
- Be Obedient.** Accept consequences if you break the rules – then get a fresh start.
- Be Peaceful.** If you feel something is unfair, whisper to me, "I'm not sure that's fair," and we can talk.

### **Disciplining With Virtues**

Questions to ask:

What happened?

Who was hurt? (including the perpetrator)

What do they need?

What virtue was missing?

What amends can be made?

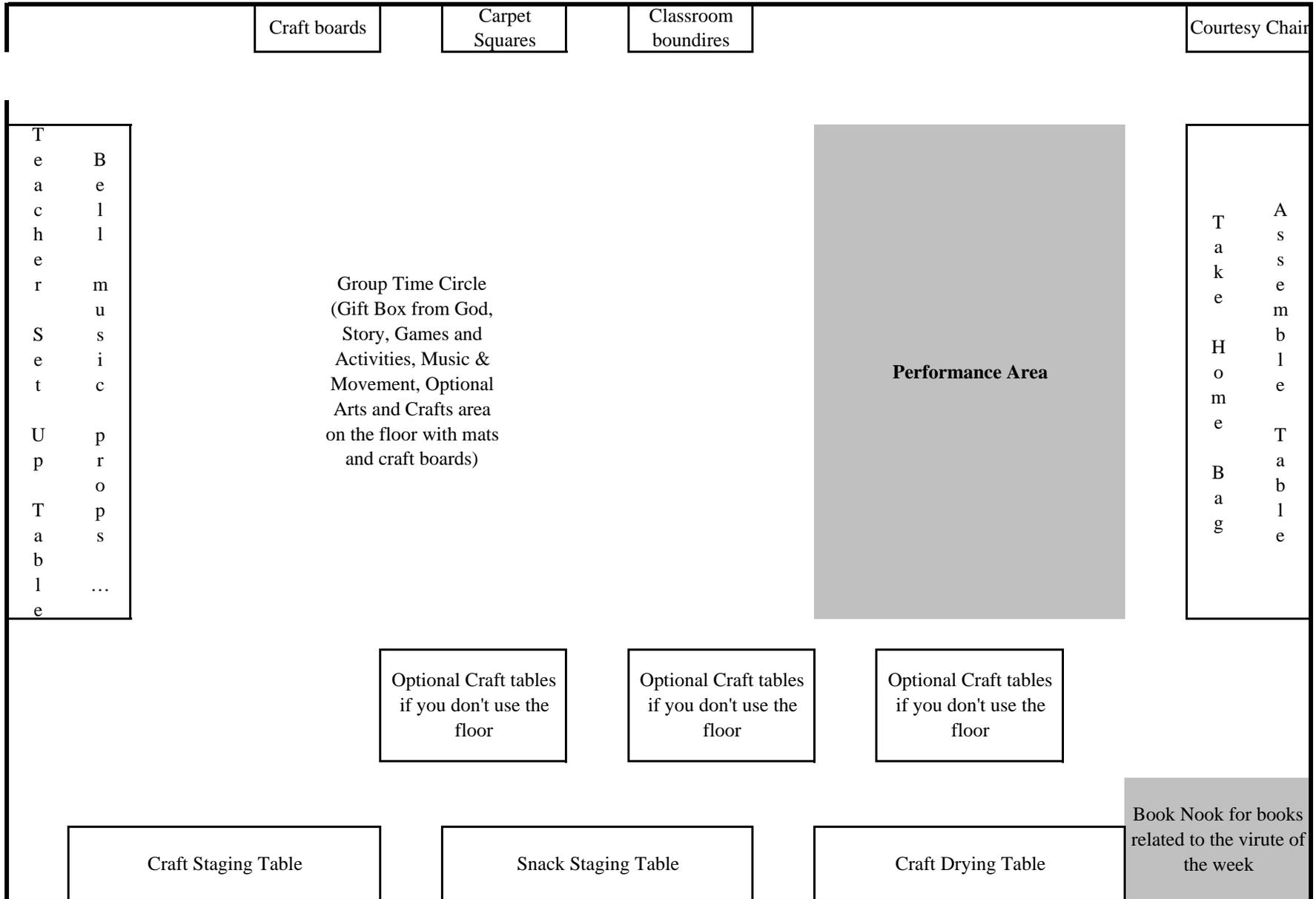
**Courtesy Corner:** A place to remember and get back a virtue or "gem within" that was forgotten or not practiced before joining the group again.

**Courtesy Room:** A room outside the classroom where a copy of the virtue or picture of the virtue that was needed is given to the student who tells how things would have gone if they had practiced the virtue.

**Courtesy Walk:** A walk where the student is courteously walked to their parent who is encouraged to allow natural consequences to do the teaching and to help the student come up with a plan for success by practicing the virtue needed to return to class.

**Courtesy Bell:** A bell used to call students to attention. When the bell is rung, students are to immediately "freeze", become silent, and give their attention to the teacher.

# Sample VOW Classroom Set Up



# VIRTUES PROJECT ACTIVITIES INTRODUCTION

**The games and activities in this section can serve two purposes:**

- 1) By doing the activity, the students are actually practicing the virtue itself.**  
The virtue is used or brought to life simply by following the directions of the activity. For example, when playing the game Give & Take, the students, in order to make the game work, must practice Consideration by having regard and respect for the ideas given by other people in the group. They must practice and implement many virtues such as Assertiveness, Caring, Confidence, Courage, Courtesy, Creativity, Flexibility, Generosity, Humility, Justice, Orderliness, Obedience, Peacefulness, Respect, Responsibility, Unity and Self-Discipline in order for the activity to be successful. The most prominent virtue the game promotes is listed first. In parenthesis, several secondary virtues are listed. So for the game Give & Take, it is suggested that it be played for the virtue Consideration, however, it is also applicable to any of the secondary virtues listed. This gives the teacher the flexibility to gear the game to the virtue most needed for the focus of the class.
- 2) By incorporating a theme, the activity may be focused on a virtue the teacher needs to present to the class or review.** For example, with Give & Take, even though the actual playing of the game does not require the virtue of Thankfulness to be practiced, by using Thankfulness as a theme, all the actions given to the group can be based on Thankfulness. Perhaps a student initiates the motion of praying or writing a Thank You note or giving a gift to someone, etc.

It is important to note that sometimes a virtue listed for an activity may not at first *seem* to have a connection. In other words, the connection may not “jump out” at you. We recommend going to the definition of that virtue in the Virtues Project Guides (Family or Educator’s) and reviewing the virtue’s description. This can help with seeing the connection and how the virtue may be highlighted in the activity. Once again, using the game of Give & Take as an example, it may not be as clear how Justice might be the game’s focus. Let’s look at the definition first.

***Justice: Practicing justice is being fair in everything you do. It is seeing with your own eyes and not judging something or someone by what other people tell you. Being just is standing up for your rights and the rights of other people. It is taking responsibility if you make a mistake and making amends. Justice means that every person’s rights are protected.***

Now review the rules of the game Give & Take. In order to **be fair**, everyone should be given the opportunity to give an idea to the group. That means “stepping back” on your ideas and allowing others to share theirs. It also means **not judging other people’s ideas**, but accepting them and respecting the rights of everyone, including yourself, to give ideas to the group. The teacher may also take the opportunity to discuss how the game went after it has been played by asking questions like, “Was everyone given the opportunity to share their ideas?”, “Was the game played justly or fairly? If not, how

could we change the way we played to be more just or fair to everyone?" This then gives the students the opportunity to **stand up for themselves** (say, in the case that they were not given the opportunity to give an idea) and to **stand up for the rights of others** (maybe defending others who were not given the opportunity for a turn). This way each player has an opportunity to **take responsibility for their mistakes** (maybe not being more assertive in giving their ideas or the opposite, not backing off from their ideas to allow others a turn) and **make amends** by voicing to the group how they might change the way they play the next round.

# Games and Activities

## Absent-Minded Storyteller

**Primary Virtue:** Helpfulness

**Secondary Virtues:** Assertiveness, Confidence, Consideration, Courtesy, Creativity, Detachment, Flexibility, Generosity, Justice, Moderation, Obedience, Reliability, Respect, Responsibility, Trust, Trustworthiness, Unity

**Description:** The teacher begins by asking the students to make up a title for a story that has never been written before. For younger students, ask them what the story should be called or named to help them understand the word “title”. Note: The title may include a virtue in the title (for example, “The Thankful Caterpillar”). The teacher then begins the story by saying, “Once upon a time...” and begins making up a story about a thankful caterpillar or whatever topic the title describes. At anytime, the teacher may stop and become “forgetful” of what happens next in the story and ask the class to “fill in the blank” or say what happens next (the more silly the better). The story continues as the storyteller and students begin to weave a story together that finally ends. When the story is complete, the teacher may ask what the “moral/lesson” of the story was. For younger students, the more “forgetful” the teacher, the more the students enjoy being “smarter” than the storyteller.

**Variation 1:** Several objects or words may be chosen beforehand (before the title is chosen) that must be incorporated into the story. For younger students who do not read, objects are recommended. The objects may be chosen by the teacher or students and placed in a bag to be drawn when the storyteller “forgets” and must make them part of the story when they are taken out of the bag. For older students, words may be written on an eraser board or placed in a bag to be drawn also. If the story is going to be based on a theme or virtue, objects or words may be chosen that are related to that theme or virtue.

**Variation 2:** Another fun aspect to add to this activity is to incorporate sound effects or motions for particular characters or objects in the story. For example, there may be a “catch phrase” that the audience says every time a specific character is mentioned or a sound effect or motion that is done every time a specific object is mentioned.

**Variation 3:** As the teacher tells the story, at some point a problem arises. Then “fortunately” a way out of the problem is found, but “unfortunately” another problem comes up. The story continues to switch back and forth between fortunate and unfortunate events.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Idealism, Mercy, Thankfulness*

Variation 3

## Add a Part

**Primary Virtue:** Creativity

**Secondary Virtues:** Assertiveness, Confidence, Generosity

**Description:** An object is established by a student or suggested by the teacher (for example, a car). The first student proceeds to use or make contact with that object. A choice might be to sit in the driver’s seat and steer the car. After making contact, the student leaves the space and is seated. Another student

then comes up to try their idea which may be washing the windows. Each student that comes in contact with the object demonstrates a new idea.

**Variation 1:** Substitute a setting (for example, library, hospital, place of worship, Thanksgiving table, standing in line, etc.) in place of an object. Students enter and exit the setting with an activity that might be done in that setting. Another option is to keep adding a student to the scene until everyone is involved. No exiting is necessary.

**Variation 2:** Once an object or setting is chosen, the teacher asks what the parts of the object or setting might include. As each student makes suggestions, they must then actually *be* that part and become part of the set. For example, for a car, a student might suggest a tire and then have to become a tire of the car. After several students are in place, an additional student enters the “scene” and uses or comes in contact with each part played by a student. Students should be encouraged to add sound and movement to the part they play.

**Variation 3:** An occupation is established by a student or suggested by the teacher (for example, mechanic). The first student enters the “scene” and begins doing an activity related to that occupation (for example, changing a tire). Other students join in to assist in the activity related to the occupation sometimes assisting another player.

**Variation 4:** Played as a guessing game, the object, setting or occupation is decided but not told to the “audience” who must guess what the object, setting or occupation is before entering the scene. The class may be divided into two teams with one team becoming the audience. This can make for an interesting experience if the initial idea is misinterpreted. If this happens, the teacher can discuss where and why the misunderstanding took place with the class.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Purposefulness, Reliability, Responsibility*

Variation 2 & 4

*Caring, Flexibility, Helpfulness, Purposefulness, Reliability, Responsibility, Unity*

Variation 3 & 4

*Service*

Variation 3

## **Airport**

**Primary Virtue:** **Reliability/Responsibility**

**Secondary Virtues:** *Caring, Compassion, Confidence, Consideration, Courage, Determination, Faithfulness, Helpfulness, Kindness, Loyalty, Reliability, Responsibility, Service, Trust, Trustworthiness, Unity*

**Description:** Use masking tape or chalk to outline a 4 X 12 foot area to be designated as the landing strip. Objects of various sizes are placed in this area (books, shoes, chalkboard eraser, boxes, etc). Students form pairs and one is blindfolded and becomes the pilot while the other the “control tower”. They each stand at opposite ends of the rectangle. To play, the pilot must rely on the tower to guide them safely through the obstacles. To make a safe landing, the pilot must not touch or knock over any object or step out of the rectangle. The tower guides the pilot by calling out directions, “Step forward. Stop! Left foot higher.” etc. The game is over when an obstacle is knocked over or the pilot steps out of

the rectangle. Note: For students who are still learning left and right, have students hold a small sandpaper square in the right hand and a smooth square in the left. The tower then calls, “Sandpaper foot forward.” etc.

## Beep

**Primary Virtue:** Unity

**Secondary Virtues:** *Assertiveness, Determination, Excellence, Orderliness, Reliability, Responsibility*

**Description:** Students form a circle and one person begins by looking to their left or right and saying “Beep”. The person who has been “beeped” passes the beep to the next person and so on. The beep is sent around the circle continuously. The object of the game is for the beep to eventually sound more like one long “beeeeeeep” than separate beeps as the pace gets faster.

**Variation 1:** The word beep may be substituted for another one syllable word or a multi-syllable word and can be passed in syllables (one syllable at a time) around the circle (for example, U – NI – TY). This can help familiarize students with a word and its correct pronunciation.

**Variation 2:** The direction of the word being passed around the circle can change direction at any time.

**Variation 3:** An action may be substituted for the word beep. Direction may or may not be changed.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Flexibility*

Variation 2 & 3

## A Box Full of Hats

**Primary Virtue:** Flexibility

**Secondary Virtues:** *Assertiveness, Confidence, Creativity, Determination, Flexibility, Purposefulness, Responsibility*

**Description:** Have a box full of hats with each hat labeled with a different virtue or emotion or whatever you want the student to portray. Distribute the hats and have each student act out the quality or character labeled on the hat. Have students switch hats and see how many different ideas can be created for each hat. In addition to hats, other props or costume pieces may be used.

## Bunny, Bunny

**Primary Virtue:** Generosity

**Secondary Virtues:** *Consideration, Enthusiasm, Joyfulness, Moderation, Purposefulness, Patience*

**Description:** Standing in a circle, the first player begins as the “main bunny” by holding both hands to make “bunny ears” on their head. As they wiggle their bunny ears, they say, “bunny, bunny, bunny, bunny...” repeatedly until they pass the main bunny to another player. To pass the bunny, they remove their bunny ears (hands), clap them together and point with both hands together to another person who

then puts on their bunny ears and becomes the main bunny. The object is to pass the bunny as quickly and smoothly as possible.

**Variation:** Side (left and right) bunnies are added on either side of the main bunny. The person to the left of the main bunny has a left bunny ear and the person to the right of the main bunny has a right bunny ear. As soon as the main bunny passes the bunny ears to another player, the left and right bunny ears are dropped.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Flexibility, Loyalty, Reliability, Responsibility, Unity*

Variation

## Changing Emotions

**Primary Virtue:** **Flexibility**

**Secondary Virtues:** *Assertiveness, Caring, Compassion, Confidence, Consideration, Courtesy, Creativity, Friendliness, Generosity, Helpfulness, Humility, Orderliness, Obedience, Patience, Purposefulness, Reliability, Respect, Responsibility, Self-Discipline, Tact, Tolerance, Unity*

**Description:** A student is chosen to begin a scene where they will be throwing a party. As the student pantomimes setting up the party room with decorations etc., “guests” enter the party one at a time through an imaginary door. As each guest enters, they exhibit a strong emotion which everyone already in the scene must take on and do also. So as each guest enters, the emotion of the scene completely changes to the emotion of the last guest. Once three to five guests have entered the scene, they begin to leave the party one at a time beginning with the last person who entered and working back. As each player leaves, the emotions change in reverse order.

**Variation:** One emotion is chosen and as each guest enters the party, the emotion increases in intensity level. For example, if happiness is chosen, the first guest comes in somewhat content, the next happier, the next even more so, until the final guest comes in to the point of joy.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Detachment, Idealism, Moderation*

Variation

## Charades

**Primary Virtue:** **Purposefulness**

**Secondary Virtues:** *Confidence, Consideration, Creativity, Determination, Reliability, Respect, Responsibility, Self-Discipline, Steadfastness*

**Description:** One or two students act out an action given to or chosen by them. The audience/class guesses what the action is. For example, some simple actions might include brushing teeth, folding a sheet together, canoeing, etc. A theme may be incorporated to guide the actions the students choose. For example, actions related to kindness. This game is easy for younger students if the actions remain basic and simple.

## Claymation

**Primary Virtue:** Purposefulness

**Secondary Virtues:** *Assertiveness, Confidence, Consideration, Courtesy, Creativity, Detachment, Determination, Flexibility, Helpfulness, Loyalty, Moderation, Obedience, Reliability, Respect, Responsibility, Self-Discipline, Tolerance, Trust, Trustworthiness, Unity*

**Description:** One or two students stand before the class to act as action figure dolls that can be moved into different positions. The teacher or another student “sculpts” them into a position either connected or as individuals. The “sculptor” may place the player(s) hands, arms, head, legs, fingers, or feet into different positions. Players may be put into a kneeling, standing or sitting position. Once the sculptor has finished positioning the students, they remain in position as the teacher asks everyone to take out an imaginary camera and take a picture of the player(s). The teacher then chooses a student to describe what was happening when the picture was taken or what is in the picture. For example, they may say they see two people playing checkers in the park. When the teacher says “Action!” the players come to life and act out the suggestion. At any time the teacher says “Freeze” and asks the students to take a picture again since the students should be in a different position at this point. Once again another suggestion for what is happening in the picture is given and the process continues.

**Variation:** No “picture” is taken. Immediately after students are put into position, “Action!” is called and the students performing must work together on the spot to create a scene based on their own idea and not from suggestions from other students. Note: There is a give and take here where one must initiate the idea of the scene and the other take the idea and go along with it. When the teacher calls “Freeze”, a new student, who has volunteered, takes the place of one of the players and assumes that players position. A new scene begins when “Action!” is called. This may also be played in a tag style where about five students stand to the side and individually call “Freeze” when they see an opportunity to jump into the scene taking the place of one of the students. When someone “tags in” they must assume the *exact* position of the player they replace. It is always the one who has “tagged in” who starts the scene and initiates the scene with their idea.

## Community Helpers

**Primary Virtue:** Service

**Secondary Virtues:** *Assertiveness, Consideration, Patience, Self-Discipline, Unity*

**Description:** Students assemble puzzle.

## Count to 20

**Primary Virtue:** Tolerance

**Secondary Virtues:** *Assertiveness, Compassion, Confidence, Consideration, Courage, Courtesy, Detachment, Determination, Excellence, Flexibility, Forgiveness, Generosity, Humility, Justice, Moderation, Patience, Reliability, Responsibility, Self-Discipline,*

## *Steadfastness, Unity*

**Description:** Students are grouped in circles of no less than four and no more than seven. Standing in a tight circle (shoulder to shoulder), not making eye contact and with their hands behind their backs, the students look at the floor in the center of the circle. Any student may begin the counting by saying “1”; another says “2” and so forth without going in any order as to who says the next number. The counting is in sequential order, but who says the numbers is random. No one knows who will say the next number. When two or more people say the same number at the same time, the group must begin again and start at “1”. Once a group accomplishes counting to 20, challenge them to start with 20 and count down. Note: It is important to stress to students that they should avoid creating a pattern as to who says the numbers. If a pattern occurs, encourage them to break the pattern. Also, there should be no gesturing of any kind from each other to get others to say a number.

**Variation:** Counting may be replaced by the alphabet or any other list. Memorized quotes or phrases are another option. The students must say a quote one – word – at – a – time and finish it without a word being said at the same time. Lists and quotes can be said backwards also once the group accomplishes completing the list or quote.

### **Drawing Objects Game**

**Primary Virtue:** **Reliability/Responsibility**

**Secondary Virtues:** *Confidence, Creativity, Determination, Loyalty, Purposefulness, Steadfastness, Unity*

**Description:** Compile a list of objects with simple but outstanding characteristics (train, cow, tree, etc.) Divide the class into two teams. Each team sits equal distance from the teacher who has prepared the list of objects. Each team sends a leader to the teacher, who shows the word of the object or, for nonreaders, whispers the name of the object or shows a picture of the object. Players run back to their teams and must draw a picture of the word for their team. The first team to guess and call out the object wins a point. Drawings can be made on large sheets of paper with crayons or on chalk or dry erase boards. For older students, more abstract words can be used (for example, a virtue, feeling or characteristic).

### **Dress the Part**

**Primary Virtue:** **Modesty**

**Secondary Virtues:**

**Description:** Students are divided into two groups. Each group has a pile of assorted clothes. A situation is posed such as “What would be appropriate/inappropriate to wear to the beach?” One group then dresses one of their team mates appropriately and the other team dresses one of their team mates inappropriately. The in team dressing their mate inappropriately then has to explain why the clothes are inappropriate. Teams rotate inappropriate and appropriate.

### **Dress Up Relay Race**

|                           |  |
|---------------------------|--|
| <b>Primary Virtue:</b>    | <b>Unity</b>   |
| <b>Secondary Virtues:</b> | <i>Determination, Helpfulness, Orderliness, Purposefulness, Reliability, Responsibility, Steadfastness</i> |

**Description:** The class is divided into two teams. Each team is then divided in half. Half of a team stands at one end of the room with a pile of costume or clothing items (for example, hat, pants, shirt, jacket, gloves, mask, etc.) The other half of the team stands at the opposite side of the room. When the teacher says “Go!” a team member standing with the clothing group is dressed by the other team members. Once the player has all the clothes on, they must run to their team members on the other side of the room who must undress them and then put the clothes on the next team member. Players run back and forth between the two groups until everyone has been dressed and undressed. The first team to finish wins.

**Variation 1:** Instead of dressing, objects may be relayed between the groups. For example, hard boiled eggs on a spoon, books balanced on a players head or a ball kicked between team members.

**Variation 2:** An obstacle course may be created for the team members to go through as they make their way to their team members on the other side of the room. For example, they may jump over pillows, crawl under chairs, zig zag around cones, etc.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Flexibility*

Variation 2

## Dubbing

**Primary Virtue:** **Reliability/Responsibility**

**Secondary Virtues:** *Assertiveness, Creativity, Determination, Flexibility, Loyalty, Purposefulness, Unity*

**Dubbing:** Two players act out a scene while two others of the same sex are chosen to be their voices. The players who will do the voices are assigned an actor and read lines for their player on stage. The actors must move their mouths and portray the scene being read. When dubbing works, two players experience unity and become as one player.

## Echo

**Primary Virtue:** **Loyalty**

**Secondary Virtues:** *Caring, Consideration, Obedience, Orderliness, Reliability, Responsibility, Self-Discipline, Unity*

**Description:** Two large teams stand one behind the other each forming a line. The two lines face each other as if playing tug of war. The first player in team one calls out a word or phrase. Starting with the first player in team two across the room, the word or phrase is repeated in turn by each succeeding player in team two without pause. Each player is to pick up the word or phrase and repeat it more softly so that the sound finally fades away at the end of the line. The first player in team two then calls out a word or phrase for team one to echo and the game continues back and forth.

## Egg Timer Game

**Primary Virtue:** **Determination**

**Secondary Virtues:** *Excellence, Helpfulness, Purposefulness, Reliability, Responsibility, Steadfastness, Unity*

**Egg Timer Game:** Students hide their eyes while someone hides an egg timer set to go off in three minutes somewhere in the room. The object of the game is to find the egg timer before it goes off. If students are quiet enough they might even listen for the ticking of the timer. This can be played by individuals, in teams or by the whole class.

## Emotional Chorus

**Primary Virtue:** **Self-Discipline**

**Secondary Virtues:** *Assertiveness, Confidence, Compassion, Creativity, Detachment, Moderation, Obedience, Purposefulness, Reliability, Responsibility, Unity*

**Description:** The teacher begins by asking for an emotion (for example, happiness) and for a student to demonstrate through facial expression what that emotion might look like and sound like (for example, laughing). That student then stands before the class to represent their emotion in the “chorus”. After five emotions represented by five students are chosen, they all stand in a line in front of the class to make up the emotional chorus. Some emotions might include happiness, sadness, anger, surprise, fear, etc. The teacher becomes the “conductor” of the chorus and either kneels in front of or stands to the side of the chorus. The teacher begins by pointing to one chorus member. As long as they are being pointed to, the chorus member must show and make the sound of that emotion. When the teacher stops pointing to them, they must immediately stop. Then the teacher points to another member of the chorus, who then does their emotion. Note: Some ways to vary this activity and have a lot of fun are to point to two students at a time or raise or lower your hands to make the chorus members louder or softer, make them stop and start quickly or have all the members do their emotions at the same time.

**Variation 1:** Instead of emotions, other themes or topics may be used for each chorus member. For example: actions, sounds, words or phrases, occupations, virtues, etc. Chorus members may be related in theme or be completely unrelated.

**Variation 2:** One emotion is chosen and each chorus member expresses varied intensity levels of that emotion. For example, glum, sad, depressed, grieved.

## Experts

**Primary Virtue:** **Confidence**

**Secondary Virtues:** *Assertiveness, Courage, Courtesy, Creativity, Determination, Flexibility, Helpfulness, Patience, Reliability, Steadfastness*

**Description:** This activity is played in the format of a talk show. The teacher (talk show “host”) interviews two guest “experts”. The problem is that these “experts” do not know what they are experts in, which will be decided by the class. Two students chosen to be experts leave the room. The teacher/host asks the class for a noun (for younger students, they may ask for an animal or an everyday object). Then the teacher asks for a verb or action (for younger students the verb may be omitted)

unrelated to the noun. The noun and verb are then put together to create what the expertise is. For example, “elephant jumping” or “car eating”. The noun is always first. Once the expertise is chosen, the two experts return to the room and the “talk show” begins. The teacher/host of the show introduces the guests and begins interviewing them by asking clue-like questions about their expertise while being careful not to use the noun or verb in any form. For example, if the expertise was on elephants, the host might ask, “How was your trip to our show? I hear you had some problems getting your luggage out of the *trunk* of your taxi.” The experts must then “go along” with the questions, make up answers and try to figure out their expertise beginning with guessing the noun first. Note: The teacher and students chosen to be the experts must know ahead of time that clues will be given for the noun first until they say or guess the noun, then the clues for the verb will begin. So an expert may guess that they are experts on elephants by interjecting, “Well ever since I was a kid, I’ve always loved *elephants*.” Now the host knows to move on to “jumping”. If one of the experts figures it out, they may reply, “Well, we have been elephant jumping for a long time now and have studied the sport for many years.” Note: This is a higher level game and should be based on the level of the class and the teacher’s ability to improvise and guide the “show”. To incorporate the virtues, the experts might be experts in a particular virtue (for example, refrigerator obedience or spider trust or cow courtesy. Make it fun and experiment! Note: Another host may be chosen to co-host with the teacher.

### Feet & Legs or Hands Alone

**Primary Virtue:** Confidence

**Secondary Virtues:** Assertiveness, Confidence, Creativity, Determination, Flexibility, Purposefulness

**Description:** One at a time, each student is to show or communicate, without speech, a “Who”, “What”, or a mood or virtue (for example, a police officer, penguin, sadness or joyfulness) using only their feet and legs or hands. To add to the fun of this activity, a curtain or screen may be used for the players to go behind so that only their feet and legs or hands are visible. This game may also be played in pairs where two players must communicate a relationship using feet and legs or hands alone.

### Fish for Virtues

**Primary Virtue:** Confidence

**Secondary Virtues:** Determination, Flexibility, Purposefulness

**Description:** Cut out fish about 5” long by 3” high and use markers to add scales, eyes, etc. Write virtues on some and put large paper clips on these. Then write non-virtues like hitting, not sharing, on others. DO NOT put paper clips on these. Make a “fishing pole” out of a stick and some string. Tie a medium to large sized magnet on the string. Students then go fishing. When they catch a fish, review the virtue. When all the good fish are caught, review why the ones still left in the pond were not caught, that is, they are not virtues. If you choose to, you can put down a blue cloth to represent the pond.

### Follow My Lead

**Primary Virtue:** Courage

**Secondary Virtues:** Confidence, Detachment, Determination, Excellence, Obedience, Orderliness, Patience, Purposefulness, Self-Discipline, Steadfastness

**Description:** The teacher gives a sequence of directions to the students beginning with one action, such as, “stand up straight”. The students then follow the direction. Then the teacher repeats the direction and adds another direction, such as, “stand up straight and tap your knees.” Each time the students follow the directions the teacher adds more and more directions one at a time. If someone forgets a direction, they sit out to watch the rest of the group. The “winner” is the one left standing who has remembered to follow the sequence of directions.

**Variation:** Played in a circle, the teacher begins with an action (for example, clapping three times). The person to the teacher’s left must then repeat the action (clap three times) and then add one more action (for example, wiggle their toes). The third person then repeats the two previous actions and adds a third idea and so on. As the sequence moves around the circle, the more difficult it becomes. If someone forgets a motion, they sit out to watch the group. The “winner” is the last one standing who remembers the most of the sequence.

## Gibberish

**Primary Virtue:** Purposefulness

**Secondary Virtues:** Assertiveness, Confidence, Courage, Creativity, Determination, Flexibility, Purposefulness, Reliability, Self-Discipline, Steadfastness

**Description:** Gibberish can be incorporated into many role-playing and acting games to get students to focus more on the meaning of a game rather than thinking of what to say. Gibberish is making sounds instead of recognizable words and can be used to convey something through physical activity without focusing on words or explanation. Scenes or conversations can be transformed into gibberish. Also gibberish is lots of fun and liked by younger and older students alike. Using the Family Virtues Guide or Educators Guide, refer to the section on “What would (insert virtue here) look like if…” and have the students act out the scenarios in gibberish. Then have them repeat the scenario in English.

**Variation 1:** Have the students teach (maybe a virtue) or sell (maybe a product that is virtue-based) something to the audience with the use of gibberish. This can help the player really focus on the task at hand.

**Variation 2:** Try calling out Gibberish! English! During a game to see how the players are flexible with the use of language and getting their point across.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Consideration, Enthusiasm, Friendliness, Helpfulness, Honesty, Service, Trustworthiness, Truthfulness*

Variation 1

*Obedience, Responsibility, Self-Discipline*

Variation 2

## Give & Take

**Primary Virtue:** Consideration

**Secondary Virtues:** Assertiveness, Caring, Confidence, Courage, Courtesy, Creativity, Flexibility, Generosity, Humility, Justice, Orderliness, Obedience, Patience, Peacefulness, Reliability, Respect, Responsibility, Self-Discipline, Tolerance, Unity

**Description:** With everyone standing in a circle, the teacher “gives” a continual physical motion to the group (example: clapping hands). Everyone in the circle “takes” on that motion and does it too. The teacher stops and asks who might have a motion they would like to share with the group. The teacher chooses someone to “give” their idea to the group (example: marching) and everyone must “take” that idea and do it too. The game continues until everyone in the group has had an opportunity to give an idea.

**Variation 1:** Game may be played by theme where ideas given have something to do with a particular topic (for example, all actions must be related to an animal, kindness or things that start with the letter B, etc.)

**Variation 2:** Played silently after students have a mastered basic Give & Take. A student begins or gives an action to the group. Without speaking, anyone can change the action at any time. The group must work together as a team to take on the new action without everyone doing something different. Some people have to back off and allow others a turn and some may need to be more assertive and try their idea so that a few do not become the only ones to give ideas to the group. Important rule: no person may initiate ideas twice in a row. This variation may also be done with a theme.

**Variation 3:** One or more students (no more than three depending on the size of the circle) leave the room. A leader is chosen from the circle to lead the group through different motions. The student(s) re-enters the room and stands in the center of the circle and must choose who it is that is leading the group. The leader may change motions at any time while trying not to be discovered. Followers in the group must try not to give away who the leader is by not looking directly at the leader too often or for too long.

**Variation 4:** Any student begins a movement. Once a student initiates a movement, all others must hold (no movement). Any child can make a motion at any time but must hold if another player starts a motion. Students sensing another player moving (giving) are said to be “taking”. For younger students, begin by having each child do the same movement throughout the entire game. “Hold” is used instead of “freeze”. “Freeze” is total stoppage, where “hold” is waiting to move as soon as one may do so.

**Variation 5:** This is Give & Take while reading or singing. Simultaneously reading or singing the same passage or song silently, all students in a group “give” the opportunity to read or sing aloud to any player who “takes” it (starts to read or sing aloud). Only one player at a time may read or sing aloud. A player may take, from another player, the opportunity to read or sing aloud whenever he or she wants. Skipping words or repeating the last words of the previous reader is not allowed.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Determination, Steadfastness*

Variation 3

## Go Fish

**Primary Virtue:** Truthfulness

**Secondary Virtues:** Assertiveness, Detachment, Flexibility, Honesty, Humility, Joyfulness, Modesty, Orderliness, Patience, Peacefulness, Purposefulness, Reliability, Responsibility, Self-Discipline, Steadfastness, Tact, Tolerance, Trust, Trustworthiness

**Description:** Students play the card game “Go Fish”; see game for rules.

## Greek Chorus

**Primary Virtue:** Unity

**Secondary Virtues:** *Creativity, Loyalty, Purposefulness, Reliability, Responsibility*

**Description:** Choose a song that the students are learning or are familiar with. Designate some students to be the chorus and others to be actors. Have the chorus sing the verses of the song while the actors act them out. The chorus may also have sections within it that do sound effects for different aspects of the song (for example, wind, birds, etc.)

## Ha-Ha

**Primary Virtue:** Joyfulness

**Secondary Virtues:** *Purposefulness, Reliability*

**Virtues:**

**Description:** One student lies down on the floor. The next student puts their head on the first one's stomach. A third student lies down and puts their head on the second student's stomach. This continues in a zig zag pattern until all students are in place. Then the first student says "Ha". The second student says "Ha ha". The third says "Ha ha ha". This continues until the end or until someone laughs and then you have to start over.

## Hey, Taxi!

**Primary Virtue:** Consideration

**Secondary Virtues:** *Assertiveness, Caring, Compassion, Confidence, Courage, Courtesy, Creativity, Flexibility, Generosity, Humility, Justice, Orderliness, Obedience, Patience, Peacefulness, Purposefulness, Reliability, Respect, Responsibility, Self-Discipline, Tolerance, Unity*

**Description:** *Two* chairs, placed side by side, represent the driver's seat and front passenger seat of a taxi. The teacher enters the driver's side by pantomiming getting into the car (for example, gets keys, unlocks and opens door, gets in, closes door, starts car, etc.) The teacher begins to drive and asks if anyone would like to get into the taxi that has an idea, attribute or action to bring in (for example, an animal, a sound, etc.). Note: To guide this activity or for younger students, the teacher may have index cards with pictures or descriptions on them for students to pick from for their ideas. The volunteer then stands outside the passenger door, waves their hand and yells "Hey, taxi!" Once the car "stops", the volunteer/passenger enters the passenger side using pantomime (opening/closing door, etc.). Once they sit in the passenger seat they must begin doing their idea. The driver must then take on the same idea, attribute or action also (for example, if the passenger is hungry, the driver becomes hungry). After a little while, the driver drops off the passenger, who exits the taxi, and another volunteer with a new idea stands, waves their hand and yells, "Hey, taxi!" After the students get the idea of the game, the teacher may exit the driver's side of the taxi and let the passenger scoot over to be the driver. A new passenger then enters the passenger side of the taxi taking the previous passenger's seat. Rotation continues with driver's exiting and passengers scooting over to drive. Note: A fun thing to do is to designate someone or have the audience do sound effects for the taxi. They make the sounds for the doors, brakes, etc.

**Variation 1:** *Four* chairs are used to represent the front and back seats of a taxi (two in front side-by-side, two in back side-by-side). It is played the same as two-seater taxi, only when the two front seats

are full, the next passenger enters from behind the front passenger side and slides over to the far left seat directly behind the driver. The next passenger enters the taxi and takes the remaining seat directly behind the front passenger seat. Once the taxi is full, players begin to exit the taxi making room for more passengers. Players always exit to their left beginning with the driver, then next the passenger who was behind them. Each time a player exits, passengers scoot over to their left to take the empty seat beside them. The rotation continues front to back, front to back for as long as the game continues. Note: Passengers never move from the back to the front seat or vice versa, but always exit to the left of the car.

**Variation 2:** Game may be played by theme where ideas brought into the taxi have something to do with a particular topic (for example, all actions must be related to animals, kindness or things that start with the letter B, etc.)

**Variation 3:** May be played with two or four chairs, only instead of taking on the same idea brought into the taxi, players respond to what is brought in. A virtue may be applied in this case. For example for the virtue helpfulness, if a person comes in who is hurt, others in the taxi respond in a helpful way to the situation.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Helpfulness, Kindness, Love, Loyalty, Mercy, Reverence,  
Service, Tact, Thankfulness, Trust, Trustworthiness*

Variation 3

### How Do You Do That?

**Primary Virtue:** **Determination**

**Secondary** *Orderliness, Patience, Reliability, Steadfastness*

**Virtues:**

**Description:** Only two players should be told how the game works. One is sent from the room while the group decides on an object. That player is then called back in. The other player asks the first to say whether the selected object is a certain book, the clock, or any other objects. Immediately before naming the selected object, he or she names something that is black in color. That indicates to the first player that the next object named is the one the group selected. The other players try to discover how the trick is done. The game can be repeated, even after the other players understand the basic trick, by having two partners decide privately what the characteristic of the clue object will be (it could have four legs, be made of paper, be electrical, or whatever). The nature of the clue object must not change, although the specific clue object should change, until the group correctly guesses what characteristic provided the clue. (That is, for example, the clue object may be a chair, a table, or a dog – all of them four-legged.)

### How Much Do You Remember?

**Primary Virtue:** **Mercy**

**Secondary** *Assertiveness, Caring, Compassion, Confidence, Consideration, Courage,*

**Virtues:** *Courtesy, Detachment, Determination, Flexibility, Forgiveness, Patience,  
Respect, Self-Discipline, Steadfastness, Tolerance*

**Description:** Students form teams of two players (a singer and a talker). The singer begins by singing a familiar song (“Yankee Doodle”, “Happy Birthday”) over and over while the talker begins to tell the singer about some topic or event that happened (what they did for fun today or how they learned to ride a bike, etc). The singer is to focus on singing the song while listening to the talker and what the talker is saying. Before reversing roles, the singer must tell what they heard. In addition, the game may be played again with the singer this time being silent and giving full attention to the talker who repeats what they said so that the singer has the opportunity to hear what they missed.

### **Hungry Harold**

**Primary Virtue:** Review

**Secondary** *All*

**Virtues:**

**Description:** Purchase a puppet (name him Harold) with a large mouth that opens and one that you can manipulate the face for expression. Cut a hole in the mouth. Now make the food. Cut squares of paper slightly smaller than the hole and write virtues on them. Cut squares of paper slightly larger than the hole and write non-virtues (backbiting, hitting ..) on them. You can cover them with clear contact paper or laminate them so they last longer. Be sure the good virtues are still smaller than the hole. Put Harold on your hand and tie a rope, ribbon or string around the bottom on your arm so the food doesn’t fall out. Then, put all “food” (good virtues and non-virtues) in a bowl. Ask students to choose one and see if they think Harold will “eat” it because he only eats good virtues. Have them try and feed Harold. If it is a good virtue, it will go in his mouth and Harold thanks the student and makes happy faces. If it is bad, then it won’t go down and Harold spits it out making Yuk faces.

### **International Kids Floor Puzzle**

**Primary Virtue:** Unity

**Secondary** *Assertiveness, Consideration, Patience, Self-Discipline*

**Virtues:**

**Description:** Students assemble puzzle.

### **Janga**

**Primary Virtue:** Patience

**Secondary** *Assertiveness, Confidence, Courage, Detachment, Gentleness, Moderation,*

**Virtues:** *Joyfulness, Orderliness, Purposefulness, Self-Discipline, Steadfastness, Tact*

**Description:** Students play the card game “Janga”; see game for rules.

### **Knocking**

**Primary** **Any Virtue by Theme**

**Virtue:**

**Secondary** *Any Virtue by Theme*

**Virtues:**

**Description:** Students close their eyes while the teacher or another student communicates a virtue by knocking on a door or other object. Students may guess or talk about which virtue the knock might

represent or why it sounds the way it does. The teacher should encourage students to demonstrate their version of the knock for that virtue noting all the different interpretations.

**Variation:** Each student draws a virtue from a stack of cards and demonstrates how their virtue might be communicated through knocking, allowing others to guess which virtue they are demonstrating. Students should be encouraged to discuss the differences in the knocks. The teacher might preface this activity by asking questions like “How would assertiveness sound in comparison to peacefulness?”

## Land of Virtue

**Primary Virtue:** Creativity  
**Secondary Virtues:** Any Virtue by Theme

**Description:** Two or more students show what the land of a chosen virtue would be like to visit. For example, if they were in the Land of Honesty, they might act out breaking something, then telling the person whom it belonged to or point out to a cashier that too much change was given, etc.

**Variation:** Two or more students on a team are given a particular “virtue land” that they are on their way to (for example, the Land of Joyfulness or Confidence). Each team, in its own way, is to communicate what land they are going to physically. For example, the group going to the Land of Confidence Land might walk with their heads held high and saying “We can do this!”, where the team going to the Land of Joyfulness might be skipping, laughing and singing on the way. The destinations may be shared with the entire group or left for the audience to guess.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Determination, Purposefulness*

Variation

## Letter Point

**Primary Virtue:** Reliability/Responsibility  
**Secondary Virtues:** Assertiveness, Confidence, Creativity, Determination, Flexibility, Obedience, Purposefulness

**Description:** Students stand in a circle surrounding the teacher (pointer) who stands in the middle of the circle. The pointer points to any student in the circle and says a letter. The person who has been pointed to must immediately (off the top of their head) come up with a word that starts with that letter: For example, if the pointer says “B”, the person may respond saying “bubble”. The pointer then randomly points to another student and says a different letter (randomly from the alphabet) and the student has to come up with a word for that letter. Note: For younger students, the letter given may be followed by its sound. Encourage the student to repeat the sound as this helps them to connect it with a word. Letters and who is pointed to should always be random. Letters may be repeated; however, words may not be repeated. Once a word has been used, it may not be used again. If a student is pointed to and is unable to come up with a word, they are not allowed to pass, however, the pointer may say, “Keep thinking and I’ll come back to you.” if the student really does get “stuck” and cannot come up with a word.

**Variation:** A theme is decided beforehand and when the pointer gives a letter to someone, their word must begin with that letter *and* be related to the theme. For example, if the theme is hospital, for “N” they might say nurse, “E” emergency, “L” lights, etc.

## Machine

**Primary Virtue:** Unity

**Secondary Virtues:** *Assertiveness, Confidence, Consideration, Creativity, Flexibility, Helpfulness, Loyalty, Orderliness, Peacefulness, Purposefulness, Reliability, Responsibility, Self-Discipline, Service, Unity*

**Description:** A student is chosen to be the first part of an imaginary “machine”. That student goes in front of the class and begins moving like a machine part by doing any machine-like repetitive movement with a part of their body or whole body. When ready, another student, who sees how they could be the next part of the machine, joins the first student and adds the next part of the machine. Note: Teachers may encourage students to come up with a sound for their part or the activity may be done in silence. The machine continues to build as students join in and play their part. The machine is complete when there are no more students to join in. The object is to build on the idea of the previous student.

## Make Me Laugh

**Primary Virtue:** Self-Discipline

**Secondary Virtues:** *Assertiveness, Confidence, Courage, Creativity, Detachment, Determination, Obedience, Purposefulness, Reliability, Responsibility, Steadfastness*

**Description:** A student volunteer is seated in a chair before the class/audience. The object of the game is for the seated student to try to keep from laughing while other students one at a time approach them and try to make them laugh without touching them. The person who keeps a straight face the longest in the chair (no smiling allowed may be a rule) is the “winner”.

## Mirror

**Primary Virtue:** Generosity

**Secondary Virtues:** *Assertiveness, Consideration, Courtesy, Determination, Excellence, Flexibility, Humility, Obedience, Patience, Peacefulness, Purposefulness, Reliability, Respect, Responsibility, Self-Discipline, Tolerance, Unity*

**Description:** Students are paired off with their partner facing them. One is designated Mirror A the other B. Mirror A begins very slow movements which Mirror B must “mirror” and do simultaneously becoming a reflection of Mirror A in movement and expression. After some time, the teacher says “Change!” and Mirror B initiates the movements while Mirror A follows and reflects.

**Variation 1:** Students are allowed to switch the leader back and forth on their own without speaking while allowing each a little time before switching.

**Variation 2:** One pair may be chosen to Mirror before the class after having secretly chosen who will lead. The object is for the observers to guess who the leader is.

Variation 3: Instead of mirroring an action, students mirror speech. One student begins talking about a topic or saying a memorized quote slowly while the other student mirrors the words as exactly as possible. “Change!” may be called and the conversation or quote switches to the other student who now leads. Changeovers should be made smoothly without any breaks if possible. Eventually teams may make the changes on their own without it being called for them.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Justice, Moderation:*

Variation 1

### **Modest or Immodest – You Decide**

**Primary Virtue:** Modesty

**Secondary** *Excellence, Purposefulness*

**Virtues:**

**Description:** Place a modest and immodest versions of the same items in the middle of the floor, for example, a modest home and a mansion, a modest hot wheels car and a flamboyant hot wheels car, a picture of a person modestly dressed and one immodestly dressed. Have two boxes on either side of the class room. One labeled “Modest” the other labeled “Immodest”. One by one the students are asked to find the two similar items and put them in the correct box based on their appearance. They may be expected to explain their decision prior to placing them in the boxes.

### **Morph**

**Primary Virtue:** Creativity

**Secondary** *Assertiveness, Confidence, Courage, Courtesy, Determination, Flexibility,*

**Virtues:** *Humility, Purposefulness*

**Description:** The teacher pre-selects several miscellaneous objects (for example, a basket, book, large spoon, anything). With students sitting in a circle, the teacher places one object in the center and asks what the object is and what it is normally used for. Students are then encouraged to imagine what else the object might become by using their creativity. A volunteer is chosen to demonstrate using the object for something *other than what it was originally intended* without using words, talking or explanation. Other students then guess what the object has become or what it is being used for. After three guesses by three different students, if the idea is not guessed, the answer is given. Note: Teachers should encourage students to look at the object from different points of view. What if the object were to be turned upside down or on its side? Also, it is important with younger students that they are told they *must* already have an idea *before* they come to the center of the circle.

**Variation 1:** Played with only a few students (5 -7) who have an object placed before their group. Players take turns coming up with ideas for the object and may step forward to use the object at any time. There is no sequence when it is someone’s turn. The students may be rotated from the class.

**Variation 2:** Played “blind”. Students cover their eyes or turn their backs so that they cannot see the object ahead of time. Once the object is placed, the students are told to turn around and come up with an idea as immediately as possible. This increases the improvisational aspect of the game, giving the students less time to think about the object and to play more “on the spot”.

**Variation 3:** Played with a theme where the object must be used in a way that is related to dinosaurs or a particular virtue. For example, for the virtue self-discipline, there may be homework, a violin, a bag of cookies, a favorite toy, a TV, etc. (Toy objects may be used in place of life-sized objects, as in the case of a TV.) Students then choose an object and demonstrate what that virtue would look like using that object. For the TV, a student might pretend to watch it and then say, “I better get my homework done now.” turning the TV off.

### **Mother/Father May I?**

**Primary Virtue:** **Courtesy**

**Secondary Virtues:** *Determination, Mercy, Obedience, Patience, Reliability, Respect, Tolerance*

**Description:** Students stand in a line across the room from the teacher or other person who plays the “Mother/Father”. The “Mother/Father” chooses a student and gives them directions to follow (for example, “Billy, take 3 steps forward.”) The student who has been given directions must ask, “Mother/Father may I?” before they are allowed to move. The “Mother/Father” then responds with, “Yes, you may.” only if they ask permission. If the student moves without asking permission, they must go back to the beginning where they started across the room. The directions given can include things like hops, jumps, baby steps, giant steps, scissor steps, etc. The object of the game is to reach the “Mother/Father” first.

### **Name Six**

**Primary Virtue:** **Excellence**

**Secondary Virtues:** *Assertiveness, Confidence, Courage, Determination, Faithfulness, Purposefulness, Responsibility, Steadfastness*

**Description:** Students sit in a circle and one is chosen to be the pointer in the center of the circle who closes their eyes while the others pass any small object from one to the other. When the center player claps hands, the player who is caught with the object in hand must keep it until the center player points at him or her and names a virtue. Then the player with the object must begin to pass the object on its way around the circle so that it passes through the hands of each player in turn. By the time it returns, the player must have named six things related to that virtue. If the player does not succeed in the time it takes for the object to make the round of the circle, that player must change places with the one in the center. If the circle is small, the object should be passed around two or more times. For example, for courtesy, the person might say kindness, holding a door, shaking hands, etc. If six is too many to name, the number of ideas named may be lessened.

### **Pass It On**

**Primary Virtue:** **Assertiveness**

**Secondary Virtues:** *Confidence, Consideration, Creativity, Flexibility, Generosity, Justice, Obedience, Orderliness*

**Description:** Students stand in a circle. The teacher initiates an action (for example, a clap) and passes it to the person to the left or right. Then the action is passed on to the next person and so on until it comes back to the teacher who repeats the idea. The next person begins a new action and passes it

around the circle and so on until everyone has an opportunity to share an idea. This may be played by theme also (for example, all actions may be related to baseball, food, a virtue, etc.).

## Pass the Dough

**Primary Virtue:** Assertiveness

**Secondary Virtues:** *Confidence, Creativity, Flexibility, Purposefulness, Responsibility*

**Description:** The students and teacher form a circle. The teacher begins by holding an imaginary ball of dough, shaping it into an object and then using it for a particular purpose. For example, if the teacher pantomimes shaping the dough into a cup, the teacher may take a sip from it. After demonstrating its use, the teacher forms it into a ball again and passes it to the next person in the circle who takes the imaginary dough, creates a *new* object, demonstrates its' use, forms it into a ball again and passes it on.

**Variation:** Instead of forming the dough into a ball *before* passing it on, for example, the teacher hands the cup to the next person who must use the cup in a different way (for example, washes it or pours something into it). After using the object for another purpose, *then* the student forms the object into a ball, reshapes it into another object, demonstrates its use and then passes it on to the next person who must take that idea and use it in another way.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Consideration, Detachment, Respect*

Variation

## Patience, Patience, Determination

**Primary Virtue:** Patience

**Secondary Virtues:** *Confidence, Determination, Excellence, Purposefulness, Steadfastness, Tolerance*

**Description:** This is Duck, Duck, Goose only with the words replaced with “Patience, Patience, Determination!” Students sit in a circle with one student chosen to walk around the outside of the circle lightly tapping the head of each seated player while saying the word “Patience” with each tap. When the outside player taps a seated player on the head and says “Determination”, that seated player then chases the tapper around the outside of the circle back to their original seat. If the chaser tags the tapper before they make it to the empty seat, then the tapper continues to be the tapper and the seated player returns to their seat. If the chaser does not tag the tapper and the tapper takes the empty seat, the chaser becomes the tapper and repeats the process of the game.

## Pick-Up-Sticks

**Primary Virtue:** Steadfastness

**Secondary Virtues:** *Assertiveness, Confidence, Courage, Detachment, Determination, Gentleness, Joyfulness, Honesty, Orderliness, Patience, Purposefulness, Self-Discipline, Tact, Truthfulness*

**Description:** Students play the game “Pick Up Sticks”; see game for rules.

## Playwright

**Primary Virtue:** Obedience

**Secondary Virtues:** *Confidence, Consideration, Courage, Creativity, Flexibility, Generosity, Helpfulness, Obedience, Reliability, Respect, Responsibility, Tolerance*

**Description:** The teacher asks the students to come up with an original title for a play that has never been written before. After a title has been established, the teacher asks the students what characters might be in the play and what might be happening in a scene from the play. For example, if the title is “The Horse that Loved to Eat Pizza”, they might say that the play begins with a horse calling for a pizza delivery. Volunteers are chosen to represent the characters in the play. Note: For younger students, the teacher might even ask who would want to be the pizza or the sofa the horse sits on or the phone. When the teacher says, “Action!” the students improvise the scene. At any time the teacher may say, “Freeze!” and the students must freeze in mid-action. Then the teacher asks, “What do you think happens next?” or “What is the horse about to say?” or “Who is about to knock on the door?” or some other question to get the students to give input as to what happens next. As new characters or events are added, the play continues based on the suggestions of the audience. To utilize the virtues, the title may contain a virtue (for example, “The Determined Baker from New York”). Note: For younger students, instead of an entire scene or play, one or two students may be chosen to act out an event (for example, making pizza or doing something virtue-related like being determined to ride a bicycle). Simplifying it to a few people or one action and then building on it can make it easier for younger students.

## Problem Solving

**Primary Virtue:** Helpfulness

**Secondary Virtues:** *Assertiveness, Caring, Compassion, Consideration, Kindness*

A student is given a problem to act out. For example, they have skinned their knee. The teacher asks what might be done to help this person solve their problem. With each suggestion, the students are given the opportunity to come up and try their way of solving the problem. Students then get to see that there can be many ways the same problem can be solved.

## Professor

**Primary Virtue:** Flexibility

**Secondary Virtues:** *Assertiveness, Confidence, Consideration, Creativity, Detachment, Determination, Helpfulness, Humility, Loyalty, Obedience, Orderliness, Purposefulness, Reliability, Respect, Responsibility, Steadfastness, Tolerance, Trust, Trustworthiness, Unity*

**Description:** Four students stand in a line in front of the class and together become “The Professor”. The Professor knows all, is always right and can answer any question in the world because the Professor is improvised. The teacher “fields” questions from the class to ask the Professor, requiring questions to begin with *who, what, why, when, and where* to avoid yes or no answers (for example, “Why is the sky blue?”). The teacher addresses the professor and asks, “Professor, why is the sky blue?”. The Professor then proceeds to answer one – word – at – a – time beginning with the first person in line going from left to right from the audience’s point of view. The Professor must answer in complete sentences (i.e. “The sky is blue because....”) and not starting with “because” or making incomplete sentences. The object of the game is to work together as a team to answer the question in a complete sentence while going with

whatever the person next to you has said. Note: The challenge of the game is to think off the top of your head, not to get a “real” or “correct” answer. The group must be flexible and go with whatever they are given and the Professor is *always* right no matter what the answer turns out to be.

**Variation 1:** Once the game has been played several times for fun, real questions and answers may be required to review a topic or subject that has already been studied. For example, the teacher may ask for questions that focus on a particular virtue like “How can kindness be shown when someone is hurt?” or “What does generosity look like when you have a box of your favorite cookies?” etc.

**Variation 2:** Dueling Professors requires two Professors to ask each other questions. Professor A asks Professor B a question. Professor B answers, and then follows the answer with a question to Professor A and so forth. Questions and answers may be improvised or require real questions and answers for review.

**Variation 3:** The Professor may be played as someone other than the “Professor” and may take on a different point of view based on character. For example the Professor may become “The Firefighter” or “Professor Courtesy”. All answers must reflect that character or trait and be from that point of view.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Excellence*

Variation 1 & 2

## Put It Back

**Primary Virtue:** **Generosity**

**Secondary Virtues:** *Caring, Cleanliness, Confidence, Determination, Helpfulness, Orderliness, Purposefulness, Reliability, Respect, Responsibility, Self-Discipline, Service, Steadfastness*

**Description:** Have several miscellaneous items you would find in a bedroom scattered in the center of the room (for example, toys, clothes, books, etc.) Have pictures of each of these items placed in different places in the room. To the song “This Is the Way We Put Things Back” (sung to the tune of “Here We Go Round the Mulberry Bush”) have teams or individual students put the items back where they belong while the others sing the song.

**Variation 1:** The teacher sings the song and changes tempos throughout the song as the student or teams pick up and put away items matching that tempo.

**Variation 2:** Students or teams are timed to see if they can beat their own time putting away the items.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Flexibility, Obedience*

Variation 1

*Excellence*

Variation 2

## Random Walk

**Primary Virtue:** Obedience

**Secondary Virtues:** *Assertiveness, Confidence, Creativity, Determination, Flexibility, Generosity, Obedience, Purposefulness, Responsibility*

**Description:** Any number of students may play this activity. Either a person playing an instrument (for example, a keyboard, drum, flute or guitar) or recorded music is required as the playing of music, to set the mood, rhythm, etc. Students walk at random around the room. At intervals during the walk, activities of one sort or another are called out to players who move from the walk into the activity. Some activities that might be called out are shaking hands with another student, putting a band-aid on someone, helping someone with homework, giving food to the poor, sweeping the kitchen, etc. The activities may or may not be related to a particular theme. The end of the walk comes by a slowing down of the music and the walk coming to a standstill.

## Seven Up

**Primary Virtue:** Honesty

**Secondary Virtues:** *Detachment, Purposefulness*

**Description:** Seven students (or you can choose less if you have a small class) are chosen to be “up” and stand in the front of the room. All other students lean over and put their arms on the floor and rest their heads on their arms. They should not be able to see. They then put one thumb up in the air. The seven up students then quietly walk around and each chooses one student to put their thumb down. Then they go back to the front of the room. The students whose thumbs were put down then guess who put their thumb down. If they are right, that student and the one who put their thumb down switch places.

## Showing Through Use of an Object

**Primary Virtue:** Assertiveness

**Secondary Virtues:** *Confidence, Consideration, Creativity, Flexibility, Purposefulness*

**Description:** Place in each corner of the room a double-sided picture of a particular object, (on one side a “before” picture, on the other, an “after” picture). Each picture is placed on a stand so that it can be turned around. In the center of the room, several objects used to affect the four main objects are placed. For example, the four main objects might be a flower in a flower pot, a puppy, a room and a person. In the center of the room, there might be a small broom and dustpan, band-aid, toothbrush, watering can, etc. Students are encouraged to match and use the objects in the center of the room for as many of the four main objects as possible. Note: Another option is to use students to represent and be the four main objects. Once the center objects have been used for the main objects, the picture of the main object is turned to its “after” side to show how the center objects affected it. The choice of theme or virtue will affect what the four main objects are that are chosen by the teacher. This activity will take some preparation and creativity on the part of the teacher to make the connections between the chosen topic and the objects.

## Single File

**Primary Virtue: Orderliness**

**Secondary Virtues:** *Determination, Excellence, Helpfulness, Responsibility, Steadfastness*

**Description:** Five or more students are chosen to leave the room. They return one behind another in a line and then leave again quickly. All other students watch closely. Students return a second time *out of formation*. Audience students then rearrange the line of students, putting them back in their original order. When students agree that they have the line of students back in their original order, the students in line make any necessary corrections. Depending on the age of the students, the line of students may either enter and exit very quickly or give a little more time for younger students to observe the order.

### Sit, Stand, Kneel

**Primary Virtue: Flexibility**

**Secondary Virtues:** *Assertiveness, Consideration, Courtesy, Determination, Flexibility, Obedience, Orderliness, Responsibility, Unity*

**Description:** Three students are chosen to be the players. To start, one player is seated, the other standing, the other kneeling. When the teacher calls “Start!”, players may begin to change from their initial position into one of the other positions. Whenever a player changes their position, others must adjust so that one is sitting, standing and kneeling at all times. For example, if two end up standing at the same time and one is kneeling, one of the standing players must assume the sitting position. Note: The faster the changing of positions, the more challenging and fun.

**Variation:** A scene suggestion is incorporated and the players must justify their positions based on what is going on in the scene.

### Sorry

**Primary Virtue: Forgiveness**

**Secondary Virtues:** *Detachment, Joyfulness, Justice, Honesty, Orderliness, Steadfastness, Tact*

**Description:** Students play the card game “Sorry”; see game for rules.

### Sound Alone

**Primary Virtue: Creativity**

**Secondary Virtues:** *Assertiveness, Confidence, Determination, Flexibility, Purposefulness, Unity*

**Description:** Students must convey or communicate a topic (or virtue) to the audience by vocal sound alone. Use of a microphone may be used. Have the students record their chorus of sounds and play it back to them.

**Variation:** Students create sound effects with the use of objects to convey or communicate a topic (or virtue). If desired, the teacher may have sound effect objects pre-selected. For example, for peacefulness, to make the sound of a stream, have a straw in a glass of water ready or for joy, a “Tickle Me Elmo”. Recordings may be made and played back.

## Sound Effects

**Primary Virtue:** Reliability/Responsibility  
**Secondary Virtues:** Creativity, Determination, Loyalty, Purposefulness, Unity

**Description:** Choose an action or setting for a scene. Choose a student or students to act out the action or scene. Have an additional student provide the “sound effects” for the actions that take place in that scene. If possible, have the entire class/audience do the sound effects for the scene together as they observe the action.

## Spellmaster

**Primary Virtue:** Creativity  
**Secondary Virtues:** Assertiveness, Confidence, Consideration, Creativity, Detachment, Determination, Flexibility, Helpfulness, Humility, Loyalty, Obedience, Orderliness, Purposefulness, Reliability, Respect, Responsibility, Steadfastness, Tolerance, Trust, Trustworthiness, Unity

**Description:** Four students stand in a line in front of the class and together become “The Spellmaster”. The Spellmaster can spell any word in the world and is always right because the Spellmaster is improvised. The teacher “fields” words from the class for the Spellmaster to spell, however, the words *must* be made up gibberish words that have never been heard before (for example, gobishnini). The teacher then says, “Spellmaster, please spell the word \_ \_ \_ \_ \_ .” The Spellmaster responds in a spelling bee style one – person – at – a – time beginning with the first person in line going from left to right from the audience’s point of view and repeating the sequence beginning back with the first person again. The first person repeats the made up word, the second person says the first letter of the word and each person continues to spell the word going through the sequence until they feel it is complete. At any time someone may repeat the word to designate that it is finished being spelled. The teacher then asks the Spellmaster to define or say what the word means. The Spellmaster responds by saying, “\_ \_ \_ \_ \_ means...” or “\_ \_ \_ \_ \_ is...” Note: Make sure to tell students that foreign words from other languages are not allowed and that the words must be made up on the spot and never created or heard before. The object of the game is to work together as a team to spell the word while going with whatever the person next to you has said. Note: The challenge of the game is to think off the top of your head, not to get a “real” or “correct” spelling. The group must be flexible and go with whatever they are given understanding they will *always* be right no matter what the spelling turns out to be. The definition is also always right; however definitions should be in complete sentences.

## Stage Picture

**Primary Virtue:** Courtesy  
**Secondary Virtues:** Caring, Consideration, Determination, Flexibility, Humility, Justice, Purposefulness, Reliability, Respect, Responsibility, Self-Discipline, Steadfastness, Unity

**Description:** Depending on the size of the class, this activity may be done by splitting the class in half, with half as the players and half as the audience or by choosing several students to be the players “on

stage” while the rest of the class is the audience. The players walk freely around the room and around each other in the designated play area. When the teacher calls “Stage Picture!” players must instantly hold. The teacher asks if some part of each and every individual in the play area is not visible to the audience. If so, the teacher says “Go!”, the students begin moving again and the teacher continues to call “Stage Picture!” until the students do whatever is needed to make each individual totally visible by the audience.

### Stand Up Comedy

**Primary Virtue:** Joyfulness

**Secondary Virtues:** *Consideration, Courage, Creativity, Respect*

**Description:** Students stand in the front of the room (may use a microphone as a prop) and tell jokes. The teacher may supply several copies of appropriate joke books.

### Story Time

**Primary Virtue:** Flexibility

**Secondary Virtues:** *Assertiveness, Confidence, Consideration, Creativity, Detachment, Determination, Helpfulness, Loyalty, Obedience, Purposefulness, Reliability, Respect, Responsibility, Steadfastness, Tolerance, Trust, Trustworthiness, Unity*

**Description:** Five storytellers are chosen to stand in a line before the class. The teacher becomes the story “pointer” and asks the class to come up with an original title for a story that has never been written or told before. The teacher kneels in front of the storytellers and randomly points to one of them. That storyteller begins telling the story and continues to talk as long as the teacher points to them. At any time, the pointer may point to another storyteller. As soon as the pointer stops pointing at a particular storyteller, they must stop talking even if it is in the middle of a thought, word or sentence. The new storyteller who is pointed to must continue the story *exactly* where the last person left off. Note: The teacher must make the person correct themselves if they do not complete the last word or do not continue the sentence by repeating what the last person said to assist them. The story is ended by the teacher (not the storytellers) at anytime. As the students master the game, it may be played for speed to challenge the storytellers by pointing back and forth between players more quickly.

**Variation 1:** Storytellers may be assigned words or phrases (either to individuals or as a group) that they must incorporate at some point in the story.

**Variation 2:** Storytellers may be assigned an attribute (either as individuals or as a group) that they must take on for the entire story. Some examples might be an emotion, occupation, virtue, noun, title of a book, movie star, etc. The attribute they are given will affect the point of view from which they tell the story, but they must still maintain the integrity and continuity of the story. Each may use props or costume pieces to use or wear as they tell their part of the story. This variation is generally for older students or for those with experience with the game. For younger students, simple emotions or animals are a more basic choice.

**Variation 3:** Students form a circle and tell a story one – word – at – a – time. Each person adds a word to the story as it goes around the circle. This is a good warm-up game and a more basic game for younger students.

## Table Conversation

**Primary Virtue:** **Courtesy**

**Secondary Virtues:** *Assertiveness, Caring, Consideration, Flexibility, Generosity, Humility, Justice, Kindness, Moderation, Obedience, Patience, Peacefulness, Respect, Self-Discipline*

**Description:** Students are grouped into teams of four then subdivided into teams of two. Each subteam sits in chairs at tables and begins to have a conversation about a chosen or given topic. While each table continues separate conversations, both must be aware of the other table. The teacher then calls out Table 1! or Table 2! Both tables begin simultaneous conversation. When a table is called, that table must talk more quietly and lower its conversation to allow for the other to “stand-out”. The object is not for the table conversation to freeze while the other takes focus, but for the tables to give and take. For older students or when the game is fully understood, the teacher may discontinue calling tables and have the tables give and take by themselves.

## Take Me to Your Leader

**Primary Virtue:** **Friendliness**

**Secondary Virtues:** *Assertiveness, Confidence, Consideration, Courage, Courtesy, Creativity, Flexibility, Kindness, Respect, Tact, Tolerance*

**Description:** This activity is played in a talk show format. The teacher is the host/interviewer of the show. Note: A co-host may be chosen from the students to work with the teacher in asking questions. Two students are chosen to be aliens from another planet that do not speak any language known to man. They speak gibberish, a language which they make up on the spot (tell students they may not use any real language). The aliens may use a few props or costume pieces to really look the part. The host introduces the aliens to the show and has them seated before the class or “audience”. The host encourages the class to come up with questions that require more than a “yes” or “no” answer (who, what, why, where, when?) to ask the aliens. Questions might be about their culture, food, recreation, anything about them or their planet. Because the aliens do not speak our language, the host must ask the aliens the questions from the audience in *their* language and “interpret” the questions to the aliens. The aliens then in turn answer in gibberish and the host then “translates” the answer to the audience. Of course the answers are made up or improvised on the spot which makes the interview comical. The teacher and co-host may continue to interpret questions and answers for as long as they like. Note: The “aliens” should be encouraged to act out and express through gestures what they are saying in gibberish. This helps the hosts/interpreters come up with creative, funny answers based on their gestures.

**Variation 1:** Give the aliens a particular occupation or interest. For example, they are firefighters from another planet or other occupation related to a virtue.

**Variation 2:** Instead of aliens, the guests may be actual historical figures, characters from a book or have a particular occupation or interest. The gibberish may be used or dropped, but the idea is to come up with real interview questions and answers to review what has been learned about these figures or characters. This game may also be used to see how much students already know about a particular person or occupation before introducing it.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

## Telephone

**Primary Virtue:** Moderation

**Secondary Virtues:** *Assertiveness, Creativity, Determination, Moderation, Purposefulness, Responsibility, Steadfastness*

**Description:** Students either choose or are given a person to pretend to have a conversation with on the phone. Students pretend a phone rings and proceed to have a conversation without giving away to the audience who they are speaking to. For example, they may have a conversation with a person who has a particular occupation or relation to them. The teacher may choose a theme that relates all the phone calls made by the class. For example, people who have jobs of service like firefighters, veterinarians, teachers, etc. The audience must try to guess who each student is speaking with. If desired, a prop phone may be provided and students may do the ringing sound effect for the phone.

## Three Changes

**Primary Virtue:** Determination

**Secondary Virtues:** *Orderliness, Patience, Steadfastness, Tolerance*

**Description:** Students are paired off and asked to stand facing their partner. They are to look closely at their partner and notice everything about them (their hair, clothes, jewelry, etc). The two are told to turn their backs on their partner and make three changes in the way they look. For example, they may tuck in a necklace, change their hair, or untie a shoe. They are then asked to turn back to facing their partner and take turns guessing what was changed. For older children, you can increase the number of changes each time.

## Three Scenes

**Primary Virtue:** Flexibility

**Secondary Virtues:** *Assertiveness, Creativity, Purposefulness*

**Description:** Students create a scene related to a topic or theme and then replay it three different ways while maintaining the same scenario. For example, two people are doing dishes together. The scene is played through once neutral, then replayed in joy, then fear, then hunger.

## Three-Way Conversation

**Primary Virtue:** Determination

**Secondary Virtues:** *Assertiveness, Caring, Compassion, Confidence, Consideration, Courage, Courtesy, Detachment, Determination, Faithfulness, Flexibility, Forgiveness, Friendliness, Humility, Justice, Kindness, Loyalty, Mercy, Moderation, Patience, Reliability, Respect, Responsibility, Self-Discipline, Tolerance*

**Description:** Three students/players are seated; player A in the center; the others (B and C) on either side of player A. Each end player chooses a topic and begins talking with the center player as if the

other player was not there. The center player must converse with both sides (two separate topics) without leaving out the other. End players talk to the center player only. Players rotate positions until each has had an opportunity to play the center.

**Variation 1:** Players B and C (the side players) continually praise the center player (player A) and the center player must respond.

**Variation 2:** Players B and C (the side players) have complaints or problems they express to the center player.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Enthusiasm, Generosity, Joyfulness, Love, Modesty, Thankfulness* Variation 1

*Peacefulness, Service, Tact*

Variation 2

## Trouble

**Primary Virtue:** **Forgiveness**

**Secondary Virtues:** *Detachment, Joyfulness, Justice, Honesty, Orderliness, Steadfastness, Tact*

**Description:** Students play the card game “Trouble”; see game for rules.

## Trust Exercise

**Primary Virtue:** **Trust/Trustworthiness**

**Secondary Virtues:** *Caring, Compassion, Confidence, Consideration, Courage, Determination, Faithfulness, Helpfulness, Kindness, Loyalty, Peacefulness, Reliability, Responsibility, Service, Unity*

**Description:** Students are paired off with a partner. One student from each pair is blindfolded. The blindfolded student is led by their partner safely around the room with their “seeing” partner as a guide. When the teacher calls “Switch!” the pairs exchange blindfolds and repeat the activity.

**Variation:** One student from the class is blindfolded and placed in the center of the room. All other students spread out to different areas of the room ready to help guide the blindfolded student who begins walking around the room. The seeing students assist the blindfolded student whenever necessary to help them walk safely around the room while staying in their area, but moving in to help the blindfolded student when necessary.

## Twins

**Primary Virtue:** **Loyalty**

**Secondary Virtues:** *Determination, Faithfulness, Flexibility, Helpfulness, Loyalty, Reliability, Responsibility, Steadfastness, Trust, Trustworthiness, Unity*

**Description:** Four students are chosen to be in a suggested scene or situation (for example, buying groceries or fixing a broken object). The four are paired off and each pair stands side by side with one arm around their partner. They are now not two people, but two acting as one. Whenever a “twin” speaks they do so one – word – at – a – time back and forth with their twin. When they move or walk, they do so together never disconnecting from their partner.

## Twister

**Primary Virtue:** **Flexibility**

**Secondary Virtues:** *Detachment, Enthusiasm, Joyfulness, Honesty, Purposefulness, Steadfastness, Tact*

**Description:** Students play the card game “Twister”; see game for rules.

## UNO

**Primary Virtue:** **Detachment**

**Secondary Virtues:** *Enthusiasm, Joyfulness, Honesty, Purposefulness, Steadfastness, Tact*

**Description:** Students play the card game “Uno”; see game for rules.

## VCR

**Primary Virtue:** **Obedience**

**Secondary Virtues:** *Excellence, Flexibility, Orderliness, Reliability, Responsibility, Self-Discipline*

**Description:** The teacher chooses a simple task for the students to perform. For example, it may be walking across the room to a chair and sitting down or pantomiming feeding the dog. Using an imaginary remote control or a remote control from home, the teacher says “play” and the students begin the task or activity at a normal speed. As the teacher calls out different control buttons, the students respond. For example, for “rewind”, students perform their task backwards from the point where “rewind” was called. Students are encouraged to remember as exactly as possible each step of their action in order to repeat it as accurately as possible. Some other buttons on the remote may include “fast forward”, “pause” and stop. To get really creative, there may be made up buttons like, “tracking problems”, “the Animal Channel”, “the laughing channel” or “eject” where students might jump up and fall to the ground pretending to be an ejected tape.

**Variation:** Instead of a simple task or action, a scene from a movie or story might be done and volunteers are chosen to play the characters (for example, a well known story like “The Three Little Bears” or a popular movie scene).

## Verb Rhyme

**Primary**                    **Flexibility**

**Virtue:**

**Secondary**                    *Assertiveness, Consideration, Creativity, Determination, Flexibility, Helpfulness,*  
**Virtues:**                        *Patience, Purposefulness, Reliability, Responsibility, Steadfastness, Tact, Unity*

**Description:** The students are divided into two teams, one of which goes out of the room while the other chooses a verb to be acted out. The outside group is called back and given a word which rhymes with the chosen verb. After consulting among themselves, the members of the group that was sent out act out a verb they think is correct. If it is correct, the other group claps. If it is not, they shake their heads. The guessing group continues to act out verbs until the correct one is discovered. Then the process is played out again for the other team. This may also be played by sending only one player out and the rest of the group decides on a verb. The verb may be related to a particular virtue. For example, for “helpfulness” the word “kneel” may be given to rhyme with “heal”. For cleanliness, the word “bake” may be given to rhyme with “rake” for cleanliness.

## Virtue Game

**Primary Virtue:**    **Patience**

**Secondary**                    *Detachment, Forgiveness, Joyfulness, Justice, Honesty, Orderliness, Steadfastness,*  
**Virtues:**                        *Tact*

**Description:** Students play the card game “Virtue Game”; see game for rules.

## Virtue Singing Syllables

**Primary Virtue:**    **Determination**

**Secondary**                    *Confidence, Orderliness, Patience, Purposefulness, Steadfastness, Tolerance,*  
**Virtues:**                        *Unity*

**Description:** Students sit in a circle. One or more volunteers leave the room while the others decide on a word or virtue that has at least three syllables, for example “Joyfulness”. The syllables of the word are distributed around the circle – “Joy” is given to the first group, “ful” to the second, and “ness” to the third so that all groups have an assigned syllable. To an assigned familiar tune (such as “Yankee Doodle” or “Happy Birthday”) players sing their group’s syllable over and over. The volunteer who left the room returns and walks about from group to group and tries to put the word together, using as many guesses as needed. To make the game more difficult, syllable groups are dispersed throughout the room. All groups sing their syllables to the same tune simultaneously.

## What Are You Doing?

**Primary Virtue:**    **Flexibility**

**Secondary**                    *Assertiveness, Confidence, Consideration, Creativity, Obedience, Orderliness,*  
**Virtues:**                        *Purposefulness, Reliability, Respect, Responsibility, Self-Discipline*

**Description:** With two players, one player begins a simple action (for example, driving a car) and continues to repeat the action until they are given another action to do. The other player asks, “What are you doing?” The player driving the car must then respond by saying an action that does NOT look like what they are doing. They might say “Doing jumping jacks.” Now the player who asked “What are you doing?” starts doing jumping jacks. The player who is driving the car then asks the player who is doing jumping jacks what they are doing. That player must say an action that does NOT look like what they are doing. The players continue to ask each other back and forth what they are doing and each player must respond with an action that does not resemble or is even similar to the action they are doing. For very young students, cards with pictures of actions may be drawn each time they have to come up with an action for their partner to do. For older students who are not quite ready to come up with actions on their own, but do not need cards, action words written on a chalk or eraser board (no more than 10) may be used to play the game. For younger students, actions may be re-used or repeated. Older students may not repeat an action that has already been said.

### What Do I Do for a Living?

**Primary Virtue:** Any Virtue by Theme

**Secondary** Any Virtue by Theme

**Virtues:**

**Description:** Depending on the age of the group, either the teacher can have several occupations on cards for the students to choose from or have the students decide. Each player chooses an occupation related to a virtue and must portray it to the group without verbal communication.

### When I Go to California

**Primary Virtue:** Orderliness

**Secondary** Assertiveness, Compassion, Confidence, Courage, Creativity, Detachment,

**Virtues:** Excellence, Patience, Purposefulness, Responsibility, Self-Discipline, Steadfastness

**Description:** Sitting in a circle, the teacher begins by saying, “When I go to California, I’m going to take... a suitcase (or any other object).” The student to the left of the teacher repeats this phrase and adds a new object to take. For example, “When I go to California, I’m going to take a suitcase and a hat (or any other object they would like to add).” The game continues around the circle with each student adding to the previous phrase a new object to take. If a player makes a mistake by either forgetting an object or saying it in the incorrect order, they must go to the end of the line/circle.

### Who Am I?

**Primary Virtue:** Determination

**Secondary** Confidence, Flexibility, Helpfulness, Patience, Purposefulness, Reliability,

**Virtues:** Responsibility, Steadfastness, Unity

**Description:** A student volunteer leaves the room while the group decides who that person will be when they return. For example, a firefighter, doctor, artist, or teacher – ideally someone who is usually surrounded by much activity or an occupation that comes in contact with many people. The volunteer returns to the room and sits in the middle of the room, while others, one at a time or in small groups engage that person in activity related to their “who”. The volunteer must “play along” until they figure out who they are. Discussion may follow about what virtues that person used or possessed.

### Who Is It?

**Primary**                      **Courtesy**

**Virtue:**

**Secondary**

**Virtues:**

*Determination, Flexibility, Friendliness, Idealism, Joyfulness, Kindness, Orderliness, Patience, Purposefulness, Respect, Service, Steadfastness, Tact, Tolerance*

**Description:** Students are chosen to play different characters or attributes. These characters are invited to a party and one student is chosen to “throw” the party. As the student who is throwing the party pantomimes preparing for the party (for example, setting the table, putting up decorations, icing the cake, wrapping presents, etc.), the characters/guests knock on an imaginary door, enter the party room and must be their character or attribute at the party *without saying* who or what they are. It is the job of the host to guess. For example, a guest may be an animal or have an occupation or possess a virtue, etc. The game is like charades within a scene. Once the party thrower guesses a character, the character leaves the scene through the door they came in.

**Variation 1:** Characters may attend the party who have a particular problem and the host has to try to make sure all their guests have a good time at the party. This may be difficult considering the problems the guests may have, which makes this game a challenge and sometimes humorous.

**Variation 2:** Famous or historical characters may attend the party.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Caring, Compassion, Consideration, Forgiveness, Generosity, Gentleness, Helpfulness, Mercy, Reliability, Service, Trust, Trustworthiness*

Variation 1

*Humility, Loyalty, Reverence*

Variation 2

### Wink You're Out

**Primary Virtue:** **Honesty**

**Secondary**

**Virtues:**

*Determination, Flexibility, Self-Discipline, Trustworthiness*

**Description:** Students sit in a circle. Pass playing cards to each student. Whoever gets the 2 of hearts is “it”. The one who is it has to, very carefully without being noticed by the other students, wink at someone. If that student notices they have been winked at, they immediately say “I’m out”. The goal is to identify the person who is “it” before you are winked at.

### Word Wide Web

**Primary Virtue: Confidence**

**Secondary Virtues:** *Assertiveness, Creativity, Determination, Flexibility, Responsibility*

**Description:** Students stand in a circle surrounding the teacher (pointer) who stands in the middle of the circle. A theme or topic is decided by the group or by the pointer. The pointer points to any student in the circle and that person must immediately come up with a word associated with that theme/topic. The pointer then points to another person (randomly) who must come up with another word associated with the theme/topic. Whoever is pointed to should always be random, however, words may not be repeated. Once a word has been used, it may not be used again. If a student is pointed to and is unable to come up with a word, they are not allowed to pass. The pointer, however, may say, “Keep thinking and I’ll come back to you.” if the student really does get “stuck” and cannot come up with a word. The challenge of this game is that the longer you play a topic, the harder it is to come up with associated words for that topic. This forces the players to think more detailed and creatively about the topic.

**Variation 1:** A student or teacher is designated as a “caller” who stands outside the circle. As the students play Word Wide Web, at any time, the caller may call “STOP”. Whoever was the last person to give a word associated with the topic, takes the place of the pointer and *their* word becomes the main topic. As the new pointer points, now the words are associated with their topic. The caller may call out “STOP” at any time and as often as they like challenging the students to “web” off of the last word of the previous topic. Once the game is ended, it is always interesting to review what the initial topic was and what the last associated word was.

**Variation 2:** A student is chosen to leave the room while the group decides on a topic. When the student returns, they become the pointer and stand in the center of the circle. As they point randomly to the students, they collect as many words/clues as they can to figure out what the topic is. The pointer may point to as many people as they like, but get only three guesses at the topic. If after three guesses, they still do not get the correct answer, the answer is given and a new person leaves the room. If they guess correctly within three guesses, then they get to choose who leaves the room. Note: Teachers should encourage students to give subtle clues at first and not give away the topic too quickly in the beginning by giving obvious clues. Also, the pointer/guesser should be encouraged to collect many clues before guessing as guessing too quickly usually ends up being incorrect.

**Virtue Variation:** (Virtues that apply only to the variation listed.)

*Excellence, Moderation, Patience, Purposefulness, Reliability, Steadfastness, Tact, Unity*

Variation 2

## **Zig Zag Zog**

**Primary Virtue: Determination**

**Secondary Virtues:** *Excellence, Orderliness, Purposefulness, Reliability, Responsibility, Unity*

**Description:** Students stand in a circle. The teacher begins by making eye contact with another player and says the word “zig”. The person who has been “zigged” makes eye contact with a random person in the circle and says “zag”. The person who has been “zagged” makes eye contact with another random person and says “zog”, and simultaneously does a motion that is only done on “zog”. On the word

“zog” the player claps their hands together once, steps forward with one foot and motions with one hand after the clap to the person they are “zoggling”. After the group masters the motions of the game, it is then played for speed and accuracy.

**Variation:** Instead of saying the words zig, zag and zog, a three syllable word may be substituted (COUR – TE – SY) or a three part sequence may be used (for example, big, bigger, biggest or 1, 2, 3 or seed, sprout, flower.) Another suggestion might be to go through the entire alphabet or count for a continuous sequence.

| <b>Games and Activities Index Sorted by Game</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                      |                    |                                  |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats               |                  |
| Confidence                                       |                    | A Box Full of Hats               |                  |
| Creativity                                       |                    | A Box Full of Hats               |                  |
| Determination                                    |                    | A Box Full of Hats               |                  |
| <b>Flexibility</b>                               | X                  | <b>A Box Full of Hats</b>        |                  |
| Purposefulness                                   |                    | A Box Full of Hats               |                  |
| Responsibility                                   |                    | A Box Full of Hats               |                  |
| Tact   | X                  | <b>Absent Minded Storyteller</b> |                  |
| Friendliness                                     | X                  | <b>Absentminded Story Teller</b> |                  |
| Assertiveness                                    |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Confidence                                       |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Consideration                                    |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Courtesy   |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Creativity                                       |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Detachment                                       |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Flexibility                                      |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Generosity                                       |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| <b>Helpfulness</b>                               | X                  | <b>Absent-Minded Storyteller</b> | <b>1, 2, 3</b>   |
| Idealism   |                    | Absent-Minded Storyteller        | 3                |
| Justice  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Mercy  | X                  | Absent-Minded Storyteller        | 3                |
| Moderation                                       |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Obedience  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Reliability                                      |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Respect  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Responsibility                                   |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Thankfulness                                     |                    | Absent-Minded Storyteller        | 3                |
| Trust  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Trustworthiness                                  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Unity  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| <b>Assertiveness</b>                             | X                  | <b>Add a Part Variations</b>     | 1, 2, 3, 4       |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Caring   |                    | Add a Part Variations         | 3 & 4            |
| Confidence                                       |                    | Add a Part Variations         | 1, 2, 3, 4       |
| <b>Creativity</b>                                | X                  | <b>Add a Part Variations</b>  | 1, 2, 3, 4       |
| Flexibility                                      |                    | Add a Part Variations         | 3 & 4            |
| Generosity                                       |                    | Add a Part Variations         | 1, 2, 3, 4       |
| Helpfulness                                      |                    | Add a Part Variations         | 3 & 4            |
| Purposefulness                                   |                    | Add a Part Variations         | 2 & 4            |
| Purposefulness                                   |                    | Add a Part Variations         | 3 & 4            |
| Reliability                                      |                    | Add a Part Variations         | 2 & 4            |
| Reliability                                      |                    | Add a Part Variations         | 3 & 4            |
| Responsibility                                   |                    | Add a Part Variations         | 2 & 4            |
| Responsibility                                   |                    | Add a Part Variations         | 3 & 4            |
| Service  |                    | Add a Part Variations         | 3                |
| Unity  |                    | Add a Part Variations         | 3 & 4            |
| Caring   | X                  | <b>Airport</b>                |                  |
| Compassion                                       |                    | Airport                       |                  |
| Confidence                                       |                    | Airport                       |                  |
| Consideration                                    |                    | Airport                       |                  |
| Courage  |                    | Airport                       |                  |
| Determination                                    |                    | Airport                       |                  |
| Faithfulness                                     |                    | Airport                       |                  |
| Helpfulness                                      |                    | Airport                       |                  |
| Kindness   |                    | Airport                       |                  |
| Loyalty  |                    | Airport                       |                  |
| <b>Reliability</b>                               |                    | Airport                       |                  |
| <b>Responsibility</b>                            |                    | Airport                       |                  |
| Service  |                    | Airport                       |                  |
| Trust  | X                  | Airport                       |                  |
| Trustworthiness                                  |                    | Airport                       |                  |
| Unity  |                    | Airport                       |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                     |                  |
|--|--------------------|-------------------------------------|------------------|
|  |                    |                                     |                  |
| <b>*Bold is main virtue</b>                      |                    |                                     |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>       | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats                  |                  |
| Honor  | X                  | <b>Back to Back Building Blocks</b> |                  |
| Assertiveness                                    |                    | Beep                                | 1, 2, 3          |
| Determination                                    |                    | Beep                                | 1, 2, 3          |
| Excellence                                       |                    | Beep                                | 1, 2, 3          |
| Flexibility                                      |                    | Beep                                | 2 & 3            |
| Joyfulness                                       | X                  | <b>Beep</b>                         |                  |
| Orderliness                                      |                    | Beep                                | 1, 2, 3          |
| Reliability                                      |                    | Beep                                | 1, 2, 3          |
| Responsibility                                   |                    | Beep                                | 1, 2, 3          |
| Truthfulness                                     | X                  | <b>Beep</b>                         |                  |
| <b>Unity</b>                                     |                    | Beep                                | 1, 2, 3          |
| Joyfulness                                       |                    | <b>Bubbles outside</b>              |                  |
| Enthusiasm                                       | X                  | <b>Bunny Bunny</b>                  |                  |
| Consideration                                    |                    | Bunny, Bunny                        |                  |
| Flexibility                                      |                    | Bunny, Bunny                        | 1                |
| <b>Generosity</b>                                | X                  | <b>Bunny, Bunny</b>                 |                  |
| Joyfulness                                       |                    | Bunny, Bunny                        |                  |
| Loyalty  |                    | Bunny, Bunny                        | 1                |
| Moderation                                       |                    | Bunny, Bunny                        |                  |
| Patience   |                    | Bunny, Bunny                        |                  |
| Purposefulness                                   |                    | Bunny, Bunny                        |                  |
| Reliability                                      |                    | Bunny, Bunny                        | 1                |
| Responsibility                                   |                    | Bunny, Bunny                        | 1                |
| Unity  |                    | Bunny, Bunny                        | 1                |
| <b>Assertiveness</b>                             | X                  | <b>Changing Emotion</b>             |                  |
| Caring   |                    | Changing Emotion                    |                  |
| Compassion                                       | X                  | <b>Changing Emotion</b>             |                  |
| Confidence                                       |                    | Changing Emotion                    |                  |
| Consideration                                    |                    | Changing Emotion                    |                  |
| Courtesy   |                    | Changing Emotion                    |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Creativity                                       |                    | Changing Emotion              |                  |
| Detachment                                       |                    | Changing Emotion              | 1                |
| <b>Flexibility</b>                               |                    | Changing Emotion              |                  |
| Friendliness                                     |                    | Changing Emotion              |                  |
| Generosity                                       |                    | Changing Emotion              |                  |
| Helpfulness                                      |                    | Changing Emotion              |                  |
| Humility   |                    | Changing Emotion              |                  |
| Idealism   |                    | Changing Emotion              | 1                |
| Moderation                                       |                    | Changing Emotion              | 1                |
| Obedience  |                    | Changing Emotion              |                  |
| Orderliness                                      |                    | Changing Emotion              |                  |
| Patience   |                    | Changing Emotion              |                  |
| Purposefulness                                   |                    | Changing Emotion              |                  |
| Reliability                                      |                    | Changing Emotion              |                  |
| Respect  |                    | Changing Emotion              |                  |
| Responsibility                                   |                    | Changing Emotion              |                  |
| Self-Discipline                                  |                    | Changing Emotion              |                  |
| Tact   |                    | Changing Emotion              |                  |
| Tolerance  |                    | Changing Emotion              |                  |
| Unity  |                    | Changing Emotion              |                  |
| Confidence                                       |                    | Charades                      |                  |
| Consideration                                    | X                  | <b>Charades</b>               |                  |
| Creativity                                       |                    | Charades                      |                  |
| Determination                                    |                    | Charades                      |                  |
| Generosity                                       | X                  | <b>Charades</b>               |                  |
| <b>Purposefulness</b>                            | X                  | Charades                      |                  |
| Reliability                                      |                    | Charades                      |                  |
| Respect  |                    | Charades                      |                  |
| Responsibility                                   |                    | Charades                      |                  |
| Self-Discipline                                  |                    | Charades                      |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                |                  |
|--|--------------------|--------------------------------|------------------|
|  |                    |                                |                  |
| <b>*Bold is main virtue</b>                      |                    |                                |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>  | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats             |                  |
| Steadfastness                                    |                    | Charades                       |                  |
| Assertiveness                                    |                    | Claymation                     | 1                |
| Confidence                                       |                    | Claymation                     | 1                |
| Consideration                                    |                    | Claymation                     | 1                |
| Courtesy   |                    | Claymation                     | 1                |
| Creativity                                       |                    | Claymation                     | 1                |
| Detachment                                       |                    | Claymation                     | 1                |
| Determination                                    |                    | Claymation                     | 1                |
| Flexibility                                      |                    | Claymation                     | 1                |
| Helpfulness                                      |                    | Claymation                     | 1                |
| Loyalty  |                    | Claymation                     | 1                |
| Moderation                                       |                    | Claymation                     | 1                |
| Obedience  |                    | Claymation                     | 1                |
| <b>Purposefulness</b>                            | X                  | Claymation                     | 1                |
| Reliability                                      |                    | Claymation                     | 1                |
| Respect  |                    | Claymation                     | 1                |
| Responsibility                                   | X                  | Claymation                     | 1                |
| Self-Discipline                                  |                    | Claymation                     | 1                |
| Tolerance  |                    | Claymation                     | 1                |
| Trust  |                    | Claymation                     | 1                |
| Trustworthiness                                  |                    | Claymation                     | 1                |
| Unity  |                    | Claymation                     | 1                |
| Assertiveness                                    |                    | Community Helpers Floor Puzzle |                  |
| Consideration                                    |                    | Community Helpers Floor Puzzle |                  |
| Patience   |                    | Community Helpers Floor Puzzle |                  |
| Self-Discipline                                  |                    | Community Helpers Floor Puzzle |                  |
| <b>Service</b>                                   |                    | Community Helpers Floor Puzzle |                  |
| Unity  |                    | Community Helpers Floor Puzzle |                  |
| Idealism   | X                  | <b>Communtiy Helper Puzzle</b> |                  |
| Assertiveness                                    |                    | Count to 20                    | 1                |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Compassion                                       |                    | Count to 20                   | 1                |
| Confidence                                       |                    | Count to 20                   | 1                |
| Consideration                                    |                    | Count to 20                   | 1                |
| Courage  |                    | Count to 20                   | 1                |
| Courtesy   |                    | Count to 20                   | 1                |
| Detachment                                       |                    | Count to 20                   | 1                |
| Determination                                    |                    | Count to 20                   | 1                |
| Excellence                                       |                    | Count to 20                   | 1                |
| Flexibility                                      |                    | Count to 20                   | 1                |
| Forgiveness                                      | X                  | <b>Count to 20</b>            | 1                |
| Generosity                                       |                    | Count to 20                   | 1                |
| Humility   |                    | Count to 20                   | 1                |
| Justice  |                    | Count to 20                   | 1                |
| Moderation                                       |                    | Count to 20                   | 1                |
| Patience   |                    | Count to 20                   | 1                |
| Reliability                                      |                    | Count to 20                   | 1                |
| Responsibility                                   |                    | Count to 20                   | 1                |
| Self-Discipline                                  |                    | Count to 20                   | 1                |
| Steadfastness                                    |                    | Count to 20                   | 1                |
| <b>Tolerance</b>                                 |                    | Count to 20                   | 1                |
| Unity  |                    | Count to 20                   | 1                |
| Detachment                                       |                    | Draw 4                        |                  |
| Forgiveness                                      |                    | Draw 4                        |                  |
| Honesty  |                    | Draw 4                        |                  |
| Joyfulness                                       |                    | Draw 4                        |                  |
| Justice  |                    | Draw 4                        |                  |
| Orderliness                                      |                    | Draw 4                        |                  |
| <b>Patience</b>                                  |                    | Draw 4                        |                  |
| Steadfastness                                    |                    | Draw 4                        |                  |
| Tact   |                    | Draw 4                        |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Confidence                                       |                    | Drawing Objects Game          |                  |
| Creativity                                       |                    | Drawing Objects Game          |                  |
| Determination                                    |                    | Drawing Objects Game          |                  |
| Loyalty  |                    | Drawing Objects Game          |                  |
| Purposefulness                                   |                    | Drawing Objects Game          |                  |
| <b>Reliability</b>                               |                    | Drawing Objects Game          |                  |
| <b>Responsibility</b>                            |                    | Drawing Objects Game          |                  |
| Steadfastness                                    |                    | Drawing Objects Game          |                  |
| Unity  |                    | Drawing Objects Game          |                  |
| Modesty  | X                  | <b>Dress the Part</b>         |                  |
| Determination                                    |                    | Dress Up Race                 | 1, 2             |
| Flexibility                                      |                    | Dress Up Race                 | 2                |
| Helpfulness                                      |                    | Dress Up Race                 | 1, 2             |
| Orderliness                                      |                    | Dress Up Race                 | 1, 2             |
| Purposefulness                                   |                    | Dress Up Race                 | 1, 2             |
| Reliability                                      |                    | Dress Up Race                 | 1, 2             |
| Responsibility                                   |                    | Dress Up Race                 | 1, 2             |
| Steadfastness                                    |                    | Dress Up Race                 | 1, 2             |
| <b>Unity</b>                                     |                    | Dress Up Race                 |                  |
| Forgiveness                                      | X                  | <b>Dress Up Relay Race</b>    |                  |
| Assertiveness                                    |                    | Dubbing                       |                  |
| Creativity                                       |                    | Dubbing                       |                  |
| Determination                                    |                    | Dubbing                       |                  |
| Flexibility                                      |                    | Dubbing                       |                  |
| Loyalty  |                    | Dubbing                       |                  |
| Purposefulness                                   |                    | Dubbing                       |                  |
| <b>Reliability</b>                               | X                  | Dubbing                       |                  |
| <b>Responsibility</b>                            |                    | Dubbing                       |                  |
| Unity  |                    | Dubbing                       |                  |
| Faithfulness                                     | X                  | <b>Duck Duck Goose</b>        |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Caring   |                    | Echo                          |                  |
| Consideration                                    |                    | Echo                          |                  |
| <b>Loyalty</b>                                   | X                  | <b>Echo</b>                   |                  |
| Obedience  |                    | Echo                          |                  |
| Orderliness                                      |                    | Echo                          |                  |
| Reliability                                      |                    | Echo                          |                  |
| Responsibility                                   |                    | Echo                          |                  |
| Self-Discipline                                  | X                  | <b>Echo</b>                   |                  |
| Unity  |                    | Echo                          |                  |
| <b>Determination</b>                             |                    | Egg Timer Game                |                  |
| Excellence                                       |                    | Egg Timer Game                |                  |
| Helpfulness                                      |                    | Egg Timer Game                |                  |
| Purposefulness                                   |                    | Egg Timer Game                |                  |
| Responsibility                                   |                    | Egg Timer Game                |                  |
| Service  |                    | Egg Timer Game                |                  |
| Steadfastness                                    | X                  | Egg Timer Game                |                  |
| Unity  |                    | Egg Timer Game                |                  |
| Assertiveness                                    |                    | Emotional Chorus              | 1                |
| Compassion                                       | X                  | <b>Emotional Chorus</b>       |                  |
| Confidence                                       |                    | Emotional Chorus              | 1                |
| Creativity                                       |                    | Emotional Chorus              | 1                |
| Detachment                                       | X                  | <b>Emotional Chorus</b>       | 1                |
| Moderation                                       | X                  | Emotional Chorus              | 1                |
| Obedience  |                    | Emotional Chorus              | 1                |
| Purposefulness                                   |                    | Emotional Chorus              | 1                |
| Reliability                                      |                    | Emotional Chorus              | 1                |
| Responsibility                                   |                    | Emotional Chorus              | 1                |
| <b>Self-Discipline</b>                           |                    | Emotional Chorus              | 1                |
| Unity  |                    | Emotional Chorus              | 1                |
| Assertiveness                                    |                    | Experts                       |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                       |                  |
|--|--------------------|---------------------------------------|------------------|
|  |                    |                                       |                  |
| <b>*Bold is main virtue</b>                      |                    |                                       |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>         | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats                    |                  |
| <b>Confidence</b>                                |                    | Experts                               |                  |
| Courage  | X                  | <b>Experts</b>                        |                  |
| Courtesy   |                    | Experts                               |                  |
| Creativity                                       |                    | Experts                               |                  |
| Determination                                    |                    | Experts                               |                  |
| Flexibility                                      |                    | Experts                               |                  |
| Helpfulness                                      |                    | Experts                               |                  |
| Idealism   | X                  | <b>Experts</b>                        |                  |
| Patience   |                    | Experts                               |                  |
| Reliability                                      |                    | Experts                               |                  |
| Steadfastness                                    |                    | Experts                               |                  |
| Assertiveness                                    |                    | Feet & Legs or Hands Alone            |                  |
| <b>Confidence</b>                                | X                  | <b>Feet &amp; Legs or Hands Alone</b> |                  |
| Creativity                                       |                    | Feet & Legs or Hands Alone            |                  |
| Determination                                    |                    | Feet & Legs or Hands Alone            |                  |
| Flexibility                                      |                    | Feet & Legs or Hands Alone            |                  |
| Purposefulness                                   |                    | Feet & Legs or Hands Alone            |                  |
| All - Review                                     |                    | Fish for Virtues                      |                  |
| Determination                                    |                    | Fish for Virtues                      |                  |
| Flexibility                                      |                    | Fish for Virtues                      |                  |
| Purposefulness                                   |                    | Fish for Virtues                      |                  |
| Confidence                                       |                    | Follow My Lead                        | 1                |
| <b>Courage</b>                                   | X                  | <b>Follow My Lead</b>                 | 1                |
| Detachment                                       |                    | Follow My Lead                        | 1                |
| Determination                                    |                    | Follow My Lead                        | 1                |
| Excellence                                       |                    | Follow My Lead                        | 1                |
| Obedience  |                    | Follow My Lead                        | 1                |
| Orderliness                                      |                    | Follow My Lead                        | 1                |
| Patience   |                    | Follow My Lead                        | 1                |
| Purposefulness                                   |                    | Follow My Lead                        | 1                |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Self-Discipline                                  |                    | Follow My Lead                | 1                |
| Steadfastness                                    |                    | Follow My Lead                | 1                |
| Assertiveness                                    |                    | Gibberish                     | 1 & 2            |
| Confidence                                       |                    | Gibberish                     | 1 & 2            |
| Consideration                                    |                    | Gibberish                     | 1                |
| Courage  |                    | Gibberish                     | 1 & 2            |
| Creativity                                       |                    | Gibberish                     | 1 & 2            |
| Determination                                    |                    | Gibberish                     | 1 & 2            |
| Enthusiasm                                       |                    | Gibberish                     | 1                |
| Flexibility                                      |                    | Gibberish                     | 1 & 2            |
| Friendliness                                     |                    | Gibberish                     | 1                |
| Helpfulness                                      |                    | Gibberish                     | 1                |
| Honesty  |                    | Gibberish                     | 1                |
| Obedience  |                    | Gibberish                     | 2                |
| <b>Purposefulness</b>                            |                    | Gibberish                     | 1 & 2            |
| Purposefulness                                   | X                  | Gibberish                     | 1 & 2            |
| Reliability                                      |                    | Gibberish                     |                  |
| Responsibility                                   |                    | Gibberish                     | 2                |
| Self-Discipline                                  |                    | Gibberish                     | 1 & 2            |
| Service  | X                  | Gibberish                     | 1                |
| Steadfastness                                    |                    | Gibberish                     | 1 & 2            |
| Trustworthiness                                  |                    | Gibberish                     | 1                |
| Truthfulness                                     |                    | Gibberish                     | 1                |
| Assertiveness                                    |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Caring   |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Confidence                                       |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| <b>Consideration</b>                             |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Courage  |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Courtesy   |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Creativity                                       |                    | Give & Take                   | 1, 2, 3, 4, 5    |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                      |
|--|--------------------|-------------------------------|----------------------|
|  |                    |                               |                      |
| <b>*Bold is main virtue</b>                      |                    |                               |                      |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b>     |
| Assertiveness                                    |                    | A Box Full of Hats            |                      |
| Determination                                    |                    | Give & Take                   | 3                    |
| Flexibility                                      |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Generosity                                       |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Humility   |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Justice  | X                  | <b>Give &amp; Take</b>        | <b>1, 2, 3, 4, 5</b> |
| Love   | X                  | <b>Give &amp; Take</b>        |                      |
| Obedience  |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Orderliness                                      |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Patience   |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Peacefulness                                     | X                  | Give & Take                   | 1, 2, 3, 4, 5        |
| Reliability                                      |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Respect  | X                  | <b>Give &amp; Take</b>        | <b>1, 2, 3, 4, 5</b> |
| Responsibility                                   |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Self-Discipline                                  |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Steadfastness                                    |                    | Give & Take                   | 3                    |
| Tolerance  |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Unity  |                    | Give & Take                   | 1, 2, 3, 4, 5        |
| Truthfulness                                     | X                  | <b>Go Fish</b>                |                      |
| Creativity                                       |                    | Greek Chorus                  |                      |
| Loyalty  |                    | Greek Chorus                  |                      |
| Purposefulness                                   |                    | Greek Chorus                  |                      |
| Reliability                                      |                    | Greek Chorus                  |                      |
| Responsibility                                   |                    | Greek Chorus                  |                      |
| <b>Unity</b>                                     | X                  | <b>Greek Chorus</b>           |                      |
| Joyfulness                                       | X                  | <b>Ha-Ha</b>                  |                      |
| Reliability                                      |                    | Ha-Ha                         |                      |
| Assertiveness                                    |                    | Hey, Taxi                     | 1, 2, 3              |
| Caring   |                    | Hey, Taxi                     | 1, 2, 3              |
| Compassion                                       | X                  | <b>Hey, Taxi</b>              | 1, 2, 3              |
| Confidence                                       |                    | Hey, Taxi                     | 1, 2, 3              |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| <b>Consideration</b>                             |                    | Hey, Taxi                     | 1, 2, 3          |
| Courage  |                    | Hey, Taxi                     | 1, 2, 3          |
| Courtesy   |                    | Hey, Taxi                     | 1, 2, 3          |
| Creativity                                       |                    | Hey, Taxi                     | 1, 2, 3          |
| Flexibility                                      |                    | Hey, Taxi                     | 1, 2, 3          |
| Generosity                                       |                    | Hey, Taxi                     | 1, 2, 3          |
| Helpfulness                                      |                    | Hey, Taxi                     | 3                |
| Humility   |                    | Hey, Taxi                     | 1, 2, 3          |
| Justice  |                    | Hey, Taxi                     | 1, 2, 3          |
| Kindness   | X                  | Hey, Taxi                     | 3                |
| Love   |                    | Hey, Taxi                     | 3                |
| Loyalty  |                    | Hey, Taxi                     | 3                |
| Mercy  |                    | Hey, Taxi                     | 3                |
| Obedience  |                    | Hey, Taxi                     | 1, 2, 3          |
| Orderliness                                      |                    | Hey, Taxi                     | 1, 2, 3          |
| Patience   |                    | Hey, Taxi                     | 1, 2, 3          |
| Peacefulness                                     |                    | Hey, Taxi                     | 1, 2, 3          |
| Purposefulness                                   |                    | Hey, Taxi                     | 1, 2, 3          |
| Reliability                                      |                    | Hey, Taxi                     | 1, 2, 3          |
| Respect  |                    | Hey, Taxi                     | 1, 2, 3          |
| Responsibility                                   |                    | Hey, Taxi                     | 1, 2, 3          |
| Reverence  | X                  | <b>Hey, Taxi</b>              | <b>3</b>         |
| Self-Discipline                                  |                    | Hey, Taxi                     | 1, 2, 3          |
| Service  |                    | Hey, Taxi                     | 3                |
| Tact   |                    | Hey, Taxi                     | 3                |
| Thankfulness                                     | X                  | <b>Hey, Taxi</b>              | <b>3</b>         |
| Tolerance  |                    | Hey, Taxi                     | 1, 2, 3          |
| Trust  |                    | Hey, Taxi                     | 3                |
| Trustworthiness                                  |                    | Hey, Taxi                     | 3                |
| Unity  | X                  | <b>Hey, Taxi</b>              | <b>1, 2, 3</b>   |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                 |                  |
|--|--------------------|---------------------------------|------------------|
|  |                    |                                 |                  |
| <b>*Bold is main virtue</b>                      |                    |                                 |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>   | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats              |                  |
| <b>Determination</b>                             | X                  | <b>How Do You Do That?</b>      |                  |
| Orderliness                                      | X                  | How Do You Do That?             |                  |
| Patience   |                    | How Do You Do That?             |                  |
| Service  |                    | How Do You Do That?             |                  |
| Steadfastness                                    | X                  | How Do You Do That?             |                  |
| Assertiveness                                    |                    | How Much do You Remember?       |                  |
| Caring   |                    | How Much do You Remember?       |                  |
| Compassion                                       |                    | How Much do You Remember?       |                  |
| Confidence                                       |                    | How Much do You Remember?       |                  |
| Consideration                                    |                    | How Much do You Remember?       |                  |
| Courage  |                    | How Much do You Remember?       |                  |
| Courtesy   |                    | How Much do You Remember?       |                  |
| Detachment                                       |                    | How Much do You Remember?       |                  |
| Determination                                    |                    | How Much do You Remember?       |                  |
| Flexibility                                      |                    | How Much do You Remember?       |                  |
| Forgiveness                                      |                    | How Much do You Remember?       |                  |
| <b>Mercy</b>                                     | X                  | How Much do You Remember?       |                  |
| Patience   |                    | How Much do You Remember?       |                  |
| Respect  |                    | How Much do You Remember?       |                  |
| Self-Discipline                                  |                    | How Much do You Remember?       |                  |
| Steadfastness                                    |                    | How Much do You Remember?       |                  |
| Tolerance  |                    | How Much do You Remember?       |                  |
| All - Review                                     |                    | Hungry Harold                   |                  |
| Honor  | X                  | <b>Hunry Harrold</b>            |                  |
| Assertiveness                                    |                    | International Kids Floor Puzzle |                  |
| Consideration                                    |                    | International Kids Floor Puzzle |                  |
| Patience   |                    | International Kids Floor Puzzle |                  |
| Self-Discipline                                  |                    | International Kids Floor Puzzle |                  |
| <b>Unity</b>                                     |                    | International Kids Floor Puzzle |                  |
| Assertiveness                                    |                    | Janga                           |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Confidence                                       |                    | Janga                         |                  |
| Courage  |                    | Janga                         |                  |
| Detachment                                       |                    | Janga                         |                  |
| Gentleness                                       |                    | Janga                         |                  |
| Joyfulness                                       |                    | Janga                         |                  |
| Moderation                                       |                    | Janga                         |                  |
| Orderliness                                      |                    | Janga                         |                  |
| <b>Patience</b>                                  |                    | Janga                         |                  |
| Purposefulness                                   |                    | Janga                         |                  |
| Self-Discipline                                  |                    | Janga                         |                  |
| Steadfastness                                    |                    | Janga                         |                  |
| Tact   |                    | Janga                         |                  |
| Any virtue by theme                              |                    | Knocking                      | 1                |
| Gentleness                                       | X                  | <b>Knocking</b>               |                  |
| Any virtue by theme                              |                    | Land of Virtue                | 1                |
| <b>Creativity</b>                                |                    | Land of Virtue                |                  |
| Determination                                    |                    | Land of Virtue                | 1                |
| Gentleness                                       | X                  | <b>Land of Virtue</b>         |                  |
| Love   | X                  | <b>Land of Virtue</b>         |                  |
| Purposefulness                                   |                    | Land of Virtue                | 1                |
| <b>Assertiveness</b>                             | X                  | <b>Letter Point</b>           | 1                |
| Confidence                                       |                    | Letter Point                  | 1                |
| Creativity                                       |                    | Letter Point                  | 1                |
| Determination                                    |                    | Letter Point                  | 1                |
| Flexibility                                      |                    | Letter Point                  | 1                |
| Obedience  |                    | Letter Point                  | 1                |
| Purposefulness                                   |                    | Letter Point                  | 1                |
| <b>Reliability</b>                               |                    | Letter Point                  | 1                |
| <b>Responsibility</b>                            |                    | Letter Point                  | 1                |
| Helpfulness                                      | X                  | <b>Living Scene</b>           |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Purposefulness                                   |                    | Living Scene                  |                  |
| Reliability                                      |                    | Living Scene                  |                  |
| Responsibility                                   | X                  | Living Scene                  |                  |
| Assertiveness                                    |                    | Machine                       |                  |
| Confidence                                       |                    | Machine                       |                  |
| Consideration                                    |                    | Machine                       |                  |
| Creativity                                       |                    | Machine                       |                  |
| Flexibility                                      |                    | Machine                       |                  |
| Helpfulness                                      |                    | Machine                       |                  |
| Honor  | X                  | <b>Machine</b>                |                  |
| Loyalty  |                    | Machine                       |                  |
| Orderliness                                      |                    | Machine                       |                  |
| Peacefulness                                     |                    | Machine                       |                  |
| Purposefulness                                   |                    | Machine                       |                  |
| Reliability                                      |                    | Machine                       |                  |
| Responsibility                                   |                    | Machine                       |                  |
| Self-Discipline                                  |                    | Machine                       |                  |
| Service  |                    | Machine                       |                  |
| <b>Unity</b>                                     | X                  | <b>Machine</b>                |                  |
| Assertiveness                                    |                    | Make Me Laugh                 |                  |
| Confidence                                       |                    | Make Me Laugh                 |                  |
| Courage  |                    | Make Me Laugh                 |                  |
| Creativity                                       |                    | Make Me Laugh                 |                  |
| Detachment                                       |                    | Make Me Laugh                 |                  |
| Determination                                    |                    | Make Me Laugh                 |                  |
| Enthusiasm                                       | X                  | <b>Make Me Laugh</b>          |                  |
| Obedience  |                    | Make Me Laugh                 |                  |
| Purposefulness                                   |                    | Make Me Laugh                 |                  |
| Reliability                                      |                    | Make Me Laugh                 |                  |
| Responsibility                                   |                    | Make Me Laugh                 |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |  |                  |
|--|--------------------|--|------------------|
|  |                    |  |                  |
| <b>*Bold is main virtue</b>                      |                    |  |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>          | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats                     |                  |
| <b>Self-Discipline</b>                           |                    | Make Me Laugh                          |                  |
| Steadfastness                                    | X                  | Make Me Laugh                          |                  |
| Assertiveness                                    |                    | Mirror                                 | 1, 2, 3          |
| Consideration                                    |                    | Mirror                                 | 1, 2, 3          |
| Courtesy   |                    | Mirror                                 | 1, 2, 3          |
| Determination                                    |                    | Mirror                                 | 1, 2, 3          |
| Excellence                                       |                    | Mirror                                 | 1, 2, 3          |
| Flexibility                                      |                    | Mirror                                 | 1, 2, 3          |
| <b>Generosity</b>                                | X                  | <b>Mirror</b>                          | <b>1, 2, 3</b>   |
| Humility   | X                  | Mirror                                 | 1, 2, 3          |
| Justice  | X                  | <b>Mirror</b>                          | 1                |
| Moderation                                       |                    | Mirror                                 | 1                |
| Obedience  |                    | Mirror                                 | 1, 2, 3          |
| Patience   |                    | Mirror                                 | 1, 2, 3          |
| Peacefulness                                     | X                  | Mirror                                 | 1, 2, 3          |
| Purposefulness                                   |                    | Mirror                                 | 1, 2, 3          |
| Reliability                                      |                    | Mirror                                 | 1, 2, 3          |
| Respect  |                    | Mirror                                 | 1, 2, 3          |
| Responsibility                                   |                    | Mirror                                 | 1, 2, 3          |
| Self-Discipline                                  |                    | Mirror                                 | 1, 2, 3          |
| Tolerance  |                    | Mirror                                 | 1, 2, 3          |
| Unity  |                    | Mirror                                 | 1, 2, 3          |
| Excellence                                       |                    | Modest or Immodest - You Decide        |                  |
| Modesty  | X                  | <b>Modest or Immodest - You Decide</b> |                  |
| Purposefulness                                   |                    | Modest or Immodest - You Decide        |                  |
| Assertiveness                                    |                    | Morph                                  | 1, 2, 3          |
| Confidence                                       |                    | Morph                                  | 1, 2, 3          |
| Courage  |                    | Morph                                  | 1, 2, 3          |
| Courtesy   |                    | Morph                                  | 1, 2, 3          |
| <b>Creativity</b>                                | X                  | <b>Morph</b>                           | 1, 2, 3          |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Determination                                    |                    | Morph                         | 1, 2, 3          |
| Flexibility                                      |                    | Morph                         | 1, 2, 3          |
| Humility   | X                  | Morph                         | 1, 2, 3          |
| Purposefulness                                   |                    | Morph                         | 1, 2, 3          |
| <b>Courtesy</b>                                  | X                  | <b>Mother May I</b>           |                  |
| Determination                                    |                    | Mother May I                  |                  |
| Mercy  | X                  | Mother May I                  |                  |
| Obedience  | X                  | <b>Mother May I</b>           |                  |
| Patience   |                    | Mother May I                  |                  |
| Reliability                                      |                    | Mother May I                  |                  |
| Respect  |                    | Mother May I                  |                  |
| Tolerance  |                    | Mother May I                  |                  |
| Assertiveness                                    |                    | Name Six                      |                  |
| Cleanliness                                      | X                  | <b>Name Six</b>               |                  |
| Confidence                                       |                    | Name Six                      |                  |
| Courage  |                    | Name Six                      |                  |
| Determination                                    |                    | Name Six                      |                  |
| <b>Excellence</b>                                |                    | Name Six                      |                  |
| Faithfulness                                     | X                  | <b>Name Six</b>               |                  |
| Purposefulness                                   |                    | Name Six                      |                  |
| Responsibility                                   |                    | Name Six                      |                  |
| Steadfastness                                    |                    | Name Six                      |                  |
| <b>Assertiveness</b>                             |                    | Pass it On                    |                  |
| Caring   | X                  | <b>Pass it On</b>             |                  |
| Confidence                                       |                    | Pass it On                    |                  |
| Consideration                                    |                    | Pass it On                    |                  |
| Creativity                                       |                    | Pass it On                    |                  |
| Flexibility                                      |                    | Pass it On                    |                  |
| Generosity                                       |                    | Pass it On                    |                  |
| Justice  |                    | Pass it On                    |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |  |                  |
|--|--------------------|--|------------------|
|  |                    |  |                  |
| <b>*Bold is main virtue</b>                      |                    |  |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>            | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats                       |                  |
| Obedience  |                    | Pass it On                               |                  |
| Orderliness                                      |                    | Pass it On                               |                  |
| <b>Assertiveness</b>                             |                    | Pass the Dough                           |                  |
| Confidence                                       |                    | Pass the Dough                           |                  |
| Consideration                                    |                    | Pass the Dough                           | 1                |
| Creativity                                       |                    | Pass the Dough                           |                  |
| Detachment                                       |                    | Pass the Dough                           | 1                |
| Flexibility                                      |                    | Pass the Dough                           |                  |
| Purposefulness                                   |                    | Pass the Dough                           |                  |
| Respect  | X                  | <b>Pass the Dough</b>                    | <b>1</b>         |
| Responsibility                                   |                    | Pass the Dough                           |                  |
| Confidence                                       |                    | Patience, Patience, Determination        |                  |
| Determination                                    | X                  | <b>Patience, Patience, Determination</b> |                  |
| Excellence                                       |                    | Patience, Patience, Determination        |                  |
| <b>Patience</b>                                  |                    | Patience, Patience, Determination        |                  |
| Purposefulness                                   |                    | Patience, Patience, Determination        |                  |
| Steadfastness                                    |                    | Patience, Patience, Determination        |                  |
| Tolerance  |                    | Patience, Patience, Determination        |                  |
| Assertiveness                                    |                    | Pick-Up-Sticks                           |                  |
| Confidence                                       |                    | Pick-Up-Sticks                           |                  |
| Courage  |                    | Pick-Up-Sticks                           |                  |
| Detachment                                       |                    | Pick-Up-Sticks                           |                  |
| Gentleness                                       |                    | Pick-Up-Sticks                           |                  |
| Honesty  |                    | Pick-Up-Sticks                           |                  |
| Joyfulness                                       |                    | Pick-Up-Sticks                           |                  |
| Orderliness                                      |                    | Pick-Up-Sticks                           |                  |
| Patience   | X                  | Pick-Up-Sticks                           |                  |
| Purposefulness                                   |                    | Pick-Up-Sticks                           |                  |
| Self-Discipline                                  |                    | Pick-Up-Sticks                           |                  |
| Steadfastness                                    |                    | Pick-Up-Sticks                           |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| <b>Steadfastness</b>                             |                    | Pick-Up-Sticks                |                  |
| Tact   |                    | Pick-Up-Sticks                |                  |
| Truthfulness                                     |                    | Pick-Up-Sticks                |                  |
| Confidence                                       |                    | Playwright                    |                  |
| Consideration                                    |                    | Playwright                    |                  |
| Courage  |                    | Playwright                    |                  |
| Creativity                                       | X                  | <b>Playwright</b>             |                  |
| Flexibility                                      |                    | Playwright                    |                  |
| Generosity                                       |                    | Playwright                    |                  |
| Helpfulness                                      |                    | Playwright                    |                  |
| <b>Obedience</b>                                 | X                  | <b>Playwright</b>             |                  |
| Reliability                                      |                    | Playwright                    |                  |
| Respect  |                    | Playwright                    |                  |
| Responsibility                                   |                    | Playwright                    |                  |
| Tolerance  | X                  | Playwright                    |                  |
| Assertiveness                                    |                    | Problem Solving               |                  |
| Caring   |                    | Problem Solving               |                  |
| Compassion                                       |                    | Problem Solving               |                  |
| Consideration                                    |                    | Problem Solving               |                  |
| <b>Helpfulness</b>                               |                    | Problem Solving               |                  |
| Kindness   | X                  | Problem Solving               |                  |
| Truthfulness                                     | X                  | <b>Problem Solving</b>        |                  |
| Assertiveness                                    |                    | Professor                     | 1, 2, 3          |
| Confidence                                       |                    | Professor                     | 1, 2, 3          |
| Consideration                                    |                    | Professor                     | 1, 2, 3          |
| Creativity                                       |                    | Professor                     | 1, 2, 3          |
| Detachment                                       | X                  | <b>Professor</b>              | 1, 2, 3          |
| Determination                                    |                    | Professor                     | 1, 2, 3          |
| Excellence                                       | X                  | <b>Professor</b>              | 1 & 2            |
| <b>Flexibility</b>                               | X                  | <b>Professor</b>              | 1, 2, 3          |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Helpfulness                                      |                    | Professor                     | 1, 2, 3          |
| Humility   | X                  | Professor                     | 1, 2, 3          |
| Loyalty  |                    | Professor                     | 1, 2, 3          |
| Obedience  |                    | Professor                     | 1, 2, 3          |
| Orderliness                                      |                    | Professor                     | 1, 2, 3          |
| Purposefulness                                   |                    | Professor                     | 1, 2, 3          |
| Reliability                                      |                    | Professor                     | 1, 2, 3          |
| Respect  |                    | Professor                     | 1, 2, 3          |
| Responsibility                                   |                    | Professor                     | 1, 2, 3          |
| Steadfastness                                    |                    | Professor                     | 1, 2, 3          |
| Tolerance  |                    | Professor                     | 1, 2, 3          |
| Trust  |                    | Professor                     | 1, 2, 3          |
| Trustworthiness                                  |                    | Professor                     | 1, 2, 3          |
| Unity  |                    | Professor                     | 1, 2, 3          |
| Confidence                                       |                    | <b>Punch Line</b>             |                  |
| Caring   |                    | Put it Back                   | 1 & 2            |
| <b>Cleanliness</b>                               | X                  | <b>Put it Back</b>            | 1 & 2            |
| Confidence                                       |                    | Put it Back                   | 1 & 2            |
| Determination                                    |                    | Put it Back                   | 1 & 2            |
| Excellence                                       |                    | Put it Back                   | 2                |
| Flexibility                                      |                    | Put it Back                   | 1                |
| Helpfulness                                      |                    | Put it Back                   | 1 & 2            |
| Obedience  |                    | Put it Back                   | 1                |
| Orderliness                                      |                    | Put it Back                   | 1 & 2            |
| Purposefulness                                   |                    | Put it Back                   | 1 & 2            |
| Reliability                                      |                    | Put it Back                   | 1 & 2            |
| Respect  |                    | Put it Back                   | 1 & 2            |
| Responsibility                                   |                    | Put it Back                   | 1 & 2            |
| Self-Discipline                                  |                    | Put it Back                   | 1 & 2            |
| Service  |                    | Put it Back                   | 1 & 2            |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                      |                    |                                  |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats               |                  |
| Steadfastness                                    |                    | Put it Back                      | 1 & 2            |
| Assertiveness                                    |                    | Random Walk                      |                  |
| Confidence                                       |                    | Random Walk                      |                  |
| Creativity                                       |                    | Random Walk                      |                  |
| Determination                                    |                    | Random Walk                      |                  |
| Flexibility                                      |                    | Random Walk                      |                  |
| Generosity                                       |                    | Random Walk                      |                  |
| <b>Obedience</b>                                 |                    | Random Walk                      |                  |
| Purposefulness                                   |                    | Random Walk                      |                  |
| Responsibility                                   |                    | Random Walk                      |                  |
| Self-Discipline                                  | X                  | <b>Random Walk</b>               |                  |
| Detachment                                       |                    | Seven Up                         |                  |
| <b>Honesty</b>                                   | X                  | <b>Seven Up</b>                  |                  |
| Purposefulness                                   |                    | Seven Up                         |                  |
| Trustworthiness                                  | X                  | Seven Up                         |                  |
| <b>Assertiveness</b>                             |                    | Showing Through Use of an Object |                  |
| Confidence                                       |                    | Showing Through Use of an Object |                  |
| Consideration                                    |                    | Showing Through Use of an Object |                  |
| Creativity                                       |                    | Showing Through Use of an Object |                  |
| Flexibility                                      |                    | Showing Through Use of an Object |                  |
| Purposefulness                                   |                    | Showing Through Use of an Object |                  |
| Determination                                    | X                  | <b>Singing Symbols</b>           |                  |
| Determination                                    |                    | Single File                      |                  |
| Excellence                                       | X                  | <b>Single File</b>               |                  |
| Helpfulness                                      |                    | Single File                      |                  |
| <b>Orderliness</b>                               |                    | Single File                      |                  |
| Responsibility                                   |                    | Single File                      |                  |
| Steadfastness                                    |                    | Single File                      |                  |
| Assertiveness                                    |                    | Sit, Stand, Kneel                | 1                |
| Consideration                                    |                    | Sit, Stand, Kneel                | 1                |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Courtesy   |                    | Sit, Stand, Kneel             | 1                |
| Determination                                    |                    | Sit, Stand, Kneel             | 1                |
| <b>Flexibility</b>                               | X                  | <b>Sit, Stand, Kneel</b>      | 1                |
| Obedience  |                    | Sit, Stand, Kneel             | 1                |
| Orderliness                                      | X                  | Sit, Stand, Kneel             | 1                |
| Prayerfulness                                    | X                  | Sit, Stand, Kneel             |                  |
| Responsibility                                   |                    | Sit, Stand, Kneel             | 1                |
| Unity  |                    | Sit, Stand, Kneel             | 1                |
| Detachment                                       |                    | Sorry                         |                  |
| <b>Forgiveness</b>                               | X                  | Sorry                         |                  |
| Honesty  |                    | Sorry                         |                  |
| Joyfulness                                       |                    | Sorry                         |                  |
| Justice  |                    | Sorry                         |                  |
| Orderliness                                      |                    | Sorry                         |                  |
| Steadfastness                                    |                    | Sorry                         |                  |
| Tact   |                    | Sorry                         |                  |
| Assertiveness                                    |                    | Sound Alone                   | 1                |
| Confidence                                       |                    | Sound Alone                   | 1                |
| <b>Creativity</b>                                |                    | Sound Alone                   | 1                |
| Determination                                    |                    | Sound Alone                   | 1                |
| Flexibility                                      |                    | Sound Alone                   | 1                |
| Purposefulness                                   |                    | Sound Alone                   | 1                |
| Unity  |                    | Sound Alone                   | 1                |
| Creativity                                       |                    | Sound Effects                 |                  |
| Determination                                    |                    | Sound Effects                 |                  |
| Loyalty  | X                  | <b>Sound Effects</b>          |                  |
| Purposefulness                                   |                    | Sound Effects                 |                  |
| <b>Reliability</b>                               |                    | Sound Effects                 |                  |
| <b>Responsibility</b>                            |                    | Sound Effects                 |                  |
| Unity  |                    | Sound Effects                 |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Assertiveness                                    |                    | Spellmaster                   |                  |
| Confidence                                       | X                  | <b>Spellmaster</b>            |                  |
| Consideration                                    |                    | Spellmaster                   |                  |
| <b>Creativity</b>                                |                    | Spellmaster                   |                  |
| Creativity                                       |                    | Spellmaster                   |                  |
| Detachment                                       |                    | Spellmaster                   |                  |
| Determination                                    |                    | Spellmaster                   |                  |
| Flexibility                                      |                    | Spellmaster                   |                  |
| Helpfulness                                      |                    | Spellmaster                   |                  |
| Humility   |                    | Spellmaster                   |                  |
| Loyalty  |                    | Spellmaster                   |                  |
| Obedience  |                    | Spellmaster                   |                  |
| Orderliness                                      |                    | Spellmaster                   |                  |
| Purposefulness                                   |                    | Spellmaster                   |                  |
| Reliability                                      |                    | Spellmaster                   |                  |
| Respect  |                    | Spellmaster                   |                  |
| Responsibility                                   | X                  | Spellmaster                   |                  |
| Steadfastness                                    |                    | Spellmaster                   |                  |
| Tolerance  |                    | Spellmaster                   |                  |
| Trust  |                    | Spellmaster                   |                  |
| Trustworthiness                                  |                    | Spellmaster                   |                  |
| Unity  |                    | Spellmaster                   |                  |
| Caring   |                    | Stage Picture                 |                  |
| Consideration                                    | X                  | <b>Stage Picture</b>          |                  |
| <b>Courtesy</b>                                  | X                  | <b>Stage Picture</b>          |                  |
| Determination                                    |                    | Stage Picture                 |                  |
| Flexibility                                      |                    | Stage Picture                 |                  |
| Humility   |                    | Stage Picture                 |                  |
| Justice  | X                  | <b>Stage Picture</b>          |                  |
| Purposefulness                                   |                    | Stage Picture                 |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Reliability                                      |                    | Stage Picture                 |                  |
| Respect  |                    | Stage Picture                 |                  |
| Responsibility                                   |                    | Stage Picture                 |                  |
| Self-Discipline                                  |                    | Stage Picture                 |                  |
| Steadfastness                                    |                    | Stage Picture                 |                  |
| Unity  |                    | Stage Picture                 |                  |
| Courage  | X                  | <b>Stand Up Comedy</b>        |                  |
| Creativity                                       |                    | Stand Up Comedy               |                  |
| Creativity                                       |                    | Stand Up Comedy               |                  |
| Joyfulness                                       | X                  | <b>Stand Up Comedy</b>        |                  |
| Respect  |                    | Stand Up Comedy               |                  |
| Assertiveness                                    |                    | Story Time                    | 1, 2, 3          |
| Confidence                                       |                    | Story Time                    | 1, 2, 3          |
| Consideration                                    | X                  | <b>Story Time</b>             | 1, 2, 3          |
| Creativity                                       |                    | Story Time                    | 1, 2, 3          |
| Detachment                                       |                    | Story Time                    | 1, 2, 3          |
| Determination                                    |                    | Story Time                    | 1, 2, 3          |
| <b>Flexibility</b>                               |                    | Story Time                    | 1, 2, 3          |
| Gentleness                                       | X                  | <b>Story time</b>             |                  |
| Helpfulness                                      |                    | Story Time                    | 1, 2, 3          |
| Loyalty  |                    | Story Time                    | 1, 2, 3          |
| Obedience  |                    | Story Time                    | 1, 2, 3          |
| Purposefulness                                   |                    | Story Time                    | 1, 2, 3          |
| Reliability                                      | X                  | Story Time                    | 1, 2, 3          |
| Respect  |                    | Story Time                    | 1, 2, 3          |
| Responsibility                                   |                    | Story Time                    | 1, 2, 3          |
| Steadfastness                                    |                    | Story Time                    | 1, 2, 3          |
| Tolerance  |                    | Story Time                    | 1, 2, 3          |
| Trust  |                    | Story Time                    | 1, 2, 3          |
| Trustworthiness                                  |                    | Story Time                    | 1, 2, 3          |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Unity  |                    | Story Time                    | 1, 2, 3          |
| Assertiveness                                    |                    | Table Conversation            |                  |
| Caring   |                    | Table Conversation            |                  |
| Consideration                                    |                    | Table Conversation            |                  |
| <b>Courtesy</b>                                  | X                  | <b>Table Conversation</b>     |                  |
| Flexibility                                      |                    | Table Conversation            |                  |
| Generosity                                       |                    | Table Conversation            |                  |
| Humility   |                    | Table Conversation            |                  |
| Justice  |                    | Table Conversation            |                  |
| Kindness   |                    | Table Conversation            |                  |
| Moderation                                       |                    | Table Conversation            |                  |
| Obedience  |                    | Table Conversation            |                  |
| Patience   |                    | Table Conversation            |                  |
| Peacefulness                                     |                    | Table Conversation            |                  |
| Respect  | X                  | <b>Table Conversation</b>     |                  |
| Self-Discipline                                  |                    | Table Conversation            |                  |
| Assertiveness                                    |                    | Take Me to Your Leader        | 1 & 2            |
| Confidence                                       |                    | Take Me to Your Leader        | 1 & 2            |
| Consideration                                    |                    | Take Me to Your Leader        | 1 & 2            |
| Courage  |                    | Take Me to Your Leader        | 1 & 2            |
| Courtesy   |                    | Take Me to Your Leader        | 1 & 2            |
| Creativity                                       |                    | Take Me to Your Leader        | 1 & 2            |
| Excellence                                       |                    | Take Me to Your Leader        | 2                |
| Flexibility                                      |                    | Take Me to Your Leader        | 1 & 2            |
| <b>Friendliness</b>                              | X                  | <b>Take Me to Your Leader</b> | 1 & 2            |
| Kindness   |                    | Take Me to Your Leader        | 1 & 2            |
| Respect  |                    | Take Me to Your Leader        | 1 & 2            |
| Tact   | X                  | <b>Take Me to Your Leader</b> | <b>1 &amp; 2</b> |
| Tolerance  | X                  | Take Me to Your Leader        | 1 & 2            |
| Assertiveness                                    |                    | Telephone                     |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                     |                  |
|--|--------------------|-------------------------------------|------------------|
|  |                    |                                     |                  |
| <b>*Bold is main virtue</b>                      |                    |                                     |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>       | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats                  |                  |
| Creativity                                       |                    | Telephone                           |                  |
| Determination                                    |                    | Telephone                           |                  |
| <b>Moderation</b>                                |                    | Telephone                           |                  |
| Moderation                                       | X                  | Telephone                           |                  |
| Purposefulness                                   |                    | Telephone                           |                  |
| Responsibility                                   |                    | Telephone                           |                  |
| Steadfastness                                    |                    | Telephone                           |                  |
| <b>Determination</b>                             |                    | Three Changes                       |                  |
| Honesty  | X                  | <b>Three Changes</b>                |                  |
| Orderliness                                      |                    | Three Changes                       |                  |
| Patience   |                    | Three Changes                       |                  |
| Steadfastness                                    |                    | Three Changes                       |                  |
| Tolerance  |                    | Three Changes                       |                  |
| Assertiveness                                    |                    | Three Scenes                        |                  |
| Creativity                                       |                    | Three Scenes                        |                  |
| <b>Flexibility</b>                               |                    | Three Scenes                        |                  |
| Modesty  | X                  | <b>Three Scenes</b>                 |                  |
| Purposefulness                                   |                    | Three Scenes                        |                  |
| Enthusiasm                                       | X                  | <b>Three Way Conversation Var 1</b> |                  |
| Assertiveness                                    |                    | Three-Way Conversation              | 1 & 2            |
| Caring   |                    | Three-Way Conversation              | 1 & 2            |
| Compassion                                       |                    | Three-Way Conversation              | 1 & 2            |
| Confidence                                       |                    | Three-Way Conversation              | 1 & 2            |
| Consideration                                    |                    | Three-Way Conversation              | 1 & 2            |
| Courage  |                    | Three-Way Conversation              | 1 & 2            |
| Courtesy   |                    | Three-Way Conversation              | 1 & 2            |
| Detachment                                       | X                  | <b>Three-Way Conversation</b>       | 1 & 2            |
| <b>Determination</b>                             |                    | Three-Way Conversation              | 1 & 2            |
| Determination                                    |                    | Three-Way Conversation              | 1 & 2            |
| Enthusiasm                                       |                    | Three-Way Conversation              | 1                |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Faithfulness                                     |                    | Three-Way Conversation        | 1 & 2            |
| Flexibility                                      |                    | Three-Way Conversation        | 1 & 2            |
| Forgiveness                                      |                    | Three-Way Conversation        | 1 & 2            |
| Friendliness                                     |                    | Three-Way Conversation        | 1 & 2            |
| Generosity                                       |                    | Three-Way Conversation        | 1                |
| Humility   |                    | Three-Way Conversation        | 1 & 2            |
| Joyfulness                                       |                    | Three-Way Conversation        | 1                |
| Justice  |                    | Three-Way Conversation        | 1 & 2            |
| Kindness   | X                  | Three-Way Conversation        | 1 & 2            |
| Love   |                    | Three-Way Conversation        | 1                |
| Loyalty  |                    | Three-Way Conversation        | 1 & 2            |
| Mercy  |                    | Three-Way Conversation        | 1 & 2            |
| Moderation                                       |                    | Three-Way Conversation        | 1 & 2            |
| Modesty  |                    | Three-Way Conversation        | 1                |
| Patience   |                    | Three-Way Conversation        | 1 & 2            |
| Peacefulness                                     | X                  | Three-Way Conversation        | 2                |
| Reliability                                      |                    | Three-Way Conversation        | 1 & 2            |
| Respect  |                    | Three-Way Conversation        | 1 & 2            |
| Responsibility                                   |                    | Three-Way Conversation        | 1 & 2            |
| Self-Discipline                                  |                    | Three-Way Conversation        | 1 & 2            |
| Service  | X                  | Three-Way Conversation        | 2                |
| Tact   |                    | Three-Way Conversation        | 2                |
| Thankfulness                                     |                    | Three-Way Conversation        | 1                |
| Tolerance  |                    | Three-Way Conversation        | 1 & 2            |
| Detachment                                       |                    | Trouble                       |                  |
| <b>Forgiveness</b>                               | X                  | Trouble                       |                  |
| Honesty  |                    | Trouble                       |                  |
| Joyfulness                                       |                    | Trouble                       |                  |
| Justice  |                    | Trouble                       |                  |
| Orderliness                                      |                    | Trouble                       |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Steadfastness                                    |                    | Trouble                       |                  |
| Tact   |                    | Trouble                       |                  |
| Forgiveness                                      |                    | <b>Trouble &amp; Sorry</b>    |                  |
| Caring   |                    | Trust Exercise                | 1                |
| Compassion                                       |                    | Trust Exercise                | 1                |
| Confidence                                       |                    | Trust Exercise                | 1                |
| Consideration                                    |                    | Trust Exercise                | 1                |
| Courage  |                    | Trust Exercise                | 1                |
| Determination                                    |                    | Trust Exercise                | 1                |
| Faithfulness                                     |                    | Trust Exercise                | 1                |
| Helpfulness                                      |                    | Trust Exercise                | 1                |
| Kindness   |                    | Trust Exercise                | 1                |
| Loyalty  |                    | Trust Exercise                | 1                |
| Peacefulness                                     |                    | Trust Exercise                | 1                |
| Reliability                                      |                    | Trust Exercise                | 1                |
| Responsibility                                   |                    | Trust Exercise                | 1                |
| Service  | X                  | Trust Exercise                | 1                |
| <b>Trust</b>                                     | X                  | Trust Exercise                | 1                |
| <b>Trustworthiness</b>                           |                    | Trust Exercise                | 1                |
| Unity  |                    | Trust Exercise                | 1                |
| Determination                                    |                    | Twins                         |                  |
| Faithfulness                                     | X                  | <b>Twins</b>                  |                  |
| Flexibility                                      |                    | Twins                         |                  |
| Helpfulness                                      |                    | Twins                         |                  |
| <b>Loyalty</b>                                   | X                  | <b>Twins</b>                  |                  |
| Reliability                                      | X                  | Twins                         |                  |
| Responsibility                                   |                    | Twins                         |                  |
| Steadfastness                                    |                    | Twins                         |                  |
| Trust  | X                  | Twins                         |                  |
| Trustworthiness                                  |                    | Twins                         |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Unity  |                    | Twins                         |                  |
| Detachment                                       |                    | Twister                       |                  |
| Enthusiasm                                       |                    | Twister                       |                  |
| <b>Flexibility</b>                               |                    | Twister                       |                  |
| Honesty  |                    | Twister                       |                  |
| Joyfulness                                       | X                  | <b>Twister</b>                |                  |
| Purposefulness                                   |                    | Twister                       |                  |
| Steadfastness                                    |                    | Twister                       |                  |
| Tact   |                    | Twister                       |                  |
| <b>Detachment</b>                                |                    | Uno                           |                  |
| Enthusiasm                                       |                    | Uno                           |                  |
| Honesty  |                    | Uno                           |                  |
| Joyfulness                                       |                    | Uno                           |                  |
| Purposefulness                                   |                    | Uno                           |                  |
| Steadfastness                                    |                    | Uno                           |                  |
| Tact   |                    | Uno                           |                  |
| Excellence                                       |                    | VCR                           | 1                |
| Flexibility                                      |                    | VCR                           | 1                |
| <b>Obedience</b>                                 | X                  | <b>VCR</b>                    | 1                |
| Orderliness                                      |                    | VCR                           | 1                |
| Reliability                                      |                    | VCR                           | 1                |
| Responsibility                                   |                    | VCR                           | 1                |
| Self-Discipline                                  |                    | VCR                           | 1                |
| Love   | X                  | <b>Verb Rhyme</b>             |                  |
| Assertiveness                                    |                    | Verb Ryme                     |                  |
| Consideration                                    |                    | Verb Ryme                     |                  |
| Creativity                                       |                    | Verb Ryme                     |                  |
| Determination                                    |                    | Verb Ryme                     |                  |
| <b>Flexibility</b>                               |                    | Verb Ryme                     |                  |
| Flexibility                                      |                    | Verb Ryme                     |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                                 |                  |
|--|--------------------|---------------------------------|------------------|
|  |                    |                                 |                  |
| <b>*Bold is main virtue</b>                      |                    |                                 |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>   | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats              |                  |
| Helpfulness                                      |                    | Verb Ryme                       |                  |
| Patience   |                    | Verb Ryme                       |                  |
| Purposefulness                                   |                    | Verb Ryme                       |                  |
| Reliability                                      |                    | Verb Ryme                       |                  |
| Responsibility                                   |                    | Verb Ryme                       |                  |
| Steadfastness                                    |                    | Verb Ryme                       |                  |
| Tact   |                    | Verb Ryme                       |                  |
| Unity  |                    | Verb Ryme                       |                  |
| Detachment                                       |                    | Virtue Game                     |                  |
| Honesty  |                    | Virtue Game                     |                  |
| Joyfulness                                       |                    | Virtue Game                     |                  |
| Justice  |                    | Virtue Game                     |                  |
| Orderliness                                      |                    | Virtue Game                     |                  |
| <b>Patience</b>                                  |                    | Virtue Game                     |                  |
| Steadfastness                                    |                    | Virtue Game                     |                  |
| Tact   |                    | Virtue Game                     |                  |
| Confidence                                       |                    | Virtue Singing Syllables        |                  |
| <b>Determination</b>                             |                    | Virtue Singing Syllables        |                  |
| Orderliness                                      | X                  | Virtue Singing Syllables        |                  |
| Patience   |                    | Virtue Singing Syllables        |                  |
| Purposefulness                                   |                    | Virtue Singing Syllables        |                  |
| Steadfastness                                    |                    | Virtue Singing Syllables        |                  |
| Thankfulness                                     | X                  | <b>Virtue Singing Syllables</b> |                  |
| Tolerance  | X                  | Virtue Singing Syllables        |                  |
| Unity  |                    | Virtue Singing Syllables        |                  |
| Cleanliness                                      | X                  | <b>What Are You Doing</b>       |                  |
| Friendliness                                     | X                  | <b>What are You Doing</b>       |                  |
| Assertiveness                                    |                    | What Are You Doing?             |                  |
| Confidence                                       |                    | What Are You Doing?             |                  |
| Consideration                                    |                    | What Are You Doing?             |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |   |                  |
|--|--------------------|---|------------------|
|  |                    |   |                  |
| <b>*Bold is main virtue</b>                      |                    |   |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>           | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats                      |                  |
| Creativity                                       |                    | What Are You Doing?                     |                  |
| <b>Flexibility</b>                               |                    | What Are You Doing?                     |                  |
| Obedience  |                    | What Are You Doing?                     |                  |
| Orderliness                                      |                    | What Are You Doing?                     |                  |
| Purposefulness                                   |                    | What Are You Doing?                     |                  |
| Reliability                                      |                    | What Are You Doing?                     |                  |
| Respect  |                    | What Are You Doing?                     |                  |
| Responsibility                                   |                    | What Are You Doing?                     |                  |
| Self-Discipline                                  | X                  | <b>What Are You Doing?</b>              |                  |
| Any virtue by theme                              |                    | What Do I Do for a Living?              |                  |
| Helpfulness                                      | X                  | <b>What Do I Do for a Living?</b>       |                  |
| Prayerfulness                                    | X                  | What Would Prayerfulness Look Like If.. |                  |
| Assertiveness                                    |                    | When I Go to California                 |                  |
| Compassion                                       |                    | When I Go to California                 |                  |
| Confidence                                       |                    | When I Go to California                 |                  |
| Courage  |                    | When I Go to California                 |                  |
| Creativity                                       |                    | When I Go to California                 |                  |
| Detachment                                       |                    | When I Go to California                 |                  |
| Excellence                                       |                    | When I Go to California                 |                  |
| Idealism   | X                  | <b>When I Go to California</b>          |                  |
| <b>Orderliness</b>                               |                    | When I Go to California                 |                  |
| Patience   |                    | When I Go to California                 |                  |
| Purposefulness                                   |                    | When I Go to California                 |                  |
| Responsibility                                   |                    | When I Go to California                 |                  |
| Self-Discipline                                  |                    | When I Go to California                 |                  |
| Steadfastness                                    |                    | When I Go to California                 |                  |
| Caring   | X                  | <b>Who Am I?</b>                        |                  |
| Confidence                                       |                    | Who Am I?                               |                  |
| <b>Determination</b>                             |                    | Who Am I?                               |                  |
| Flexibility                                      |                    | Who Am I?                               |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Helpfulness                                      |                    | Who Am I?                     |                  |
| Patience   | X                  | Who Am I?                     |                  |
| Purposefulness                                   |                    | Who Am I?                     |                  |
| Reliability                                      |                    | Who Am I?                     |                  |
| Responsibility                                   |                    | Who Am I?                     |                  |
| Steadfastness                                    |                    | Who Am I?                     |                  |
| Unity  |                    | Who Am I?                     |                  |
| Caring   |                    | Who is It?                    | 1                |
| Compassion                                       |                    | Who is It?                    | 1                |
| Consideration                                    |                    | Who is It?                    | 1                |
| <b>Courtesy</b>                                  |                    | Who is It?                    | 1 & 2            |
| Determination                                    |                    | Who is It?                    | 1 & 2            |
| Flexibility                                      |                    | Who is It?                    | 1 & 2            |
| Forgiveness                                      |                    | Who is It?                    | 1                |
| Friendliness                                     |                    | Who is It?                    | 1 & 2            |
| Generosity                                       |                    | Who is It?                    | 1                |
| Gentleness                                       |                    | Who is It?                    | 1                |
| Helpfulness                                      |                    | Who is It?                    | 1                |
| Humility   |                    | Who is It?                    | 2                |
| Idealism   |                    | Who is It?                    | 1 & 2            |
| Joyfulness                                       |                    | Who is It?                    | 1 & 2            |
| Kindness   |                    | Who is It?                    | 1 & 2            |
| Loyalty  |                    | Who is It?                    | 2                |
| Mercy  |                    | Who is It?                    | 1                |
| Orderliness                                      |                    | Who is It?                    | 1 & 2            |
| Patience   | X                  | Who is It?                    | 1 & 2            |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Purposefulness                                   |                    | Who is It?                    | 1 & 2            |
| Reliability                                      |                    | Who is It?                    | 1                |
| Respect  |                    | Who is It?                    | 1 & 2            |
| Reverence  | X                  | <b>Who is It?</b>             | <b>2</b>         |
| Service  |                    | Who is It?                    | 1 & 2            |
| Service  |                    | Who is It?                    | 1                |
| Steadfastness                                    |                    | Who is It?                    | 1 & 2            |
| Tact   |                    | Who is It?                    | 1 & 2            |
| Tolerance  |                    | Who is It?                    | 1 & 2            |
| Trust  |                    | Who is It?                    | 1                |
| Trustworthiness                                  |                    | Who is It?                    | 1                |
| Determination                                    |                    | Wink You're Out               |                  |
| Flexibility                                      |                    | Wink You're Out               |                  |
| <b>Honesty</b>                                   | X                  | <b>Wink You're Out</b>        |                  |
| Self-Discipline                                  |                    | Wink You're Out               |                  |
| Trustworthiness                                  | X                  | Wink You're Out               |                  |
| Assertiveness                                    |                    | World Wide Web                | 1 & 2            |
| <b>Confidence</b>                                | X                  | <b>World Wide Web</b>         | 1 & 2            |
| Creativity                                       |                    | World Wide Web                | 1 & 2            |
| Determination                                    |                    | World Wide Web                | 1 & 2            |
| Excellence                                       |                    | World Wide Web                | 2                |
| Flexibility                                      |                    | World Wide Web                | 1 & 2            |
| Moderation                                       | X                  | World Wide Web                | 2                |
| Patience   |                    | World Wide Web                | 2                |
| Purposefulness                                   |                    | World Wide Web                | 2                |
| Reliability                                      |                    | World Wide Web                | 2                |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| Responsibility                                   |                    | World Wide Web                | 1 & 2            |
| Reverence  | X                  | <b>World Wide Web</b>         |                  |
| Steadfastness                                    |                    | World Wide Web                | 2                |
| Tact   | X                  | <b>World Wide Web</b>         | <b>2</b>         |
| Unity  |                    | World Wide Web                | 2                |
| Prayerfulness                                    | X                  | Yoga - Sun Salutation         |                  |
| <b>Determination</b>                             |                    | Zig Zag Zog                   | 1                |
| Excellence                                       | X                  | <b>Zig Zag Zog</b>            | 1                |
| Orderliness                                      |                    | Zig Zag Zog                   | 1                |
| Purposefulness                                   |                    | Zig Zag Zog                   | 1                |
| Reliability                                      |                    | Zig Zag Zog                   | 1                |
| Responsibility                                   |                    | Zig Zag Zog                   | 1                |
| Thankfulness                                     | X                  | <b>Zig Zag Zog</b>            |                  |
| Unity  |                    | Zig Zag Zog                   | 1                |
| <b>All - Review</b>                              |                    |                               |                  |
| <b>Any virtue by theme</b>                       |                    |                               |                  |
| <b>Assertiveness</b>                             |                    |                               |                  |
| <b>Caring</b>                                    |                    |                               |                  |
| <b>Cleanliness</b>                               |                    |                               |                  |
| <b>Compassion</b>                                |                    |                               |                  |
| <b>Confidence</b>                                |                    |                               |                  |
| <b>Consideration</b>                             |                    |                               |                  |
| <b>Courage</b>                                   |                    |                               |                  |
| <b>Courtesy</b>                                  |                    |                               |                  |
| <b>Creativity</b>                                |                    |                               |                  |
| <b>Detachment</b>                                |                    |                               |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <small>*Bold is main virtue</small>              |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| <b>Determination</b>                             |                    |                               |                  |
| <b>Enthusiasm</b>                                |                    |                               |                  |
| <b>Excellence</b>                                |                    |                               |                  |
| <b>Faithfulness</b>                              |                    |                               |                  |
| <b>Flexibility</b>                               |                    |                               |                  |
| <b>Forgiveness</b>                               |                    |                               |                  |
| <b>Friendliness</b>                              |                    |                               |                  |
| <b>Generosity</b>                                |                    |                               |                  |
| <b>Gentleness</b>                                |                    |                               |                  |
| <b>Helpfulness</b>                               |                    |                               |                  |
| <b>Honesty</b>                                   |                    |                               |                  |
| <b>Honor</b>                                     |                    |                               |                  |
| <b>Humility</b>                                  |                    |                               |                  |
| <b>Idealism</b>                                  |                    |                               |                  |
| <b>Joyfulness</b>                                |                    |                               |                  |
| <b>Justice</b>                                   |                    |                               |                  |
| <b>Kindness</b>                                  |                    |                               |                  |
| <b>Love</b>                                      |                    |                               |                  |
| <b>Loyalty</b>                                   |                    |                               |                  |
| <b>Mercy</b>                                     |                    |                               |                  |
| <b>Moderation</b>                                |                    |                               |                  |
| <b>Modesty</b>                                   |                    |                               |                  |
| <b>Obedience</b>                                 |                    |                               |                  |
| <b>Orderliness</b>                               |                    |                               |                  |
| <b>Patience</b>                                  |                    |                               |                  |
| <b>Peacefulness</b>                              |                    |                               |                  |

| <b>Games and Activities Index Sorted by Game</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                      |                    |                               |                  |
| <b>Virtue</b>                                    | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| Assertiveness                                    |                    | A Box Full of Hats            |                  |
| <b>Prayerfulness</b>                             |                    |                               |                  |
| <b>Purposefulness</b>                            |                    |                               |                  |
| <b>Reliability</b>                               |                    |                               |                  |
| <b>Respect</b>                                   |                    |                               |                  |
| <b>Responsibility</b>                            |                    |                               |                  |
| <b>Reverence</b>                                 |                    |                               |                  |
| <b>Self-Discipline</b>                           |                    |                               |                  |
| <b>Service</b>                                   |                    |                               |                  |
| <b>Steadfastness</b>                             |                    |                               |                  |
| <b>Tact</b>                                      |                    |                               |                  |
| <b>Thankfulness</b>                              |                    |                               |                  |
| <b>Tolerance</b>                                 |                    |                               |                  |
| <b>Trust</b>                                     |                    |                               |                  |
| <b>Trustworthiness</b>                           |                    |                               |                  |
| <b>Truthfulness</b>                              |                    |                               |                  |
| <b>Unity</b>                                     |                    |                               |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                 |                  |
|--|--------------------|---------------------------------|------------------|
|  |                    |                                 |                  |
| <b>*Bold is main virtue</b>                        |                    |                                 |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>   | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                 |                  |
| All - Review                                       |                    | Fish for Virtues                |                  |
| All - Review                                       |                    | Hungry Harold                   |                  |
| <b>Any virtue by theme</b>                         |                    |                                 |                  |
| Any virtue by theme                                |                    | Knocking                        | 1                |
| Any virtue by theme                                |                    | Land of Virtue                  | 1                |
| Any virtue by theme                                |                    | What Do I Do for a Living?      |                  |
| <b>Assertiveness</b>                               |                    |                                 |                  |
| Assertiveness                                      |                    | A Box Full of Hats              |                  |
| Assertiveness                                      |                    | Absent-Minded Storyteller       | 1, 2, 3          |
| <b>Assertiveness</b>                               | X                  | <b>Add a Part Variations</b>    | 1, 2, 3, 4       |
| Assertiveness                                      |                    | Beep                            | 1, 2, 3          |
| <b>Assertiveness</b>                               | X                  | <b>Changing Emotion</b>         |                  |
| Assertiveness                                      |                    | Claymation                      | 1                |
| Assertiveness                                      |                    | Community Helpers Floor Puzzle  |                  |
| Assertiveness                                      |                    | Count to 20                     | 1                |
| Assertiveness                                      |                    | Dubbing                         |                  |
| Assertiveness                                      |                    | Emotional Chorus                | 1                |
| Assertiveness                                      |                    | Experts                         |                  |
| Assertiveness                                      |                    | Feet & Legs or Hands Alone      |                  |
| Assertiveness                                      |                    | Gibberish                       | 1 & 2            |
| Assertiveness                                      |                    | Give & Take                     | 1, 2, 3, 4, 5    |
| Assertiveness                                      |                    | Hey, Taxi                       | 1, 2, 3          |
| Assertiveness                                      |                    | How Much do You Remember?       |                  |
| Assertiveness                                      |                    | International Kids Floor Puzzle |                  |
| Assertiveness                                      |                    | Janga                           |                  |
| <b>Assertiveness</b>                               | X                  | <b>Letter Point</b>             | 1                |
| Assertiveness                                      |                    | Machine                         |                  |
| Assertiveness                                      |                    | Make Me Laugh                   |                  |
| Assertiveness                                      |                    | Mirror                          | 1, 2, 3          |
| Assertiveness                                      |                    | Morph                           | 1, 2, 3          |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| *Bold is main virtue                               |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Assertiveness                                      |                    | Name Six                         |                  |
| <b>Assertiveness</b>                               |                    | Pass it On                       |                  |
| <b>Assertiveness</b>                               |                    | Pass the Dough                   |                  |
| Assertiveness                                      |                    | Pick-Up-Sticks                   |                  |
| Assertiveness                                      |                    | Problem Solving                  |                  |
| Assertiveness                                      |                    | Professor                        | 1, 2, 3          |
| Assertiveness                                      |                    | Random Walk                      |                  |
| <b>Assertiveness</b>                               |                    | Showing Through Use of an Object |                  |
| Assertiveness                                      |                    | Sit, Stand, Kneel                | 1                |
| Assertiveness                                      |                    | Sound Alone                      | 1                |
| Assertiveness                                      |                    | Spellmaster                      |                  |
| Assertiveness                                      |                    | Story Time                       | 1, 2, 3          |
| Assertiveness                                      |                    | Table Conversation               |                  |
| Assertiveness                                      |                    | Take Me to Your Leader           | 1 & 2            |
| Assertiveness                                      |                    | Telephone                        |                  |
| Assertiveness                                      |                    | Three Scenes                     |                  |
| Assertiveness                                      |                    | Three-Way Conversation           | 1 & 2            |
| Assertiveness                                      |                    | Verb Ryme                        |                  |
| Assertiveness                                      |                    | What Are You Doing?              |                  |
| Assertiveness                                      |                    | When I Go to California          |                  |
| Assertiveness                                      |                    | World Wide Web                   | 1 & 2            |
| <b>Caring</b>                                      |                    |                                  |                  |
| Caring   |                    | Add a Part Variations            | 3 & 4            |
| Caring   | X                  | <b>Airport</b>                   |                  |
| Caring   |                    | Changing Emotion                 |                  |
| Caring   |                    | Echo                             |                  |
| Caring   |                    | Give & Take                      | 1, 2, 3, 4, 5    |
| Caring   |                    | Hey, Taxi                        | 1, 2, 3          |
| Caring   |                    | How Much do You Remember?        |                  |
| Caring   | X                  | <b>Pass it On</b>                |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Caring   |                    | Problem Solving               |                  |
| Caring   |                    | Put it Back                   | 1 & 2            |
| Caring   |                    | Stage Picture                 |                  |
| Caring   |                    | Table Conversation            |                  |
| Caring   |                    | Three-Way Conversation        | 1 & 2            |
| Caring   |                    | Trust Exercise                | 1                |
| Caring   | X                  | <b>Who Am I?</b>              |                  |
| Caring   |                    | Who is It?                    | 1                |
| <b>Cleanliness</b>                                 |                    |                               |                  |
| Cleanliness  | X                  | <b>Name Six</b>               |                  |
| <b>Cleanliness</b>                                 | X                  | <b>Put it Back</b>            | 1 & 2            |
| Cleanliness  | X                  | <b>What Are You Doing</b>     |                  |
| <b>Compassion</b>                                  |                    |                               |                  |
| Compassion   |                    | Airport                       |                  |
| Compassion   | X                  | <b>Changing Emotion</b>       |                  |
| Compassion   |                    | Count to 20                   | 1                |
| Compassion   | X                  | <b>Emotional Chorus</b>       |                  |
| Compassion   | X                  | <b>Hey, Taxi</b>              | 1, 2, 3          |
| Compassion   |                    | How Much do You Remember?     |                  |
| Compassion   |                    | Problem Solving               |                  |
| Compassion   |                    | Three-Way Conversation        | 1 & 2            |
| Compassion   |                    | Trust Exercise                | 1                |
| Compassion   |                    | When I Go to California       |                  |
| Compassion   |                    | Who is It?                    | 1                |
| <b>Confidence</b>                                  |                    |                               |                  |
| Confidence   |                    | A Box Full of Hats            |                  |
| Confidence   |                    | Absent-Minded Storyteller     | 1, 2, 3          |
| Confidence   |                    | Add a Part Variations         | 1, 2, 3, 4       |
| Confidence   |                    | Airport                       |                  |
| Confidence   |                    | Changing Emotion              |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                       |                  |
|--|--------------------|---------------------------------------|------------------|
|  |                    |                                       |                  |
| <b>*Bold is main virtue</b>                        |                    |                                       |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>         | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                       |                  |
| Confidence   |                    | Charades                              |                  |
| Confidence   |                    | Claymation                            | 1                |
| Confidence   |                    | Count to 20                           | 1                |
| Confidence   |                    | Drawing Objects Game                  |                  |
| Confidence   |                    | Emotional Chorus                      | 1                |
| <b>Confidence</b>                                  |                    | Experts                               |                  |
| <b>Confidence</b>                                  | X                  | <b>Feet &amp; Legs or Hands Alone</b> |                  |
| Confidence   |                    | Follow My Lead                        | 1                |
| Confidence   |                    | Gibberish                             | 1 & 2            |
| Confidence   |                    | Give & Take                           | 1, 2, 3, 4, 5    |
| Confidence   |                    | Hey, Taxi                             | 1, 2, 3          |
| Confidence   |                    | How Much do You Remember?             |                  |
| Confidence   |                    | Janga                                 |                  |
| Confidence   |                    | Letter Point                          | 1                |
| Confidence   |                    | Machine                               |                  |
| Confidence   |                    | Make Me Laugh                         |                  |
| Confidence   |                    | Morph                                 | 1, 2, 3          |
| Confidence   |                    | Name Six                              |                  |
| Confidence   |                    | Pass it On                            |                  |
| Confidence   |                    | Pass the Dough                        |                  |
| Confidence   |                    | Patience, Patience, Determination     |                  |
| Confidence   |                    | Pick-Up-Sticks                        |                  |
| Confidence   |                    | Playwright                            |                  |
| Confidence   |                    | Professor                             | 1, 2, 3          |
| Confidence   |                    | <b>Punch Line</b>                     |                  |
| Confidence   |                    | Put it Back                           | 1 & 2            |
| Confidence   |                    | Random Walk                           |                  |
| Confidence   |                    | Showing Through Use of an Object      |                  |
| Confidence   |                    | Sound Alone                           | 1                |
| Confidence   | X                  | <b>Spellmaster</b>                    |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                 |                  |
|--|--------------------|---------------------------------|------------------|
|  |                    |                                 |                  |
| <b>*Bold is main virtue</b>                        |                    |                                 |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>   | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                 |                  |
| Confidence   |                    | Story Time                      | 1, 2, 3          |
| Confidence   |                    | Take Me to Your Leader          | 1 & 2            |
| Confidence   |                    | Three-Way Conversation          | 1 & 2            |
| Confidence   |                    | Trust Exercise                  | 1                |
| Confidence   |                    | Virtue Singing Syllables        |                  |
| Confidence   |                    | What Are You Doing?             |                  |
| Confidence   |                    | When I Go to California         |                  |
| Confidence   |                    | Who Am I?                       |                  |
| <b>Confidence</b>                                  | X                  | <b>World Wide Web</b>           | 1 & 2            |
| <b>Consideration</b>                               |                    |                                 |                  |
| Consideration                                      |                    | Absent-Minded Storyteller       | 1, 2, 3          |
| Consideration                                      |                    | Airport                         |                  |
| Consideration                                      |                    | Bunny, Bunny                    |                  |
| Consideration                                      |                    | Changing Emotion                |                  |
| Consideration                                      | X                  | <b>Charades</b>                 |                  |
| Consideration                                      |                    | Claymation                      | 1                |
| Consideration                                      |                    | Community Helpers Floor Puzzle  |                  |
| Consideration                                      |                    | Count to 20                     | 1                |
| Consideration                                      |                    | Echo                            |                  |
| Consideration                                      |                    | Gibberish                       | 1                |
| <b>Consideration</b>                               |                    | Give & Take                     | 1, 2, 3, 4, 5    |
| <b>Consideration</b>                               |                    | Hey, Taxi                       | 1, 2, 3          |
| Consideration                                      |                    | How Much do You Remember?       |                  |
| Consideration                                      |                    | International Kids Floor Puzzle |                  |
| Consideration                                      |                    | Machine                         |                  |
| Consideration                                      |                    | Mirror                          | 1, 2, 3          |
| Consideration                                      |                    | Pass it On                      |                  |
| Consideration                                      |                    | Pass the Dough                  | 1                |
| Consideration                                      |                    | Playwright                      |                  |
| Consideration                                      |                    | Problem Solving                 |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Consideration                                      |                    | Professor                        | 1, 2, 3          |
| Consideration                                      |                    | Showing Through Use of an Object |                  |
| Consideration                                      |                    | Sit, Stand, Kneel                | 1                |
| Consideration                                      |                    | Spellmaster                      |                  |
| Consideration                                      | X                  | <b>Stage Picture</b>             |                  |
| Consideration                                      | X                  | <b>Story Time</b>                | 1, 2, 3          |
| Consideration                                      |                    | Table Conversation               |                  |
| Consideration                                      |                    | Take Me to Your Leader           | 1 & 2            |
| Consideration                                      |                    | Three-Way Conversation           | 1 & 2            |
| Consideration                                      |                    | Trust Exercise                   | 1                |
| Consideration                                      |                    | Verb Ryme                        |                  |
| Consideration                                      |                    | What Are You Doing?              |                  |
| Consideration                                      |                    | Who is It?                       | 1                |
| <b>Courage</b>                                     |                    |                                  |                  |
| Courage  |                    | Airport                          |                  |
| Courage  |                    | Count to 20                      | 1                |
| Courage  | X                  | <b>Experts</b>                   |                  |
| <b>Courage</b>                                     | X                  | <b>Follow My Lead</b>            | 1                |
| Courage  |                    | Gibberish                        | 1 & 2            |
| Courage  |                    | Give & Take                      | 1, 2, 3, 4, 5    |
| Courage  |                    | Hey, Taxi                        | 1, 2, 3          |
| Courage  |                    | How Much do You Remember?        |                  |
| Courage  |                    | Janga                            |                  |
| Courage  |                    | Make Me Laugh                    |                  |
| Courage  |                    | Morph                            | 1, 2, 3          |
| Courage  |                    | Name Six                         |                  |
| Courage  |                    | Pick-Up-Sticks                   |                  |
| Courage  |                    | Playwright                       |                  |
| Courage  | X                  | <b>Stand Up Comedy</b>           |                  |
| Courage  |                    | Take Me to Your Leader           | 1 & 2            |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Courage  |                    | Three-Way Conversation        | 1 & 2            |
| Courage  |                    | Trust Exercise                | 1                |
| Courage  |                    | When I Go to California       |                  |
| <b>Courtesy</b>                                    |                    |                               |                  |
| Courtesy   |                    | Absent-Minded Storyteller     | 1, 2, 3          |
| Courtesy   |                    | Changing Emotion              |                  |
| Courtesy   |                    | Claymation                    | 1                |
| Courtesy   |                    | Count to 20                   | 1                |
| Courtesy   |                    | Experts                       |                  |
| Courtesy   |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Courtesy   |                    | Hey, Taxi                     | 1, 2, 3          |
| Courtesy   |                    | How Much do You Remember?     |                  |
| Courtesy   |                    | Mirror                        | 1, 2, 3          |
| Courtesy   |                    | Morph                         | 1, 2, 3          |
| <b>Courtesy</b>                                    | X                  | <b>Mother May I</b>           |                  |
| Courtesy   |                    | Sit, Stand, Kneel             | 1                |
| <b>Courtesy</b>                                    | X                  | <b>Stage Picture</b>          |                  |
| <b>Courtesy</b>                                    | X                  | <b>Table Conversation</b>     |                  |
| Courtesy   |                    | Take Me to Your Leader        | 1 & 2            |
| Courtesy   |                    | Three-Way Conversation        | 1 & 2            |
| <b>Courtesy</b>                                    |                    | Who is It?                    | 1 & 2            |
| <b>Creativity</b>                                  |                    |                               |                  |
| Creativity   |                    | A Box Full of Hats            |                  |
| Creativity   |                    | Absent-Minded Storyteller     | 1, 2, 3          |
| <b>Creativity</b>                                  | X                  | <b>Add a Part Variations</b>  | 1, 2, 3, 4       |
| Creativity   |                    | Changing Emotion              |                  |
| Creativity   |                    | Charades                      |                  |
| Creativity   |                    | Claymation                    | 1                |
| Creativity   |                    | Drawing Objects Game          |                  |
| Creativity   |                    | Dubbing                       |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
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|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Creativity   |                    | Emotional Chorus                 | 1                |
| Creativity   |                    | Experts                          |                  |
| Creativity   |                    | Feet & Legs or Hands Alone       |                  |
| Creativity   |                    | Gibberish                        | 1 & 2            |
| Creativity   |                    | Give & Take                      | 1, 2, 3, 4, 5    |
| Creativity   |                    | Greek Chorus                     |                  |
| Creativity   |                    | Hey, Taxi                        | 1, 2, 3          |
| <b>Creativity</b>                                  |                    | Land of Virtue                   |                  |
| Creativity   |                    | Letter Point                     | 1                |
| Creativity   |                    | Machine                          |                  |
| Creativity   |                    | Make Me Laugh                    |                  |
| <b>Creativity</b>                                  | X                  | <b>Morph</b>                     | 1, 2, 3          |
| Creativity   |                    | Pass it On                       |                  |
| Creativity   |                    | Pass the Dough                   |                  |
| Creativity   | X                  | <b>Playwright</b>                |                  |
| Creativity   |                    | Professor                        | 1, 2, 3          |
| Creativity   |                    | Random Walk                      |                  |
| Creativity   |                    | Showing Through Use of an Object |                  |
| <b>Creativity</b>                                  |                    | Sound Alone                      | 1                |
| Creativity   |                    | Sound Effects                    |                  |
| <b>Creativity</b>                                  |                    | Spellmaster                      |                  |
| Creativity   |                    | Spellmaster                      |                  |
| Creativity   |                    | Stand Up Comedy                  |                  |
| Creativity   |                    | Stand Up Comedy                  |                  |
| Creativity   |                    | Story Time                       | 1, 2, 3          |
| Creativity   |                    | Take Me to Your Leader           | 1 & 2            |
| Creativity   |                    | Telephone                        |                  |
| Creativity   |                    | Three Scenes                     |                  |
| Creativity   |                    | Verb Ryme                        |                  |
| Creativity   |                    | What Are You Doing?              |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Creativity   |                    | When I Go to California       |                  |
| Creativity   |                    | World Wide Web                | 1 & 2            |
| <b>Detachment</b>                                  |                    |                               |                  |
| Detachment   |                    | Absent-Minded Storyteller     | 1, 2, 3          |
| Detachment   |                    | Changing Emotion              | 1                |
| Detachment   |                    | Claymation                    | 1                |
| Detachment   |                    | Count to 20                   | 1                |
| Detachment   |                    | Draw 4                        |                  |
| Detachment   | X                  | <b>Emotional Chorus</b>       | 1                |
| Detachment   |                    | Follow My Lead                | 1                |
| Detachment   |                    | How Much do You Remember?     |                  |
| Detachment   |                    | Janga                         |                  |
| Detachment   |                    | Make Me Laugh                 |                  |
| Detachment   |                    | Pass the Dough                | 1                |
| Detachment   |                    | Pick-Up-Sticks                |                  |
| Detachment   | X                  | <b>Professor</b>              | 1, 2, 3          |
| Detachment   |                    | Seven Up                      |                  |
| Detachment   |                    | Sorry                         |                  |
| Detachment   |                    | Spellmaster                   |                  |
| Detachment   |                    | Story Time                    | 1, 2, 3          |
| Detachment   | X                  | <b>Three-Way Conversation</b> | 1 & 2            |
| Detachment   |                    | Trouble                       |                  |
| Detachment   |                    | Twister                       |                  |
| <b>Detachment</b>                                  |                    | Uno                           |                  |
| Detachment   |                    | Virtue Game                   |                  |
| Detachment   |                    | When I Go to California       |                  |
| <b>Determination</b>                               |                    |                               |                  |
| Determination                                      |                    | A Box Full of Hats            |                  |
| Determination                                      |                    | Airport                       |                  |
| Determination                                      |                    | Beep                          | 1, 2, 3          |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |  |                  |
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|  |                    |  |                  |
| <b>*Bold is main virtue</b>                        |                    |  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>            | <b>Variation</b> |
| <b>All - Review</b>                                |                    |  |                  |
| Determination                                      |                    | Charades                                 |                  |
| Determination                                      |                    | Claymation                               | 1                |
| Determination                                      |                    | Count to 20                              | 1                |
| Determination                                      |                    | Drawing Objects Game                     |                  |
| Determination                                      |                    | Dress Up Race                            | 1, 2             |
| Determination                                      |                    | Dubbing                                  |                  |
| <b>Determination</b>                               |                    | Egg Timer Game                           |                  |
| Determination                                      |                    | Experts                                  |                  |
| Determination                                      |                    | Feet & Legs or Hands Alone               |                  |
| Determination                                      |                    | Fish for Virtues                         |                  |
| Determination                                      |                    | Follow My Lead                           | 1                |
| Determination                                      |                    | Gibberish                                | 1 & 2            |
| Determination                                      |                    | Give & Take                              | 3                |
| <b>Determination</b>                               | X                  | <b>How Do You Do That?</b>               |                  |
| Determination                                      |                    | How Much do You Remember?                |                  |
| Determination                                      |                    | Land of Virtue                           | 1                |
| Determination                                      |                    | Letter Point                             | 1                |
| Determination                                      |                    | Make Me Laugh                            |                  |
| Determination                                      |                    | Mirror                                   | 1, 2, 3          |
| Determination                                      |                    | Morph                                    | 1, 2, 3          |
| Determination                                      |                    | Mother May I                             |                  |
| Determination                                      |                    | Name Six                                 |                  |
| Determination                                      | X                  | <b>Patience, Patience, Determination</b> |                  |
| Determination                                      |                    | Professor                                | 1, 2, 3          |
| Determination                                      |                    | Put it Back                              | 1 & 2            |
| Determination                                      |                    | Random Walk                              |                  |
| Determination                                      | X                  | <b>Singing Symbols</b>                   |                  |
| Determination                                      |                    | Single File                              |                  |
| Determination                                      |                    | Sit, Stand, Kneel                        | 1                |
| Determination                                      |                    | Sound Alone                              | 1                |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                     |                  |
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|  |                    |                                     |                  |
| <b>*Bold is main virtue</b>                        |                    |                                     |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>       | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                     |                  |
| Determination                                      |                    | Sound Effects                       |                  |
| Determination                                      |                    | Spellmaster                         |                  |
| Determination                                      |                    | Stage Picture                       |                  |
| Determination                                      |                    | Story Time                          | 1, 2, 3          |
| Determination                                      |                    | Telephone                           |                  |
| <b>Determination</b>                               |                    | Three Changes                       |                  |
| <b>Determination</b>                               |                    | Three-Way Conversation              | 1 & 2            |
| Determination                                      |                    | Three-Way Conversation              | 1 & 2            |
| Determination                                      |                    | Trust Exercise                      | 1                |
| Determination                                      |                    | Twins                               |                  |
| Determination                                      |                    | Verb Ryme                           |                  |
| <b>Determination</b>                               |                    | Virtue Singing Syllables            |                  |
| <b>Determination</b>                               |                    | Who Am I?                           |                  |
| Determination                                      |                    | Who is It?                          | 1 & 2            |
| Determination                                      |                    | Wink You're Out                     |                  |
| Determination                                      |                    | World Wide Web                      | 1 & 2            |
| <b>Determination</b>                               |                    | Zig Zag Zog                         | 1                |
| <b>Enthusiasm</b>                                  |                    |                                     |                  |
| Enthusiasm   | X                  | <b>Bunny Bunny</b>                  |                  |
| Enthusiasm   |                    | Gibberish                           | 1                |
| Enthusiasm   | X                  | <b>Make Me Laugh</b>                |                  |
| Enthusiasm   | X                  | <b>Three Way Conversation Var 1</b> |                  |
| Enthusiasm   |                    | Three-Way Conversation              | 1                |
| Enthusiasm   |                    | Twister                             |                  |
| Enthusiasm   |                    | Uno                                 |                  |
| <b>Excellence</b>                                  |                    |                                     |                  |
| Excellence   |                    | Beep                                | 1, 2, 3          |
| Excellence   |                    | Count to 20                         | 1                |
| Excellence   |                    | Egg Timer Game                      |                  |
| Excellence   |                    | Follow My Lead                      | 1                |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                   |                  |
|--|--------------------|-----------------------------------|------------------|
|  |                    |                                   |                  |
| <b>*Bold is main virtue</b>                        |                    |                                   |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>     | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                   |                  |
| Excellence   |                    | Mirror                            | 1, 2, 3          |
| Excellence   |                    | Modest or Immodest - You Decide   |                  |
| <b>Excellence</b>                                  |                    | Name Six                          |                  |
| Excellence   |                    | Patience, Patience, Determination |                  |
| Excellence   | X                  | <b>Professor</b>                  | 1 & 2            |
| Excellence   |                    | Put it Back                       | 2                |
| Excellence   | X                  | <b>Single File</b>                |                  |
| Excellence   |                    | Take Me to Your Leader            | 2                |
| Excellence   |                    | VCR                               | 1                |
| Excellence   |                    | When I Go to California           |                  |
| Excellence   |                    | World Wide Web                    | 2                |
| Excellence   | X                  | <b>Zig Zag Zog</b>                | 1                |
| <b>Faithfulness</b>                                |                    |                                   |                  |
| Faithfulness                                       |                    | Airport                           |                  |
| Faithfulness                                       | X                  | <b>Duck Duck Goose</b>            |                  |
| Faithfulness                                       | X                  | <b>Name Six</b>                   |                  |
| Faithfulness                                       |                    | Three-Way Conversation            | 1 & 2            |
| Faithfulness                                       |                    | Trust Exercise                    | 1                |
| Faithfulness                                       | X                  | <b>Twins</b>                      |                  |
| <b>Flexibility</b>                                 |                    |                                   |                  |
| <b>Flexibility</b>                                 | X                  | <b>A Box Full of Hats</b>         |                  |
| Flexibility  |                    | Absent-Minded Storyteller         | 1, 2, 3          |
| Flexibility  |                    | Add a Part Variations             | 3 & 4            |
| Flexibility  |                    | Beep                              | 2 & 3            |
| Flexibility  |                    | Bunny, Bunny                      | 1                |
| <b>Flexibility</b>                                 |                    | Changing Emotion                  |                  |
| Flexibility  |                    | Claymation                        | 1                |
| Flexibility  |                    | Count to 20                       | 1                |
| Flexibility  |                    | Dress Up Race                     | 2                |
| Flexibility  |                    | Dubbing                           |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Flexibility  |                    | Experts                          |                  |
| Flexibility  |                    | Feet & Legs or Hands Alone       |                  |
| Flexibility  |                    | Gibberish                        | 1 & 2            |
| Flexibility  |                    | Give & Take                      | 1, 2, 3, 4, 5    |
| Flexibility  |                    | Hey, Taxi                        | 1, 2, 3          |
| Flexibility  |                    | How Much do You Remember?        |                  |
| Flexibility  |                    | Letter Point                     | 1                |
| Flexibility  |                    | Machine                          |                  |
| Flexibility  |                    | Mirror                           | 1, 2, 3          |
| Flexibility  |                    | Morph                            | 1, 2, 3          |
| Flexibility  |                    | Pass it On                       |                  |
| Flexibility  |                    | Pass the Dough                   |                  |
| Flexibility  |                    | Playwright                       |                  |
| <b>Flexibility</b>                                 | X                  | <b>Professor</b>                 | 1, 2, 3          |
| Flexibility  |                    | Put it Back                      | 1                |
| Flexibility  |                    | Random Walk                      |                  |
| Flexibility  |                    | Showing Through Use of an Object |                  |
| <b>Flexibility</b>                                 | X                  | <b>Sit, Stand, Kneel</b>         | 1                |
| Flexibility  |                    | Sound Alone                      | 1                |
| Flexibility  |                    | Spellmaster                      |                  |
| Flexibility  |                    | Stage Picture                    |                  |
| <b>Flexibility</b>                                 |                    | Story Time                       | 1, 2, 3          |
| Flexibility  |                    | Table Conversation               |                  |
| Flexibility  |                    | Take Me to Your Leader           | 1 & 2            |
| <b>Flexibility</b>                                 |                    | Three Scenes                     |                  |
| Flexibility  |                    | Three-Way Conversation           | 1 & 2            |
| Flexibility  |                    | Twins                            |                  |
| <b>Flexibility</b>                                 |                    | Twister                          |                  |
| Flexibility  |                    | VCR                              | 1                |
| <b>Flexibility</b>                                 |                    | Verb Ryme                        |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Flexibility  |                    | Verb Ryme                        |                  |
| <b>Flexibility</b>                                 |                    | What Are You Doing?              |                  |
| Flexibility  |                    | Who Am I?                        |                  |
| Flexibility  |                    | Who is It?                       | 1 & 2            |
| Flexibility  |                    | World Wide Web                   | 1 & 2            |
| Flexibility  |                    | Fish for Virtues                 |                  |
| Flexibility  |                    | Wink You're Out                  |                  |
| <b>Forgiveness</b>                                 |                    |                                  |                  |
| Forgiveness  | X                  | <b>Count to 20</b>               | 1                |
| Forgiveness  |                    | Draw 4                           |                  |
| Forgiveness  | X                  | <b>Dress Up Relay Race</b>       |                  |
| Forgiveness  |                    | How Much do You Remember?        |                  |
| <b>Forgiveness</b>                                 | X                  | Sorry                            |                  |
| Forgiveness  |                    | Three-Way Conversation           | 1 & 2            |
| <b>Forgiveness</b>                                 | X                  | Trouble                          |                  |
| Forgiveness  |                    | <b>Trouble &amp; Sorry</b>       |                  |
| Forgiveness  |                    | Who is It?                       | 1                |
| <b>Friendliness</b>                                |                    |                                  |                  |
| Friendliness                                       | X                  | <b>Absentminded Story Teller</b> |                  |
| Friendliness                                       |                    | Changing Emotion                 |                  |
| Friendliness                                       |                    | Gibberish                        | 1                |
| <b>Friendliness</b>                                | X                  | <b>Take Me to Your Leader</b>    | 1 & 2            |
| Friendliness                                       |                    | Three-Way Conversation           | 1 & 2            |
| Friendliness                                       | X                  | <b>What are You Doing</b>        |                  |
| Friendliness                                       |                    | Who is It?                       | 1 & 2            |
| <b>Generosity</b>                                  |                    |                                  |                  |
| Generosity   |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Generosity   |                    | Add a Part Variations            | 1, 2, 3, 4       |
| <b>Generosity</b>                                  | X                  | <b>Bunny, Bunny</b>              |                  |
| Generosity   |                    | Changing Emotion                 |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Generosity   | X                  | <b>Charades</b>                  |                  |
| Generosity   |                    | Count to 20                      | 1                |
| Generosity   |                    | Give & Take                      | 1, 2, 3, 4, 5    |
| Generosity   |                    | Hey, Taxi                        | 1, 2, 3          |
| <b>Generosity</b>                                  | X                  | <b>Mirror</b>                    | <b>1, 2, 3</b>   |
| Generosity   |                    | Pass it On                       |                  |
| Generosity   |                    | Playwright                       |                  |
| Generosity   |                    | Random Walk                      |                  |
| Generosity   |                    | Table Conversation               |                  |
| Generosity   |                    | Three-Way Conversation           | 1                |
| Generosity   |                    | Who is It?                       | 1                |
| <b>Gentleness</b>                                  |                    |                                  |                  |
| Gentleness   |                    | Janga                            |                  |
| Gentleness   | X                  | <b>Knocking</b>                  |                  |
| Gentleness   | X                  | <b>Land of Virtue</b>            |                  |
| Gentleness   |                    | Pick-Up-Sticks                   |                  |
| Gentleness   | X                  | <b>Story time</b>                |                  |
| Gentleness   |                    | Who is It?                       | 1                |
| <b>Helpfulness</b>                                 |                    |                                  |                  |
| <b>Helpfulness</b>                                 | X                  | <b>Absent-Minded Storyteller</b> | <b>1, 2, 3</b>   |
| Helpfulness  |                    | Add a Part Variations            | 3 & 4            |
| Helpfulness  |                    | Airport                          |                  |
| Helpfulness  |                    | Changing Emotion                 |                  |
| Helpfulness  |                    | Claymation                       | 1                |
| Helpfulness  |                    | Dress Up Race                    | 1, 2             |
| Helpfulness  |                    | Egg Timer Game                   |                  |
| Helpfulness  |                    | Experts                          |                  |
| Helpfulness  |                    | Gibberish                        | 1                |
| Helpfulness  |                    | Hey, Taxi                        | 3                |
| Helpfulness  | X                  | <b>Living Scene</b>              |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                     |                  |
|--|--------------------|-------------------------------------|------------------|
|  |                    |                                     |                  |
| <b>*Bold is main virtue</b>                        |                    |                                     |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>       | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                     |                  |
| Helpfulness  |                    | Machine                             |                  |
| Helpfulness  |                    | Playwright                          |                  |
| <b>Helpfulness</b>                                 |                    | Problem Solving                     |                  |
| Helpfulness  |                    | Professor                           | 1, 2, 3          |
| Helpfulness  |                    | Put it Back                         | 1 & 2            |
| Helpfulness  |                    | Single File                         |                  |
| Helpfulness  |                    | Spellmaster                         |                  |
| Helpfulness  |                    | Story Time                          | 1, 2, 3          |
| Helpfulness  |                    | Trust Exercise                      | 1                |
| Helpfulness  |                    | Twins                               |                  |
| Helpfulness  |                    | Verb Ryme                           |                  |
| Helpfulness  | X                  | <b>What Do I Do for a Living?</b>   |                  |
| Helpfulness  |                    | Who Am I?                           |                  |
| Helpfulness  |                    | Who is It?                          | 1                |
| <b>Honesty</b>                                     |                    |                                     |                  |
| Honesty  |                    | Draw 4                              |                  |
| Honesty  |                    | Gibberish                           | 1                |
| Honesty  |                    | Pick-Up-Sticks                      |                  |
| <b>Honesty</b>                                     | X                  | <b>Seven Up</b>                     |                  |
| Honesty  |                    | Sorry                               |                  |
| Honesty  | X                  | <b>Three Changes</b>                |                  |
| Honesty  |                    | Trouble                             |                  |
| Honesty  |                    | Twister                             |                  |
| Honesty  |                    | Uno                                 |                  |
| Honesty  |                    | Virtue Game                         |                  |
| <b>Honesty</b>                                     | X                  | <b>Wink You're Out</b>              |                  |
| <b>Honor</b>                                       |                    |                                     |                  |
| Honor  | X                  | <b>Back to Back Building Blocks</b> |                  |
| Honor  | X                  | <b>Hunry Harrold</b>                |                  |
| Honor  | X                  | <b>Machine</b>                      |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                |                  |
|--|--------------------|--------------------------------|------------------|
|  |                    |                                |                  |
| <b>*Bold is main virtue</b>                        |                    |                                |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>  | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                |                  |
| <b>Humility</b>                                    |                    |                                |                  |
| Humility   |                    | Changing Emotion               |                  |
| Humility   |                    | Count to 20                    | 1                |
| Humility   |                    | Give & Take                    | 1, 2, 3, 4, 5    |
| Humility   |                    | Hey, Taxi                      | 1, 2, 3          |
| Humility   | X                  | Mirror                         | 1, 2, 3          |
| Humility   | X                  | Morph                          | 1, 2, 3          |
| Humility   | X                  | Professor                      | 1, 2, 3          |
| Humility   |                    | Spellmaster                    |                  |
| Humility   |                    | Stage Picture                  |                  |
| Humility   |                    | Table Conversation             |                  |
| Humility   |                    | Three-Way Conversation         | 1 & 2            |
| Humility   |                    | Who is It?                     | 2                |
| <b>Idealism</b>                                    |                    |                                |                  |
| Idealism   |                    | Absent-Minded Storyteller      | 3                |
| Idealism   |                    | Changing Emotion               | 1                |
| Idealism   | X                  | <b>Community Helper Puzzle</b> |                  |
| Idealism   | X                  | <b>Experts</b>                 |                  |
| Idealism   | X                  | <b>When I Go to California</b> |                  |
| Idealism   |                    | Who is It?                     | 1 & 2            |
| <b>Joyfulness</b>                                  |                    |                                |                  |
| Joyfulness   | X                  | <b>Beep</b>                    |                  |
| Joyfulness   |                    | <b>Bubbles outside</b>         |                  |
| Joyfulness   |                    | Bunny, Bunny                   |                  |
| Joyfulness   |                    | Draw 4                         |                  |
| Joyfulness   | X                  | <b>Ha-Ha</b>                   |                  |
| Joyfulness   |                    | Janga                          |                  |
| Joyfulness   |                    | Pick-Up-Sticks                 |                  |
| Joyfulness   |                    | Sorry                          |                  |
| Joyfulness   | X                  | <b>Stand Up Comedy</b>         |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                      |
|--|--------------------|-------------------------------|----------------------|
|  |                    |                               |                      |
| <b>*Bold is main virtue</b>                        |                    |                               |                      |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b>     |
| <b>All - Review</b>                                |                    |                               |                      |
| Joyfulness   |                    | Three-Way Conversation        | 1                    |
| Joyfulness   |                    | Trouble                       |                      |
| Joyfulness   | X                  | <b>Twister</b>                |                      |
| Joyfulness   |                    | Uno                           |                      |
| Joyfulness   |                    | Virtue Game                   |                      |
| Joyfulness   |                    | Who is It?                    | 1 & 2                |
| <b>Justice</b>                                     |                    |                               |                      |
| Justice  |                    | Absent-Minded Storyteller     | 1, 2, 3              |
| Justice  |                    | Count to 20                   | 1                    |
| Justice  |                    | Draw 4                        |                      |
| Justice  | X                  | <b>Give &amp; Take</b>        | <b>1, 2, 3, 4, 5</b> |
| Justice  |                    | Hey, Taxi                     | 1, 2, 3              |
| Justice  | X                  | <b>Mirror</b>                 | 1                    |
| Justice  |                    | Pass it On                    |                      |
| Justice  |                    | Sorry                         |                      |
| Justice  | X                  | <b>Stage Picture</b>          |                      |
| Justice  |                    | Table Conversation            |                      |
| Justice  |                    | Three-Way Conversation        | 1 & 2                |
| Justice  |                    | Trouble                       |                      |
| Justice  |                    | Virtue Game                   |                      |
| <b>Kindness</b>                                    |                    |                               |                      |
| Kindness   |                    | Airport                       |                      |
| Kindness   | X                  | Hey, Taxi                     | 3                    |
| Kindness   | X                  | Problem Solving               |                      |
| Kindness   |                    | Table Conversation            |                      |
| Kindness   |                    | Take Me to Your Leader        | 1 & 2                |
| Kindness   | X                  | Three-Way Conversation        | 1 & 2                |
| Kindness   |                    | Trust Exercise                | 1                    |
| Kindness   |                    | Who is It?                    | 1 & 2                |
| <b>Love</b>  |                    |                               |                      |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Love   | X                  | <b>Give &amp; Take</b>        |                  |
| Love   |                    | Hey, Taxi                     | 3                |
| Love   | X                  | <b>Land of Virtue</b>         |                  |
| Love   |                    | Three-Way Conversation        | 1                |
| Love   | X                  | <b>Verb Rhyme</b>             |                  |
| <b>Loyalty</b>                                     |                    |                               |                  |
| Loyalty  |                    | Airport                       |                  |
| Loyalty  |                    | Bunny, Bunny                  | 1                |
| Loyalty  |                    | Claymation                    | 1                |
| Loyalty  |                    | Drawing Objects Game          |                  |
| Loyalty  |                    | Dubbing                       |                  |
| <b>Loyalty</b>                                     | X                  | <b>Echo</b>                   |                  |
| Loyalty  |                    | Greek Chorus                  |                  |
| Loyalty  |                    | Hey, Taxi                     | 3                |
| Loyalty  |                    | Machine                       |                  |
| Loyalty  |                    | Professor                     | 1, 2, 3          |
| Loyalty  | X                  | <b>Sound Effects</b>          |                  |
| Loyalty  |                    | Spellmaster                   |                  |
| Loyalty  |                    | Story Time                    | 1, 2, 3          |
| Loyalty  |                    | Three-Way Conversation        | 1 & 2            |
| Loyalty  |                    | Trust Exercise                | 1                |
| <b>Loyalty</b>                                     | X                  | <b>Twins</b>                  |                  |
| Loyalty  |                    | Who is It?                    | 2                |
| <b>Mercy</b>                                       |                    |                               |                  |
| Mercy  | X                  | Absent-Minded Storyteller     | 3                |
| Mercy  |                    | Hey, Taxi                     | 3                |
| <b>Mercy</b>                                       | X                  | How Much do You Remember?     |                  |
| Mercy  | X                  | Mother May I                  |                  |
| Mercy  |                    | Three-Way Conversation        | 1 & 2            |
| Mercy  |                    | Who is It?                    | 1                |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |  |                  |
|--|--------------------|--|------------------|
|  |                    |  |                  |
| <b>*Bold is main virtue</b>                        |                    |  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>          | <b>Variation</b> |
| <b>All - Review</b>                                |                    |  |                  |
| <b>Moderation</b>                                  |                    |  |                  |
| Moderation   |                    | Absent-Minded Storyteller              | 1, 2, 3          |
| Moderation   |                    | Bunny, Bunny                           |                  |
| Moderation   |                    | Changing Emotion                       | 1                |
| Moderation   |                    | Claymation                             | 1                |
| Moderation   |                    | Count to 20                            | 1                |
| Moderation   | X                  | Emotional Chorus                       | 1                |
| Moderation   |                    | Janga                                  |                  |
| Moderation   |                    | Mirror                                 | 1                |
| Moderation   |                    | Table Conversation                     |                  |
| <b>Moderation</b>                                  |                    | Telephone                              |                  |
| Moderation   | X                  | Telephone                              |                  |
| Moderation   |                    | Three-Way Conversation                 | 1 & 2            |
| Moderation   | X                  | World Wide Web                         | 2                |
| <b>Modesty</b>                                     |                    |  |                  |
| Modesty  | X                  | <b>Dress the Part</b>                  |                  |
| Modesty  | X                  | <b>Modest or Immodest - You Decide</b> |                  |
| Modesty  | X                  | <b>Three Scenes</b>                    |                  |
| Modesty  |                    | Three-Way Conversation                 | 1                |
| <b>Obedience</b>                                   |                    |  |                  |
| Obedience  |                    | Absent-Minded Storyteller              | 1, 2, 3          |
| Obedience  |                    | Changing Emotion                       |                  |
| Obedience  |                    | Claymation                             | 1                |
| Obedience  |                    | Echo                                   |                  |
| Obedience  |                    | Emotional Chorus                       | 1                |
| Obedience  |                    | Follow My Lead                         | 1                |
| Obedience  |                    | Gibberish                              | 2                |
| Obedience  |                    | Give & Take                            | 1, 2, 3, 4, 5    |
| Obedience  |                    | Hey, Taxi                              | 1, 2, 3          |
| Obedience  |                    | Letter Point                           | 1                |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Obedience  |                    | Make Me Laugh                 |                  |
| Obedience  |                    | Mirror                        | 1, 2, 3          |
| Obedience  | X                  | <b>Mother May I</b>           |                  |
| Obedience  |                    | Pass it On                    |                  |
| <b>Obedience</b>                                   | X                  | <b>Playwright</b>             |                  |
| Obedience  |                    | Professor                     | 1, 2, 3          |
| Obedience  |                    | Put it Back                   | 1                |
| <b>Obedience</b>                                   |                    | Random Walk                   |                  |
| Obedience  |                    | Sit, Stand, Kneel             | 1                |
| Obedience  |                    | Spellmaster                   |                  |
| Obedience  |                    | Story Time                    | 1, 2, 3          |
| Obedience  |                    | Table Conversation            |                  |
| <b>Obedience</b>                                   | X                  | <b>VCR</b>                    | 1                |
| Obedience  |                    | What Are You Doing?           |                  |
| <b>Orderliness</b>                                 |                    |                               |                  |
| Orderliness  |                    | Beep                          | 1, 2, 3          |
| Orderliness  |                    | Changing Emotion              |                  |
| Orderliness  |                    | Draw 4                        |                  |
| Orderliness  |                    | Dress Up Race                 | 1, 2             |
| Orderliness  |                    | Echo                          |                  |
| Orderliness  |                    | Follow My Lead                | 1                |
| Orderliness  |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Orderliness  |                    | Hey, Taxi                     | 1, 2, 3          |
| Orderliness  | X                  | How Do You Do That?           |                  |
| Orderliness  |                    | Janga                         |                  |
| Orderliness  |                    | Machine                       |                  |
| Orderliness  |                    | Pass it On                    |                  |
| Orderliness  |                    | Pick-Up-Sticks                |                  |
| Orderliness  |                    | Professor                     | 1, 2, 3          |
| Orderliness  |                    | Put it Back                   | 1 & 2            |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                   |                  |
|--|--------------------|-----------------------------------|------------------|
|  |                    |                                   |                  |
| <b>*Bold is main virtue</b>                        |                    |                                   |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>     | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                   |                  |
| <b>Orderliness</b>                                 |                    | Single File                       |                  |
| Orderliness  | X                  | Sit, Stand, Kneel                 | 1                |
| Orderliness  |                    | Sorry                             |                  |
| Orderliness  |                    | Spellmaster                       |                  |
| Orderliness  |                    | Three Changes                     |                  |
| Orderliness  |                    | Trouble                           |                  |
| Orderliness  |                    | VCR                               | 1                |
| Orderliness  |                    | Virtue Game                       |                  |
| Orderliness  | X                  | Virtue Singing Syllables          |                  |
| Orderliness  |                    | What Are You Doing?               |                  |
| <b>Orderliness</b>                                 |                    | When I Go to California           |                  |
| Orderliness  |                    | Who is It?                        | 1 & 2            |
| Orderliness  |                    | Zig Zag Zog                       | 1                |
| <b>Patience</b>                                    |                    |                                   |                  |
| Patience   |                    | Bunny, Bunny                      |                  |
| Patience   |                    | Changing Emotion                  |                  |
| Patience   |                    | Community Helpers Floor Puzzle    |                  |
| Patience   |                    | Count to 20                       | 1                |
| <b>Patience</b>                                    |                    | Draw 4                            |                  |
| Patience   |                    | Experts                           |                  |
| Patience   |                    | Follow My Lead                    | 1                |
| Patience   |                    | Give & Take                       | 1, 2, 3, 4, 5    |
| Patience   |                    | Hey, Taxi                         | 1, 2, 3          |
| Patience   |                    | How Do You Do That?               |                  |
| Patience   |                    | How Much do You Remember?         |                  |
| Patience   |                    | International Kids Floor Puzzle   |                  |
| <b>Patience</b>                                    |                    | Janga                             |                  |
| Patience   |                    | Mirror                            | 1, 2, 3          |
| Patience   |                    | Mother May I                      |                  |
| <b>Patience</b>                                    |                    | Patience, Patience, Determination |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |   |                  |
|--|--------------------|---|------------------|
|  |                    |   |                  |
| <b>*Bold is main virtue</b>                        |                    |   |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>           | <b>Variation</b> |
| <b>All - Review</b>                                |                    |   |                  |
| Patience   | X                  | Pick-Up-Sticks                          |                  |
| Patience   |                    | Table Conversation                      |                  |
| Patience   |                    | Three Changes                           |                  |
| Patience   |                    | Three-Way Conversation                  | 1 & 2            |
| Patience   |                    | Verb Ryme                               |                  |
| <b>Patience</b>                                    |                    | Virtue Game                             |                  |
| Patience   |                    | Virtue Singing Syllables                |                  |
| Patience   |                    | When I Go to California                 |                  |
| Patience   | X                  | Who Am I?                               |                  |
| Patience   | X                  | Who is It?                              | 1 & 2            |
| Patience   |                    | World Wide Web                          | 2                |
| <b>Peacefulness</b>                                |                    |   |                  |
| Peacefulness                                       | X                  | Give & Take                             | 1, 2, 3, 4, 5    |
| Peacefulness                                       |                    | Hey, Taxi                               | 1, 2, 3          |
| Peacefulness                                       |                    | Machine                                 |                  |
| Peacefulness                                       | X                  | Mirror                                  | 1, 2, 3          |
| Peacefulness                                       |                    | Table Conversation                      |                  |
| Peacefulness                                       | X                  | Three-Way Conversation                  | 2                |
| Peacefulness                                       |                    | Trust Exercise                          | 1                |
| <b>Prayerfulness</b>                               |                    |   |                  |
| Prayerfulness                                      | X                  | Sit, Stand, Kneel                       |                  |
| Prayerfulness                                      | X                  | What Would Prayerfulness Look Like If.. |                  |
| Prayerfulness                                      | X                  | Yoga - Sun Salutation                   |                  |
| <b>Purposefulness</b>                              |                    |   |                  |
| Purposefulness                                     |                    | A Box Full of Hats                      |                  |
| Purposefulness                                     |                    | Add a Part Variations                   | 2 & 4            |
| Purposefulness                                     |                    | Add a Part Variations                   | 3 & 4            |
| Purposefulness                                     |                    | Bunny, Bunny                            |                  |
| Purposefulness                                     |                    | Changing Emotion                        |                  |
| <b>Purposefulness</b>                              | X                  | Charades                                |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                   |                  |
|--|--------------------|-----------------------------------|------------------|
|  |                    |                                   |                  |
| <b>*Bold is main virtue</b>                        |                    |                                   |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>     | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                   |                  |
| <b>Purposefulness</b>                              | X                  | Claymation                        | 1                |
| Purposefulness                                     |                    | Drawing Objects Game              |                  |
| Purposefulness                                     |                    | Dress Up Race                     | 1, 2             |
| Purposefulness                                     |                    | Dubbing                           |                  |
| Purposefulness                                     |                    | Egg Timer Game                    |                  |
| Purposefulness                                     |                    | Emotional Chorus                  | 1                |
| Purposefulness                                     |                    | Feet & Legs or Hands Alone        |                  |
| Purposefulness                                     |                    | Fish for Virtues                  |                  |
| Purposefulness                                     |                    | Follow My Lead                    | 1                |
| <b>Purposefulness</b>                              |                    | Gibberish                         | 1 & 2            |
| Purposefulness                                     | X                  | Gibberish                         | 1 & 2            |
| Purposefulness                                     |                    | Greek Chorus                      |                  |
| Purposefulness                                     |                    | Hey, Taxi                         | 1, 2, 3          |
| Purposefulness                                     |                    | Janga                             |                  |
| Purposefulness                                     |                    | Land of Virtue                    | 1                |
| Purposefulness                                     |                    | Letter Point                      | 1                |
| Purposefulness                                     |                    | Living Scene                      |                  |
| Purposefulness                                     |                    | Machine                           |                  |
| Purposefulness                                     |                    | Make Me Laugh                     |                  |
| Purposefulness                                     |                    | Mirror                            | 1, 2, 3          |
| Purposefulness                                     |                    | Modest or Immodest - You Decide   |                  |
| Purposefulness                                     |                    | Morph                             | 1, 2, 3          |
| Purposefulness                                     |                    | Name Six                          |                  |
| Purposefulness                                     |                    | Pass the Dough                    |                  |
| Purposefulness                                     |                    | Patience, Patience, Determination |                  |
| Purposefulness                                     |                    | Pick-Up-Sticks                    |                  |
| Purposefulness                                     |                    | Professor                         | 1, 2, 3          |
| Purposefulness                                     |                    | Put it Back                       | 1 & 2            |
| Purposefulness                                     |                    | Random Walk                       |                  |
| Purposefulness                                     |                    | Seven Up                          |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Purposefulness                                     |                    | Showing Through Use of an Object |                  |
| Purposefulness                                     |                    | Sound Alone                      | 1                |
| Purposefulness                                     |                    | Sound Effects                    |                  |
| Purposefulness                                     |                    | Spellmaster                      |                  |
| Purposefulness                                     |                    | Stage Picture                    |                  |
| Purposefulness                                     |                    | Story Time                       | 1, 2, 3          |
| Purposefulness                                     |                    | Telephone                        |                  |
| Purposefulness                                     |                    | Three Scenes                     |                  |
| Purposefulness                                     |                    | Twister                          |                  |
| Purposefulness                                     |                    | Uno                              |                  |
| Purposefulness                                     |                    | Verb Ryme                        |                  |
| Purposefulness                                     |                    | Virtue Singing Syllables         |                  |
| Purposefulness                                     |                    | What Are You Doing?              |                  |
| Purposefulness                                     |                    | When I Go to California          |                  |
| Purposefulness                                     |                    | Who Am I?                        |                  |
| Purposefulness                                     |                    | Who is It?                       | 1 & 2            |
| Purposefulness                                     |                    | World Wide Web                   | 2                |
| Purposefulness                                     |                    | Zig Zag Zog                      | 1                |
| <b>Reliability</b>                                 |                    |                                  |                  |
| Reliability  |                    | Absent-Minded Storyteller        | 1, 2, 3          |
| Reliability  |                    | Add a Part Variations            | 2 & 4            |
| Reliability  |                    | Add a Part Variations            | 3 & 4            |
| <b>Reliability</b>                                 |                    | Airport                          |                  |
| Reliability  |                    | Beep                             | 1, 2, 3          |
| Reliability  |                    | Bunny, Bunny                     | 1                |
| Reliability  |                    | Changing Emotion                 |                  |
| Reliability  |                    | Charades                         |                  |
| Reliability  |                    | Claymation                       | 1                |
| Reliability  |                    | Count to 20                      | 1                |
| <b>Reliability</b>                                 |                    | Drawing Objects Game             |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Reliability  |                    | Dress Up Race                 | 1, 2             |
| <b>Reliability</b>                                 | X                  | Dubbing                       |                  |
| Reliability  |                    | Echo                          |                  |
| Reliability  |                    | Emotional Chorus              | 1                |
| Reliability  |                    | Experts                       |                  |
| Reliability  |                    | Gibberish                     |                  |
| Reliability  |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Reliability  |                    | Greek Chorus                  |                  |
| Reliability  |                    | Ha-Ha                         |                  |
| Reliability  |                    | Hey, Taxi                     | 1, 2, 3          |
| <b>Reliability</b>                                 |                    | Letter Point                  | 1                |
| Reliability  |                    | Living Scene                  |                  |
| Reliability  |                    | Machine                       |                  |
| Reliability  |                    | Make Me Laugh                 |                  |
| Reliability  |                    | Mirror                        | 1, 2, 3          |
| Reliability  |                    | Mother May I                  |                  |
| Reliability  |                    | Playwright                    |                  |
| Reliability  |                    | Professor                     | 1, 2, 3          |
| Reliability  |                    | Put it Back                   | 1 & 2            |
| <b>Reliability</b>                                 |                    | Sound Effects                 |                  |
| Reliability  |                    | Spellmaster                   |                  |
| Reliability  |                    | Stage Picture                 |                  |
| Reliability  | X                  | Story Time                    | 1, 2, 3          |
| Reliability  |                    | Three-Way Conversation        | 1 & 2            |
| Reliability  |                    | Trust Exercise                | 1                |
| Reliability  | X                  | Twins                         |                  |
| Reliability  |                    | VCR                           | 1                |
| Reliability  |                    | Verb Ryme                     |                  |
| Reliability  |                    | What Are You Doing?           |                  |
| Reliability  |                    | Who Am I?                     |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                      |
|--|--------------------|-------------------------------|----------------------|
|  |                    |                               |                      |
| <b>*Bold is main virtue</b>                        |                    |                               |                      |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b>     |
| <b>All - Review</b>                                |                    |                               |                      |
| Reliability  |                    | Who is It?                    | 1                    |
| Reliability  |                    | World Wide Web                | 2                    |
| Reliability  |                    | Zig Zag Zog                   | 1                    |
| <b>Respect</b>                                     |                    |                               |                      |
| Respect  |                    | Absent-Minded Storyteller     | 1, 2, 3              |
| Respect  |                    | Changing Emotion              |                      |
| Respect  |                    | Charades                      |                      |
| Respect  |                    | Claymation                    | 1                    |
| Respect  | X                  | <b>Give &amp; Take</b>        | <b>1, 2, 3, 4, 5</b> |
| Respect  |                    | Hey, Taxi                     | 1, 2, 3              |
| Respect  |                    | How Much do You Remember?     |                      |
| Respect  |                    | Mirror                        | 1, 2, 3              |
| Respect  |                    | Mother May I                  |                      |
| Respect  | X                  | <b>Pass the Dough</b>         | <b>1</b>             |
| Respect  |                    | Playwright                    |                      |
| Respect  |                    | Professor                     | 1, 2, 3              |
| Respect  |                    | Put it Back                   | 1 & 2                |
| Respect  |                    | Spellmaster                   |                      |
| Respect  |                    | Stage Picture                 |                      |
| Respect  |                    | Stand Up Comedy               |                      |
| Respect  |                    | Story Time                    | 1, 2, 3              |
| Respect  | X                  | <b>Table Conversation</b>     |                      |
| Respect  |                    | Take Me to Your Leader        | 1 & 2                |
| Respect  |                    | Three-Way Conversation        | 1 & 2                |
| Respect  |                    | What Are You Doing?           |                      |
| Respect  |                    | Who is It?                    | 1 & 2                |
| <b>Responsibility</b>                              |                    |                               |                      |
| Responsibility                                     |                    | A Box Full of Hats            |                      |
| Responsibility                                     |                    | Absent-Minded Storyteller     | 1, 2, 3              |
| Responsibility                                     |                    | Add a Part Variations         | 2 & 4                |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Responsibility                                     |                    | Add a Part Variations         | 3 & 4            |
| <b>Responsibility</b>                              |                    | Airport                       |                  |
| Responsibility                                     |                    | Beep                          | 1, 2, 3          |
| Responsibility                                     |                    | Bunny, Bunny                  | 1                |
| Responsibility                                     |                    | Changing Emotion              |                  |
| Responsibility                                     |                    | Charades                      |                  |
| Responsibility                                     | X                  | Claymation                    | 1                |
| Responsibility                                     |                    | Count to 20                   | 1                |
| <b>Responsibility</b>                              |                    | Drawing Objects Game          |                  |
| Responsibility                                     |                    | Dress Up Race                 | 1, 2             |
| <b>Responsibility</b>                              |                    | Dubbing                       |                  |
| Responsibility                                     |                    | Echo                          |                  |
| Responsibility                                     |                    | Egg Timer Game                |                  |
| Responsibility                                     |                    | Emotional Chorus              | 1                |
| Responsibility                                     |                    | Gibberish                     | 2                |
| Responsibility                                     |                    | Give & Take                   | 1, 2, 3, 4, 5    |
| Responsibility                                     |                    | Greek Chorus                  |                  |
| Responsibility                                     |                    | Hey, Taxi                     | 1, 2, 3          |
| <b>Responsibility</b>                              |                    | Letter Point                  | 1                |
| Responsibility                                     | X                  | Living Scene                  |                  |
| Responsibility                                     |                    | Machine                       |                  |
| Responsibility                                     |                    | Make Me Laugh                 |                  |
| Responsibility                                     |                    | Mirror                        | 1, 2, 3          |
| Responsibility                                     |                    | Name Six                      |                  |
| Responsibility                                     |                    | Pass the Dough                |                  |
| Responsibility                                     |                    | Playwright                    |                  |
| Responsibility                                     |                    | Professor                     | 1, 2, 3          |
| Responsibility                                     |                    | Put it Back                   | 1 & 2            |
| Responsibility                                     |                    | Random Walk                   |                  |
| Responsibility                                     |                    | Single File                   |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                |                  |
|--|--------------------|--------------------------------|------------------|
|  |                    |                                |                  |
| <b>*Bold is main virtue</b>                        |                    |                                |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>  | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                |                  |
| Responsibility                                     |                    | Sit, Stand, Kneel              | 1                |
| <b>Responsibility</b>                              |                    | Sound Effects                  |                  |
| Responsibility                                     | X                  | Spellmaster                    |                  |
| Responsibility                                     |                    | Stage Picture                  |                  |
| Responsibility                                     |                    | Story Time                     | 1, 2, 3          |
| Responsibility                                     |                    | Telephone                      |                  |
| Responsibility                                     |                    | Three-Way Conversation         | 1 & 2            |
| Responsibility                                     |                    | Trust Exercise                 | 1                |
| Responsibility                                     |                    | Twins                          |                  |
| Responsibility                                     |                    | VCR                            | 1                |
| Responsibility                                     |                    | Verb Ryme                      |                  |
| Responsibility                                     |                    | What Are You Doing?            |                  |
| Responsibility                                     |                    | When I Go to California        |                  |
| Responsibility                                     |                    | Who Am I?                      |                  |
| Responsibility                                     |                    | World Wide Web                 | 1 & 2            |
| Responsibility                                     |                    | Zig Zag Zog                    | 1                |
| <b>Reverence</b>                                   |                    |                                |                  |
| Reverence  | X                  | <b>Hey, Taxi</b>               | <b>3</b>         |
| Reverence  | X                  | <b>Who is It?</b>              | <b>2</b>         |
| Reverence  | X                  | <b>World Wide Web</b>          |                  |
| <b>Self-Discipline</b>                             |                    |                                |                  |
| Self-Discipline                                    |                    | Changing Emotion               |                  |
| Self-Discipline                                    |                    | Charades                       |                  |
| Self-Discipline                                    |                    | Claymation                     | 1                |
| Self-Discipline                                    |                    | Community Helpers Floor Puzzle |                  |
| Self-Discipline                                    |                    | Count to 20                    | 1                |
| Self-Discipline                                    | X                  | <b>Echo</b>                    |                  |
| <b>Self-Discipline</b>                             |                    | Emotional Chorus               | 1                |
| Self-Discipline                                    |                    | Follow My Lead                 | 1                |
| Self-Discipline                                    |                    | Gibberish                      | 1 & 2            |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                 |                  |
|--|--------------------|---------------------------------|------------------|
|  |                    |                                 |                  |
| <b>*Bold is main virtue</b>                        |                    |                                 |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>   | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                 |                  |
| Self-Discipline                                    |                    | Give & Take                     | 1, 2, 3, 4, 5    |
| Self-Discipline                                    |                    | Hey, Taxi                       | 1, 2, 3          |
| Self-Discipline                                    |                    | How Much do You Remember?       |                  |
| Self-Discipline                                    |                    | International Kids Floor Puzzle |                  |
| Self-Discipline                                    |                    | Janga                           |                  |
| Self-Discipline                                    |                    | Machine                         |                  |
| <b>Self-Discipline</b>                             |                    | Make Me Laugh                   |                  |
| Self-Discipline                                    |                    | Mirror                          | 1, 2, 3          |
| Self-Discipline                                    |                    | Pick-Up-Sticks                  |                  |
| Self-Discipline                                    |                    | Put it Back                     | 1 & 2            |
| Self-Discipline                                    | X                  | <b>Random Walk</b>              |                  |
| Self-Discipline                                    |                    | Stage Picture                   |                  |
| Self-Discipline                                    |                    | Table Conversation              |                  |
| Self-Discipline                                    |                    | Three-Way Conversation          | 1 & 2            |
| Self-Discipline                                    |                    | VCR                             | 1                |
| Self-Discipline                                    | X                  | <b>What Are You Doing?</b>      |                  |
| Self-Discipline                                    |                    | When I Go to California         |                  |
| Self-Discipline                                    |                    | Wink You're Out                 |                  |
| <b>Service</b>                                     |                    |                                 |                  |
| Service  |                    | Add a Part Variations           | 3                |
| Service  |                    | Airport                         |                  |
| <b>Service</b>                                     |                    | Community Helpers Floor Puzzle  |                  |
| Service  |                    | Egg Timer Game                  |                  |
| Service  | X                  | Gibberish                       | 1                |
| Service  |                    | Hey, Taxi                       | 3                |
| Service  |                    | How Do You Do That?             |                  |
| Service  |                    | Machine                         |                  |
| Service  |                    | Put it Back                     | 1 & 2            |
| Service  | X                  | Three-Way Conversation          | 2                |
| Service  | X                  | Trust Exercise                  | 1                |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                   |                  |
|--|--------------------|-----------------------------------|------------------|
|  |                    |                                   |                  |
| <b>*Bold is main virtue</b>                        |                    |                                   |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>     | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                   |                  |
| <b>Steadfastness</b>                               |                    |                                   |                  |
| Service  |                    | Who is It?                        | 1 & 2            |
| Service  |                    | Who is It?                        | 1                |
| Steadfastness                                      |                    | Charades                          |                  |
| Steadfastness                                      |                    | Count to 20                       | 1                |
| Steadfastness                                      |                    | Draw 4                            |                  |
| Steadfastness                                      |                    | Drawing Objects Game              |                  |
| Steadfastness                                      |                    | Dress Up Race                     | 1, 2             |
| Steadfastness                                      | X                  | Egg Timer Game                    |                  |
| Steadfastness                                      |                    | Experts                           |                  |
| Steadfastness                                      |                    | Follow My Lead                    | 1                |
| Steadfastness                                      |                    | Gibberish                         | 1 & 2            |
| Steadfastness                                      |                    | Give & Take                       | 3                |
| Steadfastness                                      | X                  | How Do You Do That?               |                  |
| Steadfastness                                      |                    | How Much do You Remember?         |                  |
| Steadfastness                                      |                    | Janga                             |                  |
| Steadfastness                                      | X                  | Make Me Laugh                     |                  |
| Steadfastness                                      |                    | Name Six                          |                  |
| Steadfastness                                      |                    | Patience, Patience, Determination |                  |
| Steadfastness                                      |                    | Pick-Up-Sticks                    |                  |
| <b>Steadfastness</b>                               |                    | Pick-Up-Sticks                    |                  |
| Steadfastness                                      |                    | Professor                         | 1, 2, 3          |
| Steadfastness                                      |                    | Put it Back                       | 1 & 2            |
| Steadfastness                                      |                    | Single File                       |                  |
| Steadfastness                                      |                    | Sorry                             |                  |
| Steadfastness                                      |                    | Spellmaster                       |                  |
| Steadfastness                                      |                    | Stage Picture                     |                  |
| Steadfastness                                      |                    | Story Time                        | 1, 2, 3          |
| Steadfastness                                      |                    | Telephone                         |                  |
| Steadfastness                                      |                    | Three Changes                     |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                  |                  |
|--|--------------------|----------------------------------|------------------|
|  |                    |                                  |                  |
| <b>*Bold is main virtue</b>                        |                    |                                  |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>    | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                  |                  |
| Steadfastness                                      |                    | Trouble                          |                  |
| Steadfastness                                      |                    | Twins                            |                  |
| Steadfastness                                      |                    | Twister                          |                  |
| Steadfastness                                      |                    | Uno                              |                  |
| Steadfastness                                      |                    | Verb Ryme                        |                  |
| Steadfastness                                      |                    | Virtue Game                      |                  |
| Steadfastness                                      |                    | Virtue Singing Syllables         |                  |
| Steadfastness                                      |                    | When I Go to California          |                  |
| Steadfastness                                      |                    | Who Am I?                        |                  |
| Steadfastness                                      |                    | Who is It?                       | 1 & 2            |
| Steadfastness                                      |                    | World Wide Web                   | 2                |
| <b>Tact</b>  |                    |                                  |                  |
| Tact   | X                  | <b>Absent Minded Storyteller</b> |                  |
| Tact   |                    | Changing Emotion                 |                  |
| Tact   |                    | Draw 4                           |                  |
| Tact   |                    | Hey, Taxi                        | 3                |
| Tact   |                    | Janga                            |                  |
| Tact   |                    | Pick-Up-Sticks                   |                  |
| Tact   |                    | Sorry                            |                  |
| Tact   | X                  | <b>Take Me to Your Leader</b>    | <b>1 &amp; 2</b> |
| Tact   |                    | Three-Way Conversation           | 2                |
| Tact   |                    | Trouble                          |                  |
| Tact   |                    | Twister                          |                  |
| Tact   |                    | Uno                              |                  |
| Tact   |                    | Verb Ryme                        |                  |
| Tact   |                    | Virtue Game                      |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                   |                  |
|--|--------------------|-----------------------------------|------------------|
|  |                    |                                   |                  |
| <b>*Bold is main virtue</b>                        |                    |                                   |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>     | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                   |                  |
| Tact   |                    | Who is It?                        | 1 & 2            |
| Tact   | X                  | <b>World Wide Web</b>             | <b>2</b>         |
| <b>Thankfulness</b>                                |                    |                                   |                  |
| Thankfulness                                       |                    | Absent-Minded Storyteller         | 3                |
| Thankfulness                                       | X                  | <b>Hey, Taxi</b>                  | <b>3</b>         |
| Thankfulness                                       |                    | Three-Way Conversation            | 1                |
| Thankfulness                                       | X                  | <b>Zig Zag Zog</b>                |                  |
| Thankfulness                                       | X                  | <b>Virtue Singing Syllables</b>   |                  |
| <b>Tolerance</b>                                   |                    |                                   |                  |
| Tolerance  |                    | Changing Emotion                  |                  |
| Tolerance  |                    | Claymation                        | 1                |
| <b>Tolerance</b>                                   |                    | Count to 20                       | 1                |
| Tolerance  |                    | Give & Take                       | 1, 2, 3, 4, 5    |
| Tolerance  |                    | Hey, Taxi                         | 1, 2, 3          |
| Tolerance  |                    | How Much do You Remember?         |                  |
| Tolerance  |                    | Mirror                            | 1, 2, 3          |
| Tolerance  |                    | Mother May I                      |                  |
| Tolerance  |                    | Patience, Patience, Determination |                  |
| Tolerance  | X                  | Playwright                        |                  |
| Tolerance  |                    | Professor                         | 1, 2, 3          |
| Tolerance  |                    | Spellmaster                       |                  |
| Tolerance  |                    | Story Time                        | 1, 2, 3          |
| Tolerance  | X                  | Take Me to Your Leader            | 1 & 2            |
| Tolerance  |                    | Three Changes                     |                  |
| Tolerance  |                    | Three-Way Conversation            | 1 & 2            |
| Tolerance  | X                  | Virtue Singing Syllables          |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| Tolerance  |                    | Who is It?                    | 1 & 2            |
| <b>Trust</b>                                       |                    |                               |                  |
| Trust  |                    | Absent-Minded Storyteller     | 1, 2, 3          |
| Trust  | X                  | Airport                       |                  |
| Trust  |                    | Claymation                    | 1                |
| Trust  |                    | Hey, Taxi                     | 3                |
| Trust  |                    | Professor                     | 1, 2, 3          |
| Trust  |                    | Spellmaster                   |                  |
| Trust  |                    | Story Time                    | 1, 2, 3          |
| <b>Trust</b>                                       | X                  | Trust Exercise                | 1                |
| Trust  | X                  | Twins                         |                  |
| Trust  |                    | Who is It?                    | 1                |
| <b>Trustworthiness</b>                             |                    |                               |                  |
| Trustworthiness                                    |                    | Absent-Minded Storyteller     | 1, 2, 3          |
| Trustworthiness                                    |                    | Airport                       |                  |
| Trustworthiness                                    |                    | Claymation                    | 1                |
| Trustworthiness                                    |                    | Gibberish                     | 1                |
| Trustworthiness                                    |                    | Hey, Taxi                     | 3                |
| Trustworthiness                                    |                    | Professor                     | 1, 2, 3          |
| Trustworthiness                                    | X                  | Seven Up                      |                  |
| Trustworthiness                                    |                    | Spellmaster                   |                  |
| Trustworthiness                                    |                    | Story Time                    | 1, 2, 3          |
| <b>Trustworthiness</b>                             |                    | Trust Exercise                | 1                |
| Trustworthiness                                    |                    | Twins                         |                  |
| Trustworthiness                                    |                    | Who is It?                    | 1                |
| Trustworthiness                                    | X                  | Wink You're Out               |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                                 |                  |
|--|--------------------|---------------------------------|------------------|
|  |                    |                                 |                  |
| <b>*Bold is main virtue</b>                        |                    |                                 |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b>   | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                                 |                  |
| <b>Truthfulness</b>                                |                    |                                 |                  |
| Truthfulness                                       | X                  | <b>Beep</b>                     |                  |
| Truthfulness                                       |                    | Gibberish                       | 1                |
| Truthfulness                                       | X                  | <b>Go Fish</b>                  |                  |
| Truthfulness                                       |                    | Pick-Up-Sticks                  |                  |
| Truthfulness                                       | X                  | <b>Problem Solvong</b>          |                  |
| <b>Unity</b>                                       |                    |                                 |                  |
| Unity  |                    | Absent-Minded Storyteller       | 1, 2, 3          |
| Unity  |                    | Add a Part Variations           | 3 & 4            |
| Unity  |                    | Airport                         |                  |
| <b>Unity</b>                                       |                    | Beep                            | 1, 2, 3          |
| Unity  |                    | Bunny, Bunny                    | 1                |
| Unity  |                    | Changing Emotion                |                  |
| Unity  |                    | Claymation                      | 1                |
| Unity  |                    | Community Helpers Floor Puzzle  |                  |
| Unity  |                    | Count to 20                     | 1                |
| Unity  |                    | Drawing Objects Game            |                  |
| <b>Unity</b>                                       |                    | Dress Up Race                   |                  |
| Unity  |                    | Dubbing                         |                  |
| Unity  |                    | Echo                            |                  |
| Unity  |                    | Egg Timer Game                  |                  |
| Unity  |                    | Emotional Chorus                | 1                |
| Unity  |                    | Give & Take                     | 1, 2, 3, 4, 5    |
| <b>Unity</b>                                       | X                  | <b>Greek Chorus</b>             |                  |
| Unity  | X                  | <b>Hey, Taxi</b>                | <b>1, 2, 3</b>   |
| <b>Unity</b>                                       |                    | International Kids Floor Puzzle |                  |

| <b>Games and Activities Index Sorted by Virtue</b> |                    |                               |                  |
|--|--------------------|-------------------------------|------------------|
|  |                    |                               |                  |
| <b>*Bold is main virtue</b>                        |                    |                               |                  |
| <b>Virtue</b>                                      | <b>Grid Virtue</b> | <b>Basic Game or Activity</b> | <b>Variation</b> |
| <b>All - Review</b>                                |                    |                               |                  |
| <b>Unity</b>                                       | X                  | <b>Machine</b>                |                  |
| Unity  |                    | Mirror                        | 1, 2, 3          |
| Unity  |                    | Professor                     | 1, 2, 3          |
| Unity  |                    | Sit, Stand, Kneel             | 1                |
| Unity  |                    | Sound Alone                   | 1                |
| Unity  |                    | Sound Effects                 |                  |
| Unity  |                    | Spellmaster                   |                  |
| Unity  |                    | Stage Picture                 |                  |
| Unity  |                    | Story Time                    | 1, 2, 3          |
| Unity  |                    | Trust Exercise                | 1                |
| Unity  |                    | Twins                         |                  |
| Unity  |                    | Verb Ryme                     |                  |
| Unity  |                    | Virtue Singing Syllables      |                  |
| Unity  |                    | Who Am I?                     |                  |
| Unity  |                    | World Wide Web                | 2                |
| Unity  |                    | Zig Zag Zog                   | 1                |

# Virtue of the Week Program Book & Video List

|   |                |   |   | * The virtue in bold is the main virtue for the book   |
|---|----------------|---|---|--|
| Title   | Suggested Ages | Author                                  | Publisher                               | Virtue(s)  |
| Aesop's Fables  | ALL            |   |   | Many   |
| Arthur's Family Vacation                                | 5-7            | Brown, Marc                             | Little, Brown and Co Boston, NY etc     | <b>Assertiveness, Determination, Flexibility, Purposefulness, Responsibility, Steadfastness, Tolerance</b>                             |
| Bahá'í Crafts for Children                              | resource-craft | Sprague, Jodell Babbitt & Firooz, Cindy |   |  |
| Bears' Picnic, The                                      | 3-6            | Berenstain, Stan & Jan                  | Random House, NY                        | <b>Confidence</b> , Detachment, <b>Determination</b> , Enthusiasm, <b>Flexibility, Idealism</b> , Steadfastness                        |
| Beatrice's Goat   | 5-9            | McBrier, Page                           | Atheneum Books for Young Readers NY etc | <b>Caring</b> , Determination, Enthusiasm, Excellence, Generosity, Helpfulness, Reliability, Responsibility, Service, Thankfulness     |
| Ben's Big Picture                                       | 3-6            | Covey, Stephen R                        | Franklin Covey Co. China                | Creativity, <b>Orderliness, Reliability, Self-Discipline</b>   |
| Berenstain Bears & the New Neighbors, The               | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | Caring, Confidence, <b>Courtesy</b> , <b>Friendliness</b> , Humility, <b>Kindness</b> , Peacefulness, <b>Respect, Tolerance, Unity</b> |
| Berenstain Bears and the Messy Room, The (on loan)      | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | Cleanliness, Determination, <b>Orderliness</b> , Purposefulness  |
| Berenstain Bears and the Truth, The (on loan)           | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | <b>Truthfulness, Trust, Trustworthiness, Honesty</b>   |
| Berenstain Bears and Too Much Junk Food, The (on loan)  | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | Caring, <b>Moderation</b> , Responsibility, <b>Self-Discipline</b>   |
| Berenstain Bears Count Their Blessings, The (on loan)   | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | <b>Moderation, Thankfulness</b>  |
| Berenstain Bears Don't Pollute (Anymore), The (on loan) | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | Caring, Cleanliness, Kindness, Respect, <b>Responsibility, Reverence, Service</b>  |
| Berenstain Bears Forget their Manners, The (on loan)    | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | Consideration, <b>Courtesy</b> , Kindness, Peacefulness, <b>Respect</b> , Self-Discipline  |
| Berenstain Bears Get the Gimmies, The (on loan)         | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | <b>Moderation, Self-Discipline</b>   |
| Berenstain Bears Go To School, The (on loan)            | 5-7            | Berenstain, Stan & Jan                  | Random House, NY                        | <b>Courage</b>   |

# Virtue of the Week Program Book & Video List

| * The virtue in bold is the main virtue for the book   |                 |                           |  |   |
|--|-----------------|---------------------------|--|---|
| Title  | Suggested Ages  | Author                    | Publisher                                | Virtue(s)   |
| Berenstain Bears In the Dark, The (on loan)  | 5-7             | Berenstain, Stan & Jan    | Random House, NY                         | Compassion, Confidence, <b>Courage</b> , Helpfulness, <b>Justice</b> , Kindness   |
| Berenstain Bears Learn to Share, The (on loan)   | 5-7             | Berenstain, Stan & Jan    | Random House, NY                         | <b>Courtesy, Friendliness, Generosity</b>   |
| Berenstain Bears Visit the Dentist, The (on loan)  | 5-7             | Berenstain, Stan & Jan    | Random House, NY                         | Confidence, <b>Courage</b>  |
| Big Book of Games II   | resource- games | Editors of Games Magazine | Workman Publishing Company, New York, NY |   |
| Box of Fun, A (on loan)  | 3-4             | Gagnon, Michelle          | Tormont Publishing                       | <b>Creativity</b> , Detachment, Forgiveness, Tolerance  |
| Bread and Jam for Frances  | 5-7             | Hoban, Russell            | Scholastic Inc. New York, NY             | <b>Flexibility</b>  |
| Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource-craft  |                           | The Legacy Company, Dallas, TX           | Assertiveness, Confidence, Courage, <b>Determination (Perseverance); Self-discipline, Detachment (Self-control); Obedience; Patience; Peacefulness, (Contentment); Respect</b> , Reverence (i.e. respect is reverence for God); <b>Reliability</b> , Responsibility, <b>(Dependability); Thankfulness; Truthfulness</b> , Honesty, Trust, Trustworthiness |
| Clifford's Good Deeds (on loan)  | 3-6             | Bridwell, Norman          | Scholastic Inc. New York, NY             | Caring, Determination, Forgiveness, <b>Helpfulness, Kindness, Service, Tolerance</b>  |
| Clifford's Best Friend (on loan)   | 3-6             | Bridwell, Norman          | Scholastic Inc. New York, NY             | <b>Loyalty</b>  |
| Clown of God, The  | 5-9             | dePaola, Tomie            | Harcourt Brace & Company                 | Assertiveness, Determination, <b>Excellence</b> , Friendliness, Generosity, <b>Humility</b> , Kindness, <b>Modesty</b> , Purposefulness, <b>Reverence, Service</b>  |
| Cool Coats, The  | 3-6             | Brimmer, Larry Dane       | Scholastic Inc. New York, NY             | Flexibility, Gentleness, Helpfulness, Humility, Kindness, Love, Thankfulness, Tolerance, Trust  |

# Virtue of the Week Program Book & Video List

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| Title                                   | Suggested Ages | Author                  | Publisher                                    | Virtue(s)  |
|---|----------------|-------------------------|--|--|
| Cranberry Thanksgiving                  | 5-7            | Devlin, Wende and Harry | Simon & Schuster Children's Publishing       | <b>Forgiveness</b> , Generosity, Helpfulness, Joyfulness, <b>Justice</b> , Kindness, <b>Mercy</b> , Service, Trustworthiness                     |
| Curious George Visits the Zoo (on loan) | 3-6            | Rey, Margaret and H.A.  | Houghton Mifflin Company Boston              | <b>Forgiveness</b> , <b>Helpfulness</b> , Kindness, <b>Mercy</b>   |
| Daisy Comes Home                        | 3-6            | Brett, Jan              | Scholastic Inc. New York, NY                 | <b>Assertiveness</b> , <b>Courage</b> , <b>Justice</b> , <b>Responsibility</b> , <b>Trustworthiness</b>  |
| Dragon New Year - A Chinese Legend, The | 5-9            | Bouchard, David         | Peachtree, Atlanta, GA                       | Caring, <b>Compassion</b> , <b>Courage</b> , Generosity, Helpfulness, <b>Obedience</b> , <b>Justice</b> , Kindness, <b>Steadfastness</b> , Trust |
| EcoArt                                  | Craft          | Carlson, Laurie         | Williamson Publishing Company, Charlotte, VT |  |
| Elmer                                   | 3-6            | McKee, David            | Lothrop, Lee & Shepard Books, New York       | <b>Modesty</b>   |
| Everybody's Best Friend                 | 3-6            | Brimmer, Larry Dane     | Scholastic Inc. New York, NY                 | Caring, Compassion, Consideration, Flexibility, <b>Generosity</b> , Justice, Kindness, Love  |
| Farfallina & Marcel                     | 3-6            | Keller, Holly           | Scholastic Inc. New York, NY                 | Caring, Compassion, Faithfulness, <b>Friendliness</b> , Helpfulness, Kindness, Joyfulness,   |
| Finders Keepers for Franklin            | 5-7            | Bourgeois, Paulette     | Scholastic Inc. New York, NY                 | <b>Honesty</b> , <b>Responsibility</b> , Truthfulness  |
| Fish Out of Water, A                    | 3-6            | Palmer, Helen           | Random House, NY                             | Determination, Flexibility, <b>Moderation</b> , <b>Obedience</b> , Responsibility  |
| Flying Over Brooklyn                    | 5-9            | Uhlberg, Myron          | Peachtree, Atlanta, GA                       | <b>Creativity</b> , Determination, <b>Thankfulness</b>   |
| Foolish Tortoise, The                   | 3-6            | Carle, Eric             | Scholastic Inc. New York, NY                 | <b>Thankfulness</b>  |
| Franklin Fibs (on loan)                 | 5-7            | Bourgeois, Paulette     | Scholastic Inc. New York, NY                 | <b>Truthfulness</b> , Trustworthiness  |
| Franklin Is Lost (on loan)              | 5-7            | Bourgeois, Paulette     | Scholastic Inc. New York, NY                 | <b>Mercy</b> , <b>Obedience</b>  |
| Franklin Is Messy (on loan)             | 5-7            | Bourgeois, Paulette     | Scholastic Inc. New York, NY                 | <b>Cleanliness</b> , <b>Orderliness</b>  |

# Virtue of the Week Program Book & Video List

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|--|-----------------|----------------------------|---------------------------------------|--|
| Title  | Suggested Ages  | Author                     | Publisher                             | Virtue(s)  |
| Franklin Rides a Bike (on loan)                    | 5-7             | Bourgeois, Paulette        | Scholastic Inc. New York, NY          | Courage, <b>Determination</b> , Excellence, <b>Steadfastness</b>   |
| Franklin's Neighborhood (on loan)                  | 5-7             | Bourgeois, Paulette        | Scholastic Inc. New York, NY          | Determination, <b>Thankfulness</b>   |
| Fussbusters at Home                                | resource- games | Baicker-McKee, Carol (PhD) | Peachtree, Atlanta, GA                |  |
| Giving Tree, The                                   | 7-9             | Silverstein, Shel          |                                       | Faithfulness, <b>Generosity</b> , Helpfulness, <b>Kindness, Love, Loyalty, Moderation</b> , Purposefulness, Reliability, <b>Responsibility, Reverence, Service</b> |
| Gramma's Walk                                      | 5-9             | Hines, Anna Grossnickle    | Greenwillow Books New York NY         | <b>Caring, Creativity, Kindness, Love</b> , Joyfulness, Reverence, Respect   |
| Green Beans & Tambourines                          | resource- games | Gillis, Jennifer Storey    | Storey Communications Inc, Pownal, VT |  |
| Hands (on loan)                                    | 3-6             | Kroll, Virginia K.         | Bell Books                            | Multi-Virtue   |
| Hands On Crafts for Kids - Crafts Around the Earth | Craft           |                            | Katherine Stull, Inc                  |  |
| Happy Birthday Moon (on loan)                      | 3-6             | Asch, Frank                | Prentice-Hall, Inc.                   | Friendliness, <b>Generosity, Kindness, Loyalty</b> , Peacefulness, Steadfastness, Tolerance  |
| Human Race Club, The                               | video           |                            |                                       |  |
| I Accept You As You Are!                           | 3-6             | Parker, David              | Scholastic Inc. New York, NY          | Friendliness, <b>Tolerance, Unity</b>  |
| I Am Generous                                      | 3-6             | Parker, David              | Scholastic Inc. New York, NY          | <b>Generosity</b> , Service  |
| I Am Responsible                                   | 3-6             | Parker, David              | Scholastic Inc. New York, NY          | <b>Responsibility</b>  |
| I Can Cooperate                                    | 3-6             | Parker, David              | Scholastic Inc. New York, NY          | <b>Peacefulness</b>  |
| I Can cut & Stick (on loan ??)                     | resource-craft  | Gibson, Ray                | EDC Publishing, Tulsa, OK             |  |
| I Can Do It (on loan)                              | 3-4             | Gagnon, Michelle           | Tormont Publishing                    | <b>Confidence, Determination</b> , Enthusiasm, Orderliness   |
| I Can't Take a Bath                                | 5-7             | Smalls, Irene              | Scholastic Inc. New York, NY          | Cleanliness, <b>Creativity, Patience</b>   |
| I Like Me  | 3-4             | Carlson, Nancy             | Scholastic Inc. New York, NY          | Confidence, Idealism, Joyfulness, Peacefulness, Thankfulness   |

# Virtue of the Week Program Book & Video List

|  |                |                       |  | * The virtue in bold is the main virtue for the book   |
|--|----------------|-----------------------|--|--|
| Title                                  | Suggested Ages | Author                | Publisher                                    | Virtue(s)  |
| I Love You Because You're You          | 3-6            | Baker, Liza           | Scholastic Inc. New York, NY                 | Caring, Faithfulness, Kindness, <b>Love</b> , <b>Loyalty</b> , Steadfastness   |
| I Show Respect                         | 3-6            | Parker, David         | Scholastic Inc. New York, NY                 | Caring, Honor, <b>Respect</b>  |
| I Tell The Truth                       | 3-6            | Parker, David         | Scholastic Inc. New York, NY                 | Assertiveness, Courage, Honesty, <b>Truthfulness</b> , Trustworthiness   |
| I'm a Good Friend                      | 3-6            | Parker, David         | Scholastic Inc. New York, NY                 | Caring, Friendliness, Kindness, Love, <b>Loyalty</b> , Reliability, Respect  |
| I'm in Charge of Me!                   | 3-6            | Parker, David         | Scholastic Inc. New York, NY                 | Confidence, Excellence, Idealism, Moderation, Purposefulness, <b>Self-Discipline</b> , Tact  |
| It's Mine!                             | 3-6            | Lionni, Leo           | Dragonfly Books, New York                    | <b>Caring</b> , <b>Generosity</b> , <b>Helpfulness</b> , Honesty, <b>Kindness</b> , Mercy, <b>Moderation</b> , <b>Peacefulness</b> , <b>Respect</b> , Tact, <b>Thankfulness</b> , <b>Unity</b> |
| Jonathan and His Mommy                 | 3-6            | Smalls, Irene         | Scholastic Inc. New York, NY                 | Assertiveness, Consideration, <b>Creativity</b> , <b>Love</b>  |
| Just Like Me (on loan)                 | 3-6            | Hood, Christine       | Creative Teaching Press, Inc.                | Humility, Peacefulness, Tolerance, <b>Unity</b>  |
| Kevin and His Dad                      | 3-6            | Smalls, Irene         | Scholastic Inc. New York, NY                 | <b>Cleanliness</b> , Friendliness, <b>Helpfulness</b> , <b>Responsibility</b>  |
| Kid's Multicultural Art Book (on loan) | resource-craft | Terzian, Alexandra M. | Williamson Publishing Company, Charlotte, VT |  |
| Kinder Krunchies                       | Food           | Jenkins, Karen        | Discovery Toys Inc, Livermore CA             |  |
| Kissing Hand, The                      | 3-6            | Penn, Audrey          | Scholastic Inc. New York, NY                 | Caring, Consideration, Courage, Courtesy, Kindness, <b>Love</b>  |
| Let's Share (on loan)                  | 3-6            | Halliman P.K.         | Candy Cane Press                             | <b>Caring</b> , Consideration, <b>Enthusiasm</b> , <b>Friendliness</b> , Idealism, <b>Kindness</b> , <b>Peacefulness</b> , <b>Service</b> , <b>Unity</b>                                       |
| Lion & the Mouse, The (on loan)        | 3-4            | Herman, Gail          | Random House, NY                             | Caring, <b>Compassion</b> , Faithfulness, Generosity, <b>Helpfulness</b> , <b>Kindness</b> , <b>Loyalty</b> , <b>Service</b> , Thankfulness  |
| Little Band, The (on loan)             | 3-6            | Sage, James           | Scholastic Inc. New York, NY                 | <b>Generosity</b> , <b>Joyfulness</b> , <b>Kindness</b> , <b>Peacefulness</b> , <b>Service</b> , <b>Unity</b>  |

# Virtue of the Week Program Book & Video List

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|--|------------------------|----------------------|--|---|
| Title  | Suggested Ages         | Author               | Publisher                                  | Virtue(s)   |
| Little Engine that Could, The (on loan)              | 3-6                    | Piper, Watty         | Platt & Munk Publishers                    | Assertiveness, Caring, <b>Compassion</b> , <b>Confidence</b> , Consideration, <b>Determination</b> , <b>Generosity</b> , <b>Helpfulness</b> , <b>Kindness</b> , <b>Service</b> , Steadfastness  |
| Littlest Angel, The                                  | 7-9                    | Micich, Paul         | Scholastic Inc. New York, NY               | Caring, Compassion, Consideration, <b>Generosity</b> , Kindness, <b>Mercy</b> , Respect, <b>Reverence</b>   |
| Lizard's Song  | 3-6                    | Shannon, George      | A Mulberry Paperback Book, New York, NY    | Creativity  |
| Love You Forever (on loan)                           | 3-6                    | Munsch, Robert       | Fiorefly Books Willowdale, Ontario, Canada | Caring, Gentleness, Kindness, <b>Love</b> , <b>Loyalty</b> , Peacefulness, Tolerance  |
| Making of My Special Hand<br>Madison's Story, The    | 7-9                    | Heelan, Jamee Riggio | Peachtree, Atlanta, GA                     | Courage, Gentleness, <b>Helpfulness</b> , <b>Kindness</b> , <b>Service</b> , Tolerance, Thankfulness  |
| Mine! A Sesame Street Book About Sharing (on loan)   | 3-4                    | Hayward, Linda       | Random House, NY                           | Consideration, <b>Generosity</b> , <b>Kindness</b> , <b>Peacefulness</b>  |
| Miss Rumphius  | 5-7                    | Cooney, Barbara      | Puffin Books, Penguin Books                | <b>Generosity</b> , Purposefulness, <b>Service</b>  |
| Mitten, The  | 3-6                    | Brett, Jan           | Scholastic Inc. New York, NY               | Caring, Compassion, Consideration, Courtesy, <b>Flexibility</b> , <b>Generosity</b> , Kindness, Love, Tolerance, Unity  |
| Mr Funny   | 3-4                    | Hargreaves, Roger    | Price Stern Slaon                          | <b>Joyfulness</b> , Kindness  |
| Mr Gumpy's Motor Car                                 | 3-6                    | Burningham, John     | HarperCollins Publishers, NY               | Friendliness, <b>Flexibility</b> , Generosity, <b>Helpfulness</b> , Reliably <b>Responsibility</b> , <b>Unity</b>   |
| Mr Gumpy's Outing                                    | 3-6                    | Burningham, John     | Henry Holt & Company, Inc.                 | <b>Compassion</b> , Friendliness, Flexibility, <b>Forgiveness</b> , Generosity, Kindness, <b>Mercy</b>  |
| Mrs Katz and Tush                                    | 5-9                    | Polacco, Patricia    | Bantam Doubleday Dell Pub Group Inc NY NY  | <b>Caring</b> , <b>Compassion</b> , Consideration, <b>Friendliness</b> , <b>Generosity</b> , Humility, <b>Helpfulness</b> , <b>Kindness</b> , Love, Loyalty, Peacefulness, Reliability, <b>Respect</b> , Service, <b>Tolerance</b> , <b>Unity</b> |
| My First Cookbook                                    | resource -<br>cookbook | Coyle, Rena          | Workman Publishing Company, New York, NY   |   |

# Virtue of the Week Program Book & Video List

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| Title                              | Suggested Ages | Author                         | Publisher                       | Virtue(s)   |
|------------------------------------|----------------|--------------------------------|---------------------------------|---|
| My Friend Rabbit                   | 3-4            | Rohmann, Eric                  | Scholastic Inc. New York, NY    | <b>Loyalty</b>  |
| New Kid, The                       | 3-6            | Brimmer, Larry Dane            | Scholastic Inc. New York, NY    | Caring, Compassion, <b>Friendliness</b> , Honor, Humility, Justice, Kindness, Love, Respect, Tolerance, Unity   |
| Night You Were Born, The           | 5-9            | McCormick, Wendy               | Peachtree, Atlanta, GA          | <b>Caring, Consideration</b> , Generosity, Gentleness, Helpfulness, Joyfulness, Kindness, Love, <b>Patience, Reverence</b> , Thankfulness   |
| Norma Jean, Jumping Bean           | 3-6            | Cole, Joanna                   | Random House, NY                | Confidence, <b>Flexibility, Moderation, Self-Discipline</b> , Thankfulness, Tolerance   |
| Oh No Anna                         | 3-4            | French, Vivian & Ayliffe, Alex | Peachtree, Atlanta, GA          | Cleanliness, Compassion, Detachment, <b>Forgiveness</b> , Gentleness, Tolerance   |
| Old Turtle                         | 5-7            | Wood, Douglas                  | Scholastic Inc. New York, NY    | <b>Humility</b> , Reverence   |
| On Mother's Lap                    | 3-6            | Scott, Ann Herbert             | Clarion Books, New York         | Compassion, Consideration, Caring, Detachment, <b>Flexibility</b> , Generosity, <b>Gentleness</b> , Kindness, Love, <b>Peacefulness</b>   |
| On the Day You Were Born (on loan) | 5-7            | Frasier, Debra                 | Harcourt Brace Jovanovich       | Enthusiasm, <b>Joyfulness</b> , Love, Respect, <b>Reverence</b> , Thankfulness  |
| One Grain of Rice                  | 7-9            | Demi                           | Scholastic Inc. New York, NY    | Assertiveness, Caring, Courage, <b>Creativity</b> , Determination, <b>Forgiveness</b> , Generosity, Helpfulness, <b>Honor, Justice</b> , Kindness, <b>Mercy, Moderation</b> , Peacefulness, Tact, Tolerance |
| Other Side, The (on loan)          | 5-7            | Woodson, Jacqueline            | G.P. Putnam's Sons, New York NY | Friendliness, <b>Humility, Idealism</b> , Kindness, Peacefulness, Respect, <b>Tolerance, Unity</b>  |
| Owl Moon                           | 5-7            | Yolen, Jane                    | Philomel Books, New York        | <b>Determination, Patience, Reverence, Self-Discipline</b>  |

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|-------------------------------------|-----------------|-------------------------|--|---|
| Title                               | Suggested Ages  | Author                  | Publisher                              | Virtue(s)   |
| Pancakes, Pancakes                  | 5-7             | Carle, Eric             | Scholastic Inc. New York, NY           | <b>Determination</b> , Helpfulness, Obedience, <b>Orderliness</b> , <b>Purposefulness</b> , Reliability, Responsibility   |
| Papa Piccolo                        | 5-9             | Talley, Carol           | MarshMedia, Kansas Cit, MO             | <b>Caring</b> , <b>Compassion</b> , Confidence, Determination, Generosity, <b>Helpfulness</b> , <b>Kindness</b> , Love, <b>Loyalty</b> , <b>Responsibility</b>    |
| Pokey Little Puppy (need to buy)    | 3-4             |                         |  | <b>Justice</b>  |
| Prayer for Fluffy, A (on loan)      | 3-6             | Sinex, Roxana Faith     | Bellwood Press                         | Courage, Determination, <b>Faithfulness</b> , <b>Prayerfulness</b>  |
| Puddle Jumpers                      | resource- games | Gillis, Jennifer Storey | Storey Communications Inc, Pownal, VT  |   |
| Pup Speaks Up, The                  | 3-4             | Hays, Anna Jane         | Scholastic Inc. New York, NY           | <b>Patience</b> , Joyfulness  |
| Put Me In the Zoo (on loan)         | 3-6             | Lopshire, Robert        | Random House, NY                       | <b>Assertiveness</b> , <b>Confidence</b> , Creativity, Determination, <b>Enthusiasm</b> , Excellence, Flexibility   |
| Rag Coat, The                       | 5-9             | Mills, Lauren           | Little, Brown and Co Boston, NY etc    | Caring, <b>Compassion</b> , Consideration, Determination, <b>Forgiveness</b> , Friendliness, Kindness, Love, Service, <b>Tact</b> , Tolerance, <b>Unity</b>       |
| Rhea Learns to Share                | 5-7             |                         | Creative Consumer Concepts             | Detachment  |
| Rock bye Farm                       | 3-4             | Hamm, Diane Johnston    | Simon & Schuster Children's Publishing | <b>Caring</b> , Generosity, <b>Gentleness</b> , Kindness, Love  |
| Runaway Bunny, The (on loan)        | 3-6             | Brown, Margaret Wise    | HarperCollins Publishers, NY           | Caring, <b>Creativity</b> , Determination, <b>Flexibility</b> , Love, <b>Loyalty</b> , Steadfastness  |
| Sally's Coat (on loan)              | 3-6             | Nix, Gillian            | Brilliant Books                        | Courage, Forgiveness, <b>Honesty</b> , <b>Truthfulness</b>  |
| Sesamee Street - The Little Red Hen | 3-6             |                         |  | Justice   |
| Seven Chinese Sisters, The          | 5-9             | Tucker, Kathy           | Scholastic Inc. New York, NY           | <b>Assertiveness</b> , Compassion, Confidence, Courage, Determination, <b>Excellence</b> , Forgiveness, Helpfulness, Loyalty, Mercy, Purposefulness, <b>Unity</b> |

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| Title   | Suggested Ages  | Author                                      | Publisher                                | Virtue(s)   |
| Sneetches, The  | 5-7             | Suess, Dr.                                  | Random House, NY                         | Peacefulness, Thankfulness, <b>Unity</b>  |
| Snips & Snails & Walnut Whales - Nature Crafts for Children     | resource-craft  | Fiarotta, Phyllis                           | Workman Publishing Company, New York, NY |   |
| Spike   | 3-5             | Bogan, Paulette                             | G.P. Putnam's Sons, New York NY          | Confidence, Peacefulness, <b>Thankfulness</b>   |
| Stellaluna  | 5-7             | Cannon, Janell                              | Harcourt Brace & Company                 | <b>Confidence</b> , Enthusiasm, Flexibility, <b>Kindness, Obedience, Respect</b> , Steadfastness, <b>Tolerance</b> , Truthfulness   |
| Steven Canney's Toy Book  | resource- games | Canney, Steven                              | Workman Publishing Company, New York, NY |   |
| Sticks & Stones & Ice Cream Cones - The Craft book for Children | resource-craft  | Fiarotta, Phyllis                           | Workman Publishing Company, New York, NY |   |
| Storm in the Night  | 7-9             | Stolz, Mary                                 | HarperCollins Publishers, NY             | Caring, <b>Courage</b> , Helpfulness, Kindness  |
| Suba Starts With Self   | 3-6             | Covey, Stephen R                            | Franklin Covey Co. China                 | Confidence, Creativity, <b>Determination, Excellence, Flexibility</b> , Generosity, <b>Honor, Idealism</b> , Kindness, <b>Orderliness, Purposefulness</b> , Reliability, Responsibility, <b>Self-Discipline</b> , Service, Trust, Trustworthiness |
| Subway Sparrow  | 3-6             | Torres, Leyla                               | Farrar Straus, Giroux, New York, NY      | Caring, <b>Compassion, Determination, Gentleness, Helpfulness</b> , Kindness, <b>Purposefulness, Reverence, Unity</b>   |
| Sunday Best   | 3-6             | Ford, Juwanda                               | Scholastic Inc. New York, NY             | Caring, Helpfulness, <b>Joyfulness, Loyalty</b> , Peacefulness, Reverence, Self-Discipline, <b>Unity</b>  |
| The Muppets Big Book of Crafts                                  | resource-craft  | The Mupet Workshop with Sephanie St. Pierre | Workman Publishing Company, New York, NY |   |
| These Hands   | 3-4             | Price, Hope Lynne                           | Scholastic Inc. New York, NY             | <b>Confidence</b> , Helpfulness, Thankfulness, Service  |
| Three Pigs, The   | 3-6             |   |  | <b>Determination, Excellence</b> , Generosity, Helpfulness, <b>Justice</b> , Kindness, Unity  |

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|--|----------------|--------------------------|--|---|
| Title  | Suggested Ages | Author                   | Publisher                              | Virtue(s)   |
| Three Questions, The                                 | 5-9            | Muth, Jon J              | Scholastic Inc. New York, NY           | Assertiveness, Caring, Compassion, <b>Determination</b> , Helpfulness, <b>Idealism</b> , Kindness, <b>Peacefulness</b>  |
| Tiger Is a Scaredy Cat (on loan)                     | 3-4            | Phillips, Joan           | Random House, NY                       | Caring, <b>Compassion</b> , Confidence, <b>Courage</b> , Helpfulness, Kindness  |
| Tiny Seed, The                                       | 3-6            | Carle, Eric              | Scholastic Inc. New York, NY           | <b>Determination</b> , <b>Purposefulness</b> , <b>Steadfastness</b> , Thankfulness, Reverence   |
| Trapper  | 7-9            | Cosgrove, Stephen        | Price Stern Slaon                      | Caring, Compassion, Consideration, Flexibility, Forgiveness, Helpfulness, Honesty, Humility, Justice, Kindness, Mercy, Peacefulness, <b>Respect</b> , Responsibility, <b>Reverence</b> , Tact, Thankfulness |
| Trash Trouble  | 3-6            | Brimmer, Larry Dane      | Scholastic Inc. New York, NY           | Cleanliness, Courtesy, Helpfulness, Orderliness, <b>Respect</b> , Responsibility, Service   |
| T-Rex is Missing!                                    | 3-6            | dePaola, Tomie           | Scholastic Inc. New York, NY           | Forgiveness, Truthfulness, Trust, Trustworthiness   |
| Two Eyes, A Nose and a Mouth (on loan)               | 3-6            | Intrater, Roberta Grobel | Scholastic Inc. New York, NY           | <b>Humility</b> , <b>Peacefulness</b> , <b>Tolerance</b> , <b>Unity</b>   |
| Ultimate Book of Kid Concoctions, The (on loan)      | resource-craft | Thomas, John E.          | Quality Books, Inc.                    |   |
| Velveteen Rabbit, The (on loan)                      | 3-6            | Suben, Eric              | McClanahan Book Company, Inc.          | Caring, <b>Compassion</b> , Consideration, <b>Faithfulness</b> , <b>Joyfulness</b> , Love, <b>Loyalty</b> , Purposefulness, Tolerance   |
| Verdi  | 5-7            | Cannon, Janell           | Scholastic Inc. New York, NY           | Assertiveness, Caring, Confidence, Determination, <b>Faithfulness</b> , Helpfulness, Kindness, <b>Loyalty</b> , Thankfulness  |
| Very Busy Spider, The                                | 3-6            | Carle, Eric              | Philomel Books, New York               | <b>Determination</b> , <b>Purposefulness</b> , <b>Responsibility</b> , <b>Self-Discipline</b> , <b>Steadfastness</b>  |
| Very Last First Time                                 | 5-7            | Andrews, Jan             | Simon & Schuster Children's Publishing | Confidence, <b>Courage</b> , Determination, Joyfulness, Purposefulness, Steadfastness   |

# Virtue of the Week Program Book & Video List

\* The virtue in bold is the main virtue for the book

| Title                                     | Suggested Ages | Author                  | Publisher                                   | Virtue(s)  |
|---|----------------|-------------------------|---|--|
| Walter the Baker                          | 5-9            | Carle, Eric             | Scholastic Inc. New York, NY                | <b>Creativity</b> , Determination, Excellence, <b>Flexibility</b> , Obedience, Steadfastness, Tolerance  |
| Way I Feel, The                           | 3-7            | Cain, Janan             | Scholastic Inc. New York, NY                | <b>Detachment</b> , Honesty, Self-Discipline   |
| We Are All Different (on loan)            | 3-6            | Hall, Kirsten           | Reader's Digest Children's Publishing, Inc. | Consideration, <b>Humility</b> , Peacefulness, Respect, <b>Tolerance, Unity</b>  |
| We Can Get Along (on loan)                | 3-4            | Payne, Lauren Murphy    | Free Spirit Publishing                      | Consideration, Courtesy, <b>Detachment</b> , Flexibility, Friendliness, Gentleness, <b>Honor</b> , Justice, Kindness, <b>Peacefulness, Respect, Self-Discipline</b> , Tolerance                        |
| Were You a Wild Duck Where Would You Go?  | 7-9            | Mendoza, George         | Stewart, Tabori & Chang, New York, NY       | Caring, Compassion, Consideration, Helpfulness, <b>Kindness</b> , Moderation, Reliability, <b>Responsibility, Reverence, Service</b>   |
| What Can We Play Today? (on loan)         | 3-4            | Moncure, Jane Belk      | The Child's World                           | <b>Helpfulness</b> , Reliability, Responsibility, <b>Service</b>   |
| What Was I Afraid Of (from the Sneetches) | 5-7            | Suess, Dr.              | Random House, NY                            | Compassion, <b>Courage</b> , Helpfulness, Humility, Kindness, Peacefulness, <b>Respect, Tolerance, Unity</b>   |
| When I Feel Angry                         | 5-7            | Spelman, Cornelia Maude | Albert Whitman & Company                    | Assertiveness, Confidence, Consideration, Courtesy, <b>Detachment</b> , Determination, <b>Flexibility</b> , Honor, Humility, Peacefulness, Respect, Responsibility, <b>Self-Discipline</b> , Tolerance |
| Who Is Sleeping? (on loan)                | 3-6            | Gutelle, Andrew         | Time-Life for Children, Alexandria, VA      | <b>Peacefulness</b>  |
| Who Will Be My Friend? (on loan)          | 3-4            | Hoff, Syd               | HarperCollins Publishers, NY                | Assertiveness, Detachment, <b>Determination, Friendliness</b> , Patience, Purposefulness, <b>Steadfastness</b>   |
| Whoever You Are                           | 3-4            | Fox, Mem                | Scholastic Inc. New York, NY                | Consideration, <b>Humility</b> , Peacefulness, Respect, <b>Tolerance, Unity</b>  |

# Virtue of the Week Program Book & Video List

| * The virtue in bold is the main virtue for the book         |                |                    |                              |   |
|--|----------------|--------------------|------------------------------|---|
| Title  | Suggested Ages | Author             | Publisher                    | Virtue(s)   |
| Wolf Who Cried Boy, The                                      | 5-7            | Hartman, Bob       | Scholastic Inc. New York, NY | <b>Honesty</b> , Obedience, Thankfulness, Trust, <b>Trustworthiness</b> , <b>Truthfulness</b>   |
| World Turns Round & Round, The                               | 3-6            | Weiss, Nicki       | Scholastic Inc. New York, NY | Generosity, <b>Humility</b> , Peacefulness, Thankfulness, <b>Tolerance</b> , <b>Unity</b>   |
| Yellow Star - The Legend of King Christian X of Denmark, The | 7-9            | Deedy, Carman Agra | Peachtree, Atlanta, GA       | Caring, Compassion, Consideration, Courage, Determination, <b>Honor</b> , Humility, Idealism, <b>Justice</b> , Loyalty, Peacefulness, Purposefulness, Reliability, Respect, Responsibility, Service, Steadfastness, Tolerance, <b>Unity</b> |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |  |                              |     |     |     |     |    |  |
|--|----------|--|------------------------------|-----|-----|-----|-----|----|--|
| * The virtue in bold is the main virtue for the book |          |  | /----- Suggested Ages -----/ |     |     |     |     |    |  |
| *Virtue  | Grid     | Virtue Book  | 3-4                          | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |  |
| <b>Assertiveness</b>                                 |          |  |                              |     |     |     |     |    |  |
| Assertiveness  |          | Who Will Be My Friend?   | 3-4                          | X   |     |     |     |    |  |
| <b>Assertiveness</b>                                 |          | Daisy Comes Home   | 3-6                          |     | X   |     |     |    |  |
| Assertiveness  |          | I Tell The Truth   | 3-6                          |     | X   |     |     |    |  |
| Assertiveness  |          | Jonathan and His Mommy   | 3-6                          |     | X   |     |     |    |  |
| Assertiveness  |          | Little Engine that Could, The  | 3-6                          |     | X   |     |     |    |  |
| <b>Assertiveness</b>                                 | <b>X</b> | Put Me In the Zoo  | 3-6                          |     | X   |     |     |    |  |
| <b>Assertiveness</b>                                 | <b>X</b> | Arthur's Family Vacation   | 5-7                          |     |     | X   |     |    |  |
| Assertiveness  | <b>X</b> | Verdi  | 5-7                          |     |     | X   |     |    |  |
| Assertiveness  |          | When I Feel Angry  | 5-7                          |     |     | X   |     |    |  |
| Assertiveness  |          | Clown of God, The  | 5-9                          |     |     |     | X   |    |  |
| <b>Assertiveness</b>                                 |          | Seven Chinese Sisters, The   | 5-9                          |     |     |     | X   |    |  |
| Assertiveness  |          | Three Questions, The   | 5-9                          |     |     |     | X   |    |  |
| Assertiveness  |          | One Grain of Rice  | 7-9                          |     |     |     |     | X  |  |
| Assertiveness<br>(Perseverance)                      |          | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource                     |     |     |     |     |    |  |
| <b>Caring</b>  |          |  |                              |     |     |     |     |    |  |
| Caring   |          | Lion & the Mouse, The  | 3-4                          | X   |     |     |     |    |  |
| <b>Caring</b>  |          | Rockabye Farm  | 3-4                          | X   |     |     |     |    |  |
| Caring   |          | Tiger Is a Scaredy Cat   | 3-4                          | X   |     |     |     |    |  |
| Caring   |          | Clifford's Good Deeds  | 3-6                          |     |     | X   |     |    |  |
| Caring   |          | Everybody's Best Friend  | 3-6                          |     |     | X   |     |    |  |
| Caring   |          | Farfallina & Marcel  | 3-6                          |     |     | X   |     |    |  |
| Caring   |          | I Love You Because You're You  | 3-6                          |     |     | X   |     |    |  |
| Caring   |          | I Show Respect   | 3-6                          |     |     | X   |     |    |  |
| Caring   |          | I'm a Good Friend  | 3-6                          |     |     | X   |     |    |  |
| <b>Caring</b>  |          | It's Mine!   | 3-6                          |     |     | X   |     |    |  |
| Caring   |          | Kissing Hand, The  | 3-6                          |     |     | X   |     |    |  |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |   |     |     |     |     |     |    |
|--|----------|--------|---|-----|-----|-----|-----|-----|----|
| * The virtue in bold is the main virtue for the book |          |        |   |     |     |     |     |     |    |
| /----- Suggested Ages -----/                         |          |        |   |     |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book  | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Caring</b>  | <b>X</b> |        | Let's Share                                   | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Little Engine that Could, The                 | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Love You Forever                              | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Mitten, The                                   | 3-6 | X   |     |     |     |    |
| Caring   |          |        | New Kid, The                                  | 3-6 | X   |     |     |     |    |
| Caring   |          |        | On Mother's Lap                               | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Runaway Bunny, The                            | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Subway Sparrow                                | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Sunday Best                                   | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Velveteen Rabbit, The                         | 3-6 | X   |     |     |     |    |
| Caring   |          |        | Berenstain Bears and the New Neighbors, The   | 5-7 |     | X   |     |     |    |
| Caring   |          |        | Berenstain Bears and Too Much Junk Food, The  | 5-7 |     | X   |     |     |    |
| Caring   |          |        | Berenstain Bears Don't Pollute (Anymore), The | 5-7 |     | X   |     |     |    |
| Caring   |          |        | Verdi   | 5-7 |     | X   |     |     |    |
| <b>Caring</b>  |          |        | Beatrice's Goat                               | 5-9 |     |     | X   |     |    |
| Caring   |          |        | Dragon New Year - A Chinese Legend, The       | 5-9 |     |     | X   |     |    |
| <b>Caring</b>  |          |        | Grandma's Walk                                | 5-9 |     |     | X   |     |    |
| <b>Caring</b>  |          |        | Mrs. Katz and Tush                            | 5-9 |     |     | X   |     |    |
| <b>Caring</b>  |          |        | Night You Were Born, The                      | 5-9 |     |     | X   |     |    |
| <b>Caring</b>  | <b>X</b> |        | Papa Piccolo                                  | 5-9 |     |     | X   |     |    |
| Caring   |          |        | Rag Coat, The                                 | 5-9 |     |     | X   |     |    |
| Caring   | <b>X</b> |        | Three Questions, The                          | 5-9 |     |     |     |     |    |
| Caring   |          |        | Littlest Angel, The                           | 7-9 |     |     |     | X   |    |
| Caring   |          |        | One Grain of Rice                             | 7-9 |     |     |     | X   |    |
| Caring   |          |        | Storm in the Night                            | 7-9 |     |     |     | X   |    |
| Caring   |          |        | Trapper                                       | 7-9 |     |     |     | X   |    |
| Caring   |          |        | Were You a Wild Duck Where Would You Go?      | 7-9 |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |     |     |     |     |     |    |
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| * The virtue in bold is the main virtue for the book |          |        |  |     |     |     |     |     |    |
| /----- Suggested Ages -----/                         |          |        |  |     |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Caring   |          |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Cleanliness</b>                                   |          |        |  |     |     |     |     |     |    |
| Cleanliness  |          |        | Oh No Anna   | 3-4 | X   |     |     |     |    |
| <b>Cleanliness</b>                                   |          |        | Kevin and His Dad  | 3-6 |     | X   |     |     |    |
| Cleanliness  | <b>X</b> |        | Trash Trouble  | 3-6 |     | X   |     |     |    |
| Cleanliness  |          |        | Berenstain Bears Don't Pollute (Anymore), The                | 5-7 |     |     | X   |     |    |
| Cleanliness  | <b>X</b> |        | Berenstain Bears and the Messy Room, The                     | 5-7 |     |     | X   |     |    |
| <b>Cleanliness</b>                                   | <b>X</b> |        | Franklin Is Messy  | 5-7 |     |     | X   |     |    |
| Cleanliness  |          |        | I Can't Take a Bath  | 5-7 |     |     | X   |     |    |
| <b>Compassion</b>                                    |          |        |  |     |     |     |     |     |    |
| <b>Compassion</b>                                    | <b>X</b> |        | Lion & the Mouse, The  | 3-4 | X   |     |     |     |    |
| Compassion   |          |        | Oh No Anna   | 3-4 | X   |     |     |     |    |
| <b>Compassion</b>                                    |          |        | Tiger Is a Scaredy Cat                                       | 3-4 | X   |     |     |     |    |
| <b>Compassion</b>                                    |          |        | Little Engine that Could, The                                | 3-6 |     | X   |     |     |    |
| <b>Compassion</b>                                    |          |        | Mr. Gumpy's Outing   | 3-6 |     | X   |     |     |    |
| Compassion   |          |        | On Mother's Lap  | 3-6 |     | X   |     |     |    |
| <b>Compassion</b>                                    |          |        | Subway Sparrow   | 3-6 |     | X   |     |     |    |
| <b>Compassion</b>                                    | <b>X</b> |        | Velveteen Rabbit, The  | 3-6 |     | X   |     |     |    |
| Compassion   |          |        | Farfallina & Marcel  | 3-6 |     | X   |     |     |    |
| Compassion   |          |        | Everybody's Best Friend                                      | 3-6 |     | X   |     |     |    |
| Compassion   |          |        | New Kid, The   | 3-6 |     | X   |     |     |    |
| Compassion   |          |        | Mitten, The  | 3-6 |     | X   |     |     |    |
| Compassion   |          |        | Berenstain Bears In the Dark, The                            | 5-7 |     |     | X   |     |    |
| Compassion   |          |        | What Was I Afraid Of (from the Sneetches)                    | 5-7 |     |     | X   |     |    |
| <b>Compassion</b>                                    |          |        | Dragon New Year - A Chinese Legend, The                      | 5-9 |     |     |     | X   |    |
| <b>Compassion</b>                                    |          |        | Mrs. Katz and Tush   | 5-9 |     |     |     | X   |    |
| <b>Compassion</b>                                    | <b>X</b> |        | Papa Piccolo   | 5-9 |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |     |     |     |     |     |    |
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| /----- Suggested Ages -----/                         |          |        |  |     |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Compassion</b>                                    |          |        | Rag Coat, The  | 5-9 |     |     | X   |     |    |
| Compassion   |          |        | Seven Chinese Sisters, The                                   | 5-9 |     |     | X   |     |    |
| Compassion   |          |        | Three Questions, The   | 5-9 |     |     |     |     |    |
| Compassion   |          |        | Littlest Angel, The  | 7-9 |     |     |     | X   |    |
| Compassion   |          |        | Were You a Wild Duck Where Would You Go?                     | 7-9 |     |     |     | X   |    |
| Compassion   |          |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| Compassion   |          |        | Trapper  | 7-9 |     |     |     | X   |    |
| <b>Confidence</b>                                    |          |        |  |     |     |     |     |     |    |
| <b>Confidence</b>                                    |          |        | I Can Do It  | 3-4 | X   |     |     |     |    |
| <b>Confidence</b>                                    |          |        | I Like Me  | 3-4 | X   |     |     |     |    |
| <b>Confidence</b>                                    |          |        | These Hands  | 3-4 | X   |     |     |     |    |
| Confidence   |          |        | Tiger Is a Scaredy Cat                                       | 3-4 | X   |     |     |     |    |
| Confidence   |          |        | Spike  | 3-6 |     | X   |     |     |    |
| <b>Confidence</b>                                    |          |        | Bears' Picnic, The   | 3-6 |     | X   |     |     |    |
| <b>Confidence</b>                                    | <b>X</b> |        | Little Engine that Could, The                                | 3-6 |     | X   |     |     |    |
| Confidence   |          |        | Norma Jean, Jumping Bean                                     | 3-6 |     | X   |     |     |    |
| <b>Confidence</b>                                    |          |        | Put Me In the Zoo  | 3-6 |     | X   |     |     |    |
| Confidence   |          |        | Suba Starts With Self  | 3-6 |     | X   |     |     |    |
| Confidence   |          |        | I'm in Charge of Me  | 3-6 |     | X   |     |     |    |
| Confidence   |          |        | Berenstain Bears In the Dark, The                            | 5-7 |     |     | X   |     |    |
| Confidence   |          |        | Berenstain Bears and the New Neighbors, The                  | 5-7 |     |     | X   |     |    |
| Confidence   | <b>X</b> |        | Berenstain Bears Visit the Dentist, The                      | 5-7 |     |     | X   |     |    |
| <b>Confidence</b>                                    |          |        | Stellaluna   | 5-7 |     |     | X   |     |    |
| Confidence   |          |        | Verdi  | 5-7 |     |     | X   |     |    |
| Confidence   |          |        | Very Last First Time   | 5-7 |     |     | X   |     |    |
| Confidence   |          |        | When I Feel Angry  | 5-7 |     |     | X   |     |    |
| Confidence   |          |        | Papa Piccolo   | 5-9 |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |          |     |     |     |     |    |
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| /----- Suggested Ages -----/                         |          |        |  |          |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Confidence   | <b>X</b> |        | Seven Chinese Sisters, The   | 5-9      |     |     | X   |     |    |
| Confidence<br>(Perseverance)                         |          |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Consideration</b>                                 |          |        |  |          |     |     |     |     |    |
| Consideration  |          |        | Mine! A Sesame Street Book About Sharing   | 3-4      | X   |     |     |     |    |
| Consideration  |          |        | We Can Get Along   | 3-4      | X   |     |     |     |    |
| Consideration  |          |        | Whoever You Are  | 3-4      | X   |     |     |     |    |
| Consideration  |          |        | Everybody's Best Friend  | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | Jonathan and His Mommy   | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | Kissing Hand, The  | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | Let's Share  | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | Little Engine that Could, The  | 3-6      |     | X   |     |     |    |
| Consideration  | <b>X</b> |        | Mitten, The  | 3-6      |     | X   |     |     |    |
| Consideration  | <b>X</b> |        | New Kid, The   | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | On Mother's Lap  | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | Velveteen Rabbit, The  | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | We Are All Different   | 3-6      |     | X   |     |     |    |
| Consideration  |          |        | Berenstain Bears Forget their Manners, The   | 5-7      |     |     | X   |     |    |
| Consideration  |          |        | When I Feel Angry  | 5-7      |     |     | X   |     |    |
| Consideration  | <b>X</b> |        | Mrs. Katz and Tush   | 5-9      |     |     |     | X   |    |
| <b>Consideration</b>                                 |          |        | Night You Were Born, The   | 5-9      |     |     |     | X   |    |
| Consideration  |          |        | Rag Coat, The  | 5-9      |     |     |     | X   |    |
| Consideration  |          |        | Littlest Angel, The  | 7-9      |     |     |     |     | X  |
| Consideration  |          |        | Trapper  | 7-9      |     |     |     |     | X  |
| Consideration  |          |        | Were You a Wild Duck Where Would You Go?   | 7-9      |     |     |     |     | X  |
| Consideration  |          |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Courage</b>                                       |          |        |  |          |     |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |          |  |          |     |     |     |     |    |
|--|------|----------|--|----------|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |      |          |  |          |     |     |     |     |    |
| *Virtue  | Grid | Virtue   | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Courage</b>                                       |      |          | Tiger Is a Scaredy Cat   | 3-4      | X   |     |     |     |    |
| <b>Courage</b>                                       |      |          | Daisy Comes Home   | 3-6      |     | X   |     |     |    |
| Courage  |      |          | I Tell The Truth   | 3-6      |     | X   |     |     |    |
| Courage  |      |          | Kissing Hand, The  | 3-6      |     | X   |     |     |    |
| Courage  |      |          | Prayer for Fluffy, A   | 3-6      |     | X   |     |     |    |
| Courage  |      |          | Sally's Coat   | 3-6      |     | X   |     |     |    |
| <b>Courage</b>                                       |      |          | Berenstain Bears Go To School, The   | 5-7      |     |     | X   |     |    |
| <b>Courage</b>                                       |      |          | Berenstain Bears In the Dark, The  | 5-7      |     |     | X   |     |    |
| <b>Courage</b>                                       |      |          | Berenstain Bears Visit the Dentist, The  | 5-7      |     |     | X   |     |    |
| Courage  |      |          | Franklin Rides a Bike  | 5-7      |     |     | X   |     |    |
| <b>Courage</b>                                       |      | <b>X</b> | Very Last First Time   | 5-7      |     |     | X   |     |    |
| <b>Courage</b>                                       |      | <b>X</b> | What Was I Afraid Of (from the Sneetches)  | 5-7      |     |     | X   |     |    |
| <b>Courage</b>                                       |      | <b>X</b> | Dragon New Year - A Chinese Legend, The  | 5-9      |     |     |     | X   |    |
| Courage  |      |          | Seven Chinese Sisters, The   | 5-9      |     |     |     | X   |    |
| Courage  |      |          | Making of My Special Hand Madison's Story, The   | 7-9      |     |     |     |     | X  |
| Courage  |      |          | One Grain of Rice  | 7-9      |     |     |     |     | X  |
| <b>Courage</b>                                       |      |          | Storm in the Night   | 7-9      |     |     |     |     | X  |
| Courage  |      |          | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     |    |
| Courage<br>(Perseverance)                            |      |          | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Courtesy</b>                                      |      |          |  |          |     |     |     |     |    |
| <b>Courtesy</b>                                      |      | <b>X</b> | Mine! A Sesame Street Book About Sharing   | 3-4      | X   |     |     |     |    |
| Courtesy   |      | <b>X</b> | We Can Get Along   | 3-4      | X   |     |     |     |    |
| Courtesy   |      |          | Kissing Hand, The  | 3-6      |     | X   |     |     |    |
| Courtesy   |      |          | Mitten, The  | 3-6      |     | X   |     |     |    |
| Courtesy   |      |          | Trash Trouble  | 3-6      |     | X   |     |     |    |
| <b>Courtesy</b>                                      |      |          | Berenstain Bears and the New Neighbors, The  | 5-7      |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |     |     |     |     |     |    |
|--|----------|--------|--|-----|-----|-----|-----|-----|----|
| * The virtue in bold is the main virtue for the book |          |        |  |     |     |     |     |     |    |
| /----- Suggested Ages -----/                         |          |        |  |     |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book                                       | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Courtesy</b>                                      | <b>X</b> |        | Berenstain Bears Forget their Manners, The | 5-7 |     | X   |     |     |    |
| <b>Courtesy</b>                                      |          |        | Berenstain Bears Learn to Share, The       | 5-7 |     | X   |     |     |    |
| Courtesy   |          |        | When I Feel Angry                          | 5-7 |     | X   |     |     |    |
| <b>Creativity</b>                                    |          |        |  |     |     |     |     |     |    |
| <b>Creativity</b>                                    |          |        | Box of Fun, A                              | 3-4 | X   |     |     |     |    |
| Creativity   |          |        | Ben's Big Picture                          | 3-6 |     | X   |     |     |    |
| <b>Creativity</b>                                    |          |        | Jonathan and His Mommy                     | 3-6 |     | X   |     |     |    |
| <b>Creativity</b>                                    | <b>X</b> |        | Lizard's Song                              | 3-6 |     | X   |     |     |    |
| Creativity   | <b>X</b> |        | Put Me In the Zoo                          | 3-6 |     | X   |     |     |    |
| <b>Creativity</b>                                    |          |        | Runaway Bunny, The                         | 3-6 |     | X   |     |     |    |
| Creativity   |          |        | Suba Starts With Self                      | 3-6 |     | X   |     |     |    |
| <b>Creativity</b>                                    |          |        | I Can't Take a Bath                        | 5-7 |     |     | X   |     |    |
| <b>Creativity</b>                                    |          |        | Flying Over Brooklyn                       | 5-9 |     |     |     | X   |    |
| <b>Creativity</b>                                    | <b>X</b> |        | Grandma's Walk                             | 5-9 |     |     |     | X   |    |
| <b>Creativity</b>                                    |          |        | Walter the Baker                           | 5-9 |     |     |     | X   |    |
| <b>Creativity</b>                                    |          |        | One Grain of Rice                          | 7-9 |     |     |     |     | X  |
| <b>Detachment</b>                                    |          |        |  |     |     |     |     |     |    |
| Detachment   |          |        | Box of Fun, A                              | 3-4 | X   |     |     |     |    |
| Detachment   |          |        | Oh No Anna                                 | 3-4 | X   |     |     |     |    |
| <b>Detachment</b>                                    |          |        | We Can Get Along                           | 3-4 | X   |     |     |     |    |
| Detachment   |          |        | Who Will Be My Friend?                     | 3-4 | X   |     |     |     |    |
| Detachment   |          |        | Bears' Picnic, The                         | 3-6 |     | X   |     |     |    |
| Detachment   |          |        | Let's Share                                | 3-6 |     | X   |     |     |    |
| Detachment   | <b>X</b> |        | On Mother's Lap                            | 3-6 |     | X   |     |     |    |
| <b>Detachment</b>                                    | <b>X</b> |        | Way I Feel, The                            | 3-7 |     | X   | X   |     |    |
| <b>Detachment</b>                                    | <b>X</b> |        | Rhea Learns to Share                       | 5-7 |     |     | X   |     |    |
| <b>Detachment</b>                                    |          |        | When I Feel Angry                          | 5-7 |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |          |  |          |     |     |     |     |    |
|--|------|----------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue   | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Detachment (Self-control)                            |      |          | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Determination</b>                                 |      |          |  |          |     |     |     |     |    |
| <b>Determination</b>                                 |      |          |  |          |     |     |     |     |    |
| <b>Determination</b>                                 |      |          | I Can Do It  | 3-4      | X   |     |     |     |    |
| <b>Determination</b>                                 |      |          | Who Will Be My Friend?   | 3-4      | X   |     |     |     |    |
| <b>Determination</b>                                 |      |          | Bears' Picnic, The   | 3-6      |     | X   |     |     |    |
| Determination  |      |          | Clifford's Good Deeds  | 3-6      |     | X   |     |     |    |
| Determination  |      |          | Fish Out of Water, A   | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      | <b>X</b> | Little Engine that Could, The  | 3-6      |     | X   |     |     |    |
| Determination  |      |          | Prayer for Fluffy, A   | 3-6      |     | X   |     |     |    |
| Determination  |      |          | Put Me In the Zoo  | 3-6      |     | X   |     |     |    |
| Determination  |      |          | Runaway Bunny, The   | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      |          | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      |          | Subway Sparrow   | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      |          | Three Little Pigs, The   | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      |          | Tiny Seed, The   | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      | <b>X</b> | Very Busy Spider, The  | 3-6      |     | X   |     |     |    |
| <b>Determination</b>                                 |      | <b>X</b> | Arthur's Family Vacation   | 5-7      |     |     | X   |     |    |
| Determination  |      |          | Berenstain Bears and the Messy Room, The   | 5-7      |     |     | X   |     |    |
| <b>Determination</b>                                 |      |          | Franklin Rides a Bike  | 5-7      |     |     | X   |     |    |
| Determination  |      |          | Franklin's Neighborhood  | 5-7      |     |     | X   |     |    |
| <b>Determination</b>                                 |      |          | Owl Moon   | 5-7      |     |     | X   |     |    |
| <b>Determination</b>                                 |      |          | Pancakes, Pancakes   | 5-7      |     |     | X   |     |    |
| Determination  |      |          | Verdi  | 5-7      |     |     | X   |     |    |
| Determination  |      |          | Very Last First Time   | 5-7      |     |     | X   |     |    |
| Determination  |      |          | When I Feel Angry  | 5-7      |     |     | X   |     |    |
| Determination  |      |          | Beatrice's Goat  | 5-9      |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |          |     |     |     |     |    |
|--|----------|--------|--|----------|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |          |        |  |          |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Determination  |          |        | Clown of God, The  | 5-9      |     |     | X   |     |    |
| Determination  |          |        | Flying Over Brooklyn   | 5-9      |     |     | X   |     |    |
| Determination  |          |        | Papa Piccolo   | 5-9      |     |     | X   |     |    |
| Determination  |          |        | Rag Coat, The  | 5-9      |     |     | X   |     |    |
| Determination  |          |        | Seven Chinese Sisters, The   | 5-9      |     |     | X   |     |    |
| <b>Determination</b>                                 |          |        | Three Questions, The   | 5-9      |     |     |     |     |    |
| Determination  |          |        | Walter the Baker   | 5-9      |     |     | X   |     |    |
| Determination  |          |        | One Grain of Rice  | 7-9      |     |     |     | X   |    |
| Determination  |          |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Determination (Perseverance)</b>                  |          |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Enthusiasm</b>                                    |          |        |  |          |     |     |     |     |    |
| Enthusiasm   |          |        | I Can Do It  | 3-4      | X   |     |     |     |    |
| Enthusiasm   |          |        | Bears' Picnic, The   | 3-6      |     | X   |     |     |    |
| <b>Enthusiasm</b>                                    | <b>X</b> |        | Let's Share  | 3-6      |     | X   |     |     |    |
| Enthusiasm   | <b>X</b> |        | Mr. Gumpy's Outing   | 3-6      |     | X   |     |     |    |
| <b>Enthusiasm</b>                                    |          |        | Put Me In the Zoo  | 3-6      |     | X   |     |     |    |
| Enthusiasm   |          |        | On the Day You Were Born   | 5-7      |     |     | X   |     |    |
| <b>Enthusiasm</b>                                    | <b>X</b> |        | Stellaluna   | 5-7      |     |     | X   |     |    |
| Enthusiasm   |          |        | Beatrice's Goat  | 5-9      |     |     |     | X   |    |
| <b>Excellence</b>                                    |          |        |  |          |     |     |     |     |    |
| Excellence   |          |        | I'm in Charge of Me  | 3-6      |     | X   |     |     |    |
| Excellence   |          |        | Put Me In the Zoo  | 3-6      |     | X   |     |     |    |
| <b>Excellence</b>                                    | <b>X</b> |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| <b>Excellence</b>                                    | <b>X</b> |        | Three Little Pigs, The   | 3-6      |     | X   |     |     |    |
| Excellence   |          |        | Franklin Rides a Bike  | 5-7      |     |     | X   |     |    |
| Excellence   |          |        | Beatrice's Goat  | 5-9      |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |     |     |     |     |     |    |
|--|----------|--------|--|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid     | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Excellence</b>                                    |          |        | Clown of God, The  | 5-9 |     |     | X   |     |    |
| <b>Excellence</b>                                    | <b>X</b> |        | Seven Chinese Sisters, The                                   | 5-9 |     |     | X   |     |    |
| Excellence   |          |        | Walter the Baker   | 5-9 |     |     | X   |     |    |
| <b>Faithfulness</b>                                  |          |        |  |     |     |     |     |     |    |
| Faithfulness   |          |        | Lion & the Mouse, The  | 3-4 | X   |     |     |     |    |
| Faithfulness   | <b>X</b> |        | Farfallina & Marcel  | 3-6 |     | X   |     |     |    |
| Faithfulness   |          |        | I Love You Because You're You                                | 3-6 |     | X   |     |     |    |
| <b>Faithfulness</b>                                  |          |        | Prayer for Fluffy, A   | 3-6 |     | X   |     |     |    |
| <b>Faithfulness</b>                                  |          |        | Velveteen Rabbit, The  | 3-6 |     | X   |     |     |    |
| <b>Faithfulness</b>                                  |          |        | Farfallina & Marcel  | 3-6 |     | X   |     |     |    |
| <b>Faithfulness</b>                                  |          |        | Verdi  | 5-7 |     |     | X   |     |    |
| <b>Faithfulness</b>                                  | <b>X</b> |        | Clown of God, The  | 5-9 |     |     | X   |     |    |
| Faithfulness   |          |        | Giving Tree, The   | 7-9 |     |     |     | X   |    |
| <b>Faithfulness</b>                                  | <b>X</b> |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Flexibility</b>                                   |          |        |  |     |     |     |     |     |    |
| Flexibility  |          |        | We Can Get Along   | 3-4 | X   |     |     |     |    |
| <b>Flexibility</b>                                   | <b>X</b> |        | Bears' Picnic, The   | 3-6 |     | X   |     |     |    |
| Flexibility  |          |        | Cool Coats, The  | 3-6 |     | X   |     |     |    |
| Flexibility  |          |        | Everybody's Best Friend                                      | 3-6 |     | X   |     |     |    |
| Flexibility  |          |        | Fish Out of Water, A   | 3-6 |     | X   |     |     |    |
| <b>Flexibility</b>                                   |          |        | Mitten, The  | 3-6 |     | X   |     |     |    |
| <b>Flexibility</b>                                   | <b>X</b> |        | Mr. Gumpy's Motor Car  | 3-6 |     | X   |     |     |    |
| Flexibility  |          |        | Mr. Gumpy's Outing   | 3-6 |     | X   |     |     |    |
| <b>Flexibility</b>                                   | <b>X</b> |        | Norma Jean, Jumping Bean                                     | 3-6 |     | X   |     |     |    |
| <b>Flexibility</b>                                   |          |        | On Mother's Lap  | 3-6 |     | X   |     |     |    |
| Flexibility  |          |        | Put Me In the Zoo  | 3-6 |     | X   |     |     |    |
| <b>Flexibility</b>                                   |          |        | Runaway Bunny, The   | 3-6 |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |                               |     |     |     |     |     |    |
|--|------|--------|-------------------------------|-----|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |      |        |                               |     |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book                          | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Flexibility</b>                                   |      |        | Suba Starts With Self         | 3-6 | X   |     |     |     |    |
| <b>Flexibility</b>                                   |      |        | Arthur's Family Vacation      | 5-7 |     | X   |     |     |    |
| <b>Flexibility</b>                                   |      |        | Bread and Jam for Frances     | 5-7 |     | X   |     |     |    |
| Flexibility  |      |        | Stellaluna                    | 5-7 |     | X   |     |     |    |
| <b>Flexibility</b>                                   |      |        | When I Feel Angry             | 5-7 |     | X   |     |     |    |
| <b>Flexibility</b>                                   |      |        | Walter the Baker              | 5-9 |     |     | X   |     |    |
| Flexibility  |      |        | Trapper                       | 7-9 |     |     |     | X   |    |
| <b>Forgiveness</b>                                   |      |        |                               |     |     |     |     |     |    |
| Forgiveness  |      |        | Box of Fun, A                 | 3-4 | X   |     |     |     |    |
| <b>Forgiveness</b>                                   |      |        | Oh No Anna                    | 3-4 | X   |     |     |     |    |
| Forgiveness  |      |        | Clifford's Good Deeds         | 3-6 |     | X   |     |     |    |
| <b>Forgiveness</b>                                   | X    |        | Curious George Visits the Zoo | 3-6 |     | X   |     |     |    |
| Forgiveness  | X    |        | Sally's Coat                  | 3-6 |     | X   |     |     |    |
| <b>Forgiveness</b>                                   |      |        | T-Rex Is Missing!             | 3-6 |     | X   |     |     |    |
| <b>Forgiveness</b>                                   |      |        | Cranberry Thanksgiving        | 5-7 |     |     | X   |     |    |
| <b>Forgiveness</b>                                   | X    |        | Rag Coat, The                 | 5-9 |     |     | X   |     |    |
| Forgiveness  |      |        | Seven Chinese Sisters, The    | 5-9 |     |     | X   |     |    |
| <b>Forgiveness</b>                                   |      |        | One Grain of Rice             | 7-9 |     |     |     | X   |    |
| Forgiveness  |      |        | Trapper                       | 7-9 |     |     |     | X   |    |
| <b>Friendliness</b>                                  |      |        |                               |     |     |     |     |     |    |
| Friendliness   |      |        | We Can Get Along              | 3-4 | X   |     |     |     |    |
| <b>Friendliness</b>                                  |      |        | Who Will Be My Friend?        | 3-4 | X   |     |     |     |    |
| <b>Friendliness</b>                                  |      |        | Farfallina & Marcel           | 3-6 |     | X   |     |     |    |
| Friendliness   | X    |        | Happy Birthday Moon           | 3-6 |     | X   |     |     |    |
| Friendliness   |      |        | I Accept You As You Are!      | 3-6 |     | X   |     |     |    |
| Friendliness   | X    |        | I'm a Good Friend             | 3-6 |     | X   |     |     |    |
| Friendliness   |      |        | Kevin and His Dad             | 3-6 |     | X   |     |     |    |
| <b>Friendliness</b>                                  |      |        | Let's Share                   | 3-6 |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |   |     |     |     |     |     |    |
|--|----------|--------|---|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid     | Virtue | Book  | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Friendliness   |          |        | Mr. Gumpy's Motor Car                       | 3-6 | X   |     |     |     |    |
| Friendliness   |          |        | Mr. Gumpy's Outing                          | 3-6 | X   |     |     |     |    |
| <b>Friendliness</b>                                  |          |        | New Kid, The                                | 3-6 | X   |     |     |     |    |
| <b>Friendliness</b>                                  |          |        | Berenstain Bears and the New Neighbors, The | 5-7 |     | X   |     |     |    |
| <b>Friendliness</b>                                  |          |        | Berenstain Bears Learn to Share, The        | 5-7 |     | X   |     |     |    |
| Friendliness   | <b>X</b> |        | Other Side, The                             | 5-7 |     | X   |     |     |    |
| Friendliness   |          |        | Clown of God, The                           | 5-9 |     |     | X   |     |    |
| <b>Friendliness</b>                                  |          |        | Mrs. Katz and Tush                          | 5-9 |     |     | X   |     |    |
| Friendliness   |          |        | Rag Coat, The                               | 5-9 |     |     | X   |     |    |
| <b>Generosity</b>                                    |          |        |   |     |     |     |     |     |    |
| Generosity   |          |        | Lion & the Mouse, The                       | 3-4 | X   |     |     |     |    |
| <b>Generosity</b>                                    |          |        | Mine! A Sesame Street Book About Sharing    | 3-4 | X   |     |     |     |    |
| Generosity   |          |        | Rockabye Farm                               | 3-4 | X   |     |     |     |    |
| <b>Generosity</b>                                    |          |        | Everybody's Best Friend                     | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    |          |        | Happy Birthday Moon                         | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    |          |        | I Am Generous                               | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    |          |        | It's Mine!                                  | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    |          |        | Little Band, The                            | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    |          |        | Little Engine that Could, The               | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    |          |        | Mitten, The                                 | 3-6 |     | X   |     |     |    |
| Generosity   |          |        | Mr. Gumpy's Motor Car                       | 3-6 |     | X   |     |     |    |
| Generosity   |          |        | Mr. Gumpy's Outing                          | 3-6 |     | X   |     |     |    |
| Generosity   |          |        | On Mother's Lap                             | 3-6 |     | X   |     |     |    |
| Generosity   |          |        | Suba Starts With Self                       | 3-6 |     | X   |     |     |    |
| Generosity   |          |        | Three Little Pigs, The                      | 3-6 |     | X   |     |     |    |
| Generosity   | <b>X</b> |        | World Turns Round & Round, The              | 3-6 |     | X   |     |     |    |
| <b>Generosity</b>                                    | <b>X</b> |        | Berenstain Bears Learn to Share, The        | 5-7 |     |     | X   |     |    |
| Generosity   |          |        | Cranberry Thanksgiving                      | 5-7 |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |     |     |     |     |     |    |
|--|----------|--------|--|-----|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |          |        |  |     |     |     |     |     |    |
| *Virtue  | Grid     | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Generosity</b>                                    |          |        | Miss Rumphius                                  | 5-7 |     |     | X   |     |    |
| Generosity   |          |        | Beatrice's Goat                                | 5-9 |     |     |     | X   |    |
| Generosity   |          |        | Clown of God, The                              | 5-9 |     |     |     | X   |    |
| Generosity   |          |        | Dragon New Year - A Chinese Legend, The        | 5-9 |     |     |     | X   |    |
| <b>Generosity</b>                                    | <b>X</b> |        | Mrs. Katz and Tush                             | 5-9 |     |     |     | X   |    |
| Generosity   |          |        | Night You Were Born, The                       | 5-9 |     |     |     | X   |    |
| Generosity   |          |        | Papa Piccolo                                   | 5-9 |     |     |     | X   |    |
| <b>Generosity</b>                                    |          |        | Giving Tree, The                               | 7-9 |     |     |     |     | X  |
| <b>Generosity</b>                                    |          |        | Littlest Angel, The                            | 7-9 |     |     |     |     | X  |
| Generosity   |          |        | One Grain of Rice                              | 7-9 |     |     |     |     | X  |
| <b>Gentleness</b>                                    |          |        |  |     |     |     |     |     |    |
| Gentleness   |          |        | Oh No Anna                                     | 3-4 | X   |     |     |     |    |
| <b>Gentleness</b>                                    |          |        | Rockabye Farm                                  | 3-4 | X   |     |     |     |    |
| Gentleness   |          |        | We Can Get Along                               | 3-4 | X   |     |     |     |    |
| Gentleness   |          |        | Cool Coats, The                                | 3-6 |     | X   |     |     |    |
| Gentleness   |          |        | Love You Forever                               | 3-6 |     | X   |     |     |    |
| <b>Gentleness</b>                                    | <b>X</b> |        | On Mother's Lap                                | 3-6 |     | X   |     |     |    |
| <b>Gentleness</b>                                    | <b>X</b> |        | Subway Sparrow                                 | 3-6 |     | X   |     |     |    |
| Gentleness   | <b>X</b> |        | Night You Were Born, The                       | 5-9 |     |     |     | X   |    |
| Gentleness   |          |        | Making of My Special Hand Madison's Story, The | 7-9 |     |     |     |     | X  |
| <b>Helpfulness</b>                                   |          |        |  |     |     |     |     |     |    |
| <b>Helpfulness</b>                                   | <b>X</b> |        | Lion & the Mouse, The                          | 3-4 | X   |     |     |     |    |
| Helpfulness  |          |        | These Hands                                    | 3-4 | X   |     |     |     |    |
| Helpfulness  |          |        | Tiger Is a Scaredy Cat                         | 3-4 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   |          |        | What Can We Play Today?                        | 3-4 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   | <b>X</b> |        | Clifford's Good Deeds                          | 3-6 |     | X   |     |     |    |
| Helpfulness  |          |        | Cool Coats, The                                | 3-6 |     | X   |     |     |    |
| <b>Helpfulness</b>                                   |          |        | Curious George Visits the Zoo                  | 3-6 |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |          |        |  |     |     |     |     |     |    |
|--|----------|--------|--|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid     | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Helpfulness  |          |        | Farfallina & Marcel                            | 3-6 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   |          |        | It's Mine!                                     | 3-6 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   |          |        | Kevin and His Dad                              | 3-6 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   |          |        | Little Engine that Could, The                  | 3-6 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   |          |        | Mr. Gumpy's Motor Car                          | 3-6 | X   |     |     |     |    |
| <b>Helpfulness</b>                                   |          |        | Subway Sparrow                                 | 3-6 | X   |     |     |     |    |
| Helpfulness  |          |        | Sunday Best                                    | 3-6 | X   |     |     |     |    |
| Helpfulness  |          |        | Three Little Pigs, The                         | 3-6 | X   |     |     |     |    |
| Helpfulness  |          |        | Trash Trouble                                  | 3-6 | X   |     |     |     |    |
| Helpfulness  |          |        | Berenstain Bears In the Dark, The              | 5-7 |     | X   |     |     |    |
| Helpfulness  |          |        | Cranberry Thanksgiving                         | 5-7 |     | X   |     |     |    |
| Helpfulness  |          |        | Pancakes, Pancakes                             | 5-7 |     | X   |     |     |    |
| Helpfulness  |          |        | Verdi  | 5-7 |     | X   |     |     |    |
| Helpfulness  |          |        | What Was I Afraid Of (from the Sneetches)      | 5-7 |     | X   |     |     |    |
| <b>Helpfulness</b>                                   | <b>X</b> |        | Beatrice's Goat                                | 5-9 |     |     | X   |     |    |
| Helpfulness  |          |        | Dragon New Year - A Chinese Legend, The        | 5-9 |     |     | X   |     |    |
| <b>Helpfulness</b>                                   |          |        | Mrs. Katz and Tush                             | 5-9 |     |     | X   |     |    |
| Helpfulness  |          |        | Night You Were Born, The                       | 5-9 |     |     | X   |     |    |
| <b>Helpfulness</b>                                   |          |        | Papa Piccolo                                   | 5-9 |     |     | X   |     |    |
| Helpfulness  |          |        | Seven Chinese Sisters, The                     | 5-9 |     |     | X   |     |    |
| Helpfulness  |          |        | Three Questions, The                           | 5-9 |     |     |     |     |    |
| Helpfulness  |          |        | Giving Tree, The                               | 7-9 |     |     |     | X   |    |
| <b>Helpfulness</b>                                   |          |        | Making of My Special Hand Madison's Story, The | 7-9 |     |     |     | X   |    |
| Helpfulness  |          |        | One Grain of Rice                              | 7-9 |     |     |     | X   |    |
| Helpfulness  |          |        | Storm in the Night                             | 7-9 |     |     |     | X   |    |
| Helpfulness  |          |        | Trapper  | 7-9 |     |     |     | X   |    |
| Helpfulness  |          |        | Were You a Wild Duck Where Would You Go?       | 7-9 |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Honesty</b>                                       |      |        |  |          |     |     |     |     |    |
| Honesty  | X    |        | I Tell The Truth   | 3-6      | X   |     |     |     |    |
| Honesty  |      |        | It's Mine!   | 3-6      | X   |     |     |     |    |
| <b>Honesty</b>                                       |      |        | Sally's Coat   | 3-6      | X   |     |     |     |    |
| Honesty  |      |        | Way I Feel, The  | 3-7      | X   | X   |     |     |    |
| <b>Honesty</b>                                       |      |        | Berenstain Bears and the Truth, The  | 5-7      |     | X   |     |     |    |
| <b>Honesty</b>                                       |      |        | Finders Keepers for Franklin   | 5-7      |     | X   |     |     |    |
| <b>Honesty</b>                                       | X    |        | When I Feel Angry  | 5-7      |     | X   |     |     |    |
| <b>Honesty</b>                                       | X    |        | Wolf Who Cried Boy, The  | 5-7      |     | X   |     |     |    |
| Honesty  |      |        | Trapper  | 7-9      |     |     |     | X   |    |
| Honesty<br>(Truthfulness)                            |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Honor</b>   |      |        |  |          |     |     |     |     |    |
| <b>Honor</b>   |      |        | We Can Get Along   | 3-4      | X   |     |     |     |    |
| Honor  |      |        | I Show Respect   | 3-6      |     | X   |     |     |    |
| Honor  |      |        | New Kid, The   | 3-6      |     | X   |     |     |    |
| <b>Honor</b>   |      |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| Honor  | X    |        | Sunday Best  | 3-6      |     | X   |     |     |    |
| Honor  |      |        | When I Feel Angry  | 5-7      |     |     | X   |     |    |
| Honor  | X    |        | Granmma's Walk   | 5-9      |     |     | X   | X   |    |
| <b>Honor</b>   | X    |        | One Grain of Rice  | 7-9      |     |     |     | X   |    |
| <b>Honor</b>   |      |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Humility</b>                                      |      |        |  |          |     |     |     |     |    |
| <b>Humility</b>                                      |      |        | Whoever You Are  | 3-4      | X   |     |     |     |    |
| Humility   | X    |        | Cool Coats, The  | 3-6      |     | X   |     |     |    |
| Humility   |      |        | Just Like Me   | 3-6      |     | X   |     |     |    |
| Humility   |      |        | New Kid, The   | 3-6      |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |     |     |     |     |     |    |
|--|------|--------|--|-----|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |      |        |  |     |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Humility</b>                                      |      |        | Two Eyes, A Nose and a Mouth                                 | 3-6 | X   |     |     |     |    |
| <b>Humility</b>                                      |      |        | We Are All Different   | 3-6 | X   |     |     |     |    |
| <b>Humility</b>                                      |      |        | World Turns Round & Round, The                               | 3-6 | X   |     |     |     |    |
| Humility   |      |        | Berenstain Bears and the New Neighbors, The                  | 5-7 |     | X   |     |     |    |
| <b>Humility</b>                                      | X    |        | Other Side, The  | 5-7 |     | X   |     |     |    |
| Humility   | X    |        | Old Turtle   | 5-7 |     | X   |     |     |    |
| Humility   |      |        | What Was I Afraid Of (from the Sneetches)                    | 5-7 |     | X   |     |     |    |
| Humility   |      |        | When I Feel Angry  | 5-7 |     | X   |     |     |    |
| <b>Humility</b>                                      |      |        | Clown of God, The  | 5-9 |     |     | X   |     |    |
| Humility   |      |        | Mrs. Katz and Tush   | 5-9 |     |     | X   |     |    |
| Humility   |      |        | Trapper  | 7-9 |     |     |     | X   |    |
| Humility   |      |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Idealism</b>                                      |      |        |  |     |     |     |     |     |    |
| Idealism   |      |        | I Like Me  | 3-4 | X   |     |     |     |    |
| <b>Idealism</b>                                      |      |        | Bears' Picnic, The   | 3-6 |     | X   |     |     |    |
| Idealism   |      |        | I'm in Charge of Me  | 3-6 |     | X   |     |     |    |
| Idealism   |      |        | Let's Share  | 3-6 |     | X   |     |     |    |
| <b>Idealism</b>                                      | X    |        | Suba Starts With Self  | 3-6 |     | X   |     |     |    |
| <b>Idealism</b>                                      |      |        | Other Side, The  | 5-7 |     |     | X   |     |    |
| Idealism   | X    |        | Arthur's Family Vacation                                     | 5-7 |     |     | X   |     |    |
| <b>Idealism</b>                                      |      |        | Three Questions, The   | 5-9 |     |     |     | X   |    |
| Idealism   | X    |        | Yellow Star - The Legend of King Christian X of Denmark, The | 5-9 |     |     |     |     | X  |
| <b>Joyfulness</b>                                    |      |        |  |     |     |     |     |     |    |
| Joyfulness   | X    |        | I Like Me  | 3-4 | X   |     |     |     |    |
| <b>Joyfulness</b>                                    |      |        | Mr Funny   | 3-4 | X   |     |     |     |    |
| Joyfulness   |      |        | Pup Speaks Up, The   | 3-4 | X   |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |     |     |     |     |     |    |
|--|------|--------|--|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Joyfulness   |      |        | Farfallina & Marcel  | 3-6 |     | X   |     |     |    |
| <b>Joyfulness</b>                                    | X    |        | Little Band, The   | 3-6 |     | X   |     |     |    |
| <b>Joyfulness</b>                                    |      |        | Sunday Best  | 3-6 |     | X   |     |     |    |
| <b>Joyfulness</b>                                    |      |        | Velveteen Rabbit, The  | 3-6 |     | X   |     |     |    |
| <b>Joyfulness</b>                                    | X    |        | On the Day You Were Born                                     | 5-7 |     |     | X   |     |    |
| Joyfulness   |      |        | Very Last First Time   | 5-7 |     |     | X   |     |    |
| Joyfulness   |      |        | Grandma's Walk   | 5-9 |     |     |     | X   |    |
| Joyfulness   |      |        | Night You Were Born, The                                     | 5-9 |     |     |     | X   |    |
| <b>Justice</b>                                       |      |        |  |     |     |     |     |     |    |
| <b>Justice</b>                                       | X    |        | Pokey Little Puppy   | 3-4 | X   |     |     |     |    |
| Justice  |      |        | We Can Get Along   | 3-4 | X   |     |     |     |    |
| <b>Justice</b>                                       |      |        | Daisy Comes Home   | 3-6 |     | X   |     |     |    |
| Justice  |      |        | Everybody's Best Friend                                      | 3-6 |     | X   |     |     |    |
| Justice  |      |        | New Kid, The   | 3-6 |     | X   |     |     |    |
| <b>Justice</b>                                       |      |        | Three Little Pigs, The                                       | 3-6 |     | X   |     |     |    |
| <b>Justice</b>                                       |      |        | Sesame Street Players - The Little Red Hen                   | 3-7 |     | X   | X   |     |    |
| <b>Justice</b>                                       |      |        | Berenstain Bears In the Dark, The                            | 5-7 |     |     | X   |     |    |
| <b>Justice</b>                                       | X    |        | Cranberry Thanksgiving                                       | 5-7 |     |     | X   |     |    |
| <b>Justice</b>                                       | X    |        | Dragon New Year - A Chinese Legend, The                      | 5-9 |     |     |     | X   |    |
| <b>Justice</b>                                       |      |        | One Grain of Rice  | 7-9 |     |     |     |     | X  |
| Justice  |      |        | Trapper  | 7-9 |     |     |     |     | X  |
| <b>Justice</b>                                       |      |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Kindness</b>                                      |      |        |  |     |     |     |     |     |    |
| <b>Kindness</b>                                      |      |        | Lion & the Mouse, The  | 3-4 | X   |     |     |     |    |
| <b>Kindness</b>                                      |      |        | Mine! A Sesame Street Book About Sharing                     | 3-4 | X   |     |     |     |    |
| Kindness   |      |        | Mr Funny   | 3-4 | X   |     |     |     |    |
| Kindness   |      |        | Rockabye Farm  | 3-4 | X   |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |   |     |     |     |     |     |    |
|--|------|--------|---|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book  | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Kindness   |      |        | Tiger Is a Scaredy Cat                        | 3-4 | X   |     |     |     |    |
| Kindness   |      |        | We Can Get Along                              | 3-4 | X   |     |     |     |    |
| <b>Kindness</b>                                      | X    |        | Clifford's Good Deeds                         | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Cool Coats, The                               | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Curious George Visits the Zoo                 | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Everybody's Best Friend                       | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Farfallina & Marcel                           | 3-6 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | Happy Birthday Moon                           | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | I Love You Because You're You                 | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | I'm a Good Friend                             | 3-6 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | It's Mine!                                    | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Kissing Hand, The                             | 3-6 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | Let's Share                                   | 3-6 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | Little Band, The                              | 3-6 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | Little Engine that Could, The                 | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Love You Forever                              | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Mitten, The                                   | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Mr. Gumpy's Outing                            | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | New Kid, The                                  | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | On Mother's Lap                               | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Suba Starts With Self                         | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Subway Sparrow                                | 3-6 |     | X   |     |     |    |
| Kindness   |      |        | Three Little Pigs, The                        | 3-6 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | Berenstain Bears and the New Neighbors, The   | 5-7 |     |     | X   |     |    |
| Kindness   |      |        | Berenstain Bears Don't Pollute (Anymore), The | 5-7 |     |     | X   |     |    |
| Kindness   |      |        | Berenstain Bears Forget their Manners, The    | 5-7 |     |     | X   |     |    |
| Kindness   |      |        | Berenstain Bears In the Dark, The             | 5-7 |     |     | X   |     |    |
| Kindness   |      |        | Cranberry Thanksgiving                        | 5-7 |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |     |     |     |     |     |    |
|--|------|--------|--|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Kindness   |      |        | Other Side, The                                | 5-7 |     | X   |     |     |    |
| <b>Kindness</b>                                      |      |        | Stellaluna                                     | 5-7 |     | X   |     |     |    |
| Kindness   |      |        | Verdi  | 5-7 |     | X   |     |     |    |
| Kindness   |      |        | What Was I Afraid Of (from the Sneetches)      | 5-7 |     | X   |     |     |    |
| Kindness   |      |        | Clown of God, The                              | 5-9 |     |     | X   |     |    |
| Kindness   |      |        | Dragon New Year - A Chinese Legend, The        | 5-9 |     |     | X   |     |    |
| <b>Kindness</b>                                      |      |        | Gramma's Walk                                  | 5-9 |     |     | X   |     |    |
| <b>Kindness</b>                                      |      |        | Mrs. Katz and Tush                             | 5-9 |     |     | X   |     |    |
| Kindness   |      |        | Night You Were Born, The                       | 5-9 |     |     | X   |     |    |
| <b>Kindness</b>                                      | X    |        | Papa Piccolo                                   | 5-9 |     |     | X   |     |    |
| Kindness   |      |        | Rag Coat, The                                  | 5-9 |     |     | X   |     |    |
| Kindness   |      |        | Three Questions, The                           | 5-9 |     |     | X   |     |    |
| <b>Kindness</b>                                      | X    |        | Giving Tree, The                               | 7-9 |     |     |     | X   |    |
| Kindness   |      |        | Littlest Angel, The                            | 7-9 |     |     |     | X   |    |
| <b>Kindness</b>                                      |      |        | Making of My Special Hand Madison's Story, The | 7-9 |     |     |     | X   |    |
| Kindness   |      |        | One Grain of Rice                              | 7-9 |     |     |     | X   |    |
| Kindness   |      |        | Storm in the Night                             | 7-9 |     |     |     | X   |    |
| Kindness   |      |        | Trapper  | 7-9 |     |     |     | X   |    |
| <b>Kindness</b>                                      |      |        | Were You a Wild Duck Where Would You Go?       | 7-9 |     |     |     | X   |    |
| <b>Love</b>  |      |        |  |     |     |     |     |     |    |
| Love   |      |        | Rockabye Farm                                  | 3-4 | X   |     |     |     |    |
| Love   |      |        | Cool Coats, The                                | 3-6 |     | X   |     |     |    |
| Love   |      |        | Everybody's Best Friend                        | 3-6 |     | X   |     |     |    |
| <b>Love</b>  |      |        | I Love You Because You're You                  | 3-6 |     | X   |     |     |    |
| Love   |      |        | I'm a Good Friend                              | 3-6 |     | X   |     |     |    |
| <b>Love</b>  |      |        | Jonathan and His Mommy                         | 3-6 |     | X   |     |     |    |
| <b>Love</b>  |      |        | Kissing Hand, The                              | 3-6 |     | X   |     |     |    |
| <b>Love</b>  | X    |        | Love You Forever                               | 3-6 |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |                               |     |     |     |     |     |    |
|--|------|--------|-------------------------------|-----|-----|-----|-----|-----|----|
| * The virtue in bold is the main virtue for the book |      |        |                               |     |     |     |     |     |    |
| /----- Suggested Ages -----/                         |      |        |                               |     |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book                          | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Love   |      |        | Mitten, The                   | 3-6 | X   |     |     |     |    |
| Love   |      |        | New Kid, The                  | 3-6 | X   |     |     |     |    |
| Love   |      |        | On Mother's Lap               | 3-6 | X   |     |     |     |    |
| <b>Love</b>  | X    |        | Runaway Bunny, The            | 3-6 | X   |     |     |     |    |
| Love   |      |        | Velveteen Rabbit, The         | 3-6 | X   |     |     |     |    |
| Love   |      |        | On the Day You Were Born      | 5-7 |     | X   |     |     |    |
| <b>Love</b>  | X    |        | Grandma's Walk                | 5-9 |     |     | X   |     |    |
| Love   |      |        | Mrs. Katz and Tush            | 5-9 |     |     | X   |     |    |
| Love   |      |        | Night You Were Born, The      | 5-9 |     |     | X   |     |    |
| Love   |      |        | Papa Piccolo                  | 5-9 |     |     | X   |     |    |
| Love   |      |        | Rag Coat, The                 | 5-9 |     |     | X   |     |    |
| <b>Love</b>  |      |        | Giving Tree, The              | 7-9 |     |     |     | X   |    |
| <b>Loyalty</b>                                       |      |        |                               |     |     |     |     |     |    |
| <b>Loyalty</b>                                       |      |        | Lion & the Mouse, The         | 3-4 | X   |     |     |     |    |
| <b>Loyalty</b>                                       | X    |        | My Friend Rabbit              | 3-4 | X   |     |     |     |    |
| <b>Loyalty</b>                                       | X    |        | Clifford's Best Friend        | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | Happy Birthday Moon           | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | I Love You Because You're You | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | I'm a Good Friend             | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | Love You Forever              | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | Runaway Bunny, The            | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | Sunday Best                   | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | Velveteen Rabbit, The         | 3-6 |     | X   |     |     |    |
| <b>Loyalty</b>                                       |      |        | Verdi                         | 5-7 |     |     | X   |     |    |
| Loyalty  | X    |        | Mrs. Katz and Tush            | 5-9 |     |     | X   |     |    |
| <b>Loyalty</b>                                       |      |        | Papa Piccolo                  | 5-9 |     |     | X   |     |    |
| Loyalty  |      |        | Seven Chinese Sisters, The    | 5-9 |     |     | X   |     |    |
| <b>Loyalty</b>                                       |      |        | Giving Tree, The              | 7-9 |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |     |     |     |     |     |    |
|--|------|--------|--|-----|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |      |        |  |     |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Loyalty  |      |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Mercy</b>   |      |        |  |     |     |     |     |     |    |
| <b>Mercy</b>   |      |        | Curious George Visits the Zoo                                | 3-6 | X   |     |     |     |    |
| Mercy  |      |        | It's Mine!   | 3-6 | X   |     |     |     |    |
| <b>Mercy</b>   |      |        | Mr. Gumpy's Outing   | 3-6 | X   |     |     |     |    |
| <b>Mercy</b>   | X    |        | Cranberry Thanksgiving                                       | 5-7 |     | X   |     |     |    |
| <b>Mercy</b>   |      |        | Franklin Is Lost   | 5-7 |     | X   |     |     |    |
| Mercy  | X    |        | Seven Chinese Sisters, The                                   | 5-9 |     |     | X   |     |    |
| <b>Mercy</b>   |      |        | Littlest Angel, The  | 7-9 |     |     |     | X   |    |
| <b>Mercy</b>   | X    |        | One Grain of Rice  | 7-9 |     |     |     | X   |    |
| Mercy  |      |        | Trapper  | 7-9 |     |     |     | X   |    |
| <b>Moderation</b>                                    |      |        |  |     |     |     |     |     |    |
| <b>Moderation</b>                                    | X    |        | Fish Out of Water, A   | 3-6 | X   |     |     |     |    |
| Moderation   |      |        | I'm in Charge of Me  | 3-6 | X   |     |     |     |    |
| <b>Moderation</b>                                    |      |        | It's Mine!   | 3-6 | X   |     |     |     |    |
| <b>Moderation</b>                                    |      |        | Norma Jean, Jumping Bean                                     | 3-6 | X   |     |     |     |    |
| <b>Moderation</b>                                    |      |        | Berenstain Bears and Too Much Junk Food, The                 | 5-7 |     | X   |     |     |    |
| <b>Moderation</b>                                    |      |        | Berenstain Bears Count Their Blessings, The                  | 5-7 |     | X   |     |     |    |
| <b>Moderation</b>                                    | X    |        | Berenstain Bears Get the Gimmies, The                        | 5-7 |     | X   |     |     |    |
| <b>Moderation</b>                                    |      |        | Giving Tree, The   | 7-9 |     |     |     | X   |    |
| <b>Moderation</b>                                    | X    |        | One Grain of Rice  | 7-9 |     |     |     | X   |    |
| Moderation   |      |        | Were You a Wild Duck Where Would You Go?                     | 7-9 |     |     |     | X   |    |
| <b>Modesty</b>                                       |      |        |  |     |     |     |     |     |    |
| <b>Modesty</b>                                       | X    |        | Elmer  | 3-4 | X   |     |     |     |    |
| <b>Modesty</b>                                       | X    |        | Cranberry Thanksgiving                                       | 5-7 |     | X   |     |     |    |
| <b>Modesty</b>                                       | X    |        | Clown of God, The  | 5-9 |     |     | X   |     |    |
| <b>Multi-Virtue</b>                                  |      |        |  |     |     |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
| * The virtue in bold is the main virtue for the book |      |        |  |          |     |     |     |     |    |
| /----- Suggested Ages -----/                         |      |        |  |          |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Multi-Virtue   |      |        | Hands  | 3-6      |     | X   |     |     |    |
| <b>Obedience</b>                                     |      |        |  |          |     |     |     |     |    |
| <b>Obedience</b>                                     | X    |        | Fish Out of Water, A   | 3-6      |     | X   |     |     |    |
| <b>Obedience</b>                                     |      |        | Franklin Is Lost   | 5-7      |     |     | X   |     |    |
| Obedience  |      |        | Pancakes, Pancakes   | 5-7      |     |     | X   |     |    |
| <b>Obedience</b>                                     | X    |        | Stellaluna   | 5-7      |     |     | X   |     |    |
| Obedience  | X    |        | Wolf Who Cried Boy, The  | 5-7      |     |     | X   |     |    |
| <b>Obedience</b>                                     |      |        | Dragon New Year - A Chinese Legend, The  | 5-9      |     |     |     | X   |    |
| Obedience  |      |        | Walter the Baker   | 5-9      |     |     |     | X   |    |
| <b>Obedience</b>                                     |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Orderliness</b>                                   |      |        |  |          |     |     |     |     |    |
| Orderliness  | X    |        | I Can Do It  | 3-4      | X   |     |     |     |    |
| <b>Orderliness</b>                                   |      |        | Ben's Big Picture  | 3-6      |     | X   |     |     |    |
| <b>Orderliness</b>                                   |      |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| Orderliness  |      |        | Trash Trouble  | 3-6      |     | X   |     |     |    |
| <b>Orderliness</b>                                   |      |        | Berenstain Bears and the Messy Room, The   | 5-7      |     |     | X   |     |    |
| <b>Orderliness</b>                                   | X    |        | Franklin Is Messy  | 5-7      |     |     | X   |     |    |
| <b>Orderliness</b>                                   | X    |        | Pancakes, Pancakes   | 5-7      |     |     | X   |     |    |
| <b>Patience</b>                                      |      |        |  |          |     |     |     |     |    |
| <b>Patience</b>                                      | X    |        | Pup Speaks Up, The   | 3-4      | X   |     |     |     |    |
| Patience   |      |        | Who Will Be My Friend?   | 3-4      | X   |     |     |     |    |
| <b>Patience</b>                                      | X    |        | I Can't Take a Bath  | 5-7      |     |     | X   |     |    |
| <b>Patience</b>                                      | X    |        | Owl Moon   | 5-7      |     |     | X   |     |    |
| <b>Patience</b>                                      |      |        | Night You Were Born, The   | 5-9      |     |     |     | X   |    |
| <b>Patience</b>                                      |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |   |                              |     |     |     |     |    |  |
|--|------|--------|---|------------------------------|-----|-----|-----|-----|----|--|
| * The virtue in bold is the main virtue for the book |      |        |   | /----- Suggested Ages -----/ |     |     |     |     |    |  |
| *Virtue  | Grid | Virtue | Book  | 3-4                          | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |  |
| <b>Peacefulness</b>                                  |      |        |   |                              |     |     |     |     |    |  |
| Peacefulness   |      |        | I Like Me                                   | 3-4                          | X   |     |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | Mine! A Sesame Street Book About Sharing    | 3-4                          | X   |     |     |     |    |  |
| <b>Peacefulness</b>                                  | X    |        | We Can Get Along                            | 3-4                          | X   |     |     |     |    |  |
| Peacefulness   |      |        | Whoever You Are                             | 3-4                          | X   |     |     |     |    |  |
| Peacefulness   |      |        | Happy Birthday Moon                         | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | I Can Cooperate                             | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | It's Mine!                                  | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | Just Like Me                                | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | Let's Share                                 | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | Little Band, The                            | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | Love You Forever                            | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | On Mother's Lap                             | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | Spike                                       | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | Sunday Best                                 | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | Two Eyes, A Nose and a Mouth                | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | We Are All Different                        | 3-6                          |     | X   |     |     |    |  |
| <b>Peacefulness</b>                                  |      |        | Who Is Sleeping?                            | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | World Turns Round & Round, The              | 3-6                          |     | X   |     |     |    |  |
| Peacefulness   |      |        | Berenstain Bears and the New Neighbors, The | 5-7                          |     |     | X   |     |    |  |
| Peacefulness   |      |        | Berenstain Bears Forget their Manners, The  | 5-7                          |     |     | X   |     |    |  |
| Peacefulness   |      |        | Other Side, The                             | 5-7                          |     |     | X   |     |    |  |
| Peacefulness   | X    |        | Sneetches, The                              | 5-7                          |     |     | X   |     |    |  |
| Peacefulness   |      |        | What Was I Afraid Of (from the Sneetches)   | 5-7                          |     |     | X   |     |    |  |
| Peacefulness   |      |        | When I Feel Angry                           | 5-7                          |     |     | X   |     |    |  |
| Peacefulness   |      |        | Mrs. Katz and Tush                          | 5-9                          |     |     |     | X   |    |  |
| <b>Peacefulness</b>                                  | X    |        | Three Questions, The                        | 5-9                          |     |     |     |     |    |  |
| Peacefulness   |      |        | One Grain of Rice                           | 7-9                          |     |     |     |     | X  |  |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Peacefulness   |      |        | Trapper  | 7-9      |     |     |     | X   |    |
| Peacefulness   |      |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Peacefulness (Contentment)</b>                    |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Prayerfulness</b>                                 |      |        |  |          |     |     |     |     |    |
| <b>Prayerfulness</b>                                 | X    |        | Prayer for Fluffy, A   | 3-6      |     | X   |     |     |    |
| Prayerfulness  | X    |        | Clown of God, The  | 5-9      |     |     | X   |     |    |
| Prayerfulness  | X    |        | Littlest Angel, The  | 7-9      |     |     |     | X   |    |
| <b>Purposefulness</b>                                |      |        |  |          |     |     |     |     |    |
| Purposefulness                                       |      |        | Who Will Be My Friend?   | 3-4      | X   |     |     |     |    |
| Purposefulness                                       |      |        | I'm in Charge of Me  | 3-6      |     | X   |     |     |    |
| <b>Purposefulness</b>                                |      |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| <b>Purposefulness</b>                                | X    |        | Subway Sparrow   | 3-6      |     | X   |     |     |    |
| <b>Purposefulness</b>                                | X    |        | Tiny Seed, The   | 3-6      |     | X   |     |     |    |
| Purposefulness                                       |      |        | Velveteen Rabbit, The  | 3-6      |     | X   |     |     |    |
| <b>Purposefulness</b>                                | X    |        | Very Busy Spider, The  | 3-6      |     | X   |     |     |    |
| <b>Purposefulness</b>                                |      |        | Arthur's Family Vacation   | 5-7      |     |     | X   |     |    |
| Purposefulness                                       |      |        | Berenstain Bears and the Messy Room, The   | 5-7      |     |     | X   |     |    |
| Purposefulness                                       |      |        | Miss Rumphius  | 5-7      |     |     | X   |     |    |
| <b>Purposefulness</b>                                |      |        | Pancakes, Pancakes   | 5-7      |     |     | X   |     |    |
| Purposefulness                                       |      |        | Very Last First Time   | 5-7      |     |     | X   |     |    |
| Purposefulness                                       |      |        | Clown of God, The  | 5-9      |     |     |     | X   |    |
| Purposefulness                                       |      |        | Seven Chinese Sisters, The   | 5-9      |     |     |     | X   |    |
| Purposefulness                                       |      |        | Giving Tree, The   | 7-9      |     |     |     |     | X  |
| Purposefulness                                       |      |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Reliability</b>                                   |      |        |  |          |     |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Reliability  |      |        | What Can We Play Today?  | 3-4      | X   |     |     |     |    |
| <b>Reliability</b>                                   |      |        | Ben's Big Picture  | 3-6      |     | X   |     |     |    |
| Reliability  | X    |        | I'm a Good Friend  | 3-6      |     | X   |     |     |    |
| Reliability  | X    |        | Mr. Gumpy's Motor Car  | 3-6      |     | X   |     |     |    |
| Reliability  |      |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| Reliability  |      |        | Pancakes, Pancakes   | 5-7      |     |     | X   |     |    |
| Reliability  | X    |        | Beatrice's Goat  | 5-9      |     |     |     | X   |    |
| Reliability  |      |        | Mrs. Katz and Tush   | 5-9      |     |     |     | X   |    |
| Reliability  |      |        | Giving Tree, The   | 7-9      |     |     |     |     | X  |
| Reliability  |      |        | Were You a Wild Duck Where Would You Go?   | 7-9      |     |     |     |     | X  |
| Reliability  |      |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Reliability (Dependability)</b>                   |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Respect</b>                                       |      |        |  |          |     |     |     |     |    |
| <b>Respect</b>                                       | X    |        | We Can Get Along   | 3-4      | X   |     |     |     |    |
| Respect  |      |        | Whoever You Are  | 3-4      | X   |     |     |     |    |
| <b>Respect</b>                                       |      |        | I Show Respect   | 3-6      |     | X   |     |     |    |
| Respect  |      |        | I'm a Good Friend  | 3-6      |     | X   |     |     |    |
| <b>Respect</b>                                       | X    |        | It's Mine!   | 3-6      |     | X   |     |     |    |
| Respect  |      |        | New Kid, The   | 3-6      |     | X   |     |     |    |
| <b>Respect</b>                                       |      |        | Trash Trouble  | 3-6      |     | X   |     |     |    |
| Respect  |      |        | We Are All Different   | 3-6      |     | X   |     |     |    |
| <b>Respect</b>                                       | X    |        | Berenstain Bears and the New Neighbors, The  | 5-7      |     |     | X   |     |    |
| Respect  |      |        | Berenstain Bears Don't Pollute (Anymore), The  | 5-7      |     |     | X   |     |    |
| <b>Respect</b>                                       |      |        | Berenstain Bears Forget their Manners, The   | 5-7      |     |     | X   |     |    |
| Respect  |      |        | On the Day You Were Born   | 5-7      |     |     | X   |     |    |
| Respect  |      |        | Other Side, The  | 5-7      |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Respect</b>                                       |      |        | Stellaluna   | 5-7      |     | X   |     |     |    |
| <b>Respect</b>                                       |      |        | What Was I Afraid Of (from the Sneetches)  | 5-7      |     | X   |     |     |    |
| Respect  |      |        | When I Feel Angry  | 5-7      |     | X   |     |     |    |
| Respect  |      |        | Grandma's Walk   | 5-9      |     |     | X   |     |    |
| <b>Respect</b>                                       |      |        | Mrs. Katz and Tush   | 5-9      |     |     | X   |     |    |
| Respect  |      |        | Littlest Angel, The  | 7-9      |     |     |     | X   |    |
| <b>Respect</b>                                       |      |        | Trapper  | 7-9      |     |     |     | X   |    |
| Respect  |      |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Respect</b>                                       |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Responsibility</b>                                |      |        |  |          |     |     |     |     |    |
| Responsibility                                       |      |        | What Can We Play Today?  | 3-4      | X   |     |     |     |    |
| <b>Responsibility</b>                                |      |        | Daisy Comes Home   | 3-6      |     | X   |     |     |    |
| Responsibility                                       |      |        | Fish Out of Water, A   | 3-6      |     | X   |     |     |    |
| <b>Responsibility</b>                                |      |        | I Am Responsible   | 3-6      |     | X   |     |     |    |
| <b>Responsibility</b>                                |      |        | Kevin and His Dad  | 3-6      |     | X   |     |     |    |
| <b>Responsibility</b>                                |      |        | Mr. Gumpy's Motor Car  | 3-6      |     | X   |     |     |    |
| Responsibility                                       |      |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| Responsibility                                       |      |        | Trash Trouble  | 3-6      |     | X   |     |     |    |
| <b>Responsibility</b>                                | X    |        | Very Busy Spider, The  | 3-6      |     | X   |     |     |    |
| <b>Responsibility</b>                                |      |        | Arthur's Family Vacation   | 5-7      |     |     | X   |     |    |
| Responsibility                                       |      |        | Berenstain Bears and Too Much Junk Food, The   | 5-7      |     |     | X   |     |    |
| <b>Responsibility</b>                                |      |        | Berenstain Bears Don't Pollute (Anymore), The  | 5-7      |     |     | X   |     |    |
| <b>Responsibility</b>                                |      |        | Finders Keepers for Franklin   | 5-7      |     |     | X   |     |    |
| Responsibility                                       |      |        | Pancakes, Pancakes   | 5-7      |     |     | X   |     |    |
| Responsibility                                       |      |        | When I Feel Angry  | 5-7      |     |     | X   |     |    |
| Responsibility                                       |      |        | Beatrice's Goat  | 5-9      |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
| * The virtue in bold is the main virtue for the book |      |        |  |          |     |     |     |     |    |
| /----- Suggested Ages -----/                         |      |        |  |          |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Responsibility</b>                                | X    |        | Papa Piccolo   | 5-9      |     |     | X   |     |    |
| <b>Responsibility</b>                                |      |        | Giving Tree, The   | 7-9      |     |     |     | X   |    |
| Responsibility                                       |      |        | Trapper  | 7-9      |     |     |     | X   |    |
| <b>Responsibility</b>                                |      |        | Were You a Wild Duck Where Would You Go?   | 7-9      |     |     |     | X   |    |
| Responsibility                                       | X    |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| Responsibility<br><b>(Dependability)</b>             |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Reverence</b>                                     |      |        |  |          |     |     |     |     |    |
| <b>Reverence</b>                                     |      |        | Subway Sparrow   | 3-6      | X   |     |     |     |    |
| Reverence  |      |        | Sunday Best  | 3-6      | X   |     |     |     |    |
| Reverence  |      |        | Tiny Seed, The   | 3-6      | X   |     |     |     |    |
| <b>Reverence</b>                                     |      |        | Berenstain Bears Don't Pollute (Anymore), The  | 5-7      |     | X   |     |     |    |
| <b>Reverence</b>                                     |      |        | On the Day You Were Born   | 5-7      |     | X   |     |     |    |
| <b>Reverence</b>                                     | X    |        | Owl Moon   | 5-7      |     | X   |     |     |    |
| <b>Reverence</b>                                     | X    |        | Old Turtle   | 5-7      |     | X   |     |     |    |
| <b>Reverence</b>                                     | X    |        | Clown of God, The  | 5-9      |     |     | X   |     |    |
| Reverence  |      |        | Gramma's Walk  | 5-9      |     |     | X   |     |    |
| <b>Reverence</b>                                     |      |        | Night You Were Born, The   | 5-9      |     |     | X   |     |    |
| <b>Reverence</b>                                     |      |        | Giving Tree, The   | 7-9      |     |     |     | X   |    |
| <b>Reverence</b>                                     |      |        | Littlest Angel, The  | 7-9      |     |     |     | X   |    |
| <b>Reverence</b>                                     |      |        | Trapper  | 7-9      |     |     |     | X   |    |
| <b>Reverence</b>                                     |      |        | Were You a Wild Duck Where Would You Go?   | 7-9      |     |     |     | X   |    |
| Reverence<br><b>(Respect)</b>                        |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Self-Discipline</b>                               |      |        | I'm in Charge of Me  | 3-6      | X   |     |     |     |    |
| <b>Self-Discipline</b>                               |      |        |  |          |     |     |     |     |    |
| <b>Self-Discipline</b>                               |      |        | We Can Get Along   | 3-4      | X   |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Self-Discipline</b>                               |      |        | Ben's Big Picture  | 3-6      | X   |     |     |     |    |
| Self-Discipline                                      | X    |        | I'm in Charge of Me  | 3-6      | X   |     |     |     |    |
| <b>Self-Discipline</b>                               |      |        | Norma Jean, Jumping Bean   | 3-6      | X   |     |     |     |    |
| <b>Self-Discipline</b>                               |      |        | Suba Starts With Self  | 3-6      | X   |     |     |     |    |
| Self-Discipline                                      |      |        | Sunday Best  | 3-6      | X   |     |     |     |    |
| <b>Self-Discipline</b>                               |      |        | Very Busy Spider, The  | 3-6      | X   |     |     |     |    |
| Self-Discipline                                      |      |        | Way I Feel, The  | 3-7      | X   | X   |     |     |    |
| <b>Self-Discipline</b>                               | X    |        | Berenstain Bears and Too Much Junk Food, The   | 5-7      |     | X   |     |     |    |
| Self-Discipline                                      |      |        | Berenstain Bears Forget their Manners, The   | 5-7      |     | X   |     |     |    |
| <b>Self-Discipline</b>                               |      |        | Berenstain Bears Get the Gimmies, The  | 5-7      |     | X   |     |     |    |
| <b>Self-Discipline</b>                               | X    |        | Owl Moon   | 5-7      |     | X   |     |     |    |
| <b>Self-Discipline</b>                               |      |        | When I Feel Angry  | 5-7      |     | X   |     |     |    |
| <b>Self-Discipline (Self-control)</b>                |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Service</b>                                       |      |        |  |          |     |     |     |     |    |
| <b>Service</b>                                       |      |        | Lion & the Mouse, The  | 3-4      | X   |     |     |     |    |
| Service  |      |        | These Hands  | 3-4      | X   |     |     |     |    |
| <b>Service</b>                                       |      |        | What Can We Play Today?  | 3-4      | X   |     |     |     |    |
| <b>Service</b>                                       | X    |        | Clifford's Good Deeds  | 3-6      |     | X   |     |     |    |
| Service  |      |        | I Am Generous  | 3-6      |     | X   |     |     |    |
| <b>Service</b>                                       |      |        | Let's Share  | 3-6      |     | X   |     |     |    |
| <b>Service</b>                                       |      |        | Little Band, The   | 3-6      |     | X   |     |     |    |
| <b>Service</b>                                       |      |        | Little Engine that Could, The  | 3-6      |     | X   |     |     |    |
| Service  |      |        | Suba Starts With Self  | 3-6      |     | X   |     |     |    |
| Service  |      |        | Trash Trouble  | 3-6      |     | X   |     |     |    |
| <b>Service</b>                                       |      |        | Berenstain Bears Don't Pollute (Anymore), The  | 5-7      |     |     | X   |     |    |
| Service  |      |        | Cranberry Thanksgiving   | 5-7      |     |     | X   |     |    |
| <b>Service</b>                                       | X    |        | Miss Rumphius  | 5-7      |     |     | X   |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |     |     |     |     |     |    |
|--|------|--------|--|-----|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Service  |      |        | Beatrice's Goat  | 5-9 |     |     | X   |     |    |
| <b>Service</b>                                       |      |        | Clown of God, The  | 5-9 |     |     | X   |     |    |
| Service  | X    |        | Mrs. Katz and Tush   | 5-9 |     |     | X   |     |    |
| Service  |      |        | Rag Coat, The  | 5-9 |     |     | X   |     |    |
| <b>Service</b>                                       |      |        | Giving Tree, The   | 7-9 |     |     |     | X   |    |
| <b>Service</b>                                       |      |        | Making of My Special Hand Madison's Story, The               | 7-9 |     |     |     | X   |    |
| <b>Service</b>                                       |      |        | Were You a Wild Duck Where Would You Go?                     | 7-9 |     |     |     | X   |    |
| Service  |      |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Steadfastness</b>                                 |      |        |  |     |     |     |     |     |    |
| <b>Steadfastness</b>                                 |      |        | Who Will Be My Friend?                                       | 3-4 | X   |     |     |     |    |
| Steadfastness  |      |        | Bears' Picnic, The   | 3-6 |     | X   |     |     |    |
| Steadfastness  |      |        | Happy Birthday Moon  | 3-6 |     | X   |     |     |    |
| Steadfastness  |      |        | I Love You Because You're You                                | 3-6 |     | X   |     |     |    |
| Steadfastness  |      |        | Little Engine that Could, The                                | 3-6 |     | X   |     |     |    |
| Steadfastness  |      |        | Runaway Bunny, The   | 3-6 |     | X   |     |     |    |
| <b>Steadfastness</b>                                 | X    |        | Tiny Seed, The   | 3-6 |     | X   |     |     |    |
| <b>Steadfastness</b>                                 |      |        | Arthur's Family Vacation                                     | 5-7 |     |     | X   |     |    |
| <b>Steadfastness</b>                                 | X    |        | Franklin Rides a Bike  | 5-7 |     |     | X   |     |    |
| Steadfastness  |      |        | Stellaluna   | 5-7 |     |     | X   |     |    |
| Steadfastness  |      |        | Very Last First Time   | 5-7 |     |     | X   |     |    |
| <b>Steadfastness</b>                                 | X    |        | Dragon New Year - A Chinese Legend, The                      | 5-9 |     |     | X   |     |    |
| Steadfastness  |      |        | Walter the Baker   | 5-9 |     |     | X   |     |    |
| Steadfastness  |      |        | Yellow Star - The Legend of King Christian X of Denmark, The | 9+  |     |     |     |     | X  |
| <b>Tact</b>  |      |        |  |     |     |     |     |     |    |
| Tact   | X    |        | I'm in Charge of Me  | 3-6 |     | X   |     |     |    |
| Tact   |      |        | It's Mine!   | 3-6 |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |      |        |  |          |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| <b>Tact</b>  | X    |        | Rag Coat, The  | 5-9      |     |     | X   |     |    |
| Tact   | X    |        | One Grain of Rice  | 7-9      |     |     |     | X   |    |
| Tact   |      |        | Trapper  | 7-9      |     |     |     | X   |    |
| <b>Thankfulness</b>                                  |      |        |  |          |     |     |     |     |    |
| Thankfulness   |      |        | Lion & the Mouse, The  | 3-4      | X   |     |     |     |    |
| Thankfulness   | X    |        | These Hands  | 3-4      | X   |     |     |     |    |
| Thankfulness   |      |        | Cool Coats, The  | 3-6      |     | X   |     |     |    |
| <b>Thankfulness</b>                                  |      |        | Foolish Tortoise, The  | 3-6      |     | X   |     |     |    |
| <b>Thankfulness</b>                                  |      |        | It's Mine!   | 3-6      |     | X   |     |     |    |
| Thankfulness   |      |        | Norma Jean, Jumping Bean   | 3-6      |     | X   |     |     |    |
| <b>Thankfulness</b>                                  | X    |        | Spike  | 3-6      |     | X   |     |     |    |
| Thankfulness   |      |        | Tiny Seed, The   | 3-6      |     | X   |     |     |    |
| Thankfulness   |      |        | World Turns Round & Round, The   | 3-6      |     | X   |     |     |    |
| <b>Thankfulness</b>                                  |      |        | Berenstain Bears Count Their Blessings, The  | 5-7      |     |     | X   |     |    |
| <b>Thankfulness</b>                                  | X    |        | Franklin's Neighborhood  | 5-7      |     |     | X   |     |    |
| Thankfulness   |      |        | On the Day You Were Born   | 5-7      |     |     | X   |     |    |
| Thankfulness   |      |        | Sneetches, The   | 5-7      |     |     | X   |     |    |
| Thankfulness   |      |        | Verdi  | 5-7      |     |     | X   |     |    |
| Thankfulness   |      |        | Wolf Who Cried Boy, The  | 5-7      |     |     | X   |     |    |
| Thankfulness   |      |        | Beatrice's Goat  | 5-9      |     |     |     | X   |    |
| <b>Thankfulness</b>                                  |      |        | Flying Over Brooklyn   | 5-9      |     |     |     | X   |    |
| Thankfulness   |      |        | Night You Were Born, The   | 5-9      |     |     |     | X   |    |
| Thankfulness   |      |        | Making of My Special Hand Madison's Story, The   | 7-9      |     |     |     |     | X  |
| Thankfulness   |      |        | Trapper  | 7-9      |     |     |     |     | X  |
| <b>Thankfulness</b>                                  |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| Thankfulness   |      |        | I Like Me  | 3-4      | X   |     |     |     |    |
| <b>Tolerance</b>                                     |      |        |  |          |     |     |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |     |     |     |     |     |    |
|--|------|--------|--|-----|-----|-----|-----|-----|----|
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| /----- Suggested Ages -----/                         |      |        |  |     |     |     |     |     |    |
| *Virtue  | Grid | Virtue | Book   | 3-4 | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Tolerance  |      |        | Box of Fun, A                                  | 3-4 | X   |     |     |     |    |
| Tolerance  |      |        | Oh No Anna                                     | 3-4 | X   |     |     |     |    |
| Tolerance  |      |        | We Can Get Along                               | 3-4 | X   |     |     |     |    |
| <b>Tolerance</b>                                     |      |        | Whoever You Are                                | 3-4 | X   |     |     |     |    |
| <b>Tolerance</b>                                     |      |        | Clifford's Good Deeds                          | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Cool Coats, The                                | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Happy Birthday Moon                            | 3-6 |     | X   |     |     |    |
| <b>Tolerance</b>                                     |      |        | I Accept You As You Are!                       | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Just Like Me                                   | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Love You Forever                               | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Mitten, The                                    | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | New Kid, The                                   | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Norma Jean, Jumping Bean                       | 3-6 |     | X   |     |     |    |
| <b>Tolerance</b>                                     |      |        | Two Eyes, A Nose and a Mouth                   | 3-6 |     | X   |     |     |    |
| Tolerance  |      |        | Velveteen Rabbit, The                          | 3-6 |     | X   |     |     |    |
| <b>Tolerance</b>                                     | X    |        | We Are All Different                           | 3-6 |     | X   |     |     |    |
| <b>Tolerance</b>                                     |      |        | World Turns Round & Round, The                 | 3-6 |     | X   |     |     |    |
| <b>Tolerance</b>                                     |      |        | Arthur's Family Vacation                       | 5-7 |     |     | X   |     |    |
| <b>Tolerance</b>                                     | X    |        | Berenstain Bears and the New Neighbors, The    | 5-7 |     |     | X   |     |    |
| <b>Tolerance</b>                                     | X    |        | Other Side, The                                | 5-7 |     |     | X   |     |    |
| <b>Tolerance</b>                                     |      |        | Stellaluna                                     | 5-7 |     |     | X   |     |    |
| <b>Tolerance</b>                                     |      |        | What Was I Afraid Of (from the Sneetches)      | 5-7 |     |     | X   |     |    |
| Tolerance  |      |        | When I Feel Angry                              | 5-7 |     |     | X   |     |    |
| <b>Tolerance</b>                                     |      |        | Mrs. Katz and Tush                             | 5-9 |     |     |     | X   |    |
| Tolerance  |      |        | Rag Coat, The                                  | 5-9 |     |     |     | X   |    |
| Tolerance  |      |        | Walter the Baker                               | 5-9 |     |     |     | X   |    |
| Tolerance  |      |        | Making of My Special Hand Madison's Story, The | 7-9 |     |     |     |     | X  |
| Tolerance  |      |        | One Grain of Rice                              | 7-9 |     |     |     |     | X  |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Tolerance  |      |        | Yellow Star - The Legend of King Christian X of Denmark, The   | 9+       |     |     |     |     | X  |
| <b>Trust</b>   |      |        |  |          |     |     |     |     |    |
| Trust  |      |        | Suba Starts With Self  | 3-6      | X   |     |     |     |    |
| <b>Trust</b>   |      |        | T-Rex Is Missing!  | 3-6      | X   |     |     |     |    |
| <b>Trust</b>   | X    |        | Berenstain Bears and the Truth, The  | 5-7      |     | X   |     |     |    |
| Trust  | X    |        | Cranberry Thanksgiving   | 5-7      |     | X   |     |     |    |
| Trust  | X    |        | Wolf Who Cried Boy, The  | 5-7      |     | X   |     |     |    |
| Trust  |      |        | Dragon New Year - A Chinese Legend, The  | 5-9      |     |     | X   |     |    |
| Trust<br>(Truthfulness)                              |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Trustworthiness</b>                               |      |        |  |          |     |     |     |     |    |
| <b>Trustworthiness</b>                               |      |        | Daisy Comes Home   | 3-6      | X   |     |     |     |    |
| Trustworthiness                                      | X    |        | I Tell The Truth   | 3-6      | X   |     |     |     |    |
| Trustworthiness                                      |      |        | Suba Starts With Self  | 3-6      | X   |     |     |     |    |
| <b>Trustworthiness</b>                               |      |        | T-Rex Is Missing!  | 3-6      | X   |     |     |     |    |
| <b>Trustworthiness</b>                               |      |        | Berenstain Bears and the Truth, The  | 5-7      |     | X   |     |     |    |
| Trustworthiness                                      |      |        | Cranberry Thanksgiving   | 5-7      |     | X   |     |     |    |
| Trustworthiness                                      | X    |        | Finders Keepers for Franklin   | 5-7      |     | X   |     |     |    |
| Trustworthiness                                      | X    |        | Franklin Fibs  | 5-7      |     | X   |     |     |    |
| <b>Trustworthiness</b>                               |      |        | Wolf Who Cried Boy, The  | 5-7      |     | X   |     |     |    |
| Trustworthiness<br>(Truthfulness)                    |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Truthfulness</b>                                  |      |        |  |          |     |     |     |     |    |
| <b>Truthfulness</b>                                  |      |        | I Tell The Truth   | 3-6      | X   |     |     |     |    |
| <b>Truthfulness</b>                                  |      |        | Sally's Coat   | 3-6      | X   |     |     |     |    |
| <b>Truthfulness</b>                                  |      |        | T-Rex Is Missing!  | 3-6      | X   |     |     |     |    |
| <b>Truthfulness</b>                                  | X    |        | Berenstain Bears and the Truth, The  | 5-7      |     | X   |     |     |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |      |        |  |          |     |     |     |     |    |
|--|------|--------|--|----------|-----|-----|-----|-----|----|
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| *Virtue  | Grid | Virtue | Book   | 3-4      | 3-6 | 5-7 | 5-9 | 7-9 | 9+ |
| Truthfulness   | X    |        | Finders Keepers for Franklin   | 5-7      |     | X   |     |     |    |
| <b>Truthfulness</b>                                  | X    |        | Franklin Fibs  | 5-7      |     | X   |     |     |    |
| Truthfulness   |      |        | Stellaluna   | 5-7      |     | X   |     |     |    |
| <b>Truthfulness</b>                                  |      |        | Wolf Who Cried Boy, The  | 5-7      |     | X   |     |     |    |
| <b>Truthfulness</b>                                  |      |        | Character Classics - Set of Nine teacher's master for activities and CD with music set to the classics | resource |     |     |     |     |    |
| <b>Unity</b>   |      |        |  |          |     |     |     |     |    |
| <b>Unity</b>   |      |        | Whoever You Are  | 3-4      | X   |     |     |     |    |
| <b>Unity</b>   |      |        | I Accept You As You Are!   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | It's Mine!   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   | X    |        | Just Like Me   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Let's Share  | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Little Band, The   | 3-6      |     | X   |     |     |    |
| Unity  | X    |        | Mitten, The  | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Mr. Gumpy's Motor Car  | 3-6      |     | X   |     |     |    |
| Unity  |      |        | New Kid, The   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Subway Sparrow   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Sunday Best  | 3-6      |     | X   |     |     |    |
| Unity  |      |        | Three Little Pigs, The   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Two Eyes, A Nose and a Mouth   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | We Are All Different   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | World Turns Round & Round, The   | 3-6      |     | X   |     |     |    |
| <b>Unity</b>   |      |        | Berenstain Bears and the New Neighbors, The  | 5-7      |     |     | X   |     |    |
| <b>Unity</b>   |      |        | Other Side, The  | 5-7      |     |     | X   |     |    |
| <b>Unity</b>   | X    |        | Sneetches, The   | 5-7      |     |     | X   |     |    |
| Unity  |      |        | What Was I Afraid Of (from the Sneetches)  | 5-7      |     |     | X   |     |    |
| <b>Unity</b>   |      |        | Mrs. Katz and Tush   | 5-9      |     |     |     | X   |    |
| <b>Unity</b>   |      |        | Rag Coat, The  | 5-9      |     |     |     | X   |    |

| <b>BOOK INDEX BY VIRTUE</b>                          |             |               |  |            |            |            |            |            |           |
|--|-------------|---------------|--|------------|------------|------------|------------|------------|-----------|
|  |             |               |  |            |            |            |            |            |           |
| * The virtue in bold is the main virtue for the book |             |               | /----- Suggested Ages -----/                                 |            |            |            |            |            |           |
| <b>*Virtue</b>                                       | <b>Grid</b> | <b>Virtue</b> | <b>Book</b>  | <b>3-4</b> | <b>3-6</b> | <b>5-7</b> | <b>5-9</b> | <b>7-9</b> | <b>9+</b> |
| <b>Unity</b>   |             |               | Seven Chinese Sisters, The                                   | 5-9        |            |            |            | X          |           |
| <b>Unity</b>   |             |               | Yellow Star - The Legend of King Christian X of Denmark, The | 9+         |            |            |            |            | X         |

## ARTS & CRAFTS

### 1) **Virtuous Senses**

**VIRTUE(S):** Any Virtue

Children are asked to imagine what a particular virtue would look like, its color, shape or size; then they are asked to imagine what it would taste like, smell like, sound like. The teacher then provides the students with different cut outs of shapes, objects, foods, colors, musical instruments, etc. for them to put on their virtue collage.

**MATERIALS NEEDED:** crayons, washable markers, paper, different cut outs of shapes, objects, foods, colors, musical instruments, etc

### 2) **Love Heart Necklace**

**VIRTUE(S):** Love

Cut a heart shape as large as your student's hand out of plain or construction paper. Have the students dip their hand in tempera paint and press it on to the paper. Punch a hole in the top of the heart and string yarn through it to make a necklace. Write a message on it and glue a picture of the student on the other side. Send or give the heart necklace to a special friend or relative.

**MATERIALS NEEDED:** crayons, washable markers, hole punch, yarn, tempera paint, paper or construction paper, pencil, glue, Polaroid camera

### 3) **Thankfulness Can**

**VIRTUE(S):** Thankfulness

Ask the students what things they are thankful for and write them on a chalkboard or poster board. Have the students write on index cards what they are thankful for (or have smaller children glue appropriate pictures or draw what they are thankful for on index cards). Decorate an empty coffee can and place the cards inside the can. At bedtime, breakfast or quiet time, students can reach into the can and remove one card, then talk about what is on the card with someone and say why they are thankful for it.

**MATERIALS NEEDED:** chalk or poster board, index cards, pencils, (for smaller children have virtue pictures) crayons, washable markers, decorative paper, glue, coffee cans for students

4) **Thank You Cards**

**VIRTUE(S):** Thankfulness

Cards can be made from cardstock or from a sheet of paper folded into quarters. Decorate the cards with stickers, trace cookie cutter shapes, trace around hands, glue pictures from magazines, draw with crayons, etc. Provide a stamped envelope (possible with returned address filled in) for the thank you cards.

**MATERIALS NEEDED:** cardstock or paper folded into quarters, crayons, washable markers, paper or posters, glue, virtue pictures, stickers, traceable shapes or cookie cutters, envelopes, stamps

5) **Painting or Drawing Blindfolded**

**VIRTUE(S):** Any virtue

After discussing a particular virtue, the children are given paint or drawing materials to make a picture of what that virtue feels like. They are asked to concentrate on that virtue, think about it and let their art show what the virtue feels like. Music that enhances the feeling of that virtue may be incorporated.

**MATERIALS NEEDED:** crayons or paints or washable markers, paper, music and CD/tape player

6) **Virtues Large and Small**

**VIRTUE(S):** Any virtue

On a very large chalkboard or paper, the teacher writes the name of a virtue. Then on a very small piece of paper, the teacher writes the same virtue again. The teacher then talks with the students about what kinds of acts would be considered large acts of that virtue and what would be some small acts or examples of that virtue. The teacher may make the point that if each of us in the world were to do small acts, they would add up to be as big as the large example. The children can then color, paint or decorate the large virtue and take home the name of the virtue on their own small piece of paper in their pocket or special box they design.

**MATERIALS NEEDED:** large chalk board or paper, crayons or paints or washable markers, paper, decorative stickers or do dads, *if you are going to make the special boxes: small boxes, glue, and pretty wrapping paper, tape*

7) **Virtue Puzzle:**

**VIRTUE(S):** Any virtue

Cut out pictures from magazines, catalogs, etc. Glue pictures onto a piece of cardboard. Cut the picture into pieces to create a puzzle. Pictures chosen can be related to one virtue or multiple virtues.

**MATERIALS NEEDED:** magazines or catalogs or pre-cut virtue pictures, glue, and scissors

8 ) **Analogies**

**VIRTUE(S):** Any virtue

Relate virtues to the weather, colors, sounds, tastes, smells, animals, etc. For example, what kind of weather would peacefulness be? The teacher may have several picture representations related to weather (clouds, rain, wind, sun, snow, ice, etc.) and have the children discuss which one they would choose. Talk or explain about how each may or may not apply to that virtue. What would joyfulness taste like? What color would honor be? Create symbols and draw them or do collages of all the different analogies of a virtue. Younger students may need the connections to be made for them and be given examples. Older students can come up with the connections through discussion.

**MATERIALS NEEDED:** pictures of weather (e.g. clouds, rain, sun, snow...), plain or construction paper, washable markers, glue, cut out pictures that may symbolize a virtue (e.g. a mother cradling a child symbolizes caring or love)

9) **Virtue Mind Map**

**VIRTUE(S):** Any virtue

The teacher presents a problem or situation to the students (for example, sharing a new toy with friends). The problem or situation is written in a circle in the center of a poster or chalkboard (a picture representation may be used for smaller children along with the words). Then the children are asked what virtues they might need to solve the problem or to apply to the situation. With each virtue that is named, a line is drawn extending out from the circle that contains the problem or situation and the virtue is contained in a circle connecting the virtue to the problem. Each new virtue extends from the center circle in the same way. Students can then paste pictures in their mind map and decorate it. For the example of the problem sharing toys, some of the virtues that may extend from this might be Courtesy, Detachment, Trust, Generosity, etc.

**MATERIALS NEEDED** Materials: poster or chalk board, chalk or marker, a picture of the problem, paper, markers, glue, crayons, miscellaneous pictures of ways to solve problem.

10) **Do You Know Who You Really Are?**

**VIRTUE(S):** Any virtue

Give each student a cut out of a person. Talk about the virtues we have inside of us. Have them glue gems on parts of the body that represent different virtues onto the cut out.

**MATERIALS NEEDED:** cut outs of people (one for each student) “gems” or “body parts” of virtues within us, crayons, washable markers, glue

11) **Virtue Posters/Banners**

**VIRTUE(S):** Any virtue

Make a poster or banner of the Virtue of the Week. For example, it might include the virtue and the affirmation.

**MATERIALS NEEDED:** crayons, washable markers, posters or a banner

12) **Virtues in Me Book**

**VIRTUE(S):** Any virtue

The teacher provides a book already assembled to each student. With a Polaroid camera, a picture is taken of each student and is placed on the front of the book. Each page in the book has a virtue or if one virtue is being studied, each page has an example of the virtue. The students may color or paste pictures in their book.

**MATERIALS NEEDED:** booklets for each student (see above), Polaroid camera, crayons, washable markers, paper, glue, pictures of virtues

13) **Virtues in My Name**

**VIRTUE(S):** Any virtue

Student comes up with a virtue for each letter of their name and decorates it on a poster to display at home. The teacher may include a poem about virtues to add to the poster.

**MATERIALS NEEDED:** crayons, washable markers, posters, *poems (optional)*

14) **Personal Virtues Poster**

**VIRTUE(S):** Any virtue

Each student makes a poster based on a chosen virtue and draws examples of them doing that virtue. For example, for Orderliness they may draw themselves setting the table for dinner, cleaning up their room, putting books away at the library, etc. Each poster should include the affirmation for that virtue.

**MATERIALS NEEDED:** crayons, washable markers, glue, posters

15) **What Does A Virtue Look Like? Book or Poster**

**VIRTUE(S):** Any virtue

In book or poster form, the students create a book or poster that has pictures representing that virtue. For smaller children, the pictures may already be cut out and provided. For older students, they may find and cut them out of magazines.

**MATERIALS NEEDED:** crayons, washable markers, glue, posters or booklets, magazines and/or cut out pictures related to virtue

16) **Virtues Vibes**

**VIRTUE(S):** Any virtue

Each student takes a sheet of paper, folds it into quarters, and puts their name on one panel. Then they add three virtues or “gifts” the world needs now on the other three panels. A hole is punched in the center and the sheet is hung from the ceiling with yarn. It will vibrate in the air, causing virtues “vibrations” to fill the room.

**MATERIALS NEEDED:** crayons, washable markers, paper, yarn, hole punch

17) **Virtues Symbols**

**VIRTUE(S):** Any virtue

The teacher encourages the students to think creatively about a symbol to represent a virtue. For smaller children, the teacher may already have a symbol chosen. Each student then creates their symbol, decorates it and can display it at home. For example, a Bridge of Compassion or a Rainbow of Respect.

**MATERIALS NEEDED:** crayons, washable markers, paper or posters, glue

18) **Virtues Gem Tag**

**VIRTUE(S):** Any virtue

Students make nametags in the shape of a gem with glitter and their name on it to wear during class and at home. They may also make gem tags for family members. During class, students and teachers “catch” each other committing virtues and write the virtue they notice someone practicing on their gem tag.

**MATERIALS NEEDED:** crayons, washable markers, big name tags in the shape of a gem, glue, glitter, and scissors

19) **Character Trait of the Week Sheet** (*see pg. 55 of the Educators Guide for example*)

**VIRTUE(S):** Any virtue

On a sheet of construction paper, students write the name of the virtue at the top of the page followed by the definition of that character trait. For smaller children who cannot write, this may be previously done. Next the following sentences are pre-written or can be written by the students who fill in the blank with words or pictures to represent the words.

This virtue is \_\_\_\_\_ (color).  
If it was a flower, it would be a \_\_\_\_\_ .  
It is a \_\_\_\_\_ . (animal)  
A time of day that reflects this virtue is \_\_\_\_\_ .  
When I think of this virtue, I think of \_\_\_\_\_ . (season)  
It tastes like \_\_\_\_\_ . (food)  
This virtue is \_\_\_\_\_ . (your own idea)  
Looks Like  
Sounds Like  
Feels Like

**MATERIALS NEEDED:** crayons, washable markers, construction paper, glue, virtue pictures

20) **Pick A Virtue**

**VIRTUE(S):** Any virtue

The teacher or students pick a virtue from a box and tell a story of how they have practiced that virtue. Then have the students draw pictures of how they practiced it. Smaller children may paste pictures.

**MATERIALS NEEDED:** box of virtues, crayons, washable markers, paper or posters, glue, virtue pictures

21) **Launching Virtues**

**VIRTUE(S):** Any Virtue

Students color hot air balloons that have virtues written on them. The teacher asks the students to where they would like to “launch” their virtue. Each balloon can represent a country and include the colors of the flag of that country.

**MATERIALS NEEDED:** crayons, washable markers, hot air virtue balloons

22) **Gem Pick 1**

**VIRTUE(S):** Any Virtue

Prepare a black line master with the drawing of an outline of two people/children. Write underneath the first figure “This person is practicing virtues” and under the second figure “This person is not practicing virtues”. Ask each student to glue some glitter on the heart of each figure. Attach tracing or wax paper across the top of the page over second figure using tape or staples creating a cover that can be lifted. Get each student to talk about what the activity means or represents. Discuss how we all have virtues inside us and that we just need to polish them by using them. Lift the cover to remind students that sometimes we have to dig deep to reveal our virtues.

**MATERIALS NEEDED:** black line master of two people/children –one labeled “This person practices virtues” the other “This person is not practicing virtues”, glitter, crayons, washable markers, glue, tracing or wax paper, tape or staples

23) **Gem Pick 2**

**VIRTUE(S):** Any Virtue

Fill two thirds of a container with rice and add several pretend gemstones. Ask a student to “Think of a virtue that is really easy for you to find today”. For example, the student may say “Love”. Respond by saying, “Look, there it is right on top. Pick out the gem of Love”. Now ask, “Can you tell me a virtue that is really hard for you to find today?” A student may say “Patience”. “Okay, now I want you to put your hand deep into the container and see if you can dig down deep and find Patience for me.” After student pulls out the gem, the teacher may respond by saying, “Wow, there is patience. I honor you for digging deep and finding patience.” Do this activity with each student and then talk about how on some days it can be difficult to find any virtues and on other days it’s easy.

**MATERIALS NEEDED:** container filled 2/3 with rice and several pretend gems

24) **Personal Virtues Shield** (see *The Virtues Educator's Guide*, page 101)

**VIRTUE(S):** Any Virtue

Students create “virtues shields” divided into four quadrants. Upper left (strength virtue), upper right (my family’s virtue), lower left (what gives me joy), lower right (my growth virtue), in the center a symbol that represents themselves (for example, what they love to do). Share shields at circle time.

**MATERIALS NEEDED:** crayons, washable markers, posters, glue

25) **Virtues Graffiti**

**VIRTUE(S):** Any Virtue

On large butcher paper have the students lie down and trace their bodies onto the paper. Students may paint or draw themselves onto their outline. Then have them label virtues on and above their drawings.

**MATERIALS NEEDED:** large butcher paper (enough to trace each student) crayons, washable markers, crayons, or paints

26) **Virtues Fruit Tree**

**VIRTUE(S):** Any Virtue

Make a tree made out of paper or felt. Make a sign for the tree that reads “*Virtues are the fruits of good character*”. Have students cut out shapes of fruits out of construction paper. Write the names of virtues on each fruit, for example, Assertive Apples, Kind Kiwis, Respectful Raspberries, Moderate Melons, etc. Then have the students make small leaves with their name and the names of their family members on them. Encourage them to place a name on a fruit when they notice someone practicing that virtue. Have their parents or family members do the same for them. As an added fun activity, use fruit stickers to give when they practice a virtue.

**MATERIALS NEEDED:** trees (for each student) made of paper or felt, sign for tree “*Virtues are the fruits of good character*”, construction paper, (for young students cut out construction paper fruit & leaves) crayons, washable markers, **OPTIONAL:** fruit stickers

27) **Virtues Garden**

**VIRTUE(S):** Any Virtue

Have students plant seeds, flowers or plants that represent a virtue. Patient Petunias, Respectful Raspberries, Determined Daisies, etc.

**MATERIALS NEEDED:** dirt, seeds, containers for seeds (e.g. cups) washable markers

28 ) **Twirling Virtues**

**VIRTUE(S):** Any Virtue

Cut the rough edges of two paper plates off. Draw an outlined figure of a person on one paper plate circle. Draw a heart on the other paper plate circle. Tape the circles to a dowel, pencil or straw back to back being careful not to cover the drawings with tape. Hold the dowel or pencil between the palms of the hands and rub hands together to make the dowel twist quickly backwards and forwards. The heart will “appear” in the figure.

**MATERIALS NEEDED:** paper plates without rough edges, draw a person on one plate and a heart on the other, tape, dowels, pencils or straws, crayons, washable markers, enough for each student

29) **Road Signs to Virtues**

**VIRTUE(S):** Any Virtue

Create road signs to help remind students the “directions” to practicing virtues. Signs may include STOP and practice a virtue, YIELD to Courtesy, KEEP RIGHT, ONE WAY to virtues, VIRTUE CROSSING, It’s a DEAD END without virtues, BE PREPARED TO STOP and witness a virtue, MERGING VIRTUES (with arrows), SOFT SHOULDER, ROUGH ROAD, etc. Encourage students to look over real signs and create there own virtues road signs.

<http://members.aol.com/rcmoeur/signman.html>

**MATERIALS NEEDED:** crayons, washable markers, sample outlines of road signs, paper or posters

30) **Secret Message Virtue**

**VIRTUE(S):** Any Virtue

With a white crayon or white wax candle write the name of a virtue or picture on a white piece of paper. The student can then paint over the paper with tempera paint to see the picture or message appear.

**MATERIALS NEEDED:** white paper, white crayon or wax paper, tempera paints, crayons

31) **Virtue Place Mat**

**VIRTUE(S):** Any Virtue

Glue pictures onto cardboard or construction paper that represent a particular virtue and cover with clear contact paper.

**MATERIALS NEEDED:** cardboard or posters, glue, virtue pictures, and clear contact paper

32) **Sequence Book**

**VIRTUE(S):** Any Virtue

This is a simple “flip book” students can design by drawing some process in sequence on squares that are stapled together. The square pages can be approximately three inch squares. The sequence might tell the story of a virtue or event that represents or expresses a virtue.

**MATERIALS NEEDED:** crayons, washable markers, small posters cut in 3 inch squares, hole punch, something to bind the pages together, glue, virtue pictures

33) **Surprise Balls**

**VIRTUE(S):** Any Virtue

Students take long strips of crepe paper and wind the paper around small trinkets. Wrap the crepe paper around the first item using a few inches of the crepe paper, then place another item in and keep wrapping, etc., until you have a ball four inches across. You can wrap up to 20 small items in each 4 inch ball. Each item may represent a virtue or virtues. For example, the deeper you unwrap the ball, the more difficult the virtue. Some items that may be used might be gems or small decorative items like cake decorations or other small items you might find at a craft store. The ball can then be given as a gift to a friend or family member.

**MATERIALS NEEDED:** crepe paper, small trinkets representing virtues approximately 20 per student

34) **“You Are Special” Boxes**

**VIRTUE(S):** Any Virtue

Students tape a small mirror onto the bottom of a box. The box should have a cover and be able to be opened. Have students decorate the box and write some special words on the lid or outside of the box. For example, “Open this box to see what I am thankful for.” or “Look inside to see a special gift from God”, etc. Students can give the box to someone they think is special.

**MATERIALS NEEDED:** boxes and small mirrors, crayons, washable markers, glue, decorative items

35) **Design a Virtues Flag**

**VIRTUE(S):** Any Virtue

Encourage students to design a virtue flag either as a class or as individuals. Create a symbol or design for the flag. Have the students come up with a virtue pledge.

**MATERIALS NEEDED:** crayons, washable markers, paper or posters

36) **Peace-Loving Superheroes**

**VIRTUE(S):** Any Virtue

Encourage individual students or groups of students to create a superhero who solves conflicts peacefully. Name and draw the superheroes. List what super powers he or she has, how he or she solves fights, etc.

**MATERIALS NEEDED:** crayons, washable markers, paper or posters

37) **What Did and Will Happen?**

**VIRTUE(S):** Any Virtue

Students are given pictures of a person or situation that present a problem. The teacher then asks about what might have happened just before the picture or after, for example, a picture of a baby crying. The students come up with what happened before the baby started crying and why and speculate on what happened after the photo was taken. The discussion can lead to talking about a particular virtue. Have the students find pictures that represent the “before” and “after” and glue them in sequence on a sheet of construction paper.

**MATERIALS NEEDED:** pictures of problems or situations, paper, construction paper or posters, glue, magazines and/or pre-cut pictures representing a sequence of events

38 ) **Virtues Paper Chain**

**VIRTUE(S):** All Virtues Review

Have colorful strips of paper cut in lengths to chain together to make a paper chain. Have a virtue written on each link. A picture may also be glued next to the name of the virtue. Have students pick which virtues they would like to include on their chain.

**MATERIALS NEEDED:** strips of paper cut into lengths for a paper chain, crayons, washable markers, glue, virtue pictures, tape and/or stapler

39) **First Aid Kit**

**VIRTUE(S):** Caring

Students are given small boxes to decorate for their first aid kit. Several items and/or pictures related to caring along with a few miscellaneous items and/or pictures not related to caring are placed on a table for the students to choose from. Students take turns choosing a few caring items they would like to include in their decorated first aid kit.

**Materials** Boxes, some band aids, other caring items or pictures different caring items, some non caring items or pictures of them, washable markers, stickers, etc.

40) **Booklet/Lap Book Holder**

**VIRTUE(S):** Any Virtue

Remove top flaps from cereal box. With the front of the box facing you, cut from the top left corner of the box diagonally to approximately to 1/3<sup>rd</sup> from the bottom of the right corner of the box. Then continue cutting horizontally across the side. Cut diagonally across the back of the box to the upper right corner. Cover the box with contact paper or any other paper that students can decorate or draw on. The box can now serve as an upright booklet or lap book holder.

**MATERIALS NEEDED:** Cereal boxes, contact paper or other paper to cover box, glue or tape to attach paper, decorative items, crayons, markers, and scissors

41) **Animal Masks**

**VIRTUE(S):** Any Virtue

Using a paper plate make animal masks by cutting out the eyes, nose and mouth of the chosen animal. Decorate the paper plate by drawing the animal's face onto the plate. Punch holes on either side of the plate and attach a string to both sides so that it can be worn.

**MATERIALS NEEDED** Paper plates, string, hole punch, washable markers

42) **Lap Books**

**VIRTUE(S):** Any Virtue

Take a manila folder (regular or legal) and refold it so that the ends fold into the center like shutters on a window. This creates a big book in which you can include any materials, artwork, mini-books, etc. that are related to the overall lap book. Pockets may be created inside, a special clasp to close the lap book may be made or all sides of the lap book may be drawn on. Go online to see some examples of lap books.

**MATERIALS NEEDED** Manila folders (regular or legal), glue, constructions paper, crayons, markers, decorative items

43) **Message Fan**

**VIRTUE(S):** Forgiveness

Using two paper plates, write "I'm Sorry" on one and "I Forgive You" on the other. Attach the plates back to back on a large popsicle stick or straw for the handle. The sign now has a message on either side.

**MATERIALS NEEDED:** Crayons, washable markers, paper plates, popsicle sticks or straws, stapler or glue, any other decorative items

44) **Make Bird's Nests with eggs or small decorative birds in it**

**VIRTUE(S):** Gentleness

Using small decorative wreaths or moss, small plastic eggs and birds purchased from an arts and crafts store, assemble the "nest" then glue small eggs and birds into nest. If decorative eggs and birds are not available, students may draw and cut out pictures of their own.

**MATERIALS NEEDED:** small wreaths or moss purchased from arts & crafts store, plastic bird's eggs and/or decorative birds, glue

45) **Job Jar**

**VIRTUE(S):** Obedience

On strips of paper write inspirational quotes, poems, positive messages or jobs to do around the home. Fold and place these little messages or instructions in a small to medium-sized jar with a lid. Decorate the jar. Have yourself or a friend draw a message from the jar each day.

**MATERIALS NEEDED:** Small to medium-sized plastic jars with lids, strips of paper, pens or pencils, decorative items for jar (ribbon, etc.)

46) **Rainbow of Respect**

**VIRTUE(S):** Respect

See virtue symbol #17

47) **Truthfulness Banner**

**VIRTUE(S):** Truthfulness

See number 63 for ideas.

48) **Group Drawing/Writing**

**VIRTUE(S):** Any virtue

Depending on the size of the class, this activity may be done either with the entire class or split into groups. Each student is given a sheet of paper to draw or write on about a specific topic. Students are given time to begin drawing or writing. When the teacher calls "Switch!", the students pass their papers to the person to their left or right (whichever the teacher decides) and their neighbor must continue the drawing or writing where the last person left off. After everyone's papers have been passed around to everyone in their group, the paper goes back to the original student who then shares the picture or writing with the class.

**MATERIALS NEEDED:** paper for each student, washable markers and/or crayons, pencils

49) **Three-way Drawing/Writing**

**VIRTUE(S):** Any virtue

Each student is given a large piece of paper divided into three columns marked 1, 2 and 3. The student draws or pastes a picture at the top of each column. The teacher calls out a column number and students immediately begin drawing or writing (depending on the age of the students) about the subject in that column. When another column number is called, students stop and immediately move to the column called out and draw or write in that column. Columns are continually called out randomly and students pick up in each column where they left off. Three separate numbered sheets of paper may also be used for this activity if desired.

**MATERIALS NEEDED:** large paper or large poster for each student, washable markers and/or crayons, pencils

- 50) **Prayer Rock:** (*Bahá'í Crafts for Children pgs 12-13*)

**VIRTUE(S):** Reverence

Prepare poem cards for each student. Poems are on page 13 or you can develop your own. Pomes should be on heavy paper or cardstock works best. Cut fabric into 8" x 8" squares (pinking shears give a decorative edge.) Place one rock into the center of a fabric square. Draw the fabric up around the rock and tie it closed with yarn or ribbon. Put one end of the yarn or ribbon through the hole in the poem card and tie a bow. *Variation:* Use paint or markers to color the rock and glue on the poem.

**MATERIALS NEEDED:** 8" X 8" fabric squares, hole punch, rocks approximately 1" diameter, and scissors or pinking shears, yarn or ribbon *variation* paints or washable markers

- 51) **Prayer Beads:** (*Bahá'í Crafts for Children pg 15*)

**VIRTUE(S):** Reverence

Cut a piece of craft string approximately 12" long. Thread 19 beads onto the string and tie it into a knot, leaving most of the extra string available in two long tails. Count out 5 more beads. Thread both ends of the string crisscross style through one of the beads (see picture pg 15) Repeat this for all beads. Leave some extra space so the beads can slide up and down then tie a knot and cut the excess.

**MATERIALS NEEDED:** Beads, craft string, and scissors

- 52) **Praying Hands:** (*Bahá'í Crafts for Children pg 16-17*)

**VIRTUE(S):** Prayerfulness, Reverence

Make copies of the hands patter on page 17 (or use your own or use the student's hands) Make copes of a prayer for children (or have them write one of their favorites). Have the children trace the hand pattern onto a folded piece of construction paper, matching the fold line of the pattern. (the pinky fingers are on the fold line) Cut out the hands. Draw on the lines representing the fingers and fingernails. Cut out the cut out the prayer and color. Glue the prayer inside the hands and fold the hands in half to complete.

**MATERIALS NEEDED:** Construction paper (flesh tones), Copies of hand patter pg 17 or your or student's hand patterns, copy of prayer pg 17 or pencils so students can write their own prayer, crayons, washable markers, glue and scissors

- 53) **Special Prayer Basket:** (*Bahá'í Crafts for Children pg 20-21*).

**VIRTUE(S):** Prayerfulness

Draw a heart on each bottom corner of a legal size envelope (see pattern on page 21) Cut out the hearts to get two baskets. Make a paper handle out of white or construction paper and glue or staple onto the basket. Or use ribbon. Students then write out their favorite payer and place it inside.

**MATERIALS NEEDED:** craft glue, crayons or washable markers, envelopes (legal size #10) sequins, gems, etc, stapler, paper, pencils, white or construction paper, and scissors

- 54) **Prayer for America:** (*Bahá'í Crafts for Children pg 22-23*).

**VIRTUE(S):** Prayerfulness

Make copies of the prayer on page 23 on white paper. Cut apart the prayer, making each line a separate "wavy" strip. On a piece of 9" X 12" red construction paper, glue the first prayer line 1/4" from top of the page (i.e. leave a red stripe above the 1<sup>st</sup> white one) alternating red spaces with white paper lines until the prayer is complete. (Stripes are numbered in their top left corner) Cut a 2" X 2" blue square from construction paper and glue in the upper left corner of the flag. Cut stars out of white construction paper and glue on the blue square. When finished, cut off any extra red paper, leaving 1/4" red stripe at the bottom.

**MATERIALS NEEDED:** copies of the prayer on pg 23, glue or glue stick, red, white and blue construction paper (9" X 12"), white paper, and scissors

- 55) **Travel Prayer for Visor:** (*Bahá'í Crafts for Children pg 24-25*)

**VIRTUE(S):** Prayerfulness

Make copies of the prayer on page 25 or students can write their own prayer for safe travel (5" X 4 ½"). Have students add pictures, designs, and color around the prayer. Place the prayer between 2 pieces of clear contact paper. Trim leaving a ½" edge on all sides. Punch a hole in each corner of the contact paper (4 total) Tie a 10" piece of string through each hole, leaving the edges long. Tie to the visor of a car so when the driver flips it down, he or she can say the prayer before leaving home

**MATERIALS NEEDED:** clear contact paper, colored string or yarn, copies of the prayer pg 25 or white paper and pencil to write their own prayer, crayons, washable markers or colored pencils, hole punch, and scissors

- 56) **Blossoming Branch - a variation Family Tree:** (*Bahá'í Crafts for Children pg 28*).

**VIRTUE(S):** Loyalty

Draw or paint a tree branch onto construction paper. Add green leaves with markers, paint or felt. Glue on popcorn to look like blossoms. Add a copy of a quote page 28 or have the students write their own prayer for protection for their family and use it. Glue entire picture on a larger piece of construction paper so that it looks like it has a frame around it.

**MATERIALS NEEDED:** craft glue, crayons or washable markers, envelopes (legal size #10) sequins, gems, etc, stapler, paper, pencils, white or construction paper, and scissors

- 57) **A Variation on Dream Shaker:** (*Bahá'í Crafts for Children pg 30*).

**VIRTUE(S):** Friendliness

Make many circle smiley faces out of different colored plastic plates. Using PERMANENT markers draw eyes and smile on both sides. Drop smiley faces in a 12 oz plastic bottle (bend if necessary). Add glitter, sequins, etc inside the bottle. Fill the bottle with water, leaving 1" of air at the top. Optional: put a couple of drops of food color. Tightly screw the lid on and tape shut with electrical tape.

**MATERIALS NEEDED:** 12 oz clear plastic bottles with caps for each student, food coloring, colored plastic disposable plates, electrical tape blue or black, glitter sequins, plastic confetti, permanent markers, and scissors

- 58 ) **A Variation on Branch Wind Chimes:** (*Bahá'í Crafts for Children pg 31*).

**VIRTUE(S):** Friendliness

Pencil a simple design onto frozen juice can lids such as hearts, stars, leaves, etc. (see page 67 for patters). Place lids on a board and tap holes in the shape of the first letter of the student's friend's name. Then tap a hole at the top of the lid above the letter for string to hang it on the branch. Using string or yarn, tie the lids to a tree branch making sure they will collide when swung. Tie a longer piece of string or yarn to the top of the branch which will be used to hang the whole thing up. (see page 31 for a picture of the final wind chime)

**MATERIALS NEEDED:** 12 oz clear plastic bottles with caps for each student, food coloring, colored plastic disposable plates, electrical tape blue or black, glitter sequins, plastic confetti, permanent markers, and scissors

- 59) **A Variation on Holy Land Book:** (*Bahá'í Crafts for Children pg 32-33*).

**VIRTUE(S):** Friendliness

Rather than making a Holy Land Book, we will make a friendship book. Each child gets 2 pieces of 9" X 12" tag board. Cut 1 of these pieces in half to make two 6" X 9" pieces. Lay down the 3 pieces. With the larger under the two smaller ones. Punch holes on each side where the pieces fold open (see page 32 to see sample). This then opens like a lap book. The students decorate the front of the book and write "My Friends". On the inside center, glue a friendship poem or let the students write on paper what it means to be a true friend. This can be decorated and glued on the center piece. On the left inside flap of the book write MY and on the right inside flap write FRIENDS. The students can then glue pictures of their friends (including family members)

**MATERIALS NEEDED:** two 9" X 12" tag boards per student, decorative doo dads like glitter, sequins, etc., hole punch, washable markers, white paper, pencils, yarn, glue, friendship poem, pictures of friends, and scissors

- 60) **A Variation on Seashell Wind Chimes:** (*Bahá'í Crafts for Children pg 39*).

**VIRTUE(S):** Flexibility

Cut pieces of string into various lengths. Tie seashells to one end of a piece of string (you can use hot glue) Tie the other piece to a metal hoop (make sure the shells will touch when blown by the wind) Add a drop of glue to the top of each knot. Cut out several gem shapes of construction paper and punch a hole in the top. Each student writes one situation on each gem for which they need to practice flexibility. String yarn or string through the hole and attach randomly around the

metal hoop. Tie 4 new pieces of string to the hoop (evenly spaced apart) and tie them together at the top forming the hanger.

**MATERIALS NEEDED:** Different colored string or yarn, sea shells (medium size), 6" metal hoop, hot glue gun and glue, permanent markers, construction paper cut in the shape of gems, hole punch, and scissors

- 61) **A Variation on Caged Bird:** (*Bahá'í Crafts for Children pg 38*).

**VIRTUE(S):** Assertiveness, Peacefulness

Trace 5 or 6 inch circle onto tag board (hint trace around a plate). Punch 8 or 9 holes ½" around the edge. Place pipe cleaners through each hole and curl it around the circles' edge to hold. Twist all the pipe cleaners together above the circle to make a cage. (bird houses can be any shape) Use a different piece of tag board to draw or cut out a bird and decorate. Now, instead of putting the bird in the cage attach it to the outside of the cage with hot glue. This demonstrates assertiveness by breaking out of the cage.

**MATERIALS NEEDED:** 5-6" bowl or plate for tracing, hole punch, markers, pencils, pipe cleaners, tag board, hot glue gun and glue, and scissors

- 62) **Heart Pop-up Card** (*Bahá'í Crafts for Children pg 42*).

**VIRTUE(S):** Any virtue

Fold a piece of paper in half. Trace the heart design on this page (pg 42) onto the fold of the paper. Cut away the top area of the paper as shown in the example on the left (see page 42). Fold the heart down to make a crease then open the card and fold the heart inside. Decorate the cover and inside of the card. Add a message or quote.

**MATERIALS NEEDED:** washable markers, paper (colored or white), pencils, decorative doo dads, glue. Scissors

- 63) **Plain Card:** (*Bahá'í Crafts for Children pg 43*).

**VIRTUE(S):** Any virtue

Fold a piece of construction paper in half. Decorate using any theme. Add a note inside. See pages 67, 93 & 112 for some patterns

**MATERIALS NEEDED:** washable markers, construction paper, pencils, decorative doo dads, decorative edge scissors, glue, and scissors

- 64) **A variation of Holiday Peacock Banner** (see page 66 for information on making a smaller banner out of felt or a larger banner on page 69) (*Bahá'í Crafts for Children pg 46-47*).

**VIRTUE(S):** Any virtue

Cut a 16" X 16" background piece of plain, heavy fabric. (hint: have a variety of background fabrics pre cut for students to pick from) To use the peacock theme, trace the half circle pattern on page 47 and copy onto the bottom center of the banner fabric. Cut out 10" strips of fabric and lace for tail feathers. Glue around half circle. Trace the peacock pattern on page 47 onto fabric, cut out, and glue on top of half circle. Using fabric or puffy paint, add the peacock's eye. Using a pencil, lightly write the title of your banner for example "Truthfulness Rules". Fold top of fabric over an 18" long dowel (1/4" thick) and hot glue down. (parents can stitch for added strength) Add yarn or lace to each end of the dowel making a hanger. See page 47 for patterns and final picture. You can make your own picture on the banner. It doesn't have to be a peacock. **OPTION:** you can make the banner completely out of construction paper instead of fabrics for inside use.

**MATERIALS NEEDED:** 16" X 16" squares of heavy weight (not stiff) fabric (canvas, burlap, sail cloth), feathers, lace, other decorative stuff, fabric glue, fabric/puffy paints, fabric scraps, hot glue gun and glue, pencils, ribbon or yarn wooden dowel 18" long 1/4" thick, and scissors **OPTION:** various colors of construction paper

- 65) **Stained Glass Vase Gift:** (*Bahá'í Crafts for Children pg 48*)

**VIRTUE(S):** Generosity, Kindness

Cut colored tissue paper into 1" shapes. Pour glue into a plastic container and water down slightly. Using fingers, dab glue mixture onto a small area of vase. Apply cut tissue paper to the glued area. Make sure to overlap the tissue paper layers. Repeat until the vase is covered. When completed, rub a layer of glue mixture over the entire vase. Smooth out and let dry. **OPTION:** Take strips of tissue paper 3" wide 10" long and wind it up bind it on one end with green craft tape to make a rose. Insert long pipe cleaner as stem. Put it in the vase.

**MATERIALS NEEDED:** Cut colored tissue paper into 1" strips, glue, glass bottle or vase, plastic container, water, and scissors **OPTION:** strips of 10" long 3" wide strips of tissue paper, green craft tape, and long pipe cleaners

- 66) **Nine Pointed Star Frame Gift:** (*Bahá'í Crafts for Children pg 49*)

**VIRTUE(S):** Generosity, Kindness

Make 3 separate triangles by gluing 3 popsicle or craft sticks together in the shape of a triangle. Glue the 3 triangles together crating a 9 pointed star and decorate (paint, color, add decorative doo dads.) Glue a photograph or quote onto a piece of poster board. Cut into star's shape and glue behind the opening in the star (see page 49 for illustration) Cut 1" self magnet strip and attach to the back of the poster board or tie a ribbon to the top for hanging if magnet is not available.

**MATERIALS NEEDED:** gems, sequins, glitter or other doo dads, markers, paint, photo, popsicle or craft sticks, poster board, ribbon or self stick magnet, and scissors

- 67) **A variation of Tea (or Coffee) Card:** (*Bahá'í Crafts for Children pg 50*).

**VIRTUE(S):** Friendliness

Cut construction paper approximately 7" X 10" and fold in half to make a 5" X 7" card. Decorate front of card. Have a quote, poem or writing about friendship or have the student write his/her own idea of what friendship is. Tape a tea bag or coffee bag to the inside of the card. Students can also make envelopes for the cards out of construction paper.

**MATERIALS NEEDED:** Construction paper, decorative doo dads, tea and coffee bags, washable markers, pencils, poem/write up/white paper for students to write their idea of friendship on. Decorative scissors and /or regular scissors

- 68 ) **A variation Fund Box:** (*Bahá'í Crafts for Children pg 52*).

**VIRTUE(S):** Generosity

The teacher should cut a slot in the top of each lid of a small craft box. Decorate box as desired. The box is used to save money to give to the fund or to buy a gift for someone.

**MATERIALS NEEDED:** craft boxes with slots, decorative doo dads, washable markers

- 69) **A variation of Doorknob Hanger:** (*Bahá'í Crafts for Children pg 56*).

**VIRTUE(S):** Courtesy

Copy the pattern on page 56. Trace the patter onto craft foam or poster board and cut out. Decorate as desired. It can have two sayings on it if you want to decorate both sides. You can put messages such as "Enter quietly please, we are praying" or "Please be quite children sleeping" or "Please empty the dishwasher" or "Clean" on one side and "Dirty" on the other, etc.

**MATERIALS NEEDED:** gems, sequins, glitter or other doo dads, washable markers, poster board or craft foam board, and scissors

- 70) **A variation of Feast Wreath:** (*Bahá'í Crafts for Children pg 57*).

**VIRTUE(S):** Friendliness, Responsibility

Have students trace their hands onto 8 different flesh-colored papers (both hands on each color). Glue the hands to the backside of a paper plate. Cut out flower, star and heart designs from construction paper and glue onto the wreath between the hands. In the center of the plate wreath, write "Welcome to our Home" with markers. Tape yarn to the back for a hanger.

**MATERIALS NEEDED:** Construction paper (flesh tones), glue, large white (unwaxed) paper plates, washable markers, pencils, tape, yarn, and scissors

- 71) **A variation of My Puppet:** (*Bahá'í Crafts for Children pg 59*).

**VIRTUE(S):** Idealism, Tolerance

Have students think about what they look like physically and with their virtues (i.e. understanding self). Have them draw an outline of their body (or copy the pattern on page 59) onto stiff paper. Cut out and decorate. Tape a straw to the back of the puppet for a handle.

**MATERIALS NEEDED:** Crayons, decorative doo dads, lace, fabrics, poster board or stiff paper, straws, washable markers, pencils, tape, yarn, and scissors

- 72) **A variation Spoon and Straw Puppets:** (*Bahá'í Crafts for Children pg 62*).

**VIRTUE(S):** Joyfulness

Puppets should be made to look joyful) Teacher should spray paint Styrofoam balls in different flesh tones. Insert Styrofoam ball onto the end of a straw, forming the head. Secure in place with hot glue. Each student is given a head on a straw and they decorate them such that they are joyful. (Or they have fun doing it)

**MATERIALS NEEDED:** straws, flesh toned painted Styrofoam balls, decorative doo dads such as buttons, pipe cleaners, feathers, beads, lace, yarn, etc, and scissors

- 73) **Fabric Flags** (*Bahá'í Crafts for Children pg 68*).

**VIRTUE(S):** Any virtue

Cut out flag backing (main flag material) from sturdy fabric approximately 16" X 18". Use a hot glue gun to attach a 1/4 " dowel down the left side of the fabric,

leaving a small portion at the top of the dowel above the top of the flag. See page 68 for example. (Parents can stitch later for extra strength) Use other fabrics and fabric paints to decorate. For smaller children have shapes already cut out. **OPTIONAL:** You can make the whole thing out of construction paper.

**MATERIALS NEEDED:** ¼” dowels, Fabric or craft glue, hot glue gun and glue, patters on pages 67, 110, 111, 112 (optional), scrap fabric pieces, fabric paints, sturdy fabric (canvas, no color) 16” X 18 ” scissors

- 74) **A variation of Alláh’u’abhá Door Hanger:** (*Bahá’í Crafts for Children pg 70-71*).

**VIRTUE(S):** Respect

Make 3 copies of the pattern on page 71 and cut out 1 sun, 1 cloud and 1 full rainbow. Use the pattern and cut out the red half circle from foam. This will be the base to keep adding half circles of layers to. Trim the patter known on row and cut the yellow half circle from foam. Continue this manner until the rainbow is complete. Cut the sun and cloud out of foam using the patterns provided. Glue the rainbow half circles together, then the cloud and sun on top. On the cloud, write “You are Loved” or if someone the student knows is sick write “Hope You Feel Better Soon”. Punch two holes through the top of the rainbow and attach a ribbon or pip cleaner for a hanger.

**MATERIALS NEEDED:** 3 copies of the pattern on page 71, craft foam in rainbow colors, yellow and white, craft or hot glue, hole punch, markers, pencils yarn, ribbon or pipe cleaner, and scissors

- 75) **Door Plaque:** (*Bahá’í Crafts for Children pg 72-73*).

**VIRTUE(S):** Idealism

Hot glue popsicle sticks together to make a simple square house with a pointed roof. Make a copy of the quote on page 73 and glue it behind the triangle roof (the “attic”). Cut a square out of foam or construction paper and glue behind the popsicle stick square (the “house”). Decorate the front of the “house” (add a door, widows, etc). Mae a sun out of foam or construction paper and glue to the back of the “attic” so that most of the sun is revealed. Punch a hole in the top of the attic and tie a piece of yarn for the hanger.

**MATERIALS NEEDED:** Copies of the quote on page 73, Craft glue, foam or construction paper, hot glue and hot glue gun, markers, popsicle sticks, yarn, and scissors

- 76) **Humanity Mobile:** (*Bahá'í Crafts for Children pg 74-75*):

**VIRTUE(S):** Unity

Cut a cloud out of 9" X 12" white poster board or craft foam. With a pencil, write a quote about humanity on the cloud and then go over it with a marker. Make copies of patterns on the next page onto card stock. Have the students cut out the people and raindrops then color them (front and back). Punch holes in the bottom of the cloud, the top of the people and raindrops; then punch one hole in each side of the cloud. Hang the people and raindrops with yarn, varying the lengths. Attach yarn to the holes in the top of the cloud (not too far apart or the cloud will bend when hung!). Glue cotton balls to the front and back of the cloud.

**MATERIALS NEEDED:** 9" X 12" White poster board or craft foam, Copies of patterns on cardstock (page 75), cotton balls, craft glue, hole punch, markers or colored pencils, blue yarn, and scissors

- 77) **Paper-Mache World:** (*Bahá'í Crafts for Children pg 76*):

**VIRTUE(S):** Unity

Blow up a large balloon and tie off (or use a beach ball). Tear newspaper into 1" X 4" strips. Mix paste in a bowl (1 cup flour to 1 cup water). Dip each newspaper strip into paste and place on balloon. Continue until the balloon is covered. After 1 layer of strips is complete, add a piece of string tied to a paper clip to the top of the balloon. Cover the paper clip with strips, leaving the string hanging. Add 2 more layers of strips. Let dry completely. Draw a map of the world on the newspaper with a marker. Paint on the continents and oceans. Let Dry. (My note: It may be easier to spray paint the whole thing blue, let dry, and then paint on the continents.)

**MATERIALS NEEDED:** Flour & water for paste, large bowl or margarine tub, large round balloon or beach ball, marker, newspaper, paint brushes, paper clip, string, tempera paint (blue & green) (for my version blue spray paint instead of blue tempera paint, I'd also add some brown for mountains)

- 78) **A variation of Hand Tree:** (*Bahá'í Crafts for Children pg 77*):

**VIRTUE(S):** Loyalty

Choose a page from a wallpaper book (or different flesh toned large construction paper). Trace your hand (with fingers spread out) and arm (up to the elbow) onto the wallpaper (or construction paper). This becomes the tree. Glue the "tree" onto 12" X 18" poster board. Cut out leaves from other construction paper and glue onto the tree "branches" (outline of fingers). Cut out flower shapes from construction paper and glue around the base of the tree. (Or draw with markers). Write the names of your family and friends on the leaves. Write something like "I am loyal to

my family and friends” at the top and “\_\_\_\_\_ (insert child’s name) Family and Friend Tree”

**MATERIALS NEEDED:** 12” X 18 ” poster board or mat board, construction paper (optional: wallpaper), markers, pencils, and scissors

- 79) **Multi-Cultural Plates:** (*Bahá’í Crafts for Children pg 78-79*):

**VIRTUE(S):** Tolerance, Unity

Use a pencil to sketch a design on an un-waxed paper plate that represents a world culture (see samples on page 79 for ideas and use them as templates if desired). Mix designs to make a multi-cultural plate. Use craft paints or markers to color the design. Punch a hole in the top of the plate and add a yarn hanger.

**MATERIALS NEEDED:** un-waxed paper plates, craft paints or markers, paint brushes, water, cups, yarn, hole punch, pencils

- 8 0) **Butterfly Magnets:** (*Bahá’í Crafts for Children pg 80-81*):

**VIRTUE(S):** Gentleness

Copy the butterfly patter on page 8 1, cut out and trace onto a poster board. Cut out butterfly and color. Add wiggle eyes and pipe cleaner antennas. Fold up the wings on the butterfly, leaving ½” space for the body. Hot glue the butterfly’s body to a clothes pin, making sure the clamp of the clothes pin is at the bottom of the butterfly. Hot glue a magnet to the back of the clothes pin. (or use self stick magnets). Write a quote about gentleness and clamp it into the clothes pin.

**MATERIALS NEEDED:** butterfly patter copies (pg 8 1), clothes pins, crayons or markers, hot glue gun & glue sticks, pipe cleaners, wiggle eyes, poster board, strip of magnets (or self stick magnets), paper, pencils, and scissors

- 8 1) **Autumn Stained Glass:** (*Bahá’í Crafts for Children pg 82*):

**VIRTUE(S):** Reverence

Lay down newspaper and place a smaller piece of wax paper on top. Arrange leaves and optional crayon shavings on the wax paper. Leave a 1” edge around the wax paper. Place another piece of waxed paper on top followed by another piece of newspaper. Have an adult use a warm steam iron and iron the top of the newspaper until the waxed paper melts together. Trim the waxed paper edges. Glue construction paper strips around the edges to make a frame. Write your favorite prayer on the frame. Hang in a window.

**MATERIALS NEEDED:** crayons or markers, construction paper, fall colored leaves, crayon shavings, glue or tape, newspaper, steam iron, waxed paper scissors

8 2) **Pin Wheel:** (*Bahá'í Crafts for Children pg 83*):

**VIRTUE(S):** Responsibility

Have one pinwheel already made and talk about how each fold of the pinwheel all work together to make it spin and how when we are all responsible and work together, we can solve many problems like war, pollution, or famine. On a piece of 6" paper, draw an "X" from corner to corner on both front and back. Have the students decorate both sides of the paper, making each triangle different. Cut inward on each line of the "X", but STOPPING ½" FROM THE CENTER. Fold the right corner in to the center, overlapping slightly. Place a small piece of tap to hold it down (see diagram page 8 3). Repeat with all corners. Pus a pus-pin through the center into the erase of the pencil (be sure it doesn't push all the way through the eraser.)

**MATERIALS NEEDED:** 6" white or construction paper, crayons or washable markers, pencils with erasers, push pins, tape, and scissors

8 3) **Handprint Butterfly:** (*Bahá'í Crafts for Children pg 84-85*):

**VIRTUE(S):** Self-Discipline

Talk about how when we work to acquire virtues, we change like a caterpillar changes into a butterfly) Trace the pattern on page 8 5 onto foam and cut out (this is the body of the butterfly). Have the students trace their hands 4 times onto foam and cut out. Glue the hands behind the body of the butterfly. (Make sure the thumbs are mirrored the same! See sample page 8 4 & 8 5). Blue on wiggle eyes and decorate as desired. Add pipe cleaners fro antennas. Make a small hoe on the top of thread and loop a string or pipe cleaner through for a hanger.

**MATERIALS NEEDED:** craft foam sheets, craft glue, crayons or markers, hot glue gun and hot glue, decorative doo dads, pencils, pipe cleaners, wiggle eyes, ribbon or string, and scissors

8 4) **Windsock:** (*Bahá'í Crafts for Children pg 86*):

**VIRTUE(S):** Reverence

Cut a piece of poster board to 8 ½" X 22". Draw a design on the poster board and add quote on page 8 6, "Erelong, however, ...**“rushing winds that blow out the mercy of God”**". Roll the poster board into a circle (design outside) and staple together (reinforce with strong tape). Stable streamers to the bottom. Punch 4 holes in the top about ½" down. Tie string through each hole (1 hole should have a

long piece) and tie them all together at the top, leaving the longer piece to hang. (see sample page 8 6)

**MATERIALS NEEDED:** decorative doo dads, glue, markers, hole punch, poster boards, stapler and strong tape, tissue paper or crepe paper or streamers, string, and scissors

8 5) **A variation of Stained Glass Hanging:** (*Bahá'í Crafts for Children pg 87*):

**VIRTUE(S):** Joyfulness

Pull a plastic-coated wire hanger into a diamond shape. Lay the hanger on top of a piece of clear contact paper (sticky side up) leaving 1" around each outside edge. Place flowers, petals, leaves, etc. on the contact paper inside the hanger "frame". (do not layer as it will be too thick) Cut or tear shapes out of tissue paper for clouds, sun, etc. and place on contact paper. Write a quote about joyfulness on tissue paper and place inside the frame. When finished, place another piece of contact paper over the hanger (sticky side down), smoothing out air bubbles as you go. Trim the contact paper leaving 1/2" around the edges.

**MATERIALS NEEDED:** clear contact paper, colored plastic-covered wire hangers, grass, flowers, leaves (not too thick) permanent fine-point markers, tissue paper, and scissors

8 6) **A variation on Faith Bracelet (necklace):** (*Bahá'í Crafts for Children pg 90*):

**VIRTUE(S):** Assertiveness, Determination, Honest

Cut a piece of jewelry cord or heavy string about 24" long. Loosely tie one end. String beads and letters onto the cord or string. Include the statement "I am a child of God" or some similar statement. Tie the ends together once you are finished adding beads to the necklace. Trim excess string.

**MATERIALS NEEDED:** jewelry cord or heavy string cut approximately 24", letter beads, decorative beads, and scissors

8 7) **A variation Jewelry Pins:** (*Bahá'í Crafts for Children pg 91*):

**VIRTUE(S):** Any virtue

Let the students choose their favorite virtue. Cut out a design on craft foam. Write the virtue at the bottom of the foam cut out. Decorate as desired. Hot glue foam design to jewelry pin.

**MATERIALS NEEDED:** craft foam board, markers, decorative doo dads, jewelry pins, hot glue gun & glue, and scissors

8 8 ) **Paper Mosaic:** (*Bahá'í Crafts for Children pg 92-93*):

**VIRTUE(S):** Orderliness

Trace the star and heart patterns on page 93 onto black construction paper (or draw a design of your own). Cut small shapes (rectangles, squares, triangles) out of colored construction paper. Glue these shapes inside of the star and heart designs leaving a little space of black between the pieces. (see sample page 92) If desired, cover with clear contact paper.

**MATERIALS NEEDED:** Black colored construction paper 12" X 18 ", clear contact paper, colored pencils (light colors), glue stick, heart and star shaped patters on page 93, and scissors

8 9 ) **Virtues Wheel:** (*Bahá'í Crafts for Children pg 94-95*):

**VIRTUE(S):** Any virtue

Trace the star and circle patters on page 95 onto poster board and cut out (full circle and full star). Cut out one pie-shaped opening in the star where indicated. (Students may need help) Color the star, adding designs as desired. Place the circle behind the star, poke a small hole through the center of both shapes, and fasten them together with a paper-fastener. Write a virtue in the pie-shaped opening (onto the circle). Spin the circle slightly and write another virtue. Continue until the circle is full of virtues.

**MATERIALS NEEDED:** Markers, paper fasteners, pencils, poster boards scissors

90) **Light Switch Plate:** (*Bahá'í Crafts for Children pg 96*):

**VIRTUE(S):** Confidence, Courage

Talk about how confidence is like a light within us that helps us not be afraid. Have students pencil a design on the front of a light switch plate cover. (If there is room they can write "Confidence is a light within me") Place dime size dots of craft paints on a paper plate for each student (like a pallet). Have the students turn the light cover over and practice with the paint on the back side first) Turn the cover back over and paint the design.

**MATERIALS NEEDED:** Craft paint (permanent), light switch plates (1 or 2 holes are okay), paint brushes, water, cups, paper plates, pencils

- 91) **Sand Painting:** (*Bahá'í Crafts for Children pg 98*):

**VIRTUE(S):** Cleanliness

Talk about how the students are going to have to work hard to be cleanly during this art project. Pencil a star pattern onto a 9" X 11" piece of sandpaper. Pencil in other designs on sand paper (see page 67 for ideas). Place the sand paper on a cookie sheet. In a paper cup mix 1 tablespoon of water and one tablespoon of glue. Sort the colored sands into paper cups. Brush glue on the area of the design you want the sand on then sprinkle the sand on the glue. Carefully pour any excess sand back into the cup. Repeat until the whole design is covered with sand.

**MATERIALS NEEDED:** 9" X 11" sand paper, bowls, paper cups, cookie sheets (or substitute), copies of the patterns on pages 67 & 112, glue, paint brushes, water, pencil sharpeners, pencils

- 92) **Paper Plate Web:** (*Bahá'í Crafts for Children pg 99*):

**VIRTUE(S):** Determination, Orderliness

Talk about how in order to do this they have to pay attention and do it in the right order. Cut the center out of a paper plate leaving a 1" boarder. Use the large star template on page 95 to mark the points of the star on the plate with a pencil (make sure they are 1/2" from the edge). Punch holes at these points and number them 1 through 9. Thread a long piece of yarn (leave a tail) through hole #1, then #4, then #7 and again #1. Repeat to make 2 layers. Tie off the tail at hole #1. Repeat this exercise using holes #2, then #5, then #8, and go through a second time creating 2 layers. Tie off the excess yarn. Repeat again using holes #3, #6, #9. Use yarn to hang other cutouts (hearts, flowers, quotes, etc) from the bottom of the plate. (see banner patterns on page 67). Make a hanger at the top of the plate using a longer piece of yarn.

**MATERIALS NEEDED:** hole punch, markers, pencil, star template (page 95), paper plates, yarn, templates on page 67, and scissors

- 93) **Manners Place Mats:** (*Bahá'í Crafts for Children pg 100-101*):

**VIRTUE(S):** Courtesy

Make copies of the poem on page 101. Students need to cut out poem. Glue the plate in the center of a piece of construction paper. Give each child a piece of aluminum foil. Have them trace a knife, fork and spoon onto the foil and cut them out. Have students decorate the placemat and plate as desired (see page 79 for patterns). See page 100 for sample place mat. Cover both sides of the construction paper with clear contact paper and trim leaving a 1/4" edge.

**MATERIALS NEEDED:** aluminum foil, clear contact paper (12" X 18 ") construction paper, copy of poem on page 101, crayons or markers, glue stick, pencil, set of silverware to trace, and scissors

- 94) **Brown Bag Vest:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 16-17*):

**VIRTUE(S):** Respect

Talk about respecting other cultures. Try playing some American Indian music in the background Cut up the middle of the front of the bag and around the neck area as shown on page 16. Cut into the sides and make two armholes. Cut fringe all the way around the bottom. To make the ties, punch two holes near the neck opening at the front. Pass a piece of yarn through both holes and tie a knot at both ends. Decorate with markers or tempera paint using the illustrated Native American designs if you wish. (see page 17)

**MATERIALS NEEDED:** aluminum foil, clear contact paper (12" X 18 ") construction paper, copy of poem on page 101, crayons or markers, glue stick, pencil, set of silverware to trace, and scissors

- 95) **Magic Power Shield:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 18-19*):

**VIRTUE(S):** Purposefulness

*Talk about how the magic power shield had a purpose of protection* Cut poster board in a circle 6" or 7" diameters. (use a plate as a template) Punch holes around the paper circles edge about 1" apart. Use markers to decorate the paper shield with Native American designs (see pages 18 -19). Tape on end of yarn and poke it into the top hole and pull through. Leave about 3" at the top for the loop later. Go in and out of the holes bringing the taped end of the yarn back to the top hole. Tie this to the other end. Cut a piece of yarn about 8 " long and loop it through the bottom hole and even the ends. Pass 3 or 4 beads up the yarn and slip a feather into the beads as shown (page 19). Knot both ends of the yarn to keep the feather secure. Add more feathers around the circle the same way. Hang on wall or tape handle on the back to use as a shield.

**MATERIALS NEEDED:** poster boards, yarn or string, beads, feathers, markers, hole punch, and scissors

- 96) **My Special Bag a Variation of Lakota-Sioux Charm Bag:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 20-21*):

**VIRTUE(S):** Any virtue

Trace the bag pattern (page 20) onto a piece of cardboard or poster and cut out to form a template. Fold the felt in half the short way. Lay the template so that the flat edge (see dotted line in the illustration) is on the fold of the felt. Trace the pattern onto the felt. Keep the felt folded and cut around the tracing but DO NOT cut on the folded edge. Fold one rounded edge down as shown (page 21) for the front opening. Staple this flap down (be careful not to staple through to the other side of the bag). Keep the two sides of the felt together and staple closed. Hole punch two holes at the top rounded edge of the bag. Pass the yarn through as shown (page 21), event the edges and tie. Sew or glue on beads and scraps of felt for decoration. Put something that you hold dear in the bag and hang around your neck.

**MATERIALS NEEDED:** felt, any light color 9" X 11", poster or card board for template, scrap felt, beads, stapler, yarn, hole punch, beads, hot glue gun and glue or needle and thread, craft glue, and scissors

- 97) **Inuit Finger Masks:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 25-26*):

**VIRTUE(S):** Compassion, Creativity

Copy the mask patterns (page 27) onto poster board. Draw short lines around the outer edge of the mask and color the fringe. Draw funny faces on the masks. Cut out around fringe. Then cut the fringe and bend it so that one piece is bent towards the front and one towards the back. Repeat until all fringe is bent. Turn the mask over and glue the smaller end of a pop-top tab to the back of the bottom of the mask. Let dry completely. Stick your finger through the hole of the tab and wiggle. Make enough for several for each hand.

**MATERIALS NEEDED:** Pop tops from soda cans, poster boards, markers, hot glue gun and glue, pencils, and scissors

- 98 ) **(Joyfulness) Eskimo Laughing Mask:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 28-29*):

**VIRTUE(S):** Joyfulness

Use the illustration page 29 to get an idea of the face mask. The egg carton sections can be used as eyes and a nose by gluing them to the shoe box lid. Color the centers of the egg carton "eyes" and "nose" with a marker. To make eye holes, cut two triangles just under the egg carton "eyes". Cut a moth shape and teeth out of construction paper. Should be smiling. Glue onto box. Using a marker, color the ends of tongue depressors or popsicle sticks to look like hands, as show. Color another tongue depressor and glue to the bottom of the mask for a handle. Glue feathers and their odds and ends to your mask for decoration and humor.

**MATERIALS NEEDED:** plain shoe box lid – any size, egg cartons- 3 sections each student, wooden popsicle sticks or tongue depressors – 5 each student, construction paper, feathers and other decorative doo dads like buttons, felt, beans, ribbon, etc., markers, glue, hot glue gun and glue, and scissors

- 99) **Storyteller Animal Masks:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 34-35*):

**VIRTUE(S):** Compassion, Creativity

Cut two slits (about 2" on each side of the plate as shown on page 34. Punch two eye holes. Staple and tape the tongue depressor to the inside of the plate at the bottom. Turn the plate over and decorate the plate bottom with markers. Make an animal face. (See patterns on page 35). Overlap the slits and staple closed. The plate will bend out. Hold the mask by the wood handle and place over your face.

**MATERIALS NEEDED:** paper plate 7", wooden tongue depressor or popsicle stick, markers, tape, stapler, hole punch, and scissors

- 100) **Zinu Hand Mask:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 38-39*):

**VIRTUE(S):** Enthusiasm

On a 24" long X 9" wide piece of poster board or stiff paper, trace one of the student's hands in the middle of the paper. Round out the bottom of the hand as shown on pages 38 -39. Color the hand with black marker. Cut eye holes and mouth hole as shown on page 39. Make two more hand tracings on each side of the middle hand print and color black. Wrap the paper hand mask around the student's head holding the ends in place lift it off and tape it together. The mask should slip easily over the head and rest on the shoulders.

**MATERIALS NEEDED:** paper plate 7", wooden tongue depressor or popsicle stick, markers, tape, stapler, hole punch, and scissors

- 101) **Sponge Painting Cut outs:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 40-43*):

**VIRTUE(S):** Cleanliness, Service

Talk about how the students must take time to be cleanly during this project which can be messy. Trace any cut out pattern onto stiff paper or cardboard. (see pages 40-43 for patters) Cut out. Lay the cut outs on a large piece of paper, or the object you are painting. Put a small curl of tape underneath to keep in place. Dip the piece of sponge lightly in the paint, dabbing the sponge all over the paper's (or

object's) surface. Dab over cut outs. Lift the cut-outs carefully and the unpainted shape will appear. Let dry.

**MATERIALS NEEDED:** poster boards 14" X 14", stiff paper or cardboard, tempera paint in small cups, paper plates, small sponges, pencils, and scissors

- 102) **Chippewa Dream Catcher:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 44-45*):

**VIRTUE(S):** Idealism

Draw a large ring inside the rim of a paper plate. Cut out the center of the plate to the inner edge of the ring. Then cut off the outside rim of the plate leaving the ring. Punch about 16 holes around the ring. Wrap masking tape around one end of yarn. Poke the taped end of the yarn through leaving about 3" at the end. Begin creating a web by crisscrossing the yarn to fill up the holes around the ring. Leave the center of the web open. End by bringing the taped end of the yarn back to the top hole, and tying this to the other end. Cut a piece of yarn about 8" long. Loop it through the bottom hole and even the ends. Pass several beads up the yarn and slip a feather into the beads. Knot the ends of the yarn. Hang up.

**MATERIALS NEEDED:** paper plates, yarn, hole punch, beads, feathers, masking tape, pencil, and scissors

- 103) **Aztec Codex Book of Service:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 54-55*):

**VIRTUE(S):** Service

Take two sheets of white paper and fold in half the long way. Cut in half along the fold. You should have 4 long narrow strips. Now, fold in half the short way. Glue all 4 sheets by overlapping the edges as shown on page 54. Now, glue the end pieces of the long folded paper to a 5" X 6" piece of poster board to make the book covers. The book should fold out accordion-style. Decorate your fold-out picture book with pictures of people caught in the act of committing a service. Perhaps students could write something about being of service.

**MATERIALS NEEDED:** white paper 8 1/2" X 11", poster board, stencils, markers, pencils, glue, decorative doo dads, and scissors

- 104) **Huichol Yarn Art – Bowl:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 56-57*):

**VIRTUE(S):** Patience

Swirl glue on the inside bottom of a paper bowl. Take the end of a long length of yarn and begin wrapping it in a circular pattern, using a popsicle stick to pat the yarn in place. Add more glue and start another color yarn. Keep going around the inside of the bowl until you reach the rim. Be **patient**. Flip the bowl over. Use a piece of yarn to finish off the rim of the bowl. Let this dry. (see page 57 for illustration)

**MATERIALS NEEDED:** yarn –many colors, paper bowl, glue, popsicle stick, tape, and scissors

- 105) **Huichol Yarn Art – Pictures:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 58-59*)

**VIRTUE(S):** Patience

Squeeze a bead of glue in a design on the poster board. (sample patterns pages 58 - 59) Birds, people, deer, the sun, are some examples. Take the end of a long piece of yarn and begin pressing it onto the glue. Use a popsicle stick to help press the yarn in place. Switch colors and fill up the whole surface of the poster board with yarn including the background. Let this dry. Glue or tape a small piece of yarn to the back of the cardboard as a hanger.

**MATERIALS NEEDED:** yarn –many colors, poster boards, glue, popsicle stick, pencils, tape, and scissors

- 106) **Hispanic Paper Flowers:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 66-67*)

**VIRTUE(S):** Love

Cut out different sizes and colors of tissue paper as shown on page 66. Layer the pieces of paper together, going from large on the bottom to small on the top. Poke two holes in the center of each bunch of tissue paper. Work pipe cleaner up one hole, bend it, and feed it through the other hole (the pipe cleaner ends should be sticking out on the large tissue paper side) Pull the pipe cleaner so it is even; then twist the two ends together to make a stem. (sample finished product page 67)

**MATERIALS NEEDED:** tissue paper – many colors cut in several sizes with the largest one 5” X 5”, pipe cleaners, pencils, and scissors

- 107) **Worry Doll/Friendship Doll:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 70-71*)

**VIRTUE(S):** Detachment, Reliability

Cut popsicle sticks to make arms. See page 70. You won't need the middle part. Hot glue the arms to the sides of the doll pin. Draw hair and face on the pin's top. Carefully wrap yarn, starting at the neck, to completely cover the doll. Arms do not need to be covered all the way. When you get to the legs, wrap the yarn around each leg separately, going down and then up each one. Tie off in the back. Tie a yarn belt around the doll's middle. (finished product page 71) Now tell your worries to the doll and then be detached!

**MATERIALS NEEDED:** wooden clothes pins, popsicle sticks, yarn any color, markers, pencil, hot glue gun and glue, and scissors

- 108 ) **Costa Rican Cart:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 72-75*)

**VIRTUE(S):** Determination, Helpfulness

Point out that carts are very helpful when you need to carry heavy things around. The teacher will need to paint the shoe boxes (inside and out) any bright color and the wheels white ahead of time so that the paint can dry. Poke a hole in the center of each wheel. Trace the pattern page 74 or 75 onto each wheel. Students then paint the wheels in a very colorful fashion. Attach the wheels to the cart by poking the paper fastener through each wheel and pushing the fastener through the side of the shoe box towards the inside. Open the prongs. Make sure all wheels are even. Carts can be filled with paper flowers and make a nice center piece for tables. These can be collected and given to nursing homes.

**MATERIALS NEEDED:** shoe box without lid – painted ahead of time inside and out with bright colors, cardboard 12" X 12" or big enough to trace 4 of the patterns on page 74 or 75 on it, paper fasteners, paints, cups, water, small paint brushes, pencils, and scissors

- 109) **Treasure Chest:** *used to store giftlets*

**VIRTUE(S):** All virtues

Using any small box with a lid create a treasure chest to collect items related to whatever is being studied in class. Have students decorate their treasure chests with jewels, stickers, etc.

**MATERIALS NEEDED:** Small boxes with lids, decorative items including jewels, etc., glue, construction paper, crayons, markers

- 110) **W.I.T. (Walk Away, Ignore, Talk it Out) Tool Kit:**

**VIRTUE(S):** Peacefulness

Using a small shoe or other box with a lid, create a tool kit. Inside the tool kit make a pair of pliers out of cardboard. Draw feet on the pliers to represent “walk away”. For “ignore” make a pair of goggles out of cardboard or by using some cheap plastic sunglasses from a party store. Also include cotton for ear plugs and a paint mask. For “talk it out” make a walkie talkie or cell phone.

**MATERIALS NEEDED:** Small to medium sized shoe or other box with lid, cardboard, construction paper, cheap sunglasses (party favors), cotton, paint mask, crayons

- 111) **Honduran Paper Pollo:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 76-77*)

**VIRTUE(S):** Honor

Trace the chicken pattern on page 77. Then cut out the pattern. Trace around the pattern onto construction paper. Decorate with markers. Copy the design or make one up of your own. Bend the ends around the back, overlap, and staple closed.

**MATERIALS NEEDED:** scrap paper for a pattern, yellow construction paper 7” X 10”, markers, crayons, pencils, stapler, and scissors

- 112) **Guatemalan Wild Cat:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 78-79*)

**VIRTUE(S):** Steadfastness

Trace all of the patterns (cat, leaves, tree, ground strip, eyes, and nose) onto paper and cut out. (Patterns on page 79) Trace the patterns onto different colors of felt using a pencil or chalk. Cut out all the shapes. Save one large piece of felt for backing. Cut weaving strips 7 ½” X ½”. Make them a different color from the cat. With your white pencil or chalk, draw 10 short lines on the side of the cat’s body where weaving will be. Polk and cut 10 slits along the body. Be careful to stop before you get to the edges. Take a weaving strip and weave it into the body of the cat as shown on page 79. Row 1 is under, and over, under, and over, until the end of the row. Row two is over, under, over, under until the end of the row. Now repeat row 1 and you are finished weaving. Glue all the pieces onto the felt backing, as shown on page 79, or make up your own design. Glue on the yarn pieces for whiskers. Felt needs a lot of glue in order to stick. Lay a heavy object over the design to dry for several hours overnight. Hang on the wall using tacks (with permission)

**MATERIALS NEEDED:** felt – 2 or 3 sheets each student – 7 ½” X 10”, and some scraps in other colors, yarn for whiskers, paper for patterns, white pencil or chalk, pencil, glue, and scissors

- 113) **Animalitos:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 80-81*)

**VIRTUE(S):** Gentleness

Trace the full size pattern page 8 1 (or make your own) two times onto paper. Cut out. You should have two pieces just alike. Place the two animals pieces on the table so their noses face each other. Use a colorful variety of crayons to add stripes or diagonals, making both animal pieces look alike. Add dark, round eyes to both pieces. With the crayon side out, staple the two pieces together around the bottom half as shown (page 8 1) At the opening, stuff the animal with cotton balls. Staple on loops of yarn for the tail and/or mane, and a loop at the top of the head for hanging. Finish stapling closed and add a yarn bow around the neck.

**MATERIALS NEEDED:** paper for pattern 8 ½" X 11", cotton balls, mini stapler and staples (or regular one) yarn, scraps any color, pencil, crayons, and scissors

- 114) **Non-Cook Cookie Dough:**

**VIRTUE(S):** Generosity

Mix rice crispies with marshmallow or peanut butter (measure enough to make a workable consistency). Press "dough" mixture into cookie cutters to shapes. Decorate with chocolate chips or other cookie decorations.

**MATERIALS NEEDED:** rice crispies, marshmallow or peanut butter, cookie cutter shapes, wax paper, wipes for hands, cookie decorations

- 115) **Fly Pie:**

**VIRTUE(S):** Truthfulness

Put vanilla pudding in small cups; mix in raisins (the flies); put vanilla cookies on top.

**MATERIALS NEEDED:** small cups, vanilla pudding, raisins, vanilla cookies, spoons

- 116) **Guatemalan Plate Designs:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 82-83*)

**VIRTUE(S):** Honor

Sketch one of the designs on pages 8 2 – 8 3 onto a paper plate. Or make up a design of your own. Paint on the designs, using any colors you want. Punch a hole at the

top and add yarn for a loop to hang. Try all 4 designs and hang in a group pattern for impact.

**MATERIALS NEEDED:** Paper plates, 9” white Tempera paint in small cups, yarn to hang, paint brushes, water, pencil, hole punch

- 117) **Egyptian Paper Beads:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 90-91*)

Cut magazine pages into 1” strips, spread glue all over each strip. Place the brush handle on one end of the paper strip. Fold the end of the strip over the handle and press down. The glue will hold it down. Place both hands on either end of the brush handle and roll gently to the end as shown. Gently pull the brush handle out, and leave the beads to dry. String the beads on the yarn. Place metal washers, buttons, or macaroni between each paper bead to make your jewelry more interesting. (Tip: Dip yarn end in a little glue and let dry. It will thread more easily.) Try making many strands of different lengths and wearing them together.

**MATERIALS NEEDED:** Brightly colored magazine pages, yarn – long enough to make a necklace or bracelet, metal washers, buttons, macaroni, paintbrush handle, glue, and scissors

- 118) **Wodaabe Mirror Pouch:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 92-93*)

**VIRTUE(S):** Determination, Tolerance

Fold the poster board in half. Open it and draw a 2” X 3” box in the middle of the top half (as shown on page 92) Starting on the left side of the box, cut up and around on three sides (leave the bottom attached – see page 92) to form a flap. Push the flap through to the other side and glue or tape aluminum foil to cover the inside opening. Fold the poster board closed. With edges closed, punch holes through both layers around three sides, but not the folded edge. To sew together, pull gimp or string through top hole, leaving a fairly long tail. Feed in and out all the way around the top of the other side. Even the ends around the back of your neck and knot them. Glue on decorative items. The Wodaabe place decorations in rows on their pouches. To add fringe, tie or glue long pieces of gimp or strips of gold foil along the bottom edge. Hang the pouch around your neck. Try other shapes on page 93

**MATERIALS NEEDED:** poster board or tag board – any dark color, gimp or string – any color -3 feet for each student, aluminum foil, pencil, hole punch, beads, buttons, gold foil, small shells, safety pins, bits of color paper (beads, etc. – for decoration) glue, and scissors

119) **Bagel Bird Feeder:**

**VIRTUE(S):** Service

Take a bagel and spread it with peanut butter on all sides. Roll or sprinkle birdseed onto bagel. Tie a string through the center of the bagel to hang.

**MATERIALS NEEDED:** Bagel, peanut butter, bird seed, string, plastic knife or wooden ice cream spoon, baggies, and scissors

120) **Theme or Story Chains:**

**VIRTUE(S):** Any virtue

Have several pre-cut strips of paper in assorted colors on hand or have students cut paper into strips long enough to link together to make a chain. For a Theme Chain have the students draw on each strip of paper pictures and/or words related to a theme. For example, if the theme is the letter "R", they might draw pictures of things beginning with the letter "R". If the theme is a virtue, they might draw pictures related to the virtue. Each strip of paper may have one or more pictures related to the theme. For a Story Chain, have the first loop tell the first thing that happened in the story, and with each loop added, have more pictures from the story in sequence until the last loop is reached with a picture telling the end of the story. The last loop may even have the moral or lesson of the story on it. To assemble the strips to make a chain, start with the first strip of paper and glue the ends together to make a loop. Take the second strip of paper and insert it into the loop and glue the ends together to link it to the previous loop.

**MATERIALS NEEDED:** pre-cut strips of paper in assorted colors, or paper – assorted colors, pencils, markers, tape or glue, and scissors

121) **Growth Chart:**

**VIRTUE(S):** Any Virtue

Students make physical and spiritual (acquire virtues) growth charts. Using a yard stick, place a measuring line in inches along one side of banner paper. Along the other side, place boxes to be filled in when a particular virtue is acquired. Students can then decorate the growth chart. The charts can be personalized by drawing an outline of the student on the paper.

**MATERIALS NEEDED:** banner paper, yard stick, washable markers and crayons

- 122) **Paper Kufi:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 94-95*)

**VIRTUE(S):** Honor

Fit headband snugly around your head, and staple together. Arrange the six strips of colored paper so they overlap so they form a wheel as shown on page 94. Staple at the center. To connect the headband, place one strip along the outside edge of the headband. Staple the s down; then, do the same all the way around. Option: decorate a light colored headband with paint, markers, sequins, crayons or bits of other colored paper. Then staple the strips to the inside of the headband so the headband shows.

**MATERIALS NEEDED:** Construction paper strip (24" long X 2" wide), 6 strips of construction paper (12" long X 1" wide) as follows: 2 red, 2 yellow, 2 green or any colors you wish, stapler, and scissors

- 123) **Foil Wall Mask:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 96-97*)

**VIRTUE(S):** Patience

Draw a mask, about 10.5 " long and 6.5 " wide. Use the illustration on page 97 as an example. Fold the aluminum foil in half, creasing the fold. Open up the foil. Apply glue to the whole surface of the foil. Lay the poster board on one half of the foil then fold the other half of the foil over it. Press the foil down with your hands to make a foil "sandwich." Tape the paper drawing onto the foil sandwich. Redraw over your design with a pencil, transferring the pattern to the foil. Remove the paper. Cut out the mask around the outer edge. If the cut edges open, glue them again. Use the rounded end of a small paint brush to imprint, or mark, designs on the foil mask as shown on page 97. Be creative! Punch a hole at the top of the mask to hang on the wall. String yarn through hole to use to hang.

**MATERIALS NEEDED:** Heavy duty aluminum foil, 16" X 24", poster board any color 8 " X 12", paper 8 .5" X 11", white glue, tape, hole punch, paintbrush with rounded handle, yarn, and scissors

- 124) **Animal Nose Masks:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 100-101*)

**VIRTUE(S):** Creativity

Trace the outline of the lion's face on page 101 onto paper (including the nose and eyes) Trace the pattern onto the poster board, and cut out, including the nose and eyes. Color your mask using your imagination. Glue wooden tongue depressors to

the inside, along one bottom slide to make a handle. Place the nose mask over your nose and make growling sounds.

**MATERIALS NEEDED:** paper for pattern, light colored poster board 6" X 9", wooden tongue depressors or popsicle sticks, markers, pencil glue, and scissors

- 125) **Akua-Ba Doll:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 106-109*)

**VIRTUE(S):** Caring

Trace all of the patterns onto paper (pages 108 -109). Tape the head and body patterns together at the neck by overlapping at the dotted line. Tape the patterns to the card board and trace. Do not forget the slot. (see page 106) Cut pieces out with a mat knife or heavy scissors. (Remember to place a cutting board underneath to protect table top.) Squeeze out glue to form the facial features and the neck as shown on page 107. Then press the yarn down in it. Use one long piece of yarn or cut it up into pieces. Let dry. Place newspaper on a table. Mix the brown and black tempera paint together. Place the stand and cardboard doll yarn side up and paint the whole thing. Let dry, flip over, and paint the back of both pieces. Let dry. Fit the stand into the slot at the bottom of the doll. String a necklace of paper beads (see #117) and tie around the doll's neck. Make another for the waist

**MATERIALS NEEDED:** cardboard approximately 8 " X 18 ", paper for patterns, yarn – any color – about 3 feet, tempera paint, brown and black or a dark color, bowl, paint brushes, glue, tape, mat knife or heavy scissors

- 126) **Adinkra Sponge Stamps:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 112-115*)

**VIRTUE(S):** Flexibility, Honesty

Trace symbols on page 112 onto paper and cut out. Place paper pattern on a sponge Use the felt tip pen to dot trace around it as shown on page 113. Cut around the dots with large scissors. Cut out as many as you like. Squeeze some tempera paint onto a plate, dip the sponge stamp into it and start stamping onto paper. Make patters by repeating the same shape in a square. Outline the square using a marker. Let dry. Be sure to wash the sponge stamps.

**MATERIALS NEEDED:** Household sponges fresh from the packets, paper, tempera paint, paper plate for paint, black felt tip pen or dark colored marker, and scissors

- 127) **Twirling palm Puppet:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 124-127*)

**VIRTUE(S):** Joyfulness

Trace the patterns onto paper being sure to mark where fasteners will go. Cut out pattern. Fold 3" X 8" piece of poster board in half and trace the head/body pattern onto it. With the dotted line placed on the fold as shown. Pg 125 Cut out. Trace the arm pattern onto 3" X 4" poster board two times. And the leg pattern onto the 4" X 4" poster board two times. Cut out two arms and two legs. Decorate the puppet with black markers. Open up the head/body piece and make the same face and body design on each side. To put the puppet together, fold up the head/body piece. Staple the straw lip inside as shown. Stick each arm in between the shoulders. Poke the paper fasteners through to the other side and open the prongs. Repeat technique placing each leg between the lower body and inserting fasteners. To make your puppet dance, twirl the straw as shown on page 127

**MATERIALS NEEDED:** Paper, white poster board: 3" X 8", 3" X 4" and 4" X 4", drinking straw, paper fasteners 4 each student, black marker, pencil stapler, and scissors

- 128) **Peacock of India:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 128-131*)

**VIRTUE(S):** Responsibility

Trace the patterns on pages 128 -129. Fold blue construction paper in half the long way. Trace the head/body pattern onto it with the dotted edge on the fold. Cut out, and while folded, cut a small slit for the beak near the top of the head on the fold. Open up the peacock's head/body. Trace and cut out the crown pattern from orange paper. Cut slits into the crown to look like feathers leaving an uncut band at one end (see page 129) Trace and cut out the beak pattern from folded white paper. Open the beak, and slip the top into the slit in the head. Tape beak down in back. Also, tape the orange crown to the back of the head/body. (see page 129) Add two large eyes to the front of the head with a marker. Draw lines for the feathers all around a paper plate as shown on page 130. Dip a finger into the orange paint and put finger prints on the paper plate. Let dry. Dip an eraser or a cotton swab into the blue paint. Stamp small circles into each fingerprint. Let dry. Staple the peacock to the bottom of the plate in two places, keeping the body slightly folded. The peacock should stick out from the plate like a 3-dimensional structure. With permission, thumbtack your peacock to the wall for display.

**MATERIALS NEEDED:** White paper plate, construction paper: 5" X 9" in blue; 2" X 3" in orange, small white paper for beak, markers in dark colors, tempera paint, orange and blue, small plate for paint, old pencil or cotton swab, pencil, tape, stapler, and scissors

- 129) **Paper Egg Figurine:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 132-133*)

**VIRTUE(S):** Steadfastness

Trace the doll pattern on page 133 onto paper and cut out. Color with crayons or markers, as shown in pattern. Or, make up your own pattern. Overlap the ends around the back and staple closed. Fold the sleeves toward the front. On a small scrap of paper, write a message or draw picture. Punch a hole at each end of the top and pass the yarn through the holes. Tie end together and hang on your paper egg figure.

**MATERIALS NEEDED:** white paper 8 .5" X 11", small piece of yarn about 6" long, small scrap of paper, pencil crayons or markers, stapler, hole punch, and scissors

- 130) **Paper Uchiwa (Japanese fan):** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 136-137*)

**VIRTUE(S):** Purposefulness

Draw a fan onto the poster board (see pattern page 137) using almost the whole board and cut out. Staple tongue depressor to the fan as shown on page 137. Turn the fan over and decorate with markers. Keep the design simple! See pages 136 & 137 for sample designs.

**MATERIALS NEEDED:** light colored poster boards – 7" X 7", wooden tongue depressor, paper for patterns, pencils, markers, stapler, and scissors

- 131) **Japanese Folding Screen:** (*The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World, pg 138-139*)

**VIRTUE(S):** Loyalty

Fold once piece of poster board in half. Fold one side in half towards the back fold as shown on page 138 . Flip the poster board over and fold the other side in half toward the back fold. It should look accordion style. Repeat process with another piece of cardboard. Take one folded poster board, and draw any shapes you like in each of its four panels. Cut out each shape to create four openings. Tape a photo of your family members in each opening making sure the photo is larger than the opening and that it is centered in the opening. Glue the other folded poster to the back of the piece with the photos taped down, making a stronger backing. Press these together. Refold the screen to get the creases back. Lay the screen on a table and use markers to create a design of your choice. Use flowers like the Japanese do or create your own design

**MATERIALS NEEDED:** White poster board – 2 pieces – 9” X 12”, four photos, markers, pencils, tape, glue, and scissors

- 132) **Korean Dragon Puppet:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 140-141*)

**VIRTUE(S):** Courage, Excellence

Draw a spine, crown, teeth, and tongue on the blue construction paper. (See patterns page 140) Cut out. Cut a triangle out of another color paper for the nose. Color the whole bag blue. Glue the crown, teeth, and tongue on the bottom part of the paper bag (this will become the head) as shown on page 141. Glue on the cotton ball eyes and the triangle nose. Add two large nose dots with a black marker. Fold the straight edge of the spine over about ½”. Glue this folded part to the middle back of the bag. Lift up the spine so that the points stand up. Draw scales on the front and back of the dragon with a black marker. Then draw the four claws on each foot on the bottom front. Slip your hand into the puppet and wave your fingers up and down to move the head.

**MATERIALS NEEDED:** Blue construction paper- 5” X 7”, construction paper square – any color – 2” X 2”, Brown paper lunch bag, cotton balls, markers, pencils, glue and scissors

- 133) **Traditional Chinese Paper Cuts:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 146-147*)

**VIRTUE(S):** Compassion

Make up your own patterns or trace those shown on pages 146 & 147. Cut out. Fold construction paper in half. Place the dotted line edge of the pattern on the fold of the construction paper as shown. Trace the pattern onto the construction paper and cut out. Punch holes to create a design or add details like eyes. Open your paper cut. Add “Get Well” or “I Love You” notes to brighten someone’s day.

**MATERIALS NEEDED:** Construction paper – 9” X 12” sheets, paper, pencil, glue, hole punch and scissors

- 134) **Thai Hanging Owl:** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 148-149*)

**VIRTUE(S):** Tact

Make two tracings of the owl half so that they fit together to make a whole owl as shown on page 148 -149. Connect the two pieces on the backside with tape. Cut out the owl. Use markers to decorate your owl any way you wish. Make several owls and hang them on a line of string with clothes hangers.

**MATERIALS NEEDED:** white paper 8 .5” X 11”, markers, clothespins and string (optional), pencil, tape and scissors

- 135) **Vietnamese Dragon** (*The Kid’s Multicultural Art Book Arts and Craft Experiences from Around the World, pg 150-151*)

**VIRTUE(S):** Courage, Enthusiasm

To form the dragon’s mouth cut wide slits into each side of a paper cup as shown on page 150. Punch two eye holes on the top of the cup. To make the handle, punch a hole at the bottom of the cup and poke a straw through the hole; bend it toward the front and tape the end down as shown on page 151. Fold the construction paper strip accordion style. Cut a rounded edge on one end and tape it to the bottom of the cup. Hold the dragon in one hand and run. Have fun!

**MATERIALS NEEDED:** Paper cup, hole punch, straw, tape, construction paper, and scissors

- 136) **Paper Doll Set:** (*The Muppets Big Book of Crafts, pg 12-13*)

**VIRTUE(S):** Modesty

Draw sketches on poster board of creatures you like or trace figures from books or magazines or use patterns on page 292. Go over the outline with the permanent marker. Be sure to leave enough space between the legs and arms and the body. And don’t forget to give your creatures broad shoulders so you can hang clothes later on. Color the bodies. Be modest and color on underclothes. Cut out figures. When making the clothes, it is important to remember to include folding tabs so that the clothes can be attached to the dolls. See page 293 for examples. If you used the creatures on page 292, trace the clothes on page 293; cut them out; decorate with lace, ribbons, glitter, etc. Make other clothes using the outline of the creature(s) for size. You can trace clothes patterns on patterned paper too. To make a stand for your doll, cut a ½”-wide strip of thin cardboard or poster board about twice the width of your dolls feet. (or trace the stand on page 292) Fold the strip in half to form a V-shape. Snip a small slit in the middle of each side, from the top down. Cut a small slit straight up in the middle of each foot and fit these slits in the slits of the stand.

**MATERIALS NEEDED:** poster board or thin cardboard, permanent marker, colored washable markers, glue stick, crepe paper, magazine cutouts, construction paper, glitter, ribbon, lace, other trims, envelope to store in, and scissors

137) **Mood Buttons:** (*The Muppets Big Book of Crafts, pg 16-17*)

**VIRTUE(S):** Peacefulness

Make buttons that have different facial expressions such as happiness, sadness, tiredness, confusion, etc. If you wear your mood button people will know how to treat you and there will be peacefulness. Using a variety of jar lids and drinking glasses, trace circles of different sizes onto drawing paper and on cardboard. Make the cardboard circles slightly smaller than the paper circle. Sketch different faces on each of the paper circles. Remember to use different shaped eyes, eye brows, noses, etc. (see page 16 for examples) Color in the faces. Glue each face onto a cardboard circle. Let dry. Tape a safety pin to the back of each button. To add ribbons to the buttons, fold a strip of ribbon in half and glue it to the cardboard back. Let dry and then pin a safety pin through the ribbon as show on page 17. For an “award” ribbon, cut a V-shaped notch in each end of the ribbon.

**MATERIALS NEEDED:** Heavy white drawing paper or construction paper, different sized jar lids or glasses, colored markers, cardboard, tape, safety pins, ribbons, and scissors

138 ) **Stained Glass Butterfly Window:** (*The Muppets Big Book of Crafts, pg 23-25*)

**VIRTUE(S):** Idealism

To make the “lead” frame, trace the butterfly pattern with white chalk and transfer to a black piece of construction paper. Repeat. See page 294 for pattern. Cut out the two butterfly shapes and then cut out the interior spaces for the “glass”. When finished, your butterflies should be identical. To make the “glass” choose your crayon colors and lay out on a large piece of wax paper for each butterfly. Shave (or have an adult shave) a small pile of crayon bits into the center of each piece of wax paper. Spread the shavings into a thin even layer and cover with another piece of wax paper. An adult will iron on cool or low gently over each top sheet of wax paper to melt the crayons. Be careful not to let the crayons leak over the edges. Work from one side of the paper to the other until all shavings are melted and smooth. Set aside to cool. Once sheets are cool, do not en them or they may crack. Trace each butterfly wing section onto a colored wax sheet. Use scissors to cut our the “glass” making sure to leave a little extra space around each tracing line. Cover the back of one of the butterfly sheet with glue and glue the colored glass pieces in the correct positions to one side of the butterfly shape. Over the back of the second butterfly with glue. Carefully lay it directly on the “glass” filled butterfly shape and when it is in the correct position, gently but firmly rub all over to help the glue to set. Let dry. Bend each pipe cleaner and tape them both to the back of the butterfly’s head as antennae. Tape the butterfly to a sunny window and enjoy.

**MATERIALS NEEDED:** Tracing paper, white chalk, 2 large sheets of construction paper, old crayons, wax paper, knife, iron, glue stick, piper cleaners, clear tape or masking tape, and scissors

139) **Groovy Glasses:** (*The Muppets Big Book of Crafts*, pg 28-29)

**VIRTUE(S):** Consideration

Trace and transfer the patterns for the eyeglass frames onto the cardboard (see page 295). Cut out the eyeglass frame, lens holder, and lens frames. Remember, to also cut out the *center* of each lens frame where the colored cellophane “glass” will be placed later. Color the eyeglass frame and lens frames with markers. Place the lens holder inside the eyeglass frame and fold the eyeglass frame’s square tabs to secure the lens holder in place. Glue tabs to the lens holder and let dry. Trace the basic lens pattern onto the colored cellophane. Use two different colors if you like. Carefully cut out each lens. Tape the edges of the cellophane lenses to the lens frame. Decorate the top of each lens frame by gluing on glitter, fake fur, feathers, and so on. Slip the lens frames between the lens holder and the eyeglass frame and put on your colorful new shades.

**MATERIALS NEEDED:** tracing paper, light weight cardboard, colored markers, colored cellophane, clear tape, glitter, fake fur, pipe cleaners, etc. scissors

140) **Accordion Photo Album:** (*The Muppets Big Book of Crafts*, pg 34-35)

**VIRTUE(S):** Excellence

Decide how many album pages you want and how big they should be. Plan to leave good-sized margins of black cardboard around the edges of each photo. Cut the desired number of thin cardboard pieces (pages) to your page size. Place two pages side by side leaving about 1/8<sup>th</sup> inch between pages, and tape the pages together with black masking tape, as shown. Continue laying pages and taping together until your album is as long as you want it to be. Fold the pages back and forth at the taped joints to form an accordion shape. Unfold the pages and place our photos in place on the pages. Put double-sided tape on the back and stick them in place. Add some special touches like ribbons as frames around your pictures or use a gold pen to write stories or use stickers to decorate or use glitter to decorate.

**MATERIALS NEEDED:** black cardboard or poster board, black masking tape, photographs, double-sided tape, ribbons, brick-brac, stickers, etc. scissors

141) **Pop-up Chomper:** (*The Muppets Big Book of Crafts*, pg 42-43)

**VIRTUE(S):** Excellence

Fold a piece of drawing paper in half and crease it sharply. Open and lay it flat. Trace the “Robin the Frog” pattern (page 297) onto the creased drawing paper, making sure that exactly one-half of Robin is on each side of the crease. Color it in with your markers. Fold the sheet in half so Robin is on the outside and cut a half-smile along his smile line, as shown. See page 43. Leaving the page folded in half, fold over the upper and lower mouth along the fold lines as shown page 43. Crease well and turn over the folded sheet to repeat folding and creasing on the other side. Open the sheet and pull the center of the upper lip up and out. Pull the lower lip down and out. Fold the card so that Robin is on the inside, making sure that the mouth folds flat. Crease well. To turn your chomper into a card, lay Robin flat again and place him over a sheet of construction paper. Trim the construction paper so that it is about ¼ inch bigger than the Robin sheet on all sides. Fold the construction paper in half and crease. Fold the Robin sheet in half again (with Robin inside) and apply glue to the back of the sheet, avoiding all mouthparts. *Make sure you don't put any glue on any of the moving parts or your chomper won't chew!* Glue the Robin sheet to the construction paper and fold in half again (with Robin inside) and press it flat to dry.

**MATERIALS NEEDED:** drawing paper, markers or crayons, construction paper, glue, and scissors

142) **Make Band Instruments:**

**VIRTUE(S):** Joyfulness

**Maracas:** Place beans inside small to medium sized plastic bottles.

**Castanets:** Use a hammer and nail to place two holes about 1 inch apart on each of four juice or baby food jar bottle caps. Cut 4 three-inch pieces of elastic. Thread a piece of elastic through one of the holes from the bottom of the cap upwards. Then thread it down through the other hole and tie off. Repeat for the other three bottle caps.

**Drum:** Cut construction paper to cover the outside of the oatmeal box. Cover the oatmeal box. Decorate the drum. Stretch a balloon across the top of the drum and secure with a heavy-duty rubber band. For drumsticks used chopsticks with a wooden bead hot glued onto the ends.

**African Drum:** Paint an oatmeal box (or cover with construction paper). Cut two felt circles that are larger than the top of the box. Punch an equal number of holes in the edge of the felt circles with a paper punch. Secure a balloon over the top of the oatmeal box with a heavy-duty rubber band. Place the felt on the top and bottom of the oatmeal box. Tie one end of a long piece of yarn into one hole on the bottom circle of felt and knot it. Bring the yarn up to a hole on the top felt circle, and push it through. Move the yarn down through another hole in the bottom circle

then up through a hole in the top circle. Continue this process until you have gone completely around the box filing all the holes of the felt circles with the yarn lacing. If you need more yarn to finish the trim, tie an extra piece to the yarn already used. Glue feathers to the topside of the drum. (see page 204 in Sticks and Stones and Ice Cream Cones)

**Kazoo:** Place a piece of wax paper around one open end of a paper tube. (The paper tube can be a toilet paper roll, paper napkin roll cut in thirds, etc.) Secure with a rubber band. At the same end of the tube, about 1 inch from the end, punch a hole using a pencil. Blow into the open end of the tube to play. (See page 26 in Steven Caney's Toy Book)

**Straw horn:** Flatten out about 1 inch of the end of a drinking straw, and crease the sides well so that it stays fairly flat. With scissors, trim the flattened end to a "V" as shown on page 53 (Steven Caney's Toy Book) these become the horn's reeds. Put the reed end in your mouth just behind your lips and blow hard. The shorter the reed the higher the sound and the easier it is to play.

**MATERIALS NEEDED:** beans, plastic bottles; 4 juice or baby food jars caps, elastic ribbon; oatmeal can, construction paper, glue, and scissors, markers, balloon, strong rubber band chop sticks, hot glue, wooden beads; oatmeal box, construction paper or paint, balloon, heavy-duty rubber band, felt, and scissors, yarn, feathers; toilet paper roll, wax paper, and scissors, heavy-duty rubber band, pencil; plastic drinking straws, and scissors

- 143) **Mystery Journal a Variation of Top Secret Sketchbook:** (*The Muppet's Big Book of Crafts*, pg 46-48)

**VIRTUE(S):** Modesty

Cut two sheets of wrapping paper or fabric that are 1 to 2 inches larger than your cardboard rectangle on all sides. To make the mystery journal covers, coat one side of each of the cardboard rectangles with a thin layer of glue, and place the glue-side down on the "wrong" side of the paper or fabric making sure it is centered. Carefully fold over the top and bottom edges of the paper or fabric and glue them to the card board. For the side pieces, angle the corners (as though you are wrapping a gift), fold over; and glue the edges to the cardboard. Cut two pieces of wrapping paper or fabric to the exact size of or a little smaller than, the cardboard sheets. Glue each to the "inside" of your cardboard covers to hide the rough edges of paper or fabric. Decide which edge will be the binding side of your covers (it has to be the same side on both covers). Mark three dots  $\frac{1}{4}$  inch from the edge of the binding side of each cover. The dots must be spaced evenly from top to bottom and be spaced exactly the same on both covers. Using your hole puncher, punch holes in the covers where the dots are. Cut drawing paper to make pages that fit inside your book. Using one cover as a guide, hold up you pages to the cover and punch holes in the same positions through each sheet of paper. Place the covers with the punched edges touching side by side and measure a length of ribbon that is twice as long as the combined width of the covers. Lay the ribbon flat across both covers so

that it is covering the center hole in each. Mark dots on the ribbon where the covers' center holes are, then punch out the dots with your hole puncher. Center the ribbon on the covers lining up the holes in the ribbon with the holes in the covers, and place glue on the back side of the ribbon. Glue the ribbon to the covers and let dry. (The covers are now gently connected) (see page 48 ). Sandwich the paper between the covers and thread the string through the middle holes in the front cover, the paper, and the back cover. Tie the ends of the string together in a tight knot and slide it around to the back cover to hide it. Trim off any excess string. Repeat for the top and bottom holes. Tie the ends of the ribbon around your mystery journal in a big bow.

**MATERIALS NEEDED:** wrapping paper or fabric, 2 identical rectangles of cardboard (any size you want), glue, hole puncher, drawing paper, cloth ribbon, string or twine, colored markers, and scissors

144) **Inside/Outside Vest:**

**VIRTUE(S):** Modesty

Place an 18 inch X 38 inch piece of light colored felt on a table such that the width is 38 inches. Take both sides of the felt and fold it over the top so that they meet in the middle forming the front of the vest. Cut a semi circle out of the top for the neck leaving approximately 5 inches on either side of the semi-circle. Cut an arm hole on each side approximately 5 inches down from the top and with a radius of about 2 inches. Mark each side of the vest approximately 2 inches above each arm hole. Cut diagonally from the neck hole down to this mark. This will give an angle to the shoulder. Hot glue the seams along the shoulders. Prepare one for each student. Have the students decorate the outside of the vest "modestly", that is, in a very simple fashion just with markers. Now have them decorate the inside of the vest as wildly as they want to with decorative doo dads, glitter, markers, feathers, more felt, etc.

**MATERIALS NEEDED:** 18 inch X 38 inch felt for each vest, markers, decorative doo dads, glitter glue, feathers, etc. scissors

145) **What's Appropriate and What's Not:**

**VIRTUE(S):** Modesty

Make a large outline drawing of two students. Label one Appropriate and one Not Appropriate. Have pictures of what is and is not appropriate in a VOW class, for example, have a picture of a person in a bathing suit and one in a modest dress or a picture of a child boasting about winning and one who has won but is being humble, etc. Students then glue the appropriate pictures on the one labeled appropriate and the non-appropriate pictures on the one labeled non-appropriate.

**MATERIALS NEEDED:** butcher block paper, cut out pictures of appropriate and non-appropriate salutations, glue and a dark marker

146) **Mondrian:**

**VIRTUE(S):** Self-Discipline

Students draw a continuous squiggly line that looks almost like an arbitrary stained glass pattern. Then, each they color each section of the Mondrian a different color. Optional: Mount the finished drawing on a piece of construction paper.

**MATERIALS NEEDED:** white paper 8 ½" X 11", pencils, crayons, glue, construction paper

147) **Origami Cootie Catcher:**

**VIRTUE(S):** Self-Discipline

Start with a rectangular sheet of paper. Fold the bottom of the paper to the inside of the page to make a triangle. Then cut off the flap above the triangle. Now open the triangle. Fold one corner to the other corner diagonally. Open the paper. Fold corners towards the center of the paper. When all 4 corners are folded, your paper will have four squares. (see patterns/etc. section) Flip your paper over so the folded sides are face down. Again fold the corners toward the center diagonally. When all 4 corners are folded, your paper will look like this. On the same side, write the numbers 1 through 8 putting one number in each triangle. Hold the paper in front of you like a square. Fold it in half vertically and open it back up again. Then fold the square in half horizontally and open it back up again. Make sure that the numbers you've written are facing you. Open each flap and write a fortune on each triangle inside. When your fortunes are written, close all the flaps. See patterns/etc. section for sample fortunes. Flip the paper over and color each square with a different color. Flip the paper over again so that the numbers are face up. Fold the square in half, either horizontally or vertically. Slide your thumbs and fingers under the four flaps. Finally, rotate your hands, bringing your thumbs and index fingers together. The cootie catcher should expand. The numbered triangles will disappear inside; lay the middle of a flower when the petals close. Then open and play.

**MATERIALS NEEDED:** paper 8 ½ " X 11 ", pencils, crayons, and scissors

148) **Sand Designs in a Jar:** (*Snips & Snails & Walnut Whales*, pg 190-191)

**VIRTUE(S):** Self-Discipline

Fill paper cups half-full with sand. Add water to each to cover the sand completely. Add different colors of powdered fabric dye or drops of food coloring to the water

and sand. The more coloring you add, the deeper the color of the sand. Stir the sand, water, and dye with a plastic spoon. Let the sand sit in the dye and water for fifteen minutes. Pinch the edge of the cup so you can pour out most of the water without spilling the sand. Pour out the water. Spoon the sand from each cup into separate sheets of paper toweling. Keep colors separate. Spread out the sand and allow it to dry. (Or start with different colored sand purchased from hobby or craft store.) Spoon a layer of colored sand into a clean dry small jar (or clear, clean, dry, plastic container) Carefully spoon different layers of colored sand on top of one another into the jar. Open a paper clip to form a straight piece of wire. Holding the wire against the inside of the jar, push the wire against the inside of the jar, push the wire thorough all the layers of sand. Pull the wire out of the jar and you will see how it pulls different layers into each other. Make these designs around the entire jar. When the design is finished, spoon sand to the top of the jar and screw on the lid.

**MATERIALS NEEDED:** paper cups, fine sand, powdered fabric dye or food coloring, plastic spoon, paper towels, (or pre-colored sand), paper clips, small glass or clear plastic jars

149) **Sock Puppets:**

**VIRTUE(S):** Tact

Cut an oval out of card board and fold in half across the narrow section. Turn your sock inside out and insert your hand to determine where the mouth should be. Using fabric glue, glue the cardboard on the sock where the mouth is. Let glue dry. Turn the sock right side out. Using the plastic yarn needle, sew on large buttons for the eyes and nose. Also, sew on red yarn for the lips and hair. Glue felt in the mouth for the tongue. Continue to decorate in any fashion you want.

**MATERIALS NEEDED:** sock, large buttons, fabric glue, plastic knitting needles, large buttons, felt, different colored yarn, and scissors

150) **Filter Painting:**

**VIRTUE(S):** Tact

Place a large damp coffee filter on a cookie sheet (or some large shallow pan). Students place small drops of different colored food coloring or tempera paint on the filter to make various patterns. The food coloring or tempera paint travels outward in patterns you can not predict just as your words do that's why you need to be careful how you say things.

**MATERIALS NEEDED:** large coffee filters, water, cookie sheets or large shallow pans, food coloring or tempera paints, Q-tips

151) **Unity “Human” Beans:**

Write the word “U N I T Y” in open block style letters on a piece of tag board. Using a variety of beans, students fill in the word unity by gluing beans in the letters. Different types of beans can be used in the letters and then one type can be glued outside the letters. Or, one type can be glued inside the letters and a variety outside, etc.

**MATERIALS NEEDED:** tag board, various shapes, colors and types of beans, glue

152) **Rainbow Water Xylophone:** (*The Muppets Big Book of Crafts*, pg 28 0)

**VIRTUE(S):** Respect

Paint a large cardboard box inside and out with light blue paint, then glue cotton balls into cloud shapes inside the box. Poke a hole in the center of both ends about  $\frac{3}{4}$  inch down from the top in the center of both panels. See page 28 1. Use a hammer and nail to punch a small hole into the center of each bottle cap. Cut eight pieces of string into equal lengths. Thread one string end through the hole in each bottle cap and tie double or triple knots on the inside of the caps so the strings won't pull out. Tie the other ends of the string to a dowel so the bottle caps hang at different lengths. See example on page 28 1. Trim off excess string. Fill the jars with different amounts of water as shown on page 28 1. Tap the bottles to hear how they sound. You might need to add a little water or take a little out to get the tones just right. If you are really ambitious and have a good ear, you can try and pitch the notes of the bottles based on a real scale. Remember this, more water = a higher note; less water = a lower note. Add food coloring to the water in each bottle. For rainbow colors use: **red** – 4 drops, **orangey red** – 3 drops red and 3 drops yellow, **orange** – 2 drops red and 3 drops yellow, **yellow** – 4 drops yellow, **green**- 4 drops green, **blue green**- 3 drops blue and 1 drop green, **blue** – 4 drops blue, **purple**- 5 drops blue and 2 drops red. Carefully screw the filled bottles into the caps. Glue a bead to one end of a chopstick to make mallets for the xylophone.

**MATERIALS NEEDED:** light blue poster paint and paintbrush, cotton balls,  $\frac{3}{4}$ ” dowel (cut to the length of the box), hammer and nail, 8 identical small glass juice bottles (like Snaple) empty and clean, heavy string, water, food coloring – red, yellow, green, blue, 2-large wooden beads, 2 chopsticks

153) **Boomerang**

**VIRTUE(S):** Faithfulness

See Patterns/Etc. Section

**MATERIALS NEEDED:** cereal boxes, pencils, and scissors

154) **Vacation Post Cards:**

**VIRTUE(S):** Assertiveness

Students can draw or paste pictures on large index cards creating vacation post cards.

**MATERIALS NEEDED:** large index cards, crayons and /or markers, cut out pictures and/or magazines, glue, and scissors

155) **Snake Mobile:**

**VIRTUE(S):** Assertiveness

Draw a large spiral “snake” on a piece of drawing paper or poster board. Students then decorate the snake and cut it out. Holding the “head” (or center of the spiral), allow the “snake” to unfold. Cut a 1 to 2 foot piece of yarn. Using a hole puncher, punch a hole in the “head” and string yarn through and tie off. Now you are ready to hang your “snake”.

**MATERIALS NEEDED:** a large piece of drawing paper or medium sized poster board, pencil, crayons and/or markers, yarn, hole punch, and scissors

156) **Paint in a Bag**

**VIRTUE(S):** Cleanliness

Place 4 blobs of different colors in the 4 corners of a large zip lock bag. (One color in each corner) Secure the zipper part of the bag with heavy-duty tape. Students then manipulate the bag and mix the colors together to make a design.

**MATERIALS NEEDED:** large zip lock bags, at least 4 different colors of tempera paints, heavy-duty tape scissors

157) **Magic Bubble Paint:** (*The Ultimate Book of Kid Concoctions*, pg 27)

**VIRTUE(S):** Cleanliness

Mix clear dish detergent, water and powdered tempera paint together in a small, shallow bowl. If you are using concentrated dish detergent, one to two more tablespoons of water may be necessary. Using a straw, gently blow into the paint mixture until a dome of bubbles forms. Capture bubble prints by placing a piece of paper on top of the bubble dome. Repeat the process using several colors of paint.

**MATERIALS NEEDED:** 2 teaspoons of liquid dish detergent, 3 tablespoons water, ¼ cup powdered tempera paint, bowls, straws and paper

- 158) **Splongie Ball and Bathtub Finger Paints:** (*The Ultimate Book of Kid Concoctions*, pg 24 & pg 14)

**VIRTUE(S):** Cleanliness

Splongie Ball: cut each sponge into thirds lengthwise. Stack and cut sponges on top of each other in three rows of three. Grab the stacks of sponges in the center and twist the stack once. Secure a plastic cable tie down as close to the eye as possible. (Hint: Use nylon sponges they cost less and come in a variety of colors)  
Bathtub Finger Paints: Mix liquid dish detergent and cornstarch together in a small bowl until blended. Pour the mixture, in equal parts, into small non-breakable containers. Add one to two drops of food coloring to each container and mix with a small spoon.

**MATERIALS NEEDED:** sponges, plastic cable ties, and scissors, dish detergent, cornstarch, mixing bowls, food coloring, small non breakable containers

- 159) **Crown of Courage:** (*I Can Cut & Stick*, pg 10)

**VIRTUE(S):** Courage

Fold a gold or silver doily in half. Cut a strip of folded foil to fit around the head. Put the folded foil inside the doily. Open the doily. Put glue around the edge. Fold it again, with the foil inside, so the sides stick. Stick on scraps of shiny paper, ribbon, and crumpled tissue. Tape the crown to fit the student's head. If you don't have gold or silver doilies, use paint on a white one.

**MATERIALS NEEDED:** gold or silver doilies (or paint a white one), foil, glue, scraps of shiny paper, ribbon and crumpled tissues, and scissors

- 160) **Courage Shield with Affirmation on it:**

**VIRTUE(S):** Courage

Cut a poster board into the shape of a shield. Write the Affirmation on the front of the shield. (You may want to have it printed out already for the very young ones) Decorate your shield using markers or crayons. Cut a strip of poster board 1 inch wide by 5 inches long. Using heavy duty tape, tape this strip to the back of the shield.

**MATERIALS NEEDED:** poster board, pencils, rulers, crayons, markers, heavy duty tape and scissors

- 161) **Fireworks:** (*I Can Cut & Stick*, pg 28)

**VIRTUE(S):** Courage

Stick bands of paper around a toilet tissue role. Add some sticky shapes. Stick red and yellow paper onto kitchen foil. Let dry. (you may want to do this part ahead of time depending on the time you have set aside for the craft) Cut this paper into thin pieces. Stick the strips inside the top. Hint: You can use a kitchen paper towel role for large fireworks.

**MATERIALS NEEDED:** Red and Yellow paper, foil, decorative paper, glue, and scissors

- 162) **Sparkle Bottle:** (*The Ultimate Book of Kid Concoctions*, pg 13)

**VIRTUE(S):** Enthusiasm

Fill a soda bottle  $\frac{3}{4}$  of the way with corn syrup. Add a small handful of metallic confetti. Top the bottle off with water. Seal the bottle securely with a cap and shake. You can add a few drops of food coloring.

**MATERIALS NEEDED:** clean soda bottles, corn syrup, funnel, water, metallic confetti, food coloring

- 163) **Confetti Balloons:** (*Sticks & Stones and Ice Cream Cones, Book*, pg 258)

**VIRTUE(S):** Enthusiasm

Put a little confetti in a balloon before inflating. Blow up the balloon and tie off with a knot. Use felt markers to draw designs on the balloons. Tie a length of ribbon on the end of each balloon to hang them with.

**MATERIALS NEEDED:** Translucent balloons, balloon markers, confetti, ribbon and scissors

- 164) **Big Bug:** (*I Can Cut & Stick*, pg 20)

**VIRTUE(S):** Enthusiasm

Cut a cardboard egg carton in two. Paint both pieces. (you may want to paint beforehand) Cut the round parts from another carton for feet. Cut three pipe cleaners in half. Stick them into the feet. Tape these inside the flat part of the egg carton. Fold a pipe-cleaner and stick it on for feelers. Stick the bumpy egg carton lid on top to finish off.

**MATERIALS NEEDED:** egg cartons, pipe cleaners, tape, paint, and scissors

165) **Popsicle Stick House:**

**VIRTUE(S):** Excellence

Hot glue six Popsicle sticks together to make a simple square house with a triangular roof. Cut a square of construction paper and glue it to the back of the house frame. Cut a triangular piece of construction paper and glue to the back of the roof frame. (Or, you can hot glue in the entire house with Popsicle sticks. Decorate your house with markers or additional construction paper.

**MATERIALS NEEDED:** Popsicle sticks, hot glue, glue, markers, construction paper, and scissors

166) **Alarm Clock:** (*Sticks & Stones and Ice Cream Cones*, pg 220)

**VIRTUE(S):** Excellence

Trace around the edge of a large paper plate on a sheet of construction paper. Cut out the circle. Paste the circle on a sheet of cardboard. Cut out the circle from the cardboard. Punch a hole in the center of the cardboard with a sharp pencil. To place the numbers on the clock, first draw the 12 on the top and the 6 on the bottom of the circle. Draw the 3 on the right and the 9 on the left. Draw the other numbers in between. Trace the hands of the clock (using the template on page 221) onto a sheet of tracing paper. Use the entire arrow for the long hand and from the dotted line for the short hand. Transfer these patterns onto construction paper. Cut out the hands and punch a small hole at the bottom of each with a sharp pencil. Push a paper fastener through the hole in the little hand and then through the big hand. Push the paper fastener with both hands through the hole in the center of the clock. Spread the two ends of the paper fastener apart on the back of the clock.

**MATERIALS NEEDED:** construction paper, cardboard, pencils, paper fasteners, glue, and scissors

167) **Create Your Own House of Worship – A variation:** (*Bahá'í Crafts for Children*, pg 27)

**VIRTUE(S):** Reverence

Have students think of a place for their House of Worship. Perhaps it will be in or near their most favorite place like the ocean, the mountains, etc. Have them draw their House of Worship using paints or markers. Other materials can be used to decorate the picture such as sand, shiny paper, etc.

**MATERIALS NEEDED:** drawing paper, paint and/or markers, decorative materials such as sand, shiny paper, etc, glue, and scissors

168 ) **Make some kind of Food**

**VIRTUE(S):** Any virtue

The food should be related to the virtue or a book/story used to demonstrate the virtue.

**MATERIALS NEEDED:** ingredients of the food you are preparing

169) **Family Tree – A variation of Blossoming Branch:** (*Bahá'í Crafts for Children* pg 28).

**VIRTUE(S):** Honor

Draw or paint a tree branch onto construction paper. Add green leaves with markers, paint or felt. Glue on popcorn to look like blossoms. Students write the names of their family members. They can add a prayer for protection for their family if they choose to. Glue entire picture on a larger piece of construction paper so that it looks like it has a frame around it.

**MATERIALS NEEDED:** craft glue, crayons or washable markers, envelopes (legal size #10) sequins, gems, etc, stapler, paper, pencils, white or construction paper, and scissors

170) **Rice Pictures:**

**VIRTUE(S):** Honor

Pour rice into a zip lock bag. Add several drops of food coloring and shake. Add more food coloring and shake until the desired color is obtained. Allow to rice dry. Repeat with using different colors. Make a set of colored rice for each 2 or 3 students. Have the students draw a picture. Then have them fill in the picture with glue and sprinkle different colored rice on top of the glue. Allow to dry.

**MATERIALS NEEDED:** food coloring, uncooked rice, zip lock bags, light colored construction paper or tack board or small posters, pencils, glue

171) **(Virtue Booklet Holders:** (*Ecoart*, pg 118)

**VIRTUE(S):** All; storage for the weekly virtue booklets

Take the top flaps off the box. Cut the box at an angle from the top of one side down to approximately 4 inches above the bottom of the other side. (see page 118 ) Paint or cover with light colored paper. Have students decorate the outside with markers and/or decorative doo dads.

**MATERIALS NEEDED:** cereal boxes, glue, light colored paper, markers, decorative doo dads, and scissors

172) **Tooth Pocket:**

**VIRTUE(S):** Confidence

Cut two matching teeth shapes out of fun foam. Place one tooth on top of the other. Use a hole puncher to punch several holes around the two sides and the bottom of the tooth. “Sew” them together with yarn and plastic craft needle. A lost tooth can be placed inside for the “tooth fairy” to visit.

**MATERIALS NEEDED:** fun foam, tooth template, yarn, plastic craft needle, and scissors

173) **Portable Box Easel & Clipboard** (*Ecoart*, pg 22)

**VIRTUE(S):** Creativity

Cut away one side of the box as shown on page 22. Angle the cut slightly so the paper will be held at the appropriate angle. Place a larger rectangle of cardboard, or your clipboard, across the opening and clip your paper to it. Your supplies can be kept inside the box. Make a clipboard for sketching or writing. Use a rectangle of heavy cardboard. Paint or decorate the cardboard as you wish. You can glue on used gift wrap paper, paint with latex house paint, or cover with crayon rubbings over leaves. Fasten your paper to the clipboard with clothespins or heavy clips. To keep a pencil handy, punch a hole in a corner of the clipboard and tie a length of yarn or string from it to the end of a pencil.

**MATERIALS NEEDED:** cardboard box and rectangle, clothespins, serrated knife (or cut boxes beforehand), yarn, string, pencils, paint, old wrapping paper, glue, leaves, crayons, and scissors, etc.

174) **Make a Big-nosed Clown** (*I Can Cut and Stick*, pg 30-31)

**VIRTUE(S):** Faithfulness

Poke a hole in a paper plate with a pencil. Wipe the back all over with bright paint. Let dry. Stick on two buttons for eyes and a paper mouth. Cut up some bright yarn and glue it on for hair. Cut shapes from cardboard or a box and cover with construction paper for a hat. Stick on a flower from a magazine or seed packet or one you make. Get help to blow up a balloon a little. Poke it through the hole. Tape it at the back.

**MATERIALS NEEDED:** paper plates, paint, markers, cardboard or box, construction paper, glue, balloons, tape, flower or flower making materials, buttons, and scissors

- 175) **Star Candle – a variation:** (*Bahá'í Crafts for Children*, pg 36)

**VIRTUE(S):** Faithfulness

Make a template of a 6-pointed star. Use the template to trace the star pattern on to poster board or tag board and cut out. Place your candle in the center and trace a circle around it. Color and decorate the star as desired. Poke a small hole in the center of the circle and cut slits towards the circle line (making a set of prongs – see page 36) Bend down the prongs and place a candle in the circle.

**MATERIALS NEEDED:** glue, markers, pencil, poster board, votive or tea light candles in metal casing or a taper candle, and scissors

- 176) **Sparkling Snowflakes:** (*Hands On Crafts for Kids – Crafts Around the Earth*, pg 92 - 93)

**VIRTUE(S):** Humility

Use ruler and pencil to draw a snowflake pattern on paper, or use the patters provided on page 93. Place a sheet of clear plastic Mylar over the snowflake drawing. Hold in place with masking tape. Trace over the lines of patter with blue glitter glue, or other color if desired. Allow to dry. Cut around the snowflake close to the edge of the glitter glue. Use a needle to run a piece of thread through one point of the snowflake for a hanger. Knot the ends of the thread. You can leave the Mylar behind the snowflake or peel the snowflake from the Mylar once it has dried completely.

**MATERIALS NEEDED:** blue glitter glue (or other colors), 9" X 12" sheet of clear Mylar, decorative thread, paper, needle, ruler, masking tape, pencil. and scissors

- 177) **Flower Pot Color page:** (*Bahá'í Crafts for Children*, pg 103)

Reproduce color sheet on page 103. Or, you can have students construct the flower pot and flowers out of construction paper and pictures depicting people of different ethnicities.

**MATERIALS NEEDED:** color sheet, crayons, or construction paper, pictures of people of different ethnicities, the quote, and scissors

- 178) **Endangered Animal Banner** (*On Crafts for Kids – Crafts Around the Earth*, pg 22-25)

**VIRTUE(S):** Humility

Using various colors of felt, cut out endangered animals (you can use the patterns on pages 23-25). Arrange them in a circle on a large square of black felt. Cut a 7” circle from blue felt then cut out shapes from green felt that look like the continents. Place them on the blue circle forming an “earth”. Place the “earth” in the center of the circle of endangered animals. Cut out or use pre-cut felt letters to spell out “PROTECT OUR ANIMAL FRIENDS”. When you are happy with the layout of the earth, animals and words, glue everything down. Glue the ends of five strips of felt evenly spaced along the top of the banner to the back and front of the banner forming 5 loops across the top. Feed a stick through the loops. Hang it up and enjoy!

**MATERIALS NEEDED:** Felt scraps in assorted colors, 18 ” X 18 ” black felt, 5 strips of felt – 2” X 5”, 1/4<sup>th</sup> yard of royal blue and green felt, thin tree branch or dowel – about 20”, glue, felt alphabet letters, patters of endangered animals, and scissors

- 179) **Make a Cat:** (*EcoArt*, pg 109)

**VIRTUE(S):** Kindness

Cut 2 individual egg cup sections apart, leaving little tabs to become feet on one, and leaving 2 tabs for ears on another. (see page 109) Glue the head section on the top of the body section. Break twigs or dry grass and glue on for whiskers or glue on yarn. To create a cat nose, glue a small black pompon, triangle of felt, or cut out the pop-up lid fastener from the carton and glue it in place on the top of the whiskers. Paint the cat unusual colors, and glue on a bit of yarn or string for a tail.

**MATERIALS NEEDED:** egg cartons, glue, twigs or dry grass or yarn, black pompons or felt, markers, yarn or string for a tail, and scissors

- 18 0) **Quick Kabobs:** (*Kinder Krunchies*, pg 48)

**VIRTUE(S):** Mercy, Tolerance

Cut a banana, apple, melon and cheese. Place fruit and cheese on a skewer. Dip in orange juice and roll in coconut. Eat and enjoy.

**MATERIALS NEEDED:** bananas, apples, melon, cheese, knife, orange juice, coconut, and skewer

18 1) **Peanut Butter Balls:** (*Kinder Krunchies*, pg 46)

**VIRTUE(S):** Excellence

Mix ½ cup of peanut butter, 2 ½ tablespoons of nonfat dry milk, 2 tablespoons of raisins, 2 tablespoon of honey, and ¼ cup coconut. Form into balls, roll in sesame seeds. Eat and enjoy!

**MATERIALS NEEDED:** peanut butter, nonfat dry milk, raisins, honey, coconut, sesame seeds

18 2) **Ice Cream:**

**VIRTUE(S):** Mercy

Mix 1/4 cup whipping cream, 1/8 th teaspoon of vanilla, ½ tablespoon of maple syrup. Place inside a zip lock bag. Place this bag inside another zip lock bag or a coffee can. In this outside container place lots of crushed iced and tons of rock salt. Seal well! Have students smash and shake the zip lock bags or roll the coffee can back and forth between them until the ice cream is ready. Eat and enjoy!

**MATERIALS NEEDED:** whipping cream, vanilla, maple syrup, zip lock bags, coffee can (optional), measuring spoons, measuring cup, crushed ice, rock salt

18 3) **Goldfish Bowl:** (*EcoArt*, pg 60)

**VIRTUE(S):** Moderation

Cut a clean plastic jug in half and discard top half. Take off label and decorate with bright colored permanent makers or stickers (on the outside). Add a few interesting rocks or shells. Fill with lukewarm tap water. Let the tap water sit for a few hours or overnight for the chlorine to evaporate before you add your fish. Feed your fish a tiny bit of food each day. Use breadcrumbs or fish food. Change the water every few days when it looks cloudy or your fish tries to gulp air from the water's surface. Be sure to let the fresh water sit a bit to evaporate the chlorine each time you refill your fish bowl.

**MATERIALS NEEDED:** clean milk jug, permanent markers and/or stickers, rocks, fish, water, fish food, and scissors

18 4) **Hanging Fish:** (*I Can Cut and Stick*, pg 13)

**VIRTUE(S):** Moderation

Draw a fish shape on bright paper. Cut it out. Glue on an eye. Cut some strips. Glue them on. Stick on some shapes. Cut off what you don't need. Cut some

paper spikes. Glue them at the top. Cut long pieces of tissue paper for a tail. Stick them on. Tape a string on your fish and use it to hang it.

**MATERIALS NEEDED:** large bright paper, pencils, various colored tissue paper, glue, tape, string, and scissors

18 5) **Fund Box:** (*Bahá'í Crafts for Children*, pg 52)

**VIRTUE(S):** Moderation

Cut a slot in the top of a small craft box or shoe box covered with decorative paper or construction paper. Write the student's name on top. Decorate as desired.

**MATERIALS NEEDED:** craft box or shoe box (decorative or construction paper), markers and other decorative doo dads, and scissors

18 6) **Mosaic Picture out of Colored Rice:**

**VIRTUE(S):** Excellence

Place uncooked rice in a zip lock baggie along with several drops of food coloring and a splash of rubbing alcohol. Shake until all the rice is coated. Place on paper towels to dry. Students then draw a picture and glue the rice on the picture to create a mosaic.

**MATERIALS NEEDED:** rice, zip lock baggies, paper towels, glue, tag board or poster board, pencil, rubbing alcohol, food colors

18 7) **Pancakes Recipe in a Jar:**

**VIRTUE(S):** Orderliness

Layer the following ingredients in a clean mason jar: 2 2/3 cups all-purpose flour, 2 tablespoons baking powder, 1/4 cup white sugar. Seal and attach the following recipe. *"Dump contents of jar in a large mixing bowl and mix. Beat in 4 eggs and stir in 2 1/2 cups milk, 1/3 cup vegetable oil and 1 teaspoon vanilla (optional). Stir with a fork until the mixture is moistened, but lumpy. Lightly grease a frying pan with a lid. Pour the batter on to the hot surface (about 1/4 cup for each pancake). Cover and cook until the surface loses its wet look and bubbles have formed. Flip the pancake over and cook, uncovered, about two or three minutes longer until underside is browned. Keep warm and serve when all pancakes are cooked. Best served warm with butter and syrup. Optional: Add blueberries or other favorites to batter before cooking."*

**MATERIALS NEEDED:** clean mason jar, 2 2/3 cups all-purpose flour, 2 tablespoons baking powder, 1/4 cup white sugar, (ingredient measurements per jar) card with recipe printed on it, decorative doo dads, ribbon, glue, and scissors

18 8 **Nifty Note Pad:** (*EcoArt*, pg 118)

**VIRTUE(S):** Patience

Start with a stack of small-size papers. Fold a larger piece of colored paper (wall paper, gift wrap, or colored construction paper) over the stack of smaller papers to form a header. Punch holes in the top and tie with yarn or ribbon. Or, staple it and glue on a ribbon to cover the staples. Decorate the top sheet with crayon designs, prints or rubber stamps.

**MATERIALS NEEDED:** small stack of note paper, decorative cover paper, hole punch or stapler, ribbons, stamps and or stickers, markers, and scissors

18 9 **Forest Creature Owl Piñata:** (*Hands On Crafts for Kids*, pg 67)

**VIRTUE(S):** Patience

Insert one large lunch bag into another for added strength. Fold under the top edge 1/4 inch twice. Punch holes 1 inch apart around entire folded edge. String yarn through holes to make a draw string. Tip: Wrap tape around the end of the yarn to make the threading easier. Fill the bag with candy to about 1 inch from the top. Pull drawstring and tie in a knot. Cut strips of tissue paper approximately 2 inches wide. Fold in half and crimp. Fringe by cutting from one edge to within 1/2 inch of the other edge. Apply glue with craft stick along uncut edge and glue the fringe around the bag near the bottom. Continue adding strips of fringe until the entire bag is covered. Bend brown chenille stems (or brown pipe cleaners) for the owl's "horns" and "wings". Glue to the body. Tip: Punch holes in bag and insert ends of wings into holes. Secure with thick white glue. Use yellow and black chenille stems (or pipe cleaners) to make a beak and eyes. Make two small black circles by wrapping the chenille/pipe cleaner into small circles. Make two larger circles with the yellow chenille/pipe cleaner. Glue the black circle on top of the yellow and glue the "eyes" onto the bag. Punch a hole in the bag with a pencil and insert the beak.

**MATERIALS NEEDED:** brown paper bags, 1/4 inch hole punch, candy, 3 feet of yarn, tissue paper – tan or brown, chenille stems or pipe cleaners – yellow brown and black, thick white glue, and scissors

190) **Make a Watering Can:** (*EcoArt*, pg 131)

**VIRTUE(S):** Purposefulness

Make a watering can for the garden by punching holes near the top of a plastic milk bottle with a sharp nail. Decorate with markers or stickers.

**MATERIALS NEEDED:** plastic milk bottle, sharp nail, markers and/or stickers

191) **Make Spiders**

**VIRTUE(S):** Excellence

Smear peanut butter on a Ritz cracker. Place another cracker on top. Place two drops of peanut butter on the top cracker and stick a raisin in each drop to create the “eyes”. Stick several straight pretzels in the peanut butter to create “legs”.

**MATERIALS NEEDED:** Ritz crackers, knife, peanut butter, pretzels, raisins

192) **Piggy Bank:** (*EcoArt*, pg 131)

**VIRTUE(S):** Moderation

Turn the ½ gallon plastic milk bottle on its side. Cut 4 small holes on the bottom side and insert 4 corks for the feet. Glue if necessary. Cut a slit on the top for the money. Cut a slash and insert triangle pieces of fabric for the ears. Punch a hole in the rear and insert a curled pipe cleaner for the tail. Use markers to draw on eyes.

**MATERIALS NEEDED:** ½ gallon milk jug, corks, fabric “ears”, pipe cleaners, markers, utility knife, and scissors

193) **Caramel Apple Friends:** (*Snips & Snails & Walnut Whales*, pg 200)

**VIRTUE(S):** Reliability

Fill the larger saucepan half-full with water. Place a small tin can upside down in the water. Put a smaller pot on top of the tin can (Or use a double boiler). Place the caramels in the smaller pot. Place the pot arrangement on the stove and turn on medium heat. Stir caramels until they melt. If you want to melt the caramels directly over low heat, add a teaspoon of milk and stir constantly. Push a jelly apple stick into the top of a washed and dried apple. Dip the apple into the melted caramel, coating it by swirling it in the melted caramel. Be sure the entire apple is covered with caramel. Hold the apple by the stick and make silly faces with candy trimmings. Work fast! You can use chocolate sprinkles & chips, gumdrops, licorice, candied orange slices, coconut, sourballs, red hots, marshmallows, etc. Place the decorated apple upside down on a sheet of waxed paper on a cookie sheet.

**MATERIALS NEEDED:** two saucepans (one larger than the other) and a small tin can or a double boiler, package of caramels, spoon, jelly apple sticks, apples, candy trimmings such as chocolate sprinkles & chips, gumdrops licorice, candied orange slices, coconut, sourballs, red hots, marshmallows, waxed paper, cookie sheet

194) **Village Hut:** (*Nature Crafts*, pg 52-53)

**VIRTUE(S):** Reliability

Collect some dried grass or straw, or buy some from a pet store. Cut out a strip of newspaper about 14 inches long and 5 inches wide. Cut enough straw to cover the strip of newspaper. Spread a layer of glue on the paper, and then stick the straw on it. Leave the end bare. Trim off any loose ends of straw. Spread glue on the bare end of the paper, then wrap the other end around and press the ends together. When the glue has dried, cut a door way into the hut. Trace a plate onto the newspaper and cut out the shape. Make a cut in one side of the circle up to the middle. Glue straw to the circle so that it spreads out from the center like a star. Leave a clear shaped area (like a piece of pie) near the cut. One piece of thick cardboard, draw a curved shape for the hut to stand on. Cut it out and glue it to the hut. Spread craft glue on the clear (pie shaped) area of the circle, fold it under and stick it down to make a cone shaped roof. Put it on the hut. Mix water and soil with a little craft glue and spread the mixture over the base and around the hut.

**MATERIALS NEEDED:** dried grass or straw, newspaper, ruler, thick cardboard, glue, water, cup, soil, plate, and scissors

195) **The Eye of God:** (*Snips & Snails & Walnut Whales*, pg 68)

**VIRTUE(S):** Responsibility

Bind four popsicle sticks together with hot glue. Once the glue is dried, tie the end of a length of colored yarn around the point where the twigs cross. The knot should be at the back. Wrap the yarn around one of the sticks. Bring it to the back then up and around the opposite stick, Wrap the yarn around a third stick and then in a similar fashion around its opposite stick. Finally rap the yarn around the fifth stick bring it to the back and then up and around its opposite. All the sticks should now have one piece of yarn wrapped around it. Repeat beginning with the first stick until all the whole length of the sticks are covered. You may occasionally string macaroni or beads on the yarn to decorate. Glue or tie off the end of the yarn in the back.

**MATERIALS NEEDED:** yarn, popsicle sticks, beads and/or macaroni, hot glue gun, and scissors

196) **Draw Cats:** (*I Can Draw*, pg 4-5)

**VIRTUE(S):** Responsibility

Draw a round head. Draw a fat body. Add two eyes and two ears. Draw a nose and mouth. Add some whiskers and a tail. Add stripes, spots or other markings.

**MATERIALS NEEDED:** construction paper, crayons (you can use black construction paper and milky crayons), and scissors

197) **Bottle Bird Feeder:** (*Nature Crafts*, pg 130-131)

**VIRTUE(S):** Service

Punch two holes opposite each other near the top of the bottle and two holes opposite each other near the bottom of the bottle (make sure the holes are not directly below the ones on top) These holes should be big enough for twigs to go through for the birds to sit on. Now make holes in the bottle for the birds to get the food. Push sticks or twigs through the twig holes. Take the top off the bottle and fill with bird feed, nuts or seeds. Put the lid back on. Tie a piece of string around the top of the bottle and hang it from the branch of a tree, outside a window or on a balcony.

**MATERIALS NEEDED:** twigs, bottle, string, bird food, nuts or seeds, and scissors

198) **Mini-Vase & Flowers:** (*EcoArt*, pg 90)

**VIRTUE(S):** Excellence

Remove the labels from the thread spools and paint if you wish. Break the flower stems off if they are too long so they fit nicely in a thread spool. Dip the stems in a little glue and arrange them in the spool. Wrap ribbon around the spool and tie in a bow. Secure the bow with dots of glue.

**MATERIALS NEEDED:** thread spools, flowers, glue, ribbon, paint (optional).scissors

199) **Pressed Flower Book Mark:** (*EcoArt*, pg 91)

**VIRTUE(S):** Service

Cut tagboard and nylon net the size you want to make your bookmark. Gently position the dried flowers on top of the tagboard. Use a few drops of glue to hold them in place. Use a tiny amount of glue around the edges; glue the net on top of the flowers. Position the ribbon or lace around the edges and glue in place

**MATERIALS NEEDED:** tag board, nylon netting, dried flowers, ribbon, glue, and scissors

200) **Kindness Cookies:** (*Kinder Krunchies*, pg 36)

**VIRTUE(S):** Excellence

Mix 1/3 cup of honey, 1 tablespoon of oil, and 2 eggs. Add a tablespoon of grated orange rind, 1/2 teaspoon of salt, 1 1/2 cups oatmeal. Mix. Drop spoonfuls on an oiled cookie sheet. Bake at 400 degrees for 8 – 10 minutes. Be of service and share your cookies.

**MATERIALS NEEDED:** Honey, oil, eggs, grated orange rind, salt, oatmeal, bowl, spoon, greased cookie sheet, and oven

201) **Eggheads:** (*EcoArt*, pg 79)

**VIRTUE(S):** Steadfastness

Rinse and save eggshells in an egg carton for awhile, so you have several to work with. The best eggshells for this project are those broken straight across, slightly larger than half a shell. To make an egghead, first select a large half shell. Draw on comical facial features with permanent markers. Fill the shell with some soil, sprinkle grass seed in it and moisten with water. Set several eggheads in the egg carton near a sunny window. And in a bout a week, they will have a funny head of “hair”. When you are finished enjoying your egghead, plant the entire thing in the ground to provide food for the soil.

**MATERIALS NEEDED:** eggshells egg carton, markers, soil, grass seed, water

202) **Animal Noses, Horns, and Ears:** (*Muppets Big Book of Crafts*, pg 214-215)

**VIRTUE(S):** Steadfastness

If you wish to decorate your headband first, place glue on the headband and wrap it evenly with ribbon and/or add glitter. Cut the poster board as shown on page 215. Roll the cut out shape into a cone about 17 inches tall and 3 inches in diameter at the base and 1 inch in diameter at the top. Glue down the overlapping edge. Place glue on the back of some pretty ribbon and wrap it around the horn; glue down the ends. Or, trace the outline of a dinner plate onto yellow construction paper. Place a smaller plate in the center of the circle and trace another circle. Draw a wave pattern within the narrow band created by the tracings. Cut out the narrow band then cut away the wavy design. Wrap it around your horn and glue at the ends. Bend two paper clips into right angles and tape them to the inside bottom of the horn on opposite sides. Using clear tape, tape the paper clips to the head bands.

Bend four more paper clips into right angles and tape them onto the headband where the ears will go. You may use the ear pattern on page 316 or create your own. Draw ears on poster board and cut out. Decorate with paint, markers and or glitter glue. Fold ears as shown on page 215 and clip them to the head band. Wrap a piece of tape around the base to secure. Tie or tap curled ribbons to the headband so that they dangle down over your ears. To hide the paper clips place glue on the back side of some short lengths of whit ribbon and wrap each length around a clip.

**MATERIALS NEEDED:** Headband, clear tape, masking tape, poster board, tracing paper, glitter, paper clips, markers, glue, ribbon, poster board, round dinner & dessert plates, yellow construction paper, and scissors

203) **Chipmunks (Fritos) and Dip:** (*Kinder Krunchies*, pg 20)

**VIRTUE(S):** Trust

Use scoop Fritos to represent the chipmunks. Mix ¼ cup cottage cheese, 2 tablespoons grated cheddar cheese, Add ¼ teaspoon dill weed, ½ teaspoon Worcestershire sauce, ¼ teaspoon salt. Mash with a fork. Dip in “chipmunks” and enjoy.

**MATERIALS NEEDED:** scoop Fritos, cottage cheese, grated cheddar cheese, dill weed, Worcestershire sauce, salt, bowl, fork, spoons

204) **Spectacular Flower Vases:** (*EcoArt*, pg 115)

**VIRTUE(S):** Trust

Wash out bottles and let dry. Cut out colorful pictures from magazines, scraps of wallpaper, gift wrap or fabric. Glue pictures to bottle. Water down some glue in a small bowl. Paint on several coats of the watered down glue to seal the vase.

**MATERIALS NEEDED:** magazine pictures, wrapping paper, wallpaper and/or fabric pieces, white glue (that dries clear), small bowls, paint brushes, bottles, and scissors

205) **Cranberry Bread and Butter:** (*Kinder Krunchies*, pg 92)

**VIRTUE(S):** Trust

Pour 1 tablespoon of whipping cream in a baby food jar. Shake. Shake until butter forms. Spread on the Cranberry Bread and enjoy! (Note: You can do this as partners where one counts to 25 while their arms rest and the other shakes)

**MATERIALS NEEDED:** baby food jars, whipping cream, cranberry (or similar type bread), and knife

206) **Invisible Ink:** (*The Ultimate Book of Kid Concoctions*, pg 26)

**VIRTUE(S):** Trustworthiness

Pour lemon juice into a small glass or plastic dish. Soak one end of the cotton swab in the lemon juice. Use the lemon juice-soaked cotton swab to write a secret message or draw a picture on a sheet of paper. When you are ready to view your secret message, have an adult hold the sheet of paper near a light bulb or over a toaster. The heat will slowly turn the lemon juice dark brown and reveal the message.

**MATERIALS NEEDED:** lemon juice, small bowls, cotton swabs, paper, lamp or toaster, paper

| <b>Arts &amp; Crafts index</b> |                    |                                |                              |              |                          |
|--------------------------------|--------------------|--------------------------------|------------------------------|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>              | <b>Level</b> | <b>*See ledged below</b> |
| <b>All Virtues - Review</b>    |                    |                                |                              |              |                          |
| All Virtues - Review           |                    | 8 9                            | Virtues Wheel                | I            | BCC                      |
| All Virtues - Review           |                    | 38                             | Virtues Paper Chain          |              |                          |
| All Virtues - Review           |                    | 109                            | Treasure Chest               | H            |                          |
| All Virtues - Review           |                    | 121                            | Growth Chart                 |              |                          |
| <b>Any Virtue</b>              |                    |                                |                              |              |                          |
| Any Virtue                     |                    | 34                             | You Are Special Boxes        |              |                          |
| Any Virtue                     |                    | 15                             | What Does A Virtue Look Like |              |                          |
| Any Virtue                     |                    | 37                             | What Did and Will Happen?    |              |                          |
| Any Virtue                     |                    | 16                             | Virtues Vibes                |              |                          |
| Any Virtue                     |                    | 17                             | Virtues Symbols              |              |                          |
| Any Virtue                     |                    | 38                             | Virtues Paper Chain - Review |              |                          |
| Any Virtue                     |                    | 18                             | Virtues Gem Tag              |              |                          |
| Any Virtue                     |                    | 27                             | Virtues Garden               |              |                          |
| Any Virtue                     |                    | 26                             | Virtues Fruit Tree           |              |                          |
| Any Virtue                     |                    | 11                             | Virtue Posters/Banners       |              |                          |
| Any Virtue                     |                    | 31                             | Virtue Place Mat             |              |                          |
| Any Virtue                     |                    | 9                              | Virtue Mind Map              |              |                          |
| Any Virtue                     |                    | 28                             | Twirling Virtues             |              |                          |
| Any Virtue                     |                    | 49                             | Three-way Drawing/Writing    |              |                          |
| Any Virtue                     |                    | 120                            | Theme or Story Chain         |              |                          |
| Any Virtue                     |                    | 33                             | Surprise Balls               |              |                          |
| Any Virtue                     |                    | 32                             | Sequence Book                |              |                          |
| Any Virtue                     |                    | 30                             | Secret Message Virtue        |              |                          |
| Any Virtue                     |                    | 29                             | Road Signs to Virtue         |              |                          |
| Any Virtue                     |                    | 63                             | Plain Card                   | B            | BCC                      |

| <b>Arts &amp; Crafts index</b> |                    |                                |                                   |              |                          |
|--------------------------------|--------------------|--------------------------------|-----------------------------------|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                   | <b>Level</b> | <b>*See ledged below</b> |
| Any Virtue                     |                    | 20                             | Pick A Virtue                     |              |                          |
| Any Virtue                     |                    | 24                             | Personal Virtues Shield           |              |                          |
| Any Virtue                     |                    | 14                             | Personal Virtues Poster           |              |                          |
| Any Virtue                     |                    | 64                             | Peacock Banner - a variation      | B            | BCC                      |
| Any Virtue                     |                    | 36                             | Peace-Loving Superheroes          |              |                          |
| Any Virtue                     |                    | 21                             | Launching Virtues                 |              |                          |
| Any Virtue                     |                    | 42                             | Lap Books                         |              |                          |
| Any Virtue                     |                    | 8 7                            | Jewelry Pins - a variation        | B            | BCC                      |
| Any Virtue                     |                    | 62                             | Heart Pop-up Card                 | B            | BCC                      |
| Any Virtue                     |                    | 48                             | Group Drawing/Writing             |              |                          |
| Any Virtue                     |                    | 23                             | Gem Pick 2                        |              |                          |
| Any Virtue                     |                    | 22                             | Gem Pick 1                        |              |                          |
| Any Virtue                     |                    | 73                             | Fabric Flags                      | B            | BCC                      |
| Any Virtue                     |                    | 10                             | Do You Know Who You Really Are?   |              |                          |
| Any Virtue                     |                    | 35                             | Design a Virtues Flag             |              |                          |
| Any Virtue                     |                    | 19                             | Character Trait of the Week Sheet |              |                          |
| Any Virtue                     |                    | 40                             | Booklet/Lap Book Holder           |              |                          |
| Any Virtue                     |                    | 41                             | Animal Masks                      |              |                          |
| Any Virtue                     |                    | 8                              | Analogies                         |              |                          |
| Any Virtue                     |                    | 25                             | Virtues Graffiti                  |              |                          |
| Any Virtue                     |                    | 13                             | Virtues in My Name                |              |                          |
| Any Virtue                     |                    | 12                             | Virtues in Me Book                |              |                          |
| <b>Assertiveness</b>           |                    |                                |                                   |              |                          |
| Assertiveness                  |                    | 8 6                            | Faith Bracelet - a variation      | B            | BCC                      |
| Assertiveness                  |                    | 61                             | Caged Bird - a variation          | B            | BCC                      |
| Assertiveness                  | X                  | 154                            | Vacation Post Cards               | B            |                          |

| <b>Arts &amp; Crafts index</b> |             |               |                         |   |              |                          |
|--------------------------------|-------------|---------------|-------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>Virtue</b> | <b>Crafts</b>           | <b>Activity</b>                                     | <b>Level</b> | <b>*See ledged below</b> |
|                                |             |               | <b>No in Arts &amp;</b> |   |              |                          |
| Assertiveness                  | X           |               | 155                     | Snake Mobile  | B            |                          |
| Assertiveness                  | X           |               | 41                      | Animal Masks  | B            |                          |
| <b>Caring</b>                  |             |               |                         |   |              |                          |
| Caring                         | X           |               | 6                       | Virtues Large & Small                               | B            |                          |
| Caring                         | X           |               | 31                      | Virtue Place Mat                                    | B            |                          |
| Caring                         |             |               | 125                     | Akua-Ba Doll - Ghana carried in hopes that children | I            | KMAB                     |
| Caring                         | X           |               | 39                      | Make a 1st Aid Kit                                  | B            |                          |
| <b>Cleanliness</b>             |             |               |                         |   |              |                          |
| Cleanliness                    |             |               | 101                     | Sponge Painting Cut Outs                            | B            | KMAB                     |
| Cleanliness                    |             |               | 91                      | Sand Painting                                       | B            | BCC                      |
| Cleanliness                    | X           |               | 156                     | Paint in a bag                                      | B            |                          |
| Cleanliness                    | X           |               | 157                     | Magic bubble paint                                  | B            | UKC                      |
| Cleanliness                    | X           |               | 158                     | Splongie Ball and bath paints                       | I            | UKC                      |
| <b>Compassion</b>              |             |               |                         |   |              |                          |
| Compassion                     | X           |               | 37                      | What Did and Will Happen?                           | I            |                          |
| Compassion                     |             |               | 133                     | Traditional Chinese paper cuts - gift for sick      | I            | KMAB                     |
| Compassion                     | X           |               | 99                      | Storyteller Animal Masks                            | B            | KMAB                     |
| Compassion                     | X           |               | 97                      | Inuit Finger Masks                                  | B            | KMAB                     |
| <b>Confidence</b>              |             |               |                         |   |              |                          |
| Confidence                     | X           |               | 90                      | Light Switch Plate                                  | B            | BCC                      |
| Confidence                     | X           |               | 108                     | Costa Rican Cart                                    | B            | KMAB                     |
| Confidence                     | X           |               | 172                     | Tooth Pillow  | I            |                          |
| Confidence                     | X           |               | 5                       | Blindfolded Drawing                                 | H            |                          |
| <b>Consideration</b>           |             |               |                         |   |              |                          |
| Consideration                  | X           |               | 31                      | Virtue Place Mat                                    | B            |                          |

| <b>Arts &amp; Crafts index</b> |             |                                |   |              |                          |
|--------------------------------|-------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>   | <b>Level</b> | <b>*See ledged below</b> |
| Consideration                  | X           | 139                            | Groovy Glasses (ties to giftlet - see through eyes of someone else) | I            | MBBC                     |
| Consideration                  | X           | 69                             | Doorknob Hanger - a variation                                       | B            | BCC                      |
| <b>Courage</b>                 |             |                                |   |              |                          |
| Courage                        |             | 132                            | Korean Dragon Puppet  | B            | KMAB                     |
| Courage                        | X           | 159                            | Crown of Courage  | B            | ICC&S                    |
| Courage                        | X           | 160                            | Courage Shield with Affirmation                                     | B            |                          |
| Courage                        | X           | 161                            | Fireworks   | B            | ICC&S                    |
| Courage                        | X           | 135                            | Vietnamese Dragon   | B            | KMAB                     |
| <b>Courtesy</b>                |             |                                |   |              |                          |
| Courtesy                       | X           | 93                             | Manners Place Mats  | B            | BCC                      |
| Courtesy                       | X           | 4                              | Thank You Cards   | B            |                          |
| Courtesy                       | X           | 69                             | Doorknob Hanger - a variation                                       | B            | BCC                      |
| <b>Creativity</b>              |             |                                |   |              |                          |
| Creativity                     |             | 99                             | Storyteller Animal Masks  | B            | KMAB                     |
| Creativity                     |             | 96                             | My Special Bag  | B            | KMAB                     |
| Creativity                     |             | 97                             | Inuit Finger Masks  | B            | KMAB                     |
| Creativity                     |             | 124                            | Animal Nose Masks   | B            | KMAB                     |
| Creativity                     | X           | 40                             | Lap Books   | I            |                          |
| Creativity                     | X           | 157                            | Magic bubble paint  | B            | UKC                      |
| Creativity                     | X           | 173                            | Portable Easel  | B            | EA                       |
| <b>Detachment</b>              |             |                                |   |              |                          |
| Detachment                     | X           | 107                            | Worry Doll/Friendship Doll  | I            | KMAB                     |
| Detachment                     | X           | 110                            | Make a Wit Kit  | B            |                          |
| Detachment                     | X           | 48                             | Group Drawing/Writing   | H            |                          |
| <b>Determination</b>           |             |                                |   |              |                          |

| <b>Arts &amp; Crafts index</b> |             |               |               |  |              |                          |
|--------------------------------|-------------|---------------|---------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>Virtue</b> | <b>Crafts</b> | <b>Activity</b>  | <b>Level</b> | <b>*See ledged below</b> |
| Determination                  | X           |               | 118           | Wodaabe Mirror Pouch                                   | I            | KMAB                     |
| Determination                  | X           |               | 92            | Paper Plate Web  | B            | BCC                      |
| Determination                  |             |               | 117           | Egyptian Paper Beads                                   | I            | KMAB                     |
| Determination                  | X           |               | 108           | Costa Rican Cart                                       | B            | KMAB                     |
| <b>Enthusiasm</b>              |             |               |               |  |              |                          |
| Enthusiasm                     |             |               | 100           | Zinu Hand  | B            | KMAB                     |
| Enthusiasm                     |             |               | 135           | Vietnamese Dragon                                      | B            | KMAB                     |
| Enthusiasm                     | X           |               | 163           | Sparkle Bottle   | B            | UKC                      |
| Enthusiasm                     | X           |               | 164           | Confetti Balloons                                      | B            | SSIC                     |
| Enthusiasm                     | X           |               | 165           | Big Bug  | B            | ICC&S                    |
| <b>Excellence</b>              |             |               |               |  |              |                          |
| Excellence                     |             |               | 141           | Pop-up Chomper   | I            | MBBC                     |
| Excellence                     |             |               | 140           | Accordion Photo Album (do an excellent job!)           | I            | MBBC                     |
| Excellence                     | X           |               | 166           | Build a house out of pop sickle sticks                 | B            |                          |
| Excellence                     | X           |               | 167           | Alarm Clock  | B            | SSIC                     |
| Excellence                     | X           |               | 132           | Korean Dragon Puppet                                   | B            | KMAB                     |
| <b>Faithfulness</b>            |             |               |               |  |              |                          |
| Faithfulness                   |             |               | 143           | Mystery Journal - A Variation of Top Secret Sketchbook | H            | MBBC                     |
| Faithfulness                   | X           |               | 153           | Boomerang  | B            |                          |
| Faithfulness                   | X           |               | 174           | Make a Big Nosed Clown                                 | B            | ICC&S                    |
| Faithfulness                   | X           |               | 175           | Star Candle – a variation                              | I            | BCC                      |
| <b>Flexibility</b>             |             |               |               |  |              |                          |
| Flexibility                    | X           |               | 49            | Three-way Drawing/Writing                              | B            |                          |
| Flexibility                    | X           |               | 60            | Seashell Wind Chimes - a variation                     | B            | BCC                      |
| Flexibility                    | X           |               | 48            | Group Drawing/Writing                                  | I            |                          |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |              |                          |
|--------------------------------|--------------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>   | <b>Level</b> | <b>*See ledged below</b> |
| Flexibility                    |                    | 126                            | Adinkra Sponge Stamps - communicate through stamps rather than language | B            | KMAB                     |
| <b>Forgiveness</b>             |                    |                                |   |              |                          |
| Forgiveness                    | X                  | 9                              | Virtue Mind Map   | I            |                          |
| Forgiveness                    | X                  | 43                             | Message Fan   | B            |                          |
| Forgiveness                    | X                  | 40                             | Lap Books   | I            |                          |
| <b>Friendliness</b>            |                    |                                |   |              |                          |
| Friendliness                   | X                  | 67                             | Tea (or Coffee) Card - a variation                                      | B            | BCC                      |
| Friendliness                   |                    | 59                             | Holy Land Book - a variation  | B            | BCC                      |
| Friendliness                   | X                  | 70                             | Feast Wreath - a variation  | B            | BCC                      |
| Friendliness                   | X                  | 8 6                            | Faith Bracelet - a variation  | I            | BCC                      |
| Friendliness                   |                    | 57                             | Dream Shaker - a variation  | B            | BCC                      |
| Friendliness                   |                    | 58                             | Branch Wind Chimes - a variation  | B            | BCC                      |
| <b>Generosity</b>              |                    |                                |   |              |                          |
| Generosity                     | X                  | 1                              | Virtuous Senses   | B            |                          |
| Generosity                     |                    | 65                             | Stained Glass Vase Gift   | B            | BCC                      |
| Generosity                     | X                  | 114                            | Non-Cook Cookie Dough   |              |                          |
| Generosity                     |                    | 66                             | Nine Pointed Star Frame Gift  | B            | BCC                      |
| Generosity                     |                    | 68                             | Fund Box - a variation  | B            | BCC                      |
| Generosity                     | X                  | 41                             | Animal Masks  | B            |                          |
| <b>Gentleness</b>              |                    |                                |   |              |                          |
| Gentleness                     | X                  | 15                             | What Does A Virtue Look Like  | B            |                          |
| Gentleness                     | X                  | 14                             | Personal Virtues Poster   | B            |                          |
| Gentleness                     | X                  | 44                             | Make Bird's Nests   | I            |                          |
| Gentleness                     |                    | 8 0                            | Butterfly Magnets   | B            | BCC                      |
| Gentleness                     |                    | 113                            | Animalitos  | I            | KMAB                     |

| <b>Arts &amp; Crafts index</b> |             |                                |  |              |                          |
|--------------------------------|-------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>  | <b>Level</b> | <b>*See ledged below</b> |
| <b>Helpfulness</b>             |             |                                |  |              |                          |
| Helpfulness                    | X           | 12                             | Virtues in Me Book   |              |                          |
| Helpfulness                    | X           | 10                             | Do You Know Who You Really Are?  |              |                          |
| Helpfulness                    | X           | 108                            | Costa Rican Cart   | B            | KMAB                     |
| <b>Honesty</b>                 |             |                                |  |              |                          |
| Honesty                        | X           | 1                              | Virtuous Senses  | B            |                          |
| Honesty                        | X           | 8 6                            | Faith Bracelet - a variation   | B            | BCC                      |
| Honesty                        | X           | 126                            | Adinkra Sponge Stamps - sponge paint the letters in the word "Honesty"         | B            | KMAB                     |
| <b>Honor</b>                   |             |                                |  |              |                          |
| Honor                          |             | 122                            | Paper Kufi (honor heritage)  | B            | KMAB                     |
| Honor                          |             | 111                            | Honduran Paper Pollo   | B            | KMAB                     |
| Honor                          |             | 116                            | Guatemalan Plate Designs   | I            | KMAB                     |
| Honor                          | X           | 40                             | Lap Books  | B/I          |                          |
| Honor                          | X           | 169                            | Family Tree  | B            |                          |
| Honor                          | X           | 170                            | Rice Pictures  | B            |                          |
| <b>Humility</b>                |             |                                |  |              |                          |
| Humility                       | X           | 176                            | Sparkling Snowflakes   | B            | HOCK                     |
| Humility                       | X           | 177                            | Flower Pot Coloring Page   | B            | BCC                      |
| Humility                       | X           | 178                            | Endangered Animal Banner   | B            | HOCK                     |
| <b>Idealism</b>                |             |                                |  |              |                          |
| Idealism                       |             | 138                            | Stained Glass Butterfly Window (caterpillar strives to be the ideal butterfly) | H            | MBBC                     |
| Idealism                       | X           | 71                             | My Puppet - a variation  | B            | BCC                      |
| Idealism                       |             | 75                             | Door Plaque  | B            | BCC                      |
| Idealism                       | X           | 8 9                            | Virtues Wheel  | H            | BCC                      |

| <b>Arts &amp; Crafts index</b> |             |                                |   |              |                          |
|--------------------------------|-------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                               | <b>Level</b> | <b>*See ledged below</b> |
| Idealism                       | X           | 29                             | Road Signs to Virtue                          | B            |                          |
| Idealism                       |             | 102                            | Chippewa Dream Catcher                        | I            | KMAB                     |
| <b>Joyfulness</b>              |             |                                |   |              |                          |
| Joyfulness                     | X           | 127                            | Twirling palm puppet                          | B            | KMAB                     |
| Joyfulness                     |             | 8 5                            | Stained Glass Hanging-bring joy to someone    | B            | BCC                      |
| Joyfulness                     | X           | 72                             | Spoon & Straw Puppets - a variation           | B            | BCC                      |
| Joyfulness                     | X           | 142                            | Make Band Instruments                         | B            | SSIC, SCTB               |
| Joyfulness                     |             | 98                             | Eskimo Laughing Mask                          | B            | KMAB                     |
| <b>Justice</b>                 |             |                                |   |              |                          |
| Justice                        | X           | 73                             | Justice Flag                                  | I            | BCC                      |
| Justice                        | X           | 36                             | Justice Loving Super Heroes                   | B            |                          |
| Justice                        | X           | 168                            | Make Short Cakes                              | B            |                          |
| <b>Kindness</b>                |             |                                |   |              |                          |
| Kindness                       |             | 65                             | Stained Glass Vase Gift                       | B            | BCC                      |
| Kindness                       |             | 66                             | Nine Pointed Star Frame Gift                  | B            | BCC                      |
| Kindness                       | X           | 179                            | Make a Cat                                    | B            | EA                       |
| Kindness                       | X           | 34                             | You Are Special Boxes                         | B            |                          |
| Kindness                       | X           | 119                            | Bagel bird feeder                             | B            |                          |
| <b>Love</b>                    |             |                                |   |              |                          |
| Love                           |             | 1                              | Virtuous Senses                               |              |                          |
| Love                           | X           | 40                             | Lap Books                                     |              |                          |
| Love                           |             | 106                            | Hispanic Paper Flowers                        | B            | KMAB                     |
| Love                           | X           | 2                              | Heart Necklace                                |              |                          |
| Love                           | X           | 22                             | Gem Pick 1                                    |              |                          |
| <b>Loyalty</b>                 |             |                                |   |              |                          |
| Loyalty                        | X           | 131                            | Japanese Folding Screen - add family pictures | B            | KMAB                     |

| <b>Arts &amp; Crafts index</b> |             |               |                         |  |              |                          |
|--------------------------------|-------------|---------------|-------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>Virtue</b> | <b>Crafts</b>           | <b>Activity</b>  | <b>Level</b> | <b>*See ledged below</b> |
|                                |             |               | <b>No in Arts &amp;</b> |  |              |                          |
| Loyalty                        |             |               | 78                      | Hand Tree - a variation                                | B            | BCC                      |
| Loyalty                        |             |               | 56                      | Blossoming Branch                                      | B            | BCC                      |
| Loyalty                        | X           |               | 64                      | Small Banner   | I            | BCC                      |
| Loyalty                        | X           |               | 8 6                     | Friendship bracelet                                    | B            | BCC                      |
| <b>Mercy</b>                   |             |               |                         |  |              |                          |
| Mercy                          | X           |               | 18 0                    | Quick Kabobs   | B            | KK                       |
| Mercy                          | X           |               | 18 1                    | Peanut Butter Balls                                    | B            | KK                       |
| Mercy                          | X           |               | 18 2                    | Ice Cream  | B            |                          |
| <b>Moderation</b>              |             |               |                         |  |              |                          |
| Moderation                     | X           |               | 18 3                    | Make a Fish Bowl                                       | B            | EA                       |
| Moderation                     | X           |               | 18 4                    | Hanging Fish   | B            | ICC&S                    |
| Moderation                     | X           |               | 18 5                    | Piggy Bank or Fund Box                                 | B            | BCC                      |
| Moderation                     | X           |               | 18 6                    | Mosaic Picture out of colored rice                     | I            |                          |
| <b>Modesty</b>                 |             |               |                         |  |              |                          |
| Modesty                        | X           |               | 145                     | What's Appropriate and What's Not                      | B            |                          |
| Modesty                        |             |               | 136                     | Paper Doll Set   | B            | MBBC                     |
| Modesty                        | X           |               | 143                     | Mystery Journal - A Variation of Top Secret Sketchbook | H            | MBBC                     |
| Modesty                        | X           |               | 142                     | Inside/Outside Vest                                    | I            |                          |
| <b>Obedience</b>               |             |               |                         |  |              |                          |
| Obedience                      | X           |               | 18                      | Virtues Gem Tag  |              |                          |
| Obedience                      | X           |               | 29                      | Road Signs to Virtue                                   |              |                          |
| Obedience                      | X           |               | 45                      | Job Jar  |              |                          |
| <b>Orderliness</b>             |             |               |                         |  |              |                          |
| Orderliness                    |             |               | 92                      | Paper Plate Web  | I            | BCC                      |
| Orderliness                    |             |               | 8 8                     | Paper Mosaic   | B            | BCC                      |
| Orderliness                    | X           |               | 31                      | Alphabet Place Mat                                     | B            |                          |

| <b>Arts &amp; Crafts index</b> |             |               |  |              |                          |
|--------------------------------|-------------|---------------|--|--------------|--------------------------|
| <b>No in Arts &amp; Crafts</b> |             |               |  |              | <b>*See ledged below</b> |
| <b>Virtue</b>                  | <b>Grid</b> | <b>Virtue</b> | <b>Activity</b>  | <b>Level</b> | <b>below</b>             |
| Orderliness                    | X           | 93            | Courtesy Place Mat   | B            | BCC                      |
| Orderliness                    | X           | 69            | Clean/Dirty Door Hangers   | B            | BCC                      |
| Orderliness                    | X           | 18 7          | Pancake Recipe in a Jar  | B            |                          |
| <b>Patience</b>                |             |               |  |              |                          |
| Patience                       |             | 105           | Huichol Yarn Art – Pictures  | H            | KMAB                     |
| Patience                       |             | 104           | Huichol Yarn Art – Bowl  | I            | KMAB                     |
| Patience                       |             | 123           | Foil Wall Mask - takes time & effort to make   | H            | KMAB                     |
| Patience                       | X           | 18 8          | Nifty Note Pad   | B            | EA                       |
| Patience                       | X           | 158           | Splongie Ball and Bathtub Finger Paints  | I            | UKC                      |
| Patience                       | X           | 18 9          | Forest Creature Owl Piñata   | H            | HOCK                     |
| <b>Peacefulness</b>            |             |               |  |              |                          |
| Peacefulness                   |             | 110           | W.I.T. Tool Kit  |              |                          |
| Peacefulness                   | X           | 137           | Mood Buttons (wear a button that shows your mood so there is peacefulness in the family) | B            | MBBC                     |
| Peacefulness                   | X           | 45            | Variation on Job Jar   | B            |                          |
| Peacefulness                   | X           | patterns      | Make a Kite  | H            |                          |
| <b>Prayerfulness</b>           |             |               |  |              |                          |
| Prayerfulness                  | X           | 55            | Travel Prayer for Visor  | B            | BCC                      |
| Prayerfulness                  |             | 53            | Special Prayer Basket  | B            | BCC                      |
| Prayerfulness                  | X           | 54            | Prayer for America   | B            | BCC                      |
| Prayerfulness                  | X           | 52            | Praying Hands  | B            | BCC                      |
| <b>Purposefulness</b>          |             |               |  |              |                          |
| Purposefulness                 |             | 130           | Paper Uchiwa (Japanese fan)  | B            | KMAB                     |
| Purposefulness                 |             | 95            | Magic Power Shield   | I            | KMAB                     |
| Purposefulness                 | X           | 191           | Make Spiders   | B            |                          |
| Purposefulness                 | X           | 61            | A variation on A Caged Bird  | I            | BCC                      |

| <b>Arts &amp; Crafts index</b> |                    |                                |  |              |                          |
|--------------------------------|--------------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                                | <b>Level</b> | <b>*See ledged below</b> |
| Purposefulness                 | X                  | 190                            | Make a Watering Can                            | B            | EA                       |
| <b>Reliability</b>             |                    |                                |  |              |                          |
| Reliability                    | X                  | 107                            | Worry Doll/Friendship Doll/Friendship Doll     | B            | KMAB                     |
| Reliability                    | X                  | 193                            | Caramel Apple Friends                          | B            | SSWW                     |
| Reliability                    | X                  | 194                            | Village Hut                                    | H            | NC                       |
| <b>Respect</b>                 |                    |                                |  |              |                          |
| Respect                        | X                  | 152                            | Rainbow Water Xylophone                        | B            | MBBC                     |
| Respect                        | X                  | 46                             | Rainbow of Respect                             |              |                          |
| Respect                        | X                  | 5                              | Painting or Drawing Blindfolded                |              |                          |
| Respect                        | X                  | 19                             | Character Trait of the Week Sheet              |              |                          |
| Respect                        |                    | 94                             | Brown Bag Vest                                 | I            | KMAB                     |
| Respect                        |                    | 74                             | Alláh-u-Abhá Rainbow Door Hanger - a variation | B            | BCC                      |
| <b>Responsibility</b>          |                    |                                |  |              |                          |
| Responsibility                 |                    | 8 2                            | Pin Wheel                                      | B            | BCC                      |
| Responsibility                 | X                  | 195                            | The Eye of God                                 | B            | SSWW                     |
| Responsibility                 | X                  | 196                            | Draw a Cat                                     | B            | ICC&S                    |
| Responsibility                 | X                  | 70                             | Feast Wreath - a variation                     | B            | BCC                      |
| Responsibility                 |                    | 128                            | Peacock of India - must take care of pets      | I            | KMAB                     |
| <b>Reverence</b>               |                    |                                |  |              |                          |
| Reverence                      |                    | 8 4                            | Windsock                                       | B            | BCC                      |
| Reverence                      | X                  | 57                             | Dream Shaker - a variation                     | B            | BCC                      |
| Reverence                      |                    | 52                             | Praying Hands                                  | B            | BCC                      |
| Reverence                      | X                  | 50                             | Prayer Rock                                    | B            | BCC                      |
| Reverence                      |                    | 51                             | Prayer Beads                                   | B            | BCC                      |
| Reverence                      |                    | 8 1                            | Autumn Stained Glass                           | I            | BCC                      |
| Reverence                      | X                  | 167                            | Create Your Own House of Worship               | B            | BCC                      |

| <b>Arts &amp; Crafts index</b> |                    |                     |                                     |       |                   |
|--------------------------------|--------------------|---------------------|-------------------------------------|-------|-------------------|
|                                |                    | No in Arts & Crafts | Activity                            | Level | *See ledged below |
| <b>Virtue</b>                  | <b>Grid Virtue</b> |                     |                                     |       |                   |
| <b>Self-Discipline</b>         |                    |                     |                                     |       |                   |
| Self-Discipline                | X                  | 148                 | Sand Designs in a Jar               | I     | SSWW              |
| Self-Discipline                |                    | 129                 | Paper Egg Figurine - work carefully | I     | KMAB              |
| Self-Discipline                | X                  | 147                 | Origami Cootie Catcher              | I     |                   |
| Self-Discipline                | X                  | 146                 | Mondrian                            | B     |                   |
| Self-Discipline                |                    | 8 3                 | Handprint Butterfly                 | B     | BCC               |
| <b>Service</b>                 |                    |                     |                                     |       |                   |
| Service                        | X                  | 119                 | Bagel bird feeder                   |       |                   |
| Service                        |                    | 103                 | Aztec Codex Book of Service         | B     | KMAB              |
| Service                        | X                  | 197                 | Bottle Bird Feeder                  | B     | NC                |
| Service                        | X                  | 198                 | Mini Vase                           | B     | EA                |
| Service                        | X                  | 199                 | Pressed Flower Book Marks           | I     | EA                |
| Service                        | X                  | 200                 | Kindness Cookies                    | B     | KK                |
| <b>Steadfastness</b>           |                    |                     |                                     |       |                   |
| Steadfastness                  |                    | 112                 | Guatemalan Wild Cat                 | I     | KMAB              |
| Steadfastness                  | X                  | 201                 | Eggheads                            | B     | EA                |
| Steadfastness                  | X                  | 101                 | Sponge Paint Turtles                | B     | KMAB              |
| Steadfastness                  | X                  | 202                 | Animal Noses, Horns, and Ears       | H     | MBBC              |
| <b>Tact</b>                    |                    |                     |                                     |       |                   |
| Tact                           |                    | 7                   | Virtue Puzzle                       | B     |                   |
| Tact                           |                    | 134                 | Thai Hanging Owl (owl is wise)      | B     | KMAB              |
| Tact                           | X                  | 8 8                 | Mosaic                              | B     |                   |
| Tact                           | X                  | 149                 | Sock Puppets                        | I     |                   |
| Tact                           | X                  | 150                 | Filter Painting                     | H     |                   |
| <b>Thankfulness</b>            |                    |                     |                                     |       |                   |
| Thankfulness                   | X                  | 13                  | Virtues In My Name                  |       |                   |

| <b>Arts &amp; Crafts index</b> |             |               |                         |                            |              |                          |
|--------------------------------|-------------|---------------|-------------------------|----------------------------|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>Virtue</b> | <b>Crafts</b>           | <b>Activity</b>            | <b>Level</b> | <b>*See ledged below</b> |
|                                |             |               | <b>No in Arts &amp;</b> |                            |              |                          |
| Thankfulness                   | X           |               | 3                       | Thankfulness Can           |              |                          |
| Thankfulness                   | X           |               | 4                       | Thank You Cards            |              |                          |
| <b>Tolerance</b>               |             |               |                         |                            |              |                          |
| Tolerance                      |             |               | 79                      | Multi-Cultural Plates      | B            | BCC                      |
| Tolerance                      | X           |               | 71                      | My Puppet - a variation    | B            | BCC                      |
| Tolerance                      | X           |               | 18 0                    | Quick Kabobs               | B            | KK                       |
| Tolerance                      | X           |               | 118                     | Wodaabe Mirror Pouch       | H            | KMAB                     |
| <b>Trust</b>                   |             |               |                         |                            |              |                          |
| Trust                          | X           |               | 204                     | Chipmunks (Fritos) and Dip | B            | KK                       |
| Trust                          | X           |               | 205                     | Spectacular Flower Vase    | I            | EA                       |
| Trust                          | X           |               | 206                     | Cranberry Bread and Butter | B            | KK                       |
| <b>Trustworthiness</b>         |             |               |                         |                            |              |                          |
| Trustworthiness                | X           |               | 73                      | Fabric Flags               | B            | BCC                      |
| Trustworthiness                | X           |               | 207                     | Invisible Ink              | B            | UKC                      |
| Trustworthiness                | X           |               | 8 9                     | Virtues Wheel              | H            | BCC                      |
| <b>Truthfulness</b>            |             |               |                         |                            |              |                          |
| Truthfulness                   | X           |               | 37                      | What Did and Will Happen?  | B            |                          |
| Truthfulness                   | X           |               | 47                      | Truthfulness Banner        | I            | BCC                      |
| Truthfulness                   | X           |               | 115                     | Fly Pie                    | B            |                          |
| <b>Unity</b>                   |             |               |                         |                            |              |                          |
| Unity                          | X           |               | 6                       | Virtues Large and Small    |              |                          |
| Unity                          |             |               | 7                       | Virtue Puzzle              |              |                          |
| Unity                          | X           |               | 151                     | Unity "Human" Beans        | B            |                          |
| Unity                          |             |               | 77                      | Paper-Mache World          | I            | BCC                      |
| Unity                          | X           |               | 76                      | Humanity Mobile            | B            | BCC                      |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |             |                          |
|--------------------------------|--------------------|--------------------------------|---|-------------|--------------------------|
|                                |                    |                                |   |             |                          |
|                                |                    | <b>No in Arts &amp; Crafts</b> |   |             | <b>*See ledged below</b> |
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>Activity</b>                | <b>Level</b>  |             |                          |
|                                |                    |                                |   |             |                          |
| <b>LEDGEDS:</b>                |                    | <b>Code</b>                    | <b>Resource Book</b>  | <b>Code</b> | <b>Definition</b>        |
|                                |                    | BCC                            | Bahá'í Crafts for Children  | B           | Beginner                 |
|                                |                    | EA                             | EcoArt  | I           | Intermediate             |
|                                |                    | HOCK                           | Hands On Crafts for Kids  | H           | Hard                     |
|                                |                    | ICC&S                          | I Can Cut & Stick   |             |                          |
|                                |                    | KK                             | Kinder Krunchies  |             |                          |
|                                |                    | KMAB                           | The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World |             |                          |
|                                |                    | MBBC                           | The Muppets Big Book of Crafts  |             |                          |
|                                |                    | SCTB                           | Steven Caney's Toy Book   |             |                          |
|                                |                    | SSIC                           | Sticks & Stones & Ice Cream Cones   |             |                          |
|                                |                    | SSWW                           | Snips & Snails & Walnut Whales  |             |                          |
|                                |                    | UKC                            | The Ultimate Book of Kid Concoctions  |             |                          |
|                                |                    | NC                             | Nature Crafts   |             |                          |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |              |                          |
|--------------------------------|--------------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>   | <b>Level</b> | <b>*See ledged below</b> |
| Purposefulness                 | X                  | 61                             | A variation on A Caged Bird   | I            | BCC                      |
| Excellence                     |                    | 140                            | Accordion Photo Album (do an excellent job!)                            | I            | MBBC                     |
| Flexibility                    |                    | 126                            | Adinkra Sponge Stamps - communicate through stamps rather than language | B            | KMAB                     |
| Honesty                        | X                  | 126                            | Adinkra Sponge Stamps - sponge paint the letters in the word "Honesty"  | B            | KMAB                     |
| Caring                         |                    | 125                            | Akua-Ba Doll - Ghana carried in hopes that children will be healthy     | I            | KMAB                     |
| Excellence                     | X                  | 167                            | Alarm Clock   | B            | SSIC                     |
| Respect                        |                    | 74                             | Alláh-u-Abhá Rainbow Door Hanger - a variation                          | B            | BCC                      |
| Orderliness                    | X                  | 31                             | Alphabet Place Mat  | B            |                          |
| Any Virtue                     |                    | 8                              | Analogies   |              |                          |
| Any Virtue                     |                    | 41                             | Animal Masks  |              |                          |
| Assertiveness                  | X                  | 41                             | Animal Masks  | B            |                          |
| Generosity                     | X                  | 41                             | Animal Masks  | B            |                          |
| Creativity                     |                    | 124                            | Animal Nose Masks   | B            | KMAB                     |
| Steadfastness                  | X                  | 202                            | Animal Noses, Horns, and Ears   | H            | MBBC                     |
| Gentleness                     |                    | 113                            | Animalitos  | I            | KMAB                     |
| Reverence                      |                    | 8 1                            | Autumn Stained Glass  | I            | BCC                      |
| Service                        |                    | 103                            | Aztec Codex Book of Service   | B            | KMAB                     |
| Kindness                       | X                  | 119                            | Bagel bird feeder   | B            |                          |
| Service                        | X                  | 119                            | Bagel bird feeder   |              |                          |
| Enthusiasm                     | X                  | 165                            | Big Bug   | B            | ICC&S                    |
| Confidence                     | X                  | 5                              | Blindfolded Drawing   | H            |                          |
| Loyalty                        |                    | 56                             | Blossoming Branch   | B            | BCC                      |
| Any Virtue                     |                    | 40                             | Booklet/Lap Book Holder   |              |                          |

| <b>Arts &amp; Crafts index</b> |                    |                                |  |              |                          |
|--------------------------------|--------------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                        | <b>Level</b> | <b>*See ledged below</b> |
| Faithfulness                   | X                  | 153                            | Boomerang                              | B            |                          |
| Service                        | X                  | 197                            | Bottle Bird Feeder                     | B            | NC                       |
| Friendliness                   |                    | 58                             | Branch Wind Chimes - a variation       | B            | BCC                      |
| Respect                        |                    | 94                             | Brown Bag Vest                         | I            | KMAB                     |
| Excellence                     | X                  | 166                            | Build a house out of pop sickle sticks | B            |                          |
| Gentleness                     |                    | 80                             | Butterfly Magnets                      | B            | BCC                      |
| Assertiveness                  |                    | 61                             | Caged Bird - a variation               | B            | BCC                      |
| Reliability                    | X                  | 193                            | Caramel Apple Friends                  | B            | SSWW                     |
| Any Virtue                     |                    | 19                             | Character Trait of the Week Sheet      |              |                          |
| Respect                        | X                  | 19                             | Character Trait of the Week Sheet      |              |                          |
| Trust                          | X                  | 204                            | Chipmunks (Fritos) and Dip             | B            | KK                       |
| Idealism                       |                    | 102                            | Chippewa Dream Catcher                 | I            | KMAB                     |
| Orderliness                    | X                  | 69                             | Clean/Dirty Door Hangers               | B            | BCC                      |
| Enthusiasm                     | X                  | 164                            | Confetti Balloons                      | B            | SSIC                     |
| Confidence                     | X                  | 108                            | Costa Rican Cart                       | B            | KMAB                     |
| Determination                  | X                  | 108                            | Costa Rican Cart                       | B            | KMAB                     |
| Helpfulness                    | X                  | 108                            | Costa Rican Cart                       | B            | KMAB                     |
| Courage                        | X                  | 160                            | Courage Shield with Affirmation        | B            |                          |
| Orderliness                    | X                  | 93                             | Courtesy Place Mat                     | B            | BCC                      |
| Trust                          | X                  | 206                            | Cranberry Bread and Butter             | B            | KK                       |
| Reverence                      | X                  | 167                            | Create Your Own House of Worship       | B            | BCC                      |
| Courage                        | X                  | 159                            | Crown of Courage                       | B            | ICC&S                    |
| Any Virtue                     |                    | 35                             | Design a Virtues Flag                  |              |                          |
| Any Virtue                     |                    | 10                             | Do You Know Who You Really Are?        |              |                          |
| Helpfulness                    | X                  | 10                             | Do You Know Who You Really Are?        |              |                          |
| Idealism                       |                    | 75                             | Door Plaque                            | B            | BCC                      |

| <b>Arts &amp; Crafts index</b> |                    |                                |  |              |                          |
|--------------------------------|--------------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                              | <b>Level</b> | <b>*See ledged below</b> |
| Consideration                  | X                  | 69                             | Doorknob Hanger - a variation                | B            | BCC                      |
| Courtesy                       | X                  | 69                             | Doorknob Hanger - a variation                | B            | BCC                      |
| Responsibility                 | X                  | 196                            | Draw a Cat                                   | B            | ICC&S                    |
| Friendliness                   |                    | 57                             | Dream Shaker - a variation                   | B            | BCC                      |
| Reverence                      | X                  | 57                             | Dream Shaker - a variation                   | B            | BCC                      |
| Steadfastness                  | X                  | 201                            | Eggheads                                     | B            | EA                       |
| Determination                  |                    | 117                            | Egyptian Paper Beads                         | I            | KMAB                     |
| Humility                       | X                  | 178                            | Endangered Animal Banner                     | B            | HOCK                     |
| Joyfulness                     |                    | 98                             | Eskimo Laughing Mask                         | B            | KMAB                     |
| Any Virtue                     |                    | 73                             | Fabric Flags                                 | B            | BCC                      |
| Trustworthiness                | X                  | 73                             | Fabric Flags                                 | B            | BCC                      |
| Assertiveness                  |                    | 8 6                            | Faith Bracelet - a variation                 | B            | BCC                      |
| Honesty                        | X                  | 8 6                            | Faith Bracelet - a variation                 | B            | BCC                      |
| Friendliness                   | X                  | 8 6                            | Faith Bracelet - a variation                 | I            | BCC                      |
| Honor                          | X                  | 169                            | Family Tree                                  | B            |                          |
| Friendliness                   | X                  | 70                             | Feast Wreath - a variation                   | B            | BCC                      |
| Responsibility                 | X                  | 70                             | Feast Wreath - a variation                   | B            | BCC                      |
| Tact                           | X                  | 150                            | Filter Painting                              | H            |                          |
| Courage                        | X                  | 161                            | Fireworks                                    | B            | ICC&S                    |
| Humility                       | X                  | 177                            | Flower Pot Coloring Page                     | B            | BCC                      |
| Truthfulness                   | X                  | 115                            | Fly Pie                                      | B            |                          |
| Patience                       |                    | 123                            | Foil Wall Mask - takes time & effort to make | H            | KMAB                     |
| Patience                       | X                  | 18 9                           | Forest Creature Owl Piñata                   | H            | HOCK                     |
| Loyalty                        | X                  | 8 6                            | Friendship bracelet                          | B            | BCC                      |
| Generosity                     |                    | 68                             | Fund Box - a variation                       | B            | BCC                      |
| Any Virtue                     |                    | 22                             | Gem Pick 1                                   |              |                          |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |              |                          |
|--------------------------------|--------------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>   | <b>Level</b> | <b>*See ledged below</b> |
| Love                           | X                  | 22                             | Gem Pick 1  |              |                          |
| Any Virtue                     |                    | 23                             | Gem Pick 2  |              |                          |
| Consideration                  | X                  | 139                            | Groovy Glasses (ties to giftlet - see through eyes of someone else) | I            | MBBC                     |
| Any Virtue                     |                    | 48                             | Group Drawing/Writing   |              |                          |
| Detachment                     | X                  | 48                             | Group Drawing/Writing   | H            |                          |
| Flexibility                    | X                  | 48                             | Group Drawing/Writing   | I            |                          |
| All Virtues - Review           |                    | 121                            | Growth Chart  |              |                          |
| Honor                          |                    | 116                            | Guatemalan Plate Designs  | I            | KMAB                     |
| Steadfastness                  |                    | 112                            | Guatemalan Wild Cat   | I            | KMAB                     |
| Loyalty                        |                    | 78                             | Hand Tree - a variation   | B            | BCC                      |
| Self-Discipline                |                    | 8 3                            | Handprint Butterfly   | B            | BCC                      |
| Moderation                     | X                  | 18 4                           | Hanging Fish  | B            | ICC&S                    |
| Love                           | X                  | 2                              | Heart Necklace  |              |                          |
| Any Virtue                     |                    | 62                             | Heart Pop-up Card   | B            | BCC                      |
| Love                           |                    | 106                            | Hispanic Paper Flowers  | B            | KMAB                     |
| Friendliness                   |                    | 59                             | Holy Land Book - a variation  | B            | BCC                      |
| Honor                          |                    | 111                            | Honduran Paper Pollo  | B            | KMAB                     |
| Patience                       |                    | 104                            | Huichol Yarn Art – Bowl   | I            | KMAB                     |
| Patience                       |                    | 105                            | Huichol Yarn Art – Pictures   | H            | KMAB                     |
| Unity                          | X                  | 76                             | Humanity Mobile   | B            | BCC                      |
| Mercy                          | X                  | 18 2                           | Ice Cream   | B            |                          |
| Modesty                        | X                  | 142                            | Inside/Outside Vest   | I            |                          |
| Compassion                     | X                  | 97                             | Inuit Finger Masks  | B            | KMAB                     |
| Creativity                     |                    | 97                             | Inuit Finger Masks  | B            | KMAB                     |
| Trustworthiness                | X                  | 207                            | Invisible Ink   | B            | UKC                      |

| <b>Arts &amp; Crafts index</b> |             |               |                                |   |              |                          |
|--------------------------------|-------------|---------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                               | <b>Level</b> | <b>*See ledged below</b> |
| Loyalty                        | X           |               | 131                            | Japanese Folding Screen - add family pictures | B            | KMAB                     |
| Any Virtue                     |             |               | 8 7                            | Jewelry Pins - a variation                    | B            | BCC                      |
| Obedience                      | X           |               | 45                             | Job Jar                                       |              |                          |
| Justice                        | X           |               | 73                             | Justice Flag                                  | I            | BCC                      |
| Justice                        | X           |               | 36                             | Justice Loving Super Heroes                   | B            |                          |
| Service                        | X           |               | 200                            | Kindness Cookies                              | B            | KK                       |
| Courage                        |             |               | 132                            | Korean Dragon Puppet                          | B            | KMAB                     |
| Excellence                     | X           |               | 132                            | Korean Dragon Puppet                          | B            | KMAB                     |
| Any Virtue                     |             |               | 42                             | Lap Books                                     |              |                          |
| Creativity                     | X           |               | 40                             | Lap Books                                     | I            |                          |
| Forgiveness                    | X           |               | 40                             | Lap Books                                     | I            |                          |
| Honor                          | X           |               | 40                             | Lap Books                                     | B/I          |                          |
| Love                           | X           |               | 40                             | Lap Books                                     |              |                          |
| Any Virtue                     |             |               | 21                             | Launching Virtues                             |              |                          |
| Confidence                     | X           |               | 90                             | Light Switch Plate                            | B            | BCC                      |
| Cleanliness                    | X           |               | 157                            | Magic bubble paint                            | B            | UKC                      |
| Creativity                     | X           |               | 157                            | Magic bubble paint                            | B            | UKC                      |
| Purposefulness                 |             |               | 95                             | Magic Power Shield                            | I            | KMAB                     |
| Caring                         | X           |               | 39                             | Make a 1st Aid Kit                            | B            |                          |
| Faithfulness                   | X           |               | 174                            | Make a Big Nosed Clown                        | B            | ICC&S                    |
| Kindness                       | X           |               | 179                            | Make a Cat                                    | B            | EA                       |
| Moderation                     | X           |               | 18 3                           | Make a Fish Bowl                              | B            | EA                       |
| Peacefulness                   | X           |               | patterns                       | Make a Kite                                   | H            |                          |
| Purposefulness                 | X           |               | 190                            | Make a Watering Can                           | B            | EA                       |
| Detachment                     | X           |               | 110                            | Make a Wit Kit                                | B            |                          |
| Joyfulness                     | X           |               | 142                            | Make Band Instruments                         | B            | SSIC, SCTB               |

| <b>Arts &amp; Crafts index</b> |                    |                                |  |              |                          |
|--------------------------------|--------------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>  | <b>Level</b> | <b>*See ledged below</b> |
| Gentleness                     | X                  | 44                             | Make Bird's Nests  | I            |                          |
| Justice                        | X                  | 168                            | Make Short Cakes   | B            |                          |
| Purposefulness                 | X                  | 191                            | Make Spiders   | B            |                          |
| Courtesy                       | X                  | 93                             | Manners Place Mats   | B            | BCC                      |
| Forgiveness                    | X                  | 43                             | Message Fan  | B            |                          |
| Service                        | X                  | 198                            | Mini Vase  | B            | EA                       |
| Self-Discipline                | X                  | 146                            | Mondrian   | B            |                          |
| Peacefulness                   | X                  | 137                            | Mood Buttons (wear a button that shows your mood so there is peacefulness in the family) | B            | MBBC                     |
| Tact                           | X                  | 8 8                            | Mosaic   | B            |                          |
| Moderation                     | X                  | 18 6                           | Mosaic Picture out of colored rice   | I            |                          |
| Tolerance                      |                    | 79                             | Multi-Cultural Plates  | B            | BCC                      |
| Idealism                       | X                  | 71                             | My Puppet - a variation  | B            | BCC                      |
| Tolerance                      | X                  | 71                             | My Puppet - a variation  | B            | BCC                      |
| Creativity                     |                    | 96                             | My Special Bag   | B            | KMAB                     |
| Faithfulness                   |                    | 143                            | Mystery Journal - A Variation of Top Secret Sketchbook                                   | H            | MBBC                     |
| Modesty                        | X                  | 143                            | Mystery Journal - A Variation of Top Secret Sketchbook                                   | H            | MBBC                     |
| Patience                       | X                  | 18 8                           | Nifty Note Pad   | B            | EA                       |
| Generosity                     |                    | 66                             | Nine Pointed Star Frame Gift   | B            | BCC                      |
| Kindness                       |                    | 66                             | Nine Pointed Star Frame Gift   | B            | BCC                      |
| Generosity                     | X                  | 114                            | Non-Cook Cookie Dough  |              |                          |
| Self-Discipline                | X                  | 147                            | Origami Cootie Catcher   | I            |                          |
| Cleanliness                    | X                  | 156                            | Paint in a bag   | B            |                          |
| Respect                        | X                  | 5                              | Painting or Drawing Blindfolded  |              |                          |
| Orderliness                    | X                  | 18 7                           | Pancake Recipe in a Jar  | B            |                          |
| Modesty                        |                    | 136                            | Paper Doll Set   | B            | MBBC                     |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |              |                          |
|--------------------------------|--------------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                           | <b>Level</b> | <b>*See ledged below</b> |
| Self-Discipline                |                    | 129                            | Paper Egg Figurine - work carefully       | I            | KMAB                     |
| Honor                          |                    | 122                            | Paper Kufi (honor heritage)               | B            | KMAB                     |
| Orderliness                    |                    | 8 8                            | Paper Mosaic                              | B            | BCC                      |
| Determination                  | X                  | 92                             | Paper Plate Web                           | B            | BCC                      |
| Orderliness                    |                    | 92                             | Paper Plate Web                           | I            | BCC                      |
| Purposefulness                 |                    | 130                            | Paper Uchiwa (Japanese fan)               | B            | KMAB                     |
| Unity                          |                    | 77                             | Paper-Mache World                         | I            | BCC                      |
| Any Virtue                     |                    | 36                             | Peace-Loving Superheroes                  |              |                          |
| Any Virtue                     |                    | 64                             | Peacock Banner - a variation              | B            | BCC                      |
| Responsibility                 |                    | 128                            | Peacock of India - must take care of pets | I            | KMAB                     |
| Mercy                          | X                  | 18 1                           | Peanut Butter Balls                       | B            | KK                       |
| Any Virtue                     |                    | 14                             | Personal Virtues Poster                   |              |                          |
| Gentleness                     | X                  | 14                             | Personal Virtues Poster                   | B            |                          |
| Any Virtue                     |                    | 24                             | Personal Virtues Shield                   |              |                          |
| Any Virtue                     |                    | 20                             | Pick A Virtue                             |              |                          |
| Moderation                     | X                  | 18 5                           | Piggy Bank or Fund Box                    | B            | BCC                      |
| Responsibility                 |                    | 8 2                            | Pin Wheel                                 | B            | BCC                      |
| Any Virtue                     |                    | 63                             | Plain Card                                | B            | BCC                      |
| Excellence                     |                    | 141                            | Pop-up Chomper                            | I            | MBBC                     |
| Creativity                     | X                  | 173                            | Portable Easel                            | B            | EA                       |
| Reverence                      |                    | 51                             | Prayer Beads                              | B            | BCC                      |
| Prayerfulness                  | X                  | 54                             | Prayer for America                        | B            | BCC                      |
| Reverence                      | X                  | 50                             | Prayer Rock                               | B            | BCC                      |
| Prayerfulness                  | X                  | 52                             | Praying Hands                             | B            | BCC                      |
| Reverence                      |                    | 52                             | Praying Hands                             | B            | BCC                      |
| Service                        | X                  | 199                            | Pressed Flower Book Marks                 | I            | EA                       |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |              |                          |
|--------------------------------|--------------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                         | <b>Level</b> | <b>*See ledged below</b> |
| Mercy                          | X                  | 18 0                           | Quick Kabobs                            | B            | KK                       |
| Tolerance                      | X                  | 18 0                           | Quick Kabobs                            | B            | KK                       |
| Respect                        | X                  | 46                             | Rainbow of Respect                      |              |                          |
| Respect                        | X                  | 152                            | Rainbow Water Xylophone                 | B            | MBBC                     |
| Honor                          | X                  | 170                            | Rice Pictures                           | B            |                          |
| Any Virtue                     |                    | 29                             | Road Signs to Virtue                    |              |                          |
| Idealism                       | X                  | 29                             | Road Signs to Virtue                    | B            |                          |
| Obedience                      | X                  | 29                             | Road Signs to Virtue                    |              |                          |
| Self-Discipline                | X                  | 148                            | Sand Designs in a Jar                   | I            | SSWW                     |
| Cleanliness                    |                    | 91                             | Sand Painting                           | B            | BCC                      |
| Flexibility                    | X                  | 60                             | Seashell Wind Chimes - a variation      | B            | BCC                      |
| Any Virtue                     |                    | 30                             | Secret Message Virtue                   |              |                          |
| Any Virtue                     |                    | 32                             | Sequence Book                           |              |                          |
| Loyalty                        | X                  | 64                             | Small Banner                            | I            | BCC                      |
| Assertiveness                  | X                  | 155                            | Snake Mobile                            | B            |                          |
| Tact                           | X                  | 149                            | Sock Puppets                            | I            |                          |
| Enthusiasm                     | X                  | 163                            | Sparkle Bottle                          | B            | UKC                      |
| Humility                       | X                  | 176                            | Sparkling Snowflakes                    | B            | HOCK                     |
| Prayerfulness                  |                    | 53                             | Special Prayer Basket                   | B            | BCC                      |
| Trust                          | X                  | 205                            | Spectacular Flower Vase                 | I            | EA                       |
| Cleanliness                    | X                  | 158                            | Splongie Ball and bath paints           | I            | UKC                      |
| Patience                       | X                  | 158                            | Splongie Ball and Bathtub Finger Paints | I            | UKC                      |
| Steadfastness                  | X                  | 101                            | Sponge Paint Turtles                    | B            | KMAB                     |
| Cleanliness                    |                    | 101                            | Sponge Painting Cut Outs                | B            | KMAB                     |
| Joyfulness                     | X                  | 72                             | Spoon & Straw Puppets - a variation     | B            | BCC                      |

| <b>Arts &amp; Crafts index</b> |                    |                                |  |              |                          |
|--------------------------------|--------------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>  | <b>Level</b> | <b>*See ledged below</b> |
| Idealism                       |                    | 138                            | Stained Glass Butterfly Window (caterpillar strives to be the ideal butterfly) | H            | MBBC                     |
| Joyfulness                     |                    | 8 5                            | Stained Glass Hanging-bring joy to someone                                     | B            | BCC                      |
| Generosity                     |                    | 65                             | Stained Glass Vase Gift  | B            | BCC                      |
| Kindness                       |                    | 65                             | Stained Glass Vase Gift  | B            | BCC                      |
| Faithfulness                   | X                  | 175                            | Star Candle – a variation  | I            | BCC                      |
| Compassion                     | X                  | 99                             | Storyteller Animal Masks   | B            | KMAB                     |
| Creativity                     |                    | 99                             | Storyteller Animal Masks   | B            | KMAB                     |
| Any Virtue                     |                    | 33                             | Surprise Balls   |              |                          |
| Friendliness                   | X                  | 67                             | Tea (or Coffee) Card - a variation   | B            | BCC                      |
| Tact                           |                    | 134                            | Thai Hanging Owl (owl is wise)   | B            | KMAB                     |
| Courtesy                       | X                  | 4                              | Thank You Cards  | B            |                          |
| Thankfulness                   | X                  | 4                              | Thank You Cards  |              |                          |
| Thankfulness                   | X                  | 3                              | Thankfulness Can   |              |                          |
| Responsibility                 | X                  | 195                            | The Eye of God   | B            | SSWW                     |
| Any Virtue                     |                    | 120                            | Theme or Story Chain   |              |                          |
| Any Virtue                     |                    | 49                             | Three-way Drawing/Writing  |              |                          |
| Flexibility                    | X                  | 49                             | Three-way Drawing/Writing  | B            |                          |
| Confidence                     | X                  | 172                            | Tooth Pillow   | I            |                          |
| Compassion                     |                    | 133                            | Traditional Chinese paper cuts - gift for sick                                 | I            | KMAB                     |
| Prayerfulness                  | X                  | 55                             | Travel Prayer for Visor  | B            | BCC                      |
| All Virtues - Review           |                    | 109                            | Treasure Chest   | H            |                          |
| Truthfulness                   | X                  | 47                             | Truthfulness Banner  | I            | BCC                      |
| Joyfulness                     | X                  | 127                            | Twirling palm puppet   | B            | KMAB                     |
| Any Virtue                     |                    | 28                             | Twirling Virtues   |              |                          |
| Unity                          | X                  | 151                            | Unity "Human" Beans  | B            |                          |

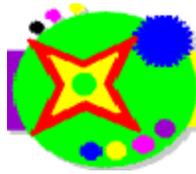
| <b>Arts &amp; Crafts index</b> |                    |                                |                              |              |                          |
|--------------------------------|--------------------|--------------------------------|------------------------------|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>              | <b>Level</b> | <b>*See ledged below</b> |
| Assertiveness                  | X                  | 154                            | Vacation Post Cards          | B            |                          |
| Peacefulness                   | X                  | 45                             | Variation on Job Jar         | B            |                          |
| Courage                        | X                  | 135                            | Vietnamese Dragon            | B            | KMAB                     |
| Enthusiasm                     |                    | 135                            | Vietnamese Dragon            | B            | KMAB                     |
| Reliability                    | X                  | 194                            | Village Hut                  | H            | NC                       |
| Any Virtue                     |                    | 9                              | Virtue Mind Map              |              |                          |
| Forgiveness                    | X                  | 9                              | Virtue Mind Map              | I            |                          |
| Any Virtue                     |                    | 31                             | Virtue Place Mat             |              |                          |
| Caring                         | X                  | 31                             | Virtue Place Mat             | B            |                          |
| Consideration                  | X                  | 31                             | Virtue Place Mat             | B            |                          |
| Any Virtue                     |                    | 11                             | Virtue Posters/Banners       |              |                          |
| Tact                           |                    | 7                              | Virtue Puzzle                | B            |                          |
| Unity                          |                    | 7                              | Virtue Puzzle                |              |                          |
| Any Virtue                     |                    | 26                             | Virtues Fruit Tree           |              |                          |
| Any Virtue                     |                    | 27                             | Virtues Garden               |              |                          |
| Any Virtue                     |                    | 18                             | Virtues Gem Tag              |              |                          |
| Obedience                      | X                  | 18                             | Virtues Gem Tag              |              |                          |
| Any Virtue                     |                    | 25                             | Virtues Graffiti             |              |                          |
| Any Virtue                     |                    | 12                             | Virtues in Me Book           |              |                          |
| Helpfulness                    | X                  | 12                             | Virtues in Me Book           |              |                          |
| Any Virtue                     |                    | 13                             | Virtues in My Name           |              |                          |
| Thankfulness                   | X                  | 13                             | Virtues In My Name           |              |                          |
| Caring                         | X                  | 6                              | Virtues Large & Small        | B            |                          |
| Unity                          | X                  | 6                              | Virtues Large and Small      |              |                          |
| All Virtues - Review           |                    | 38                             | Virtues Paper Chain          |              |                          |
| Any Virtue                     |                    | 38                             | Virtues Paper Chain - Review |              |                          |

| <b>Arts &amp; Crafts index</b> |             |                                |  |              |                          |
|--------------------------------|-------------|--------------------------------|--|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>                            | <b>Level</b> | <b>*See ledged below</b> |
| Any Virtue                     |             | 17                             | Virtues Symbols                            |              |                          |
| Any Virtue                     |             | 16                             | Virtues Vibes                              |              |                          |
| All Virtues - Review           |             | 8 9                            | Virtues Wheel                              | I            | BCC                      |
| Idealism                       | X           | 8 9                            | Virtues Wheel                              | H            | BCC                      |
| Trustworthiness                | X           | 8 9                            | Virtues Wheel                              | H            | BCC                      |
| Generosity                     | X           | 1                              | Virtuous Senses                            | B            |                          |
| Honesty                        | X           | 1                              | Virtuous Senses                            | B            |                          |
| Love                           |             | 1                              | Virtuous Senses                            |              |                          |
| Peacefulness                   |             | 110                            | W.I.T. Tool Kit                            |              |                          |
| Any Virtue                     |             | 37                             | What Did and Will Happen?                  |              |                          |
| Compassion                     | X           | 37                             | What Did and Will Happen?                  | I            |                          |
| Truthfulness                   | X           | 37                             | What Did and Will Happen?                  | B            |                          |
| Any Virtue                     |             | 15                             | What Does A Virtue Look Like               |              |                          |
| Gentleness                     | X           | 15                             | What Does A Virtue Look Like               | B            |                          |
| Modesty                        | X           | 145                            | What's Appropriate and What's Not          | B            |                          |
| Reverence                      |             | 8 4                            | Windsock                                   | B            | BCC                      |
| Determination                  | X           | 118                            | Wodaabe Mirror Pouch                       | I            | KMAB                     |
| Tolerance                      | X           | 118                            | Wodaabe Mirror Pouch                       | H            | KMAB                     |
| Detachment                     | X           | 107                            | Worry Doll/Friendship Doll                 | I            | KMAB                     |
| Reliability                    | X           | 107                            | Worry Doll/Friendship Doll/Friendship Doll | B            | KMAB                     |
| Any Virtue                     |             | 34                             | You Are Special Boxes                      |              |                          |
| Kindness                       | X           | 34                             | You Are Special Boxes                      | B            |                          |
| Enthusiasm                     |             | 100                            | Zinu Hand                                  | B            | KMAB                     |
|                                |             |                                |  |              |                          |
|                                |             |                                |  |              |                          |
|                                |             |                                |  |              |                          |

| <b>Arts &amp; Crafts index</b> |                    |                                |   |              |                          |
|--------------------------------|--------------------|--------------------------------|---|--------------|--------------------------|
| <b>Virtue</b>                  | <b>Grid Virtue</b> | <b>No in Arts &amp; Crafts</b> | <b>Activity</b>   | <b>Level</b> | <b>*See ledged below</b> |
| LEDGEDS:                       |                    | Code                           | Resource Book   | Code         | Definition               |
|                                |                    | BCC                            | Bahá'í Crafts for Children  | B            | Beginner                 |
|                                |                    | EA                             | EcoArt  | I            | Intermediate             |
|                                |                    | HOCK                           | Hands On Crafts for Kids  | H            | Hard                     |
|                                |                    | ICC&S                          | I Can Cut & Stick   |              |                          |
|                                |                    | KK                             | Kinder Krunchies  |              |                          |
|                                |                    | KMAB                           | The Kid's Multicultural Art Book Arts and Craft Experiences from Around the World |              |                          |
|                                |                    | MBBC                           | The Muppets Big Book of Crafts  |              |                          |
|                                |                    | SCTB                           | Steven Caney's Toy Book   |              |                          |
|                                |                    | SSIC                           | Sticks & Stones & Ice Cream Cones   |              |                          |
|                                |                    | SSWW                           | Snips & Snails & Walnut Whales  |              |                          |
|                                |                    | UKC                            | The Ultimate Book of Kid Concoctions  |              |                          |
|                                |                    | NC                             | Nature Crafts   |              |                          |

## **PATERNS ETC.**

1. Cootie Catchers <http://www.girlpower.gov/girlarea/gamespuz/cootiecatcher.htm>
2. Boomerangs <http://www.nationalgeographic.com/ngkids/trythis/try11.html>
3. Pancake recipe <http://www.freerecipe.org/Breakfast/Pancakes/>
4. Big Wind Kite <http://www.molokai.com/kites/>
5. Make Your Own Kite <http://www.skratch-pad.com/kites/make.html>

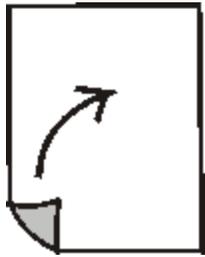


## Games & Puzzles

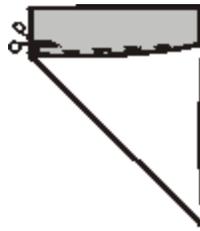
# Predict Your Future: Girl Power! Cootie Catcher



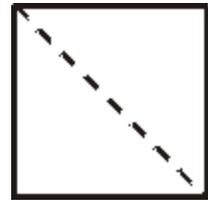
Follow these directions to make a cootie catcher. When you are finished read the [instructions](#) at the end on how to play.



1. Start with a rectangular sheet of paper. Fold the bottom of the paper to the side of the page to make a triangle.



2. Then cut off the flap above the triangle.



3. Now open the triangle and you'll have a square.



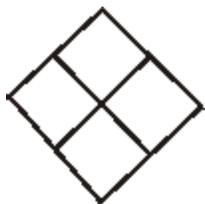
4. Fold one corner to the other corner diagonally.



5. Open paper.



6. Fold corners toward center of paper.



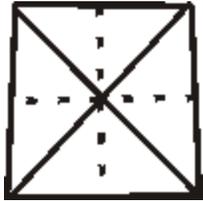
7. When all 4 corners are folded, your paper will look like this.



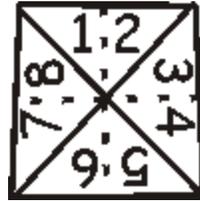
8. Flip your paper over so the folded sides are face down.



9. Again, fold corners toward center diagonally.



10. When all 4 corners are folded, your paper will look like this.



11. On the same side, write the numbers 1 through 8, putting one number in each triangle.



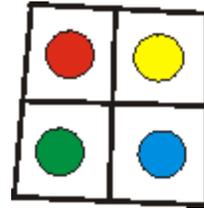
12. Hold the paper in front of you like a square. Fold it in half vertically and open it back up again.



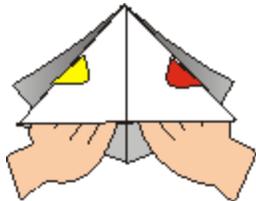
13. Then fold the square in half horizontally and open it back up again. Make sure that the numbers you've written are facing you.



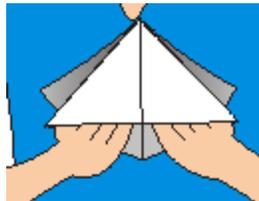
14. Open each flap and write a fortune on each triangle inside. When your fortunes are written, close all the flaps. Here are some [fortune ideas](#) to get you started, but feel free to make up some of your own.



15. Flip the paper over and color each square with a different color.



16. Flip the paper over again so that the numbers are face up. Fold the square in half, either horizontally or vertically. Slide your thumbs and fingers under the four flaps.



17. Finally, rotate your hands, bringing your thumbs and index fingers together. The cootie catcher should expand. The numbered triangles will disappear inside, like the middle of a flower when the petals close. Then open and play!

### How to Play:

You'll need 2-4 players. Have a player choose a color on the cootie catcher. Open and close the Cootie Catcher one time for every letter of the color. Have a player choose a number from 1 to 10. Open and close the Cootie Catcher that number of times. The player then selects 1 of the 4 visible flaps revealed when you

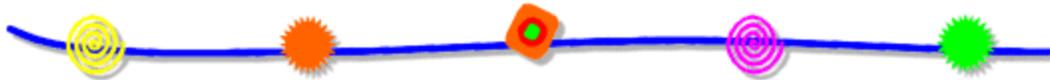
stop. Read the player's fortune. Remember, this is just for fun, and only you can determine your future!

---

## Fortune Ideas

- Someday you will be an astronaut.
- Today you will score a goal at practice.
- You will be the President of the United States.
- You will travel somewhere cool.
- You will help someone this week.
- You will receive an award this month.
- You will attend a Girl Power! event soon.
- There is a great hair day in your future.
- You will meet a new friend soon.
- You will do really well in school this year.
- You will get a raise in your allowance.
- You will help your parents make dinner sometime this week.
- You will learn a new game.
- You will receive a nice surprise in the mail.
- You will succeed at something you didn't know you could do.

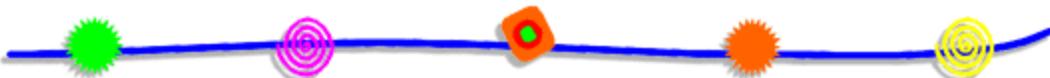
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## Try This!

### MAKE A BOOMERANG

Here's how to make your own returning boomerang out of cardboard. Give it a whirl!

You will need the following:



- cardboard measuring 8 by 11 inches (20 by 28 centimeters)
- color markers
- scissors
- white glue or stapler

### FLYING TIPS

1. Find an open area outdoors away from other people.
2. With your arm raised, hold your boomerang vertically (pointing up) by one of its blades so the curved tips bend toward you.
3. Throw the boomerang with a quick snap of your wrist using just a little force. Throw it like you would a baseball.
4. Adjust the folds and practice your throw to

 MORE  
TRY THIS!

### HERE'S HOW

1. Print out the **blade patterns**.
2. Glue the printed sheet to a piece of cardboard.

3. Cut out the two blades.



4. Lay one blade on top of the other so they form an X shape, and staple or glue them together at the center.



5. Decorate your boomerang with markers.



6. Fold up the ends of each cardboard strip about one inch from the end of each blade. Now, you are ready to fly it. Follow the tips at left.



make the boomerang fly better.



To learn more about boomerangs and see how they are thrown, check *NG Kids's* story on "[Boomerangs](#)."

Art by M.E. Cohen



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## Pancakes Recipe 1

1/2 pint of milk  
2 ounces of flour  
1 teaspoon baking powder  
Butter

Mix the flour and baking powder together, adding the milk slowly. Put the batter aside, for at least two hours, or the pancakes will not be light. Use a six-inch frying-pan and for this size half a teacup of batter will be required and a piece of butter half the size of a walnut. Just let the butter get hot, and thoroughly grease the pan before putting in the batter. Turn with a broad-bladed knife as soon as brown, and brown on the other side. Roll when done, and sift powdered sugar over the pancakes.



**Big Wind Kite Factory, Moloka'i, Hawai'i presents:**

## **20 Kids \* 20 Kites \* 20 Minutes**

**Uncle Jonathan's easiest classroom kites ever.**

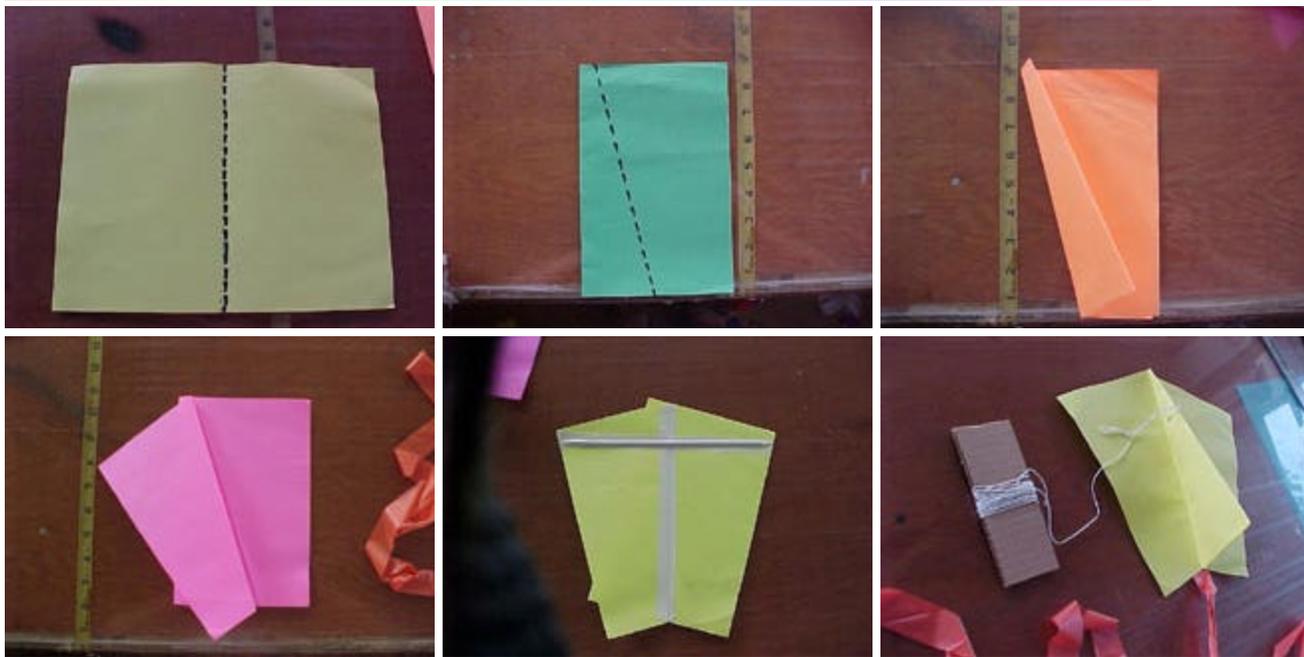
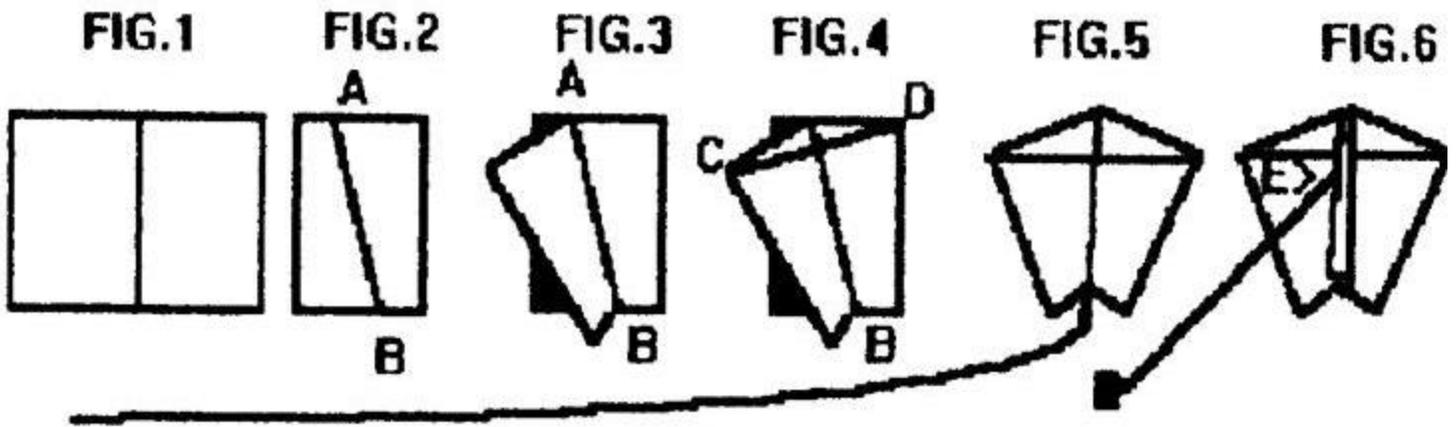
For over 15 years the Big Wind Kite Factory has been giving kite making classes for the children on the island of Moloka'i in Hawai'i. These are the complete time tested instructions to get 20 kids making their own kites and flying them in 20 minutes.

### **Material list:**

- 20 sheets of brightly colored 8 1/2" x 11" typing paper.
- 20 8 " bamboo bar-b-que shishkabab sticks.
- 1 roll of florescent surveyor's flagging plastic tape. Available at any hardware store. A plastic bag cut in a 1" wide spiral all around will also make a great tail.
- 1 roll 1/2"wide masking tape or any type of plastic tape..
- 1 roll of string. (At least 200', 6 to 10 feet for each child.)
- 20 pieces of 1"x 3" cardboard on which to wind the string.
- Scissors.
- Hole punch. (optional)

### **Directions:**

1. Fold a sheet of 8 1/2" x 11" paper in half to 8 1/2" x 5 1/2".
2. Fold again along the diagonal line A in Fig.2.
3. Fold back one side forming kite shape in Fig.3 and place tape firmly along fold line AB.(No stick is needed here because the fold stiffens the paper and acts like a spine.)
4. Place bar-b-que stick from point C to D and tape it down firmly.
5. Cut off 6 to 10 feet of plastic ribbon and tape it to the bottom of the kite at B.
6. Flip kite over onto its back and fold the front flap back and forth until it stands straight up.(Otherwise it acts like a rudder and the kite spins around in circles.)
7. Punch a hole in the flap at E, about 1/3 down from the top point A.
8. Tie one end of the string to the hole and wind the other end onto the cardboard string winder.



[Some variations](#)



[After class](#)



[Feedback](#)

When you are in Hawai'i please be sure and drop in for one of our factory tours. There's one starting in about 3 minutes.

Our email address is [bigwind@aloha.net](mailto:bigwind@aloha.net)> [bigwind](#) us your comments or requests for additional information

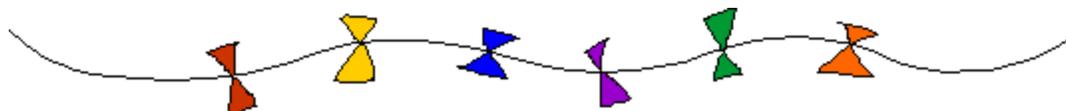
p.s. We offer free flying lessons daily.

# Make Your Own Kite!

Have ever wanted to build a kite? Well, here is a simple kite you can make your self!

A kite consists of these basic parts:

- **The Spine.** The up-and-down, or vertical stick that you build your kite around.
- **The Spar.** The support stick(s), that are placed crossways or at a slant over the spine. Sometimes they are curved or bowed.
- **The Frame.** The joined spine and spars, usually with a string connecting their ends, that form the shape of the kite and make a support for the cover.
- **The Cover.** The paper, plastic, or cloth, that cover the frame to make a kite.
- **The Bridle.** One or more strings attached to the spine or spars, which help control the kite in the air.
- **The Flying Line.** The string running from the kites' bridle, where you hold to fly the kite.
- **The Tail.** A long strip of paper or plastic or ribbon that helps to balance the kite in flight. Not all kites need tails.
- **The Reel.** The object you use to wind your flying line, to keep it from getting tangled or flying away.



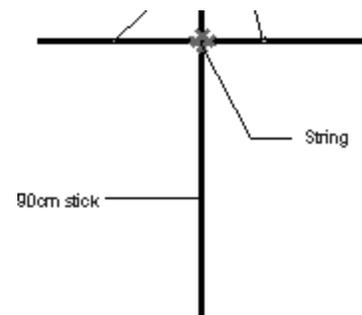
## DIAMOND KITE

### **Materials:**

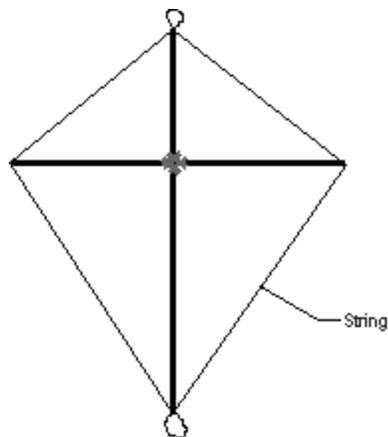
- butcher cord or thin garden twine
- scotch tape or glue
- 1 sheet of strong paper (102cm x 102cm)
- 2 strong, straight wooden sticks of bamboo or wooden doweling 90cm and 102cm
- markers, paint or crayons to decorate you kite.

1. Make a cross with the two sticks, with the shorter stick placed horizontally across the longer stick. Make sure that both sides of the cross piece is equal in width.

2. Tie the two sticks together with the string in such a way as to make sure that they are at right angles to each other. A good way to ensure



that the joint is strong to put a dab of glue to stick it in place.



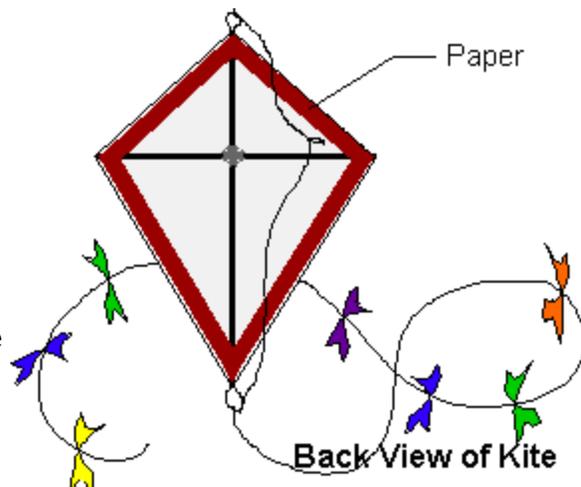
3. Cut a notch at each end of both sticks. Make it deep enough for the type of string you are using to fit in to. Cut a piece of string long enough to stretch all around the kite frame. Make a loop in the top notch and fasten it by wrapping the string around the stick. Stretch the string through the notch at one end of the cross-piece, and make another loop at the bottom. Stretch the string through the notch at one end of the loop at the bottom. Stretch the string through the notch at the other end of the cross-piece. Finish by wrapping the string a few times around the top of the stick and cutting off what you don't need. This string frame must be taut, but not so tight as to warp the sticks.

4. Lay the sail material flat and place the stick frame face down on top. Cut around it, leaving about 2-3cm for a margin. Fold these edges over the string frame and tape or glue it down so that the material is tight.

5. Cut a piece of string about 122 cm long, and tie one end to the loop at the other end of the string to the loop at the bottom. Tie another small loop in the string just above the intersection of the two cross pieces. This will be the kite's bridle, the string to which the flying line is attached.

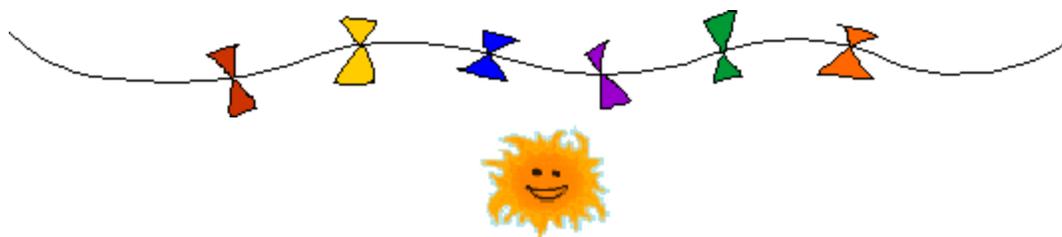
6. Make a tail by tying a small ribbon roughly every 10cm along the length of string. Attach the tail to the loop at the bottom of the kite.

7. Decorate!



### Tips:

- A properly located pivot point is generally located slightly ahead of the centre of gravity.
- Cut away from you!
- Spray can glue is really good for patching up paper kites.
- Stability is improved by the use of an effective bow and a flexible tail.
- Hold your kite up by the string when you are finished to see if it is balanced. You can balance it by putting more paper on one side.
- Kites are different each time you make one, so slight adjustments might need to be made for each kite.



# Aesop's Fables

## **The Ant and the Dove**

**VIRTUE(S)** Helpfulness, Friendship

An ant went to the bank of a river to drink water, carried away by the rush of the stream, and was on the point of drowning. A Dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The Ant climbed onto it and floated in safety to the bank. Shortly afterwards a bird catcher came and stood under the tree, to catch the Dove. The Ant, realizing what he was going to do, stung him in the foot. In pain the bird catcher threw down the net, and the noise made the Dove fly away.

## **The Ant and the Grasshopper**

**VIRTUE(S)** Responsible, Justice

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, working hard to carry an ear of corn to his nest.

"Why not come and sing with me," said the Grasshopper, "instead of working so hard?"

"I am helping to store food for the winter," said the Ant, "and you should do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food now." But the Ant went on its way and continued his work. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of necessity.

## **The Bear and the Two Travelers**

**VIRTUE(S)** Loyalty

Two men were traveling together, when a Bear suddenly met them on their path. One of them climbed up quickly into a tree and hid himself in the branches. The other, seeing that he must be attacked, fell flat on the ground, and when the Bear came up and felt him with his snout, and smelt him all over, he held his breath, and feigned the appearance of death as much as he could. The Bear soon left him, for it is said he will not touch a dead body. When he was quite gone, the other Traveler descended from the tree, and jocularly inquired of his friend what it was the Bear had whispered in his ear. "He gave me this advice," his companion replied. "Never trust a friend who deserts you at the sign of danger."

### **The Boy and the Pecans**

**VIRTUE(S)** Moderation

A boy put his hand into a pitcher full of pecans. He grasped as many as he could possibly hold, but when he tried to pull out his hand, but he couldn't because the top of the pitcher was too small. Not wanting to lose his pecans even though he couldn't get his hand out, he burst into tears and complained. A person passing by said to him, "Be satisfied with half the pecans and you will easily get your hand out."

### **The Boy and the Cactus**

**VIRTUE(S)** Assertive, Confident

A boy was stung by a cactus. He ran home and told his Mother, saying, "Although it hurts me very much, I only touched it gently." "That was just why it stung you," said his Mother. "The next time you touch a cactus, grasp it boldly, and it will be soft as silk to your hand, and not in the least hurt you."

### **The Boys and the Frogs**

**VIRTUE(S)** Compassion, Responsible

Some boys, playing near a pond, saw a number of Frogs in the water and began to hit them with stones. They killed several of them, when one of the Frogs, lifting his head out of the water, cried out: "Please stop, my boys: what is fun to you is death to us."

### **The Bundle of Sticks**

**VIRTUE(S)** Unity

An old man on the point of death summoned his sons around him to give them some parting advice. He ordered his servants to bring in a bundle of sticks, and said to his eldest son: "Break it." The son strained and strained, but with all his efforts was unable to break the Bundle. The other sons also tried, but none of them was successful. "Untie the sticks," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," said their father.

### **The Crow and the Pitcher**

**VIRTUE(S)** Determination, Creative

A Crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and

he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life. *Little by little does the trick.*

### **The Dog and the Bone**

**VIRTUE(S)** Moderation, Thankfulness

A dog, crossing a bridge over a stream with a bone in his mouth, saw his own shadow in the water and took it for that of another Dog, with another bone in his mouth. He immediately let go of his own, and fiercely attacked the other Dog to get his. He thus lost both: that which he grasped at in the water, because it was a shadow; and his own, because the stream swept it away.

### **The Hare with Many Friends**

**VIRTUE(S)** Loyalty, Reliability

A Hare was very popular with the other animals who all claimed to be her friends. But one day she heard the hounds approaching and hoped to escape them by the aid of her many Friends. So, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. "He felt sure," he said, "that all her other friends would come to her assistance." She then applied to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady; but I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might do her some harm if he took her upon it. The ram, he felt sure, was the proper friend to apply to. So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The Hare then applied, as a last hope, to the calf, who regretted that he was unable to help her, as he did not like to take the responsibility upon himself, as so many older persons than himself had declined the task. By this time the hounds were quite near, and the Hare took to her heels and luckily escaped.

### **The Lion and the Mouse**

**VIRTUE(S)** Forgiveness, Trustworthiness

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight, in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

### **Mercury and the Woodman**

**VIRTUE(S)** Honesty, Truthfulness, Trustworthiness

A Woodman was felling a tree on the bank of a river, when his axe, glancing off the trunk, flew out of his hands and fell into the water.

As he stood by the water's edge lamenting his loss, Mercury appeared and asked him the reason for his grief. On learning what had happened, out of pity for his distress, Mercury dived into the river and, bringing up a golden axe, asked him if that was the one he had lost.

The Woodman replied that it was not, and Mercury then dived a second time, and, bringing up a silver axe, asked if that was his. "No, that is not mine either," said the Woodman. Once more Mercury dived into the river, and brought up the missing axe. The Woodman was overjoyed at recovering his property, and thanked his benefactor warmly; and the latter was so pleased with his honesty that he made him a present of the other two axes. When the Woodman told the story to his companions, one of these was filled with envy of his good fortune and determined to try his luck for himself. So he went and began to fell a tree at the edge of the river, and presently contrived to let his axe drop into the water. Mercury appeared as before, and, on learning that his axe had fallen in, he dived and brought up a golden axe, as he had done on the previous occasion. Without waiting to be asked whether it was his or not, the fellow cried, "That's mine, that's mine," and stretched out his hand eagerly for the prize: but Mercury was so disgusted at his dishonesty that he not only declined to give him the golden axe, but also refused to recover for him the one he had let fall into the stream.

### **The Shepherd's Boy and the Wolf**

**VIRTUE(S)** Truthfulness, Trustworthiness, Responsibility

A Shepherd's Boy, who watched a flock of sheep near a village, brought out the villagers three or four times by crying out, "Wolf! Wolf!" and when his neighbors came to help

him, laughed at them for their pains. The Wolf, however, did come the next day. The Shepherd-boy, now really afraid, shouted: "Please, come and help me; the Wolf is killing the sheep"; but no one paid any attention to him. The Wolf, having no one to stop him ate the sheep.

### **The Milkmaid and Her Pail**

**VIRTUE(S)** Humility

Patty the Milkmaid was going to market carrying her milk in a Pail on her head. As she went along she began calculating what she would do with the money she would get for the milk. "I'll buy some chickens from Farmer Brown," said she, "and they will lay eggs each morning, which I will sell to the parson's wife. With the money that I get from the sale of these eggs I'll buy myself a new dress and a hat; and when I go to market, won't all the young men come up and speak to me! Polly Shaw will be that jealous; but I don't care. I shall just look at her and toss my head like this. As she spoke she tossed her head back, the Pail fell off it, and all the milk was spilt. So she had to go home and tell her mother what had occurred. "Ah, my child," said the mother, "Do not count your chickens before they are hatched."

### **The Man and His Gold**

**VIRTUE(S)** Generosity

Once upon a time there was a man who used to hide his gold at the foot of a tree in his garden; but every week he used to go and dig it up and gloat over his gains. A robber, who had noticed this, went and dug up the gold and decamped with it. When the man next came to gloat over his treasures, he found nothing but the empty hole. He tore his hair, and raised such an outcry that all the neighbors came around him, and he told them how he used to come and visit his gold. "Did you ever take any of it out?" asked one of them. "No," said he, "I only came to look at it." "Then come again and look at the hole," said a neighbor; "it will do you just as much good." *Wealth unused might as well not exist.*

### **The Tortoise and the Hare**

**VIRTUE(S)** Determination, Self-Discipline, Humility

The Hare was once bragging of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

"Stop bragging until you've won," answered the Tortoise. "Shall we race?"

So a course was set and the race began. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race. Then said the Tortoise: "Plodding wins the race."

### **The Travelers and the Plane-Tree**

**VIRTUE(S)** Kindness, Thankfulness

Two travelers, worn out by the heat of the summer's sun, laid themselves down at noon under the wide spreading branches of a Plane-Tree. As they rested under its shade, one of the Travelers said to the other, "What a useless tree is the Plane! It bears no fruit, and is not of the least service to man." The Plane-Tree, interrupting him, said, "You ungrateful fellows! Do you, while receiving benefits from me and resting under my shade, dare to describe me as useless, and unprofitable? 'Some men underrate their best blessings.

### **The Wind and the Sun**

**VIRTUE(S)** Kindness

The Wind and the Sun were arguing which was the stronger. Suddenly they saw a traveler coming down the road, and the Sun said: "I see a way to decide our argument. Whichever of us can cause that traveler to take off his coat shall be regarded as the stronger. You begin." So the Sun hid behind a cloud, and the Wind began to blow as hard as it could upon the traveler. But the harder he blew the more closely the traveler held his coat around him, till at last the Wind had to give up. Then the Sun came out and shone in all his glory upon the traveler, who soon found it too hot to walk with his coat on. Kindness effects more than severity

| <b>Aesop's Fables Index Sorted by Virtue</b> |                    |                              |
|--|--------------------|------------------------------|
| <b>Virtue</b>                                | <b>Grid Virtue</b> | <b>Title</b>                 |
| <b>Assertiveness</b>                         |                    |                              |
| Assertive                                    |                    | Boy and the Cactus, The      |
| <b>Compassion</b>                            |                    |                              |
| Compassion                                   | X                  | Boys and the Frogs, The      |
| <b>Confidence</b>                            |                    |                              |
| Confident                                    | X                  | Boy and the Cactus, The      |
| <b>Courtesy</b>                              |                    |                              |
| Creative                                     | X                  | Crow and the Pitcher, The    |
| <b>Determination</b>                         |                    |                              |
| Determination                                | X                  | Crow and the Pitcher, The    |
| Determination                                |                    | Tortoise and the Hare, The   |
| <b>Forgiveness</b>                           |                    |                              |
| Forgiveness                                  |                    | Lion and the Mouse, The      |
| <b>Friendliness</b>                          |                    |                              |
| Friendship                                   | X                  | Ant and the Dove, The        |
| <b>Generosity</b>                            |                    |                              |
| Generosity                                   | X                  | Man and His Gold, The        |
| <b>Helpfulness</b>                           |                    |                              |
| Helpfulness                                  | X                  | Ant and the Dove, The        |
| <b>Honesty</b>                               |                    |                              |
| Honesty                                      | X                  | Mercury and the Woodman      |
| <b>Humility</b>                              |                    |                              |
| Humility                                     | X                  | Milkmaid and Her Pail, The   |
| Humility                                     | X                  | Bull and the Bull Frog, The  |
| Humility                                     |                    | Tortoise and the Hare, The   |
| <b>Justice</b>                               |                    |                              |
| Justice                                      | X                  | Ant and the Grasshopper, The |
| <b>Kindness</b>                              |                    |                              |

| <b>Aesop's Fables Index Sorted by Virtue</b> |                    |                                   |
|--|--------------------|-----------------------------------|
| <b>Virtue</b>                                | <b>Grid Virtue</b> | <b>Title</b>                      |
| Kindness                                     | X                  | Travelers and the Plane-Tree, The |
| Kindness                                     | X                  | Ant and the Dove, The             |
| Kindness                                     |                    | Wind and the Sun, The             |
| <b>Loyalty</b>                               |                    |                                   |
| Loyalty                                      | X                  | Bear and the Two Travelers , The  |
| Loyalty                                      |                    | Hare with Many Friends, The       |
| <b>Moderation</b>                            |                    |                                   |
| Moderation                                   | X                  | Boy and the Pecans , The          |
| Moderation                                   |                    | Dog and the Bone, The             |
| <b>Reliability</b>                           |                    |                                   |
| Reliability                                  | X                  | Hare with Many Friends, The       |
| <b>Responsibility</b>                        |                    |                                   |
| Responsibility                               | X                  | Shepherd's Boy and the Wolf, The  |
| Responsible                                  | X                  | Ant and the Grasshopper, The      |
| Responsible                                  | X                  | Boys and the Frogs, The           |
| <b>Self-Discipline</b>                       |                    |                                   |
| Self-Discipline                              | X                  | Tortoise and the Hare, The        |
| <b>Service</b>                               |                    |                                   |
| Service                                      | X                  | Travelers and the Plane-Tree, The |
| <b>Thankfulness</b>                          |                    |                                   |
| Thankfulness                                 | X                  | Dog and the Bone, The             |
| Thankfulness                                 |                    | Travelers and the Plane-Tree, The |
| <b>Trustworthiness</b>                       |                    |                                   |
| Trustworthiness                              |                    | Lion and the Mouse, The           |
| Trustworthiness                              |                    | Mercury and the Woodman           |
| Trustworthiness                              |                    | Shepherd's Boy and the Wolf, The  |
| <b>Truthfulness</b>                          |                    |                                   |
| Truthfulness                                 | X                  | Mercury and the Woodman           |
| Truthfulness                                 |                    | Shepherd's Boy and the Wolf, The  |
| <b>Unity</b>                                 |                    |                                   |
| Unity  | X                  | Bundle of Sticks, The             |

# INTRODUCTION TO VIRTUES SKITS

By Carrie Paige Smith

*Children learn easily from active, physical participation in the lesson. Initially, ten virtues have been proposed to teach very young children in Sunday School. Since children enjoy acting and pretending, a skit on the virtue, caring, has been prepared at kindergarten/first grade level. Others can be prepared for various age levels.*

**CAST:** Characters are identified simply as “child” and “adult.” The number of actors may vary by assigning as many as the director chooses to appropriate dialogue. Gender is not identified, therefore, actors of either sex may be assigned to any role. Roles identified as “adult” may be assigned to children.

**STAGING:** The Skit does not need a stage, The theater in the round concept can be used, with audience seating circling the actors. (Theater in the round requires no curtain.)

**SCENERY AND PROPS:** All clothing and props are contemporary. Scenery may be merely suggested, i.e., a “pond” may be a piece of blue cloth, rumped to imply waves; children’s artwork can represent flowers, etc.

Children are extremely imaginative and innovative. Their willingness to pretend makes skits an ideal form of teaching via play for most of them.

**LENGTH OF SCRIPT:** Dialogue may be edited to change the length of the skit if the story line remains unaltered. Skits may be lengthened by adding simple games or songs if the teacher wishes. Group songs allow more timid children, or those who don’t want to learn lines, to participate.

The skits may be read to non-reading children, using several readers or just a teacher who calls the name of each character as he/she reads.

**MANNER OF PRESENTATION:** Play may be performed or just read. In no event should the play become a stressful chore for the children. **THE SOLE OBJECTIVE IS TO IMPRESS THE CHILDREN WITH AN UNDERSTANDING OF THE VIRTUE PRESENTED.** The skits are spiritual, not academic, exercises.

**BEGIN ALL PRESENTATIONS WITH PRAYER OR SHORT LINES OF SCRIPTURES THAT ILLUSTRATE THE VIRTUE OF THE SKIT.**

These skits should be particularly useful in small Sunday School gatherings where the ages of the children may be greatly varied.

# **THE LOST EGG A Lesson in Caring**

By Carrie Paige Smith

**CAST:** Adult(s), Child(ren), Duck Voice.

**SETTING & STAGE PROPS:** Scene occurs outdoors, by a small duck pond. A path borders the pond. There are a few flowers that can conceal a duck's nest. One egg is needed.

**Adult:** Today, our lesson from the Virtues book is caring. Do you know what caring is?

**Child:** (Ignoring the adult) Look at all the ducks! Big ones and little ones, white ones and big brown ones and lots of fuzzy, yellow baby ones!

**Adult:** Let's see if the ducks can teach us about caring.

**Child:** (Stopping, and finally paying attention) How? Ducks can't talk. They just quack.

**Adult:** Not all teaching is done with words. See the babies following their mother? She is caring for them. Caring is kindness, making sure others are OK. Watch the ducks, and you will see them caring for their babies.

**Child:** I'm a duck! (running about) Quack, quack! Quack, quack!

**Adult:** You sound just like a duck!

**Child:** (Stopping beside the adult) Yes! I make a good duck! I take care of all the little ducks.

**Adult:** Very good! And when parents give children food and make sure they are safe, that is caring.

**Child:** I can talk like a duck! I can fly like one, too! See! (Begins running around, arms flapping) Quack, quack! Quack, quack!

**Adult:** You are a fine duck!

**Child:** How do ducks learn to fly?

**Adult:** They watch their parents. Also, God gives them something called instinct. They run and flap their wings until they fly.

**Child:** People can't fly, except in airplanes. Why not?

**Adult:** People can't fly by flapping their arms, but they have learned to make airplanes and rockets.

**Child:** Get out of my way, ducks!

**Adult:** Don't scare the ducks. Be kind to them. The pond is their home. Be kind to animals. That is one way to be caring.

**Child:** I will not be nice to a mean alligator that wants to eat the ducks and me. I would really hurt him!

**Adult:** Even if the alligator was not bothering you or the ducks?

**Child:** Yes. He would just be an old alligator. (Starts hitting an imaginary alligator) I would beat that alligator with a stick so he would not eat the ducks and me!

**Adult:** You would be right to protect yourself and the helpless ducks from danger. But it is not right to hurt anything, not even an alligator, just to be mean.

**Child:** I want to catch a duck and take it home with me. I could chain it up in the back yard and feed him dog food.

**Adult:** Would that be a caring thing to do?

**Child:** I don't know. (Child suddenly stops and looks in surprise at something on the ground.) Wow! An egg!

**Adult:** An egg?

**Child:** A BIGGGG egg!

**Adult:** A mother duck must have a nest near here, and her egg rolled out.

**Child:** The egg is lost. I got lost once. I was so scared.

**Adult:** Did anybody help you find your family?

**Child:** Yes. The store lady called my parents on the speaker, and when they came to answer her, I found them again.

**Adult:** Did you know the store lady who helped you?

**Child:** No. But she were really nice.

**Adult:** Caring people are kind to lost children.

**Child:** I want to be caring to the lost egg. I want to find its Mommy and put it back into the nest.

**Adult:** How will you do that? You don't have a speaker phone.

**Child:** (Child laughs) That's silly. (Child picks up the egg, and begins running about calling and looking for the nest.) Where are you, Mommy Duck? I've got your egg! Quack, quack!

**Adult:** Stop speaking duck. Just look.

*(They separate and look all around the pond.)*

**Child:** (Very happy) Here she is! I found the mother duck and her nest! (Child reaches toward the nest to put the egg back.) Ouch! She bit me! Bad duckie!

**Adult:** She is not bad. She is a wild animal and thinks you want to hurt her eggs.

**Child:** But I am her caring friend.

**Adult:** She doesn't know that. All she knows is she must care for her eggs and keep danger away. She wants to fly away, but she stays, risking her life for her children.

**Child:** (To the duck) I won't hurt you, or your eggs, brave little mother duck. But you have got to let me give back your lost baby.

**Adult:** Sneak behind the nest, and quickly put the egg under her while she's watching me.

**Child:** (Moves behind the duck) I can't sneak up on this duck. She has eyes on both sides of her head! At the same time she's looking at you, she is looking at me, too! If I put this egg in the nest, she will bite my hand again!

**Adult:** Sometimes, to care for someone or something that needs help, you have to get hurt a little. You will have to decide: put the egg back, and probably get a little bite, or let the unborn little duck die outside the nest. What do you want to do?

**Child:** I DON'T WANT TO BE HURT!

**Child:** I can't let the little duck die. But you can put it back and get hurt, not me.

**Adult:** I'll do it if you don't. But I think you want to do it.

**Child:** Yeah, I do. (Child quickly puts egg into the nest.)

**Child:** (Jumping up and down and giggling) I did it!

**Adult:** Are you happy about the choice you made?

**Child:** (Sadly) I really wanted to keep the egg for show and tell. But it was not really mine, and it would die if it didn't get back to the mother duck. (Thinks awhile) When I was lost I wanted to go back to my Mommy. So I gave the egg back to the Mommy Duck.

**Adult:** What you did was caring. Caring is treating others as you want to be treated.

**Child:** Will the egg be OK?

**Adult:** Yes. It has a caring mother.

*They begin walking away from the pond.*

**Child:** (To the duck) Bye, Mommy Duck! (To the adult) I wish she could understand me, and know I care.

*(The actors leave. There are a few seconds of silence)*

*Duck in the Nest: (Loudly) Quack, quack! Quack, quack!*

## THE TRIPLE FILTER TEST

In ancient Greece, Socrates was reputed to hold knowledge in high esteem.

One day an acquaintance met the great philosopher and said, "Do you know what I just heard about your friend?"

"Hold on a minute," Socrates replied. "Before telling me anything, I'd like you to pass a little test. It's called the *Triple Filter Test*."

"Triple filter?" asked his acquaintance.

"That's right," Socrates continued. "Before you talk to me about my friend, it might be a good idea to take a moment and filter what you're going to say. That's why I call it the triple filter test."

"The first filter is TRUTH. Have you made absolutely sure that what you are about to tell me is true?" "No," the man said, "actually I just heard about it and..." replied his acquaintance.

"All right," said Socrates. "So you don't really know if it's true or not. Now let's try the second filter, the filter of GOODNESS. Is what you are about to tell me about my friend something good?" "No, on the contrary..." replied his acquaintance.

"So," Socrates continued, "you want to tell me something bad about him, but you're not certain it's true. You may still pass the test though, because there's one filter left: the filter of USEFULNESS. Is what you want to tell me about my friend going to be useful to me?" "No, not really." replied his acquaintance.

"Well," concluded Socrates, "if what you want to tell me is neither true nor good nor even useful, why tell it to me at all?"

This is why Socrates was a great philosopher & held in such high esteem. Friends, use this triple filter each time you hear loose talk about anyone or anything.

# Assertiveness

**Assertiveness:** knowing God made you special; sharing your own ideas, thoughts and talents; telling the truth about what is fair; thinking for yourself and asking for what you want and need

| Sunday   | Monday  | Tuesday                     | Wednesday   | Thursday  | Friday                                    | Saturday                                   |
|--|---|-----------------------------|---|---|---|--|
| Tell each other about a time you were assertive. | Pretend you are playing with your friends and one of them keeps taking away the toy you are playing with. What is a good way to be assertive and solve the problem? | Play Rock, Paper, Scissors. | Talk about some jobs where they have to be assertive and why. | Share one of your talents tonight like drawing or singing, etc. | Have friends over and play tag you're it! | What are some assertive things you can do? |

"Are not five sparrows sold for two small coins? Yet not one of them has escaped the notice of God. Even the hairs of your head have all been counted. Do not be afraid. You are worth more than many sparrows." Christian Faith

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# Caring

**Caring:** paying special attention and giving love to people and things that matter to you; doing something nice to help others; treating yourself with the respect you deserve as a child of God

| Sunday  | Monday  | Tuesday                   | Wednesday  | Thursday  | Friday   | Saturday  |
|---|---|---------------------------|--|---|--|---|
| Allow your child to carefully cut up a banana with a plastic knife. | Notice something special about a friend. Let them know you noticed with a compliment. | Set the table for dinner. | Have your child read a book to his/her favorite stuffed animal or action figure. | Make a "birdie bagel" or some other bird feeder. Hang it outside and watch the birds from the window. | Take care of a friend's pet for a day.<br>Or<br>Take a walk with bags and each one pick up 10 pieces of trash.<br>Wear gloves! | Visit the zoo or local pet store and learn about caring<br>Or<br>Ask someone special to tell about when they were your age. |

"...be good to your parents and relatives, the orphans and the needy and the neighbors who are your relatives, and the neighbors who are strangers and the friends at your side."

Islamic Faith

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Islamic Faith

# Cleanliness

**Cleanliness:** keeping your body and the things you wear clean; keeping your room and home neat and clean; keeping your thoughts on things that are good for you; keeping your body free of harmful drugs.

| Sunday   | Monday  | Tuesday     | Wednesday  | Thursday                    | Friday                                | Saturday                    |
|--|---|-------------|--|-----------------------------|---------------------------------------|-----------------------------|
| Put socks on your hands and dust the furniture together. | Recite or read the cleanliness affirmation to your family or friends. | Wash a toy. | Read or have a book read to you about cleanliness today. | Help clean up after dinner. | Brush your teeth really well tonight! | Wash your family car today! |

"In every aspect of life, purity and holiness, cleanliness and refinement, exalt the human condition and further the development of man's inner reality. Even in the physical realm cleanliness will conduce to spirituality." Bahá'í Faith

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# Compassion

**Compassion:** understanding and caring about someone who is in trouble or has made a mistake; being kind and forgiving of someone even if they have hurt you; feeling sorry for someone who is hurting or in pain and wanting to help

| Sunday  | Monday  | Tuesday  | Wednesday                        | Thursday   | Friday   | Saturday   |
|---|---|--|----------------------------------|--|--|--|
| Make a "feel better" card for someone who is sick or sad. | See how many different emotions you can spot on people faces today. | Ask someone "What kind of day are you having?" | Help someone at home do a chore. | Tell what you think it would be like to be a doctor, nurse or veterinarian | Practice bandaging up a "hurt" stuffed animal. | Feel free to do anything you want that doesn't cause a problem for someone else. |

"He who is incapable of hatred toward any being , who is kind and compassionate, free from selfishness,... such a devotee of Mine is My beloved."

Hindu Faith

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# Confidence

**Confidence:** feeling sure about knowing or trusting someone; trusting yourself; trying new things and looking at mistakes as a way to learn.

| Sunday   | Monday  | Tuesday   | Wednesday  | Thursday  | Friday  | Saturday                                       |
|--|---|---|--|---|---|--|
| Practice learning a new prayer today. Then recite it to your family with confidence that you won't forget the words. | "The Little Engine that Could" knew it could get the train over the hill; what was some thing that was hard for you, but with confidence you did it? (maybe riding a bike). | Bring your Mom or Dad a drink of water. Be confident you won't spill any! | Remember the story of the "Three Pigs"? Build a strong house out of popsicle sticks so strong you would be confident the wolf would not be able to blow it down. | Go roller skating or ice skating and be confident you won't fall! | Make and decorate "You are Confident" ribbons you can give to family and friends who act confident. | Make up a story about a confident caterpillar. |

"Do not, therefore, throw away your confidence, for it carries a great reward."  
Christian Faith

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Christian Faith

# Consideration

**Consideration:** paying attention to other people's feelings; caring about how you treat others; seeing other people's ideas and feelings as important and caring about their needs

| Sunday  | Monday  | Tuesday  | Wednesday   | Thursday                           | Friday  | Saturday   |
|---|---|--|---|------------------------------------|---|--|
| Go to bed tonight without causing a problem for anyone in the family. | Let others go first today. For example, take their turn first, stand in line first, eat first, etc. | After dinner tonight put your plate, fork and cup in the sink. Help others to put theirs away too. | Recite or read the Consideration Affirmation to your family or friends. | Offer your chair to someone today. | Invite a friend over to color or do arts and crafts. Share your art supplies. | Talk and play quietly in the morning until everyone is awake or when someone is working. |

"Let them at all times concern themselves with doing a kindly thing for one of their fellows, offering to someone love, consideration, thoughtful help."

Bahá'í Faith

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Bahá'í Faith

# Courage

**Courage:** doing what needs to be done even when it is really hard or scary and going ahead even when you feel like giving up or quitting; trying new things

| Sunday   | Monday   | Tuesday   | Wednesday   | Thursday   | Friday  | Saturday              |
|--|--|---|---|--|---|-----------------------|
| Tell a story about a time you were afraid. How could you have shown courage. | Try a new food you have never eaten before. You can do it! | Have the courage to try doing a cartwheel. Parents try too! | "Dress up" like someone who has a courageous job. | Recite or read a story or prayer for a group of friends. Be courageous. You can do it! | How many other words can you think of that begin with the letter "C". | Visit a Fire Station. |

"Be strong, and let your heart take courage, All ye that wait for the Lord."  
Jewish Faith

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Jewish Faith

# Courtesy

**Courtesy:** being polite and having good manners; thinking about how others feel and treating them as important.

| Sunday  | Monday  | Tuesday                         | Wednesday                       | Thursday   | Friday                                 | Saturday   |
|---|---|---------------------------------|---------------------------------|--|--|--|
| Learn how to say "Please" and "Thank You" in a different language to practice courtesy. | Go to the playground today and practice courtesy. | Hold the door open for someone. | Offer someone a glass of water. | Have a tea party today with friends or your favorite stuffed animals. Use your best manners. | Make a flag for the virtue "courtesy". | Learn "Please" and "Thank you" in sign language. |

"O people of God! I admonish you to observe courtesy, for above all else it is the prince of virtues. Who is endued with courtesy hath indeed attained a sublime station."

Bahá'í Faith

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Bahá'í Faith

# Creativity

**Creativity:** making things or coming up with ideas that are new; using your imagination to see old things in a new way; doing things in a way that have never been done before.

| Sunday                              | Monday  | Tuesday  | Wednesday                               | Thursday                                      | Friday   | Saturday  |
|-------------------------------------|---|--|---|---|--|---|
| Pretend to be your favorite insect. | Make something creative out of marshmallows and toothpicks. | Fold the napkins for dinner in a different shape tonight. (triangle, square) | Make and decorate cookies. Be creative. | Use a fun cookie cutter to cut your sandwich. | Use your creativity to make a train out of chairs or pillows. Take a trip! | Use your creativity. What new "bath toys" can you find in the kitchen? (funnels, bowls, ladles, etc.) |

"Let us use the different gifts allotted to each of us by God's grace."

Christian Faith

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# Detachment

**Detachment:** having feelings (like sadness, happiness, anger, joy) without letting them control you; choosing how you will act; using thinking and feeling together.

| Sunday  | Monday  | Tuesday                               | Wednesday   | Thursday   | Friday   | Saturday  |
|---|---|---------------------------------------|---|--|--|---|
| Play a board game. Talk about how will act if you lose. | Using glue and popcorn kernels, write out detachment. | Name all the feelings you feel today. | Choose some toys you don't play with often and give them to a charity for other children. | Choose to let someone else in your family use your favorite cup today. | Have a friend over and happily let them play with your favorite toys while you play with something else. | Let someone else in your family chose what to do for the afternoon and have a good attitude about the decision. |

"Perform all thy actions with mind concentrated on the Divine, renouncing attachment and looking upon success and failure with an equal eye. Spirituality implies equanimity."

Hindu Faith

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Hindu Faith

# Determination

**Determination:** finishing what you start even if it isn't easy; paying close attention to what you are doing and asking for help if you need it.

| Sunday  | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   | Saturday   |
|---|--|---|---|--|--|--|
| Name all the words you can that start with the letter "D". Be determined to come up with at least 10. | Hide an egg timer (set for 5 minutes) in your home. Try to find it before it goes off. | Ask for help today when you need it. Don't give up! | Draw a maze outside with chalk. Can you get from start to finish? | Make an obstacle course out of pillows, furniture, boxes, etc. (inside or outside) Can you get to the finish line. | Make fresh-squeezed lemonade. Working hard (squeezing the lemons), has a reward (add sugar) which is so sweet! | Name a famous person or character from a story that practices determination. |

**"They must be constantly encouraged and made eager to gain all the summits of human accomplishment, so that from their earliest years they will be taught to have high aims, to be of powerful resolve and firm of purpose in all things." Bahá'í Faith**

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# Enthusiasm

**Enthusiasm**; being cheerful and happy; doing something from the heart with energy and excitement; trying your best and giving all you can give to a job

| Sunday                 | Monday                  | Tuesday   | Wednesday                   | Thursday   | Friday   | Saturday                    |
|------------------------|-------------------------|---|-----------------------------|--|--|-----------------------------|
| Dance with enthusiasm. | Make up a family cheer. | If you're were king or queen for a day what how could you make your kingdom enthusiastic. | Make an enthusiastic sound! | Write the virtue enthusiasm with a white crayon on white paper. Paint paper with water colors to see the virtue. | Name three things that make you feel enthusiastic. | Do a chore with enthusiasm. |

"If you give to charity, give without grudging; if you are a leader, lead with enthusiasm; if you help others in distress, do it cheerfully."

Christian Faith

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Christian Faith

# Excellence

**Excellence:** doing your best and being the best you can be; working hard to do something better than you did before; using your talents to help you do something great

| Sunday                           | Monday   | Tuesday   | Wednesday                        | Thursday                     | Friday   | Saturday                |
|----------------------------------|--|---|----------------------------------|------------------------------|--|-------------------------|
| Clean your room with excellence! | Practice excellence.<br>Time yourself getting dressed.<br>See if you can do it faster the next time. | Set the table and make it look extra special tonight. | Make up a song about excellence. | Make an excellence bookmark. | Do something with excellence for someone in your family today. | Dressing up for dinner. |

"In every art and skill, God loveth the highest perfection."  
Bahá'í Faith

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Bahá'í Faith

# Faithfulness

**Faithfulness:** being true to someone or something; sticking to what you believe no matter what happens; doing what you say you are going to do.

| Sunday  | Monday                                  | Tuesday  | Wednesday   | Thursday  | Friday  | Saturday  |
|---|---|--|---|---|---|---|
| Ask your mom and dad what they have faith in. | Role play keeping a promise to someone. | Read a book where the character(s) were faithful. Ask your librarian for a suggestion. | Remember the story of "Little Red Riding Hood". Why did she get into trouble? | Trace your hand on a paper plate. Write "I will be faithful with my hands". | What would faithfulness look like if you promised to do a chore every week? | Have a treasure hunt to find the letters of "faithfulness". Give clues to find each letter. Once they are all found, put them together to spell the word. |

"Be faithful till death, and I will give you the crown of life."

Christian Faith

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# Flexibility

**Flexibility:** being able to change what you are doing when things need to change without getting upset; trying new ways of doing things

| Sunday  | Monday                                       | Tuesday                           | Wednesday                               | Thursday  | Friday  | Saturday   |
|---|--|-----------------------------------|---|---|---|--|
| Sleep backwards; tonight sleep with your head where you normally put your feet. | Play the game Twister. How flexible are you? | Wear your shirt inside out today. | Have breakfast food for dinner tonight. | Say "Love you I" to your family all day today. How's that for flexible? | Have your cereal in a cup this morning and drink your juice out of a bowl. Don't forget to be neat. | Hide the letters of "Flexibility". Play hot and cold until all the letters are found. Put them together to spell the virtue. |

"Make me a tender herb in the meadows of Thy grace, that the gentle winds of Thy will may stir me up and bend me into conformity with Thy pleasure, in such wise that my movement and my stillness may be wholly directed by Thee." Bahá'í Faith

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| Sunday  | Monday                                       | Tuesday                           | Wednesday                               | Thursday  | Friday  | Saturday   |
|---|--|-----------------------------------|---|---|---|--|
| Sleep backwards; tonight sleep with your head where you normally put your feet. | Play the game Twister. How flexible are you? | Wear your shirt inside out today. | Have breakfast food for dinner tonight. | Say "Love you I" to your family all day today. How's that for flexible? | Have your cereal in a cup this morning and drink your juice out of a bowl. Don't forget to be neat. | Hide the letters of "Flexibility". Play hot and cold until all the letters are found. Put them together to spell the virtue. |

"Make me a tender herb in the meadows of Thy grace, that the gentle winds of Thy will may stir me up and bend me into conformity with Thy pleasure, in such wise that my movement and my stillness may be wholly directed by Thee." Bahá'í Faith

# Forgiveness

**Forgiveness:** loving others and giving them another chance even when they make mistakes; being ready to do things in a different way and not feeling sad for yourself when you make a mistake

| Sunday                                | Monday  | Tuesday                                     | Wednesday  | Thursday  | Friday   | Saturday   |
|---------------------------------------|---|---|--|---|--|--|
| Make an "I'm Sorry" card for someone. | Read a story about forgiveness, for example, Clifford's deeds or ask your librarian for a suggestion. | Find things that begin with the letter "F". | Make forgiveness hats for you and your family and wear them today. | Help your child record the forgiveness affirmation on tape. (replay to help memorize) | Say "I forgive you" to someone today. How many times did you say it? | Recite (or replay) the forgiveness affirmation to your family. |

"To those who do wrong out of ignorance, then repent and correct themselves, your Lord is indeed forgiving and kind."

Islamic Faith

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Islamic Faith

# Friendliness

**Friendliness:** being interested in other people; being nice, caring and courteous to others; sharing your time, ideas and feelings with others.

| Sunday                                    | Monday   | Tuesday  | Wednesday   | Thursday  | Friday  | Saturday                              |
|---|--|--|---|---|---|---------------------------------------|
| Invite friends over for games and snacks. | Go to the park and make a new friend to play with. | Recite or read the friendliness affirmation to your family or friends. | Make binoculars with two tissue paper tubes and string so they can be worn. Be on the lookout for people in the act of committing friendliness. | Read or have a book read to you about friendliness today. | Look at a magazine together. How many pictures can you find that show friendliness? | Make up a story about a friendly fox. |

"A friend is devoted at all times."

Jewish Faith

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"A friend is devoted at all times."

Jewish Faith

# Generosity

**Generosity:** giving and sharing for the joy of it without expecting something to be given back to you; knowing there is plenty for everyone

| Sunday   | Monday  | Tuesday                 | Wednesday                                       | Thursday   | Friday  | Saturday  |
|--|---|-------------------------|---|--|---|---|
| Make paper fans. How are they helpful? Give them as gifts. | Listen to a family member's favorite songs today. | Share your snack today. | Clean out old toys and books to give to others. | Donate your change to a good cause or organization of your choice. | Point out a generous act in your favorite book or show. | Do something generous for someone in your family today. |

"The gift which is given without thought of recompense, in the belief that it ought to be made, in a fit place, at an opportune time, and to a deserving person- such a gift is pure." Hindu Faith

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"The gift which is given without thought of recompense, in the belief that it ought to be made, in a fit place, at an opportune time, and to a deserving person- such a gift is pure." Hindu Faith

# Gentleness

**Gentleness:** moving carefully, touching softly, speaking quietly and thinking kindly; making sure not to hurt anyone's feelings; being very careful with people and animals

| Sunday  | Monday   | Tuesday                | Wednesday  | Thursday   | Friday   | Saturday  |
|---|--|------------------------|--|--|--|---|
| Blow bubbles.<br>Can you be gentle enough to catch one? | Spread peanut butter on graham crackers or bread. Be gentle so the crackers don't break or the bread tear. | Sing a gentle lullaby. | Practice gentleness with a pet or stuffed animal. (for example, brush fur) | Have a tea party. Can you pour without spilling? | Have a family video night and watch a video about the virtue of gentleness. (Ask your local librarian for ideas. You can check them out) | Draw a picture on a piece of tissue paper and hang it in your window. |

"Love and affinity are the fruits of a gentle disposition, a pure nature and praiseworthy character."

Bahá'í Faith

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Bahá'í Faith

# Helpfulness

**Helpfulness:** being of service to others to make things easier for them; doing something for someone that they cannot do for themselves; making sure you have what you need to work at your best

| Sunday  | Monday                                    | Tuesday                   | Wednesday   | Thursday  | Friday   | Saturday  |
|---|---|---------------------------|---|---|--|---|
| Let your child choose and lay out what you will wear today. Thank them for their helpfulness. | Get the mail and sort it for your family. | Set the table for dinner. | Have your child help you with a skill (cooking, fixing something, etc.) | Hide the letters of helpfulness around your house. Once your child finds all the letters, help them to put them in the right order to spell the virtue. | Trace your hands on a piece of paper. Paint or color your drawing. What are the different ways we can be helpful with our hands? | Practice the virtue of helpfulness 5 times today. |

"Do not refuse a kindness to anyone who asks it, if it is in your power to perform it."

Jewish Faith

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Jewish Faith

# Honesty

**Honesty:** being truthful with others in what you say and do; keeping promises; telling the truth, playing fair and not taking things from others that do not belong to you

| Sunday   | Monday  | Tuesday                                   | Wednesday  | Thursday   | Friday                                       | Saturday                      |
|--|---|---|--|--|--|-------------------------------|
| Circle the letters of the word "honesty" in a newspaper. | Write the word "honesty" on cardstock or poster board and decorate. Cut into pieces to make a puzzle. | Say the Honest Affirmation 3 times today. | Talk about a job where it is important to be honest. | Using glue and popcorn kernels or beans, write out the name of the virtue. | Make a promise to someone today and keep it. | Make up a song about honesty. |

"Beautify your tongues, O people, with truthfulness, and adorn your souls with the ornament of honesty. Beware, O people, that ye deal not treacherously with anyone."

Bahá'í Faith

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Bahá'í Faith

# Honor

**Honor:** finding importance (respect) in what you believe is right; living by the virtues and setting a good example for others; making good choices even if others are not

| Sunday                   | Monday                                     | Tuesday   | Wednesday                                   | Thursday   | Friday  | Saturday                                    |
|--------------------------|--|---|---|--|---|---|
| Honor God, say a prayer. | Honor someone's special achievement today. | Make birthday cards to give to friends to honor their birthday. | Honor your parents today by being obedient. | Honor your teacher (or parents if not in school) today by saying "thanks for teaching me so many good things". | Honor yourself today by eating only things that are good for you. | Honor life today by not squashing any bugs. |

"Supreme honor and real happiness lie in self-respect, in high resolve and noble purposes, in integrity and moral quality, in immaculacy of mind."

Bahá'í Faith

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Bahá'í Faith

# Humility

**Humility:** helping and serving others; seeing other people's needs as important; learning from mistakes and asking for help; doing your best without expecting too much attention to yourself.

| Sunday  | Monday  | Tuesday                 | Wednesday  | Thursday   | Friday   | Saturday                             |
|---|---|-------------------------|--|--|--|--------------------------------------|
| Play a board game today. Don't brag when you win. | Practice being humble today, open doors for others. | Spend the day dress up. | Would it be humble to tell your friends about all the toys you have? | Have a family video night and watch a video about the virtue of humility. Ask your librarian for a suggestion. | Pack a suitcase to go to the land of humility. What would you need to bring? | Race a friend, be humble if you win. |

"So He sat down, and called the Twelve, and said to them, 'If anyone wants to be first, he must make himself last of all and servant of all.'"

Christian Faith

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Christian Faith

# Idealism

**Idealism:** caring about what is right and important in life; having rules you believe are right and following them; believing in making the world a better place and working to make a difference

| Sunday                              | Monday                                    | Tuesday  | Wednesday                                       | Thursday             | Friday                               | Saturday   |
|-------------------------------------|---|--|---|----------------------|--------------------------------------|--|
| Donate your change to a good cause. | Draw a picture about making good choices. | What would be your idea of the best birthday party ever? | Practice idealism by role playing good choices. | Plan the ideal meal. | Tell someone something you hope for. | What do you want to be when you grow up and why? |

**"Let your acts be a guide unto all mankind, for the professions of most men, be they high or low, differ from their conduct. It is through your deeds that ye can distinguish yourselves from others.**

**Through them the brightness of your light can be shed upon the whole earth." - Bahá'í Faith**

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# Joyfulness

**Joyfulness:** being full of happiness, peace and love; knowing you are loved and being thankful to God for the gift of life

| Sunday                             | Monday                                       | Tuesday                                       | Wednesday  | Thursday  | Friday   | Saturday  |
|------------------------------------|--|---|--|---|--|---|
| Practice joyfulness. Blow bubbles. | Play a board game. Be joyful for the winner! | Make funny faces. Can you imitate each other? | Listen to your favorite songs and clap and sing along. | Have a contest in your family. Who can laugh the loudest and the longest? | Squirt each other with squirt bottles. Have fun! | What would you pack in a suitcase for a trip to the land of joyfulness. |

"Joy gives us wings! In times of joy our strength is more vital, our intellect keener, and our understanding less clouded. We seem better able to cope with the world and to find our sphere of influence." Bahá'í Faith

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# Justice

**Justice:** being fair in everything you do and standing up for what is right and fair for others and yourself; getting what you deserve

| Sunday   | Monday  | Tuesday   | Wednesday                                    | Thursday   | Friday  | Saturday                                 |
|--|---|---|--|--|---|--|
| Make a jobs poster for the week. Be sure everyone has a job to do. | Pour drinks for everyone. Be sure everyone has the same amount. | Share a snack with your friends or family. Be just in how much everyone gets. | Read a book about justice. Ask the Liberian. | Pretend your parent broke the family rule of no jumping on the sofa. What are you going to do to be just and teach them not to jump on the sofa again? | Take the sidewalk chalk out. Write justice on the sidewalk. Now decorate around the virtue. | Play a board game with someone. Be fair! |

"He who possesses character and discrimination, who is just, speaks the truth, and does what is his own business, him the world will hold dear."

Buddhist Faith

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Buddhist Faith

# Kindness

**Kindness:** caring about what happens to others; doing things to make others happy; showing you care about anyone or anything because everything is a part of what God has made.

| Sunday   | Monday  | Tuesday                              | Wednesday  | Thursday   | Friday   | Saturday                 |
|--|---|--------------------------------------|--|--|--|--------------------------|
| Practice kindness, invite a friend for dinner. | Help someone in your home do some extra chores. | Visit an elderly neighbor or friend. | Be kind to the earth: Reduce, Reuse, or Recycle something today. | Show kindness. Sing a song for someone you care about. | Offer someone a glass of water and serve it to them. | Brush mom or dad's hair. |

**"Be ye sincerely kind, not in appearance only. Let each one of God's loved ones center his attention on this: to be the Lord's mercy to man; to be the Lord's grace. Let him do some good to every person whose path he crosseth, and be of some benefit to him." Bahá'í Faith**

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# Love

**Love:** caring for someone, wanting to be near them, and wanting to share with them because they mean so much to you; a special feeling that fills your heart

| Sunday  | Monday   | Tuesday            | Wednesday                                   | Thursday  | Friday  | Saturday                            |
|---|--|--------------------|---|---|---|-------------------------------------|
| Have a picnic in your living room with the people you love. | Make a special card and send it to someone you love. | Have a family hug. | Whisper "I love you" to each other all day. | See how many ways you show "I love you" <b>without</b> words. | Start and end the day with kisses, hugs and I Love You. | Make heart-shaped cookies together. |

"Thou shalt not take vengeance, nor bear any grudge against the children of thy people, but thou shalt love thy neighbor as thyself."  
Jewish Faith

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Jewish Faith

# Loyalty

**Loyalty:** having a strong belief in something and not changing your mind about it unless you have a really good reason to change; staying strong even when things are not going well; being faithful to your family, country, friends and beliefs (ideals)

| Sunday   | Monday   | Tuesday  | Wednesday                                     | Thursday  | Friday   | Saturday  |
|--|--|--|---|---|--|---|
| Name three ways of being loyal to your brother/sister/friend | Read a book about loyalty.<br><b>Ask your librarian for a suggestion</b> | Name a job where you have to be loyal. How are they loyal? | Make up your own family pledge of allegiance. | Get out the arts and crafts! Write the virtue Loyalty. Now decorate your picture! | How many things can you find that start with the letter "L". | Dogs are very loyal. They love you no matter what. Let's pretend to be dogs today. Where's your tail? |

"Those who keep their minds fixed on me, who worship me always with unwavering faith and concentration; these are the very best."

Hindu Faith

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Hindu Faith

# Mercy

**Mercy:** giving people another chance even when they do not deserve it;  
forgiving from the heart with tenderness.

| Sunday   | Monday                                   | Tuesday   | Wednesday  | Thursday  | Friday   | Saturday  |
|--|--|---|--|---|--|---|
| What would mercy look like if you broke your a lamp? | Make up a story about a Merciful Monkey. | Finish the statement: "I can be merciful by ...." | If your someone broke your toy, how can you be merciful? | Sometimes nurses are called "Angels of Mercy" because they take care of sick people. Make beautiful thank you cards for the Angles of Mercy you know. | God is very merciful to us by giving us lots of blessings. Count your blessings today. | Cut out the letters of the word "mercy" from a newspaper or magazine. |

"Blessed are those who show mercy; mercy shall be shown to them."

Christian Faith

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"Blessed are those who show mercy; mercy shall be shown to them."

Christian Faith

# Moderation

**Moderation:** having a balance in your life; making sure you do not have too much or too little of something.

| Sunday   | Monday                       | Tuesday  | Wednesday  | Thursday   | Friday  | Saturday   |
|--|------------------------------|--|--|--|---|--|
| Plan your day to practice moderation. For example, how long will you watch TV today? | Practice taking turns today. | Help serve dinner tonight. Give moderate portions. | Have a bubble bath tonight. Be moderate with the soap. | Cut out the letters of Moderation and glue them onto a pretty piece of paper. Remember with glue a dot is a lot! | How much time did you play today? Did you do your chores? | Take \$1 to spend at the store today. Be moderate and choose wisely. |

"One who lives without looking for pleasures, his senses well controlled, moderate in his food, faithful and strong ... the tempter will certainly not overthrow, and ore than the wind  
Buddhist Faith

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Buddhist Faith

# Modesty

**Modesty:** having respect for yourself as a child of God; not making yourself seem more important than others; keeping the private parts of your body to yourself and wearing clothes that make you look neat and respectful

| Sunday  | Monday   | Tuesday   | Wednesday  | Thursday   | Friday  | Saturday  |
|---|--|---|--|--|---|---|
| It's snack time. Fix yourself a modest sized snack. | Play a board game - the winner should be modest! | Look at magazines together. Circle people who are dressed modestly. | Ask each family member what their special talent is. | Make up a story about a character who always got into trouble for not being modest. What's the moral of the story? | Make a sign that says "Be Modest" and hang it on your mirror. | Do arts and crafts with friends. Tell them how nice <u>their</u> art work is. |

"He has told you what is good and what the Lord requires of you: only to do justice and to love virtue and to walk modestly with your God."

Jewish Faith

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Jewish Faith

# Obedience

**Obedience:** doing what someone tells you to do because they are helping to guide you and protect you; following the rules, even when you don't like them, they are hard for you to do or no one is watching

| Sunday   | Monday  | Tuesday  | Wednesday  | Thursday   | Friday   | Saturday  |
|--|---|--|--|--|--|---|
| Practice obedience. Play "Simon Says". Take turns with your parents being Simon. | Remember the story of "Peter Rabbit"; what happened because he wasn't obedient! | Play "Mother or Father May I". Switch and let your child be the Mother/Father. | Talk about ways you have to be obedient in your community, for example, following traffic rules. | Color a picture. You MUST stay in the lines. (You can download pictures from the internet) | Be on the lookout for people in the act of committing the virtue of obedience! | How are you obedient to your teacher's and parent's rules? Why is it important? |

"Children, obey your parents; for it is only right that you should. 'Honor your father and your mother' is the first commandment to carry a promise with it: 'that it may be well with you and that you may live long on the earth.'" Christian Faith

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"Children, obey your parents; for it is only right that you should. 'Honor your father and your mother' is the first commandment to carry a promise with it: 'that it may be well with you and that you may live long on the earth.'" Christian Faith

# Orderliness

**Orderliness:** being neat; having a place for the things you use and keeping them where you can use them whenever you need them; being organized and having a plan

| Sunday                                    | Monday                              | Tuesday   | Wednesday   | Thursday   | Friday   | Saturday   |
|---|-------------------------------------|---|---|--|--|--|
| Collect rocks. Put them in order by size. | Sort your socks by size, color etc. | What are the steps for getting ready in the morning. Draw them. | Play a board game. Be sure to follow the rules to keep order in the game. | Find a deck of playing cards and put them in numerical order. Ask for help if you need it. | Decorate special boxes to put your toys in. Label them for readers. Take a picture of the objects that go in them and put it on the box for non-readers. | Have the family make a pizza together. One person is responsible for each part. Make sure you go in the correct order. |

"Thus saith the Lord: 'Set thy house in order.'  
Jewish Faith

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Jewish Faith

# Patience

**Patience:** waiting without fussing or complaining; having self-control and being calm when difficult things happen; sticking to something as long as it takes to get it finished

| Sunday  | Monday  | Tuesday   | Wednesday   | Thursday  | Friday   | Saturday  |
|---|---|---|---|---|--|---|
| Make juice popsicles. How long will it take until you can eat them. Do you have the patience? | Play the quiet game. Who can be silent the longest. | Practice patience when someone is on the phone today. | Mail yourself a letter with something really special inside. How long will it take to get to you? | Plant seeds together. Be patient until they sprout. | Make popcorn and talk about the virtue of patience while you wait for it to pop. | Plan to watch your favorite video at 7:00 in the evening. Can you be patient? |

"O you who believe, seek courage in fortitude and prayer, for God is with those who are patient and persevere."

Islamic Faith

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Islamic Faith

# Peacefulness

**Peacefulness:** feeling calm inside; loving others and seeing them as part of one one human family; practicing justice and being fair; solving problems without fighting

| Sunday  | Monday   | Tuesday   | Wednesday   | Thursday   | Friday  | Saturday  |
|---|--|---|---|--|---|---|
| Peacefully take a nap - don't be a wiggle-worm and wake everyone else up! | Practice peacefulness. Sit quietly under a shady tree. Close your eyes and say a prayer. | Take a nature walk and find a quiet place to think about God. | Take a nice, calm, quite bath before you go to bed tonight. | Take a blanket outside. Lie down quietly and look at the clouds. Can you pick out any familiar shapes in the clouds? | Get out the arts and crafts and create a very peaceful picture. | Pretend your friend said they did it because you broke theirs. How can you solve this problem peacefully? |

"Blessed are the peacemakers: for they shall be called the children of God."

Christian Faith

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Christian Faith

# Prayerfulness

**Prayerfulness:** talking with God; living in a way that shows you know God is always with you; knowing God created you special and being thankful for the gift to be alive.

| Sunday                               | Monday  | Tuesday   | Wednesday   | Thursday   | Friday   | Saturday   |
|--------------------------------------|---|---|---|--|--|--|
| Can you memorize a new prayer today? | Get out the arts and crafts! Pick your favorite prayer and make a little prayer book. Be sure and decorate it in a respectful manner! | Make a "We are praying for you" card to send to someone who is sad or not feeling well. | God listens to all our prayers. We may pray for ourselves or for others. What are some reasons to pray for yourself? What about others? | Since God understands all languages, can you learn a short prayer in another language? | Choose a quiet corner in your house. This will be your prayer corner today. Decorate it in a reverent way. Throughout the day visit the prayer corner and talk with God! | Visit a place of worship today and say prayers. Wouldn't it be fun if you visited one you don't normally go to all the time! |

"Call to me and I will answer you, and show you great and mighty things which you do not know."  
Jewish Faith

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Jewish Faith

# Purposefulness

**Purposefulness:** being sure of what you are doing and why you are doing it; having something you want to do and working toward it by giving all your attention

| Sunday   | Monday  | Tuesday  | Wednesday  | Thursday  | Friday  | Saturday                        |
|--|---|--|--|---|---|---------------------------------|
| Set an egg timer for 5 minutes. Hide it. Have your child walk around listening carefully for the ticking. Try to find it before it goes off. | Recall the story "The Tortoise and the Hare". See how the tortoise remained focused on his purpose & kept going and the hare didn't. Who won the race?! | Play the game red light, green light; can you be purposeful and not get caught so you can get to the leader? | Have friends over and play tag you're it. When you're it, keep trying until you catch someone. | Play hide and seek with your family. Don't give up until you find everyone! | String dry macaroni and make necklaces. It takes some work but stick with it! | Make a purposefulness bookmark. |

"As long as the thoughts of an individual are scattered he will achieve no results, but if his thinking be concentrated on a single point wonderful will be the fruits thereof."

Bahá'í Faith

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Bahá'í Faith

# Reliability

**Reliability:** being able to be counted on by others to do what you say you are going to do without you forgetting or having to be told again to do it; keeping promises

| Sunday   | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  | Saturday  |
|--|--|---|--|---|---|---|
| Set the table for dinner every night for the week without having to be reminded. | Make a domino chain. Talk about reliability. What happens if one doesn't fall over like it is supposed to? | Work together to build a "house" out of chairs, cushions and blankets. Do a good job so the "house" doesn't fall down and the others can rely on you! | Can you be relied upon to brush your teeth tonight without being reminded? | If you were asked to take care of a plant. What would happen to the plant if you were not reliable and didn't water it? | Who do you rely on to make you feel better when you are sick? | Hide the letters of the virtue reliability in a room. Play hot and cold until all of the letters are found. Put the letters together to spell the virtue. |

"Like a beautiful flower, full of color but without scent, are the fair but fruitless words of one who does not act accordingly."

Buddhist Faith

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Buddhist Faith

# Respect

**Respect:** treating others the way you want to be treated; using good manners, speaking kindly and treating other people's things carefully; treating elders with extra care and kindness; treating yourself right and not allowing others to treat you badly

| Sunday   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday                        | Saturday  |
|--|--|--|--|---|-------------------------------|---|
| Practice ways to show respect when you are praying, for example, sit still, be quiet, etc) | Come up with 3 rules for visiting a friend's home which show respect, for example, no feet on the sofa, etc. | Practice respect by saying "Pardon me for talking" each time you interrupt someone else today. | Respect your body today by not eating junk food! | Can you go all day without breaking any family rules? That's respect! | Make up a song about respect. | Name some people who deserve respect. (mom, dad, policemen, firemen) How many can you name? |

"A man is not an elder because his head is gray... he in whom truth, virtue, gentleness, self-control, moderation, he who is steadfast and free from impurity, is rightly called an elder... is called respectable." Buddhist Faith

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# Responsibility

**Responsibility:** keeping promises; doing things the best you can; being ready to make things right if you make a mistake

| Sunday                                    | Monday   | Tuesday   | Wednesday   | Thursday  | Friday   | Saturday  |
|---|--|---|---|---|--|---|
| Practice responsibility, clean your room. | Check the weather before you get dressed and be responsible for what you wear today? | Make a list of all the words you can think of using the letters in "Responsibility" | Tidy up the bathroom after you are done with your bath. | Be responsible; put your dirty dishes in the sink when you are finished eating! | Recite or read the responsibility affirmation to your family or friends. | Go somewhere today like the mall, park or zoo, etc. See how many people you can spot being responsible. |

"He who finds the right path does so for himself; and he who goes astray does so to his own loss; and no one who carries a burden bears another's load."

Islamic Faith

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Islamic Faith

# Reverence

**Reverence:** knowing God is always with you; acting in a way that shows you have respect for all God has made; a feeling you have when you are praying or thinking about something very deeply; treating holy books and other special things with extra care

| Sunday   | Monday  | Tuesday   | Wednesday              | Thursday                   | Friday                                  | Saturday  |
|--|---|---|------------------------|----------------------------|---|---|
| Watch the sun rise and set with your family today. Talk about God. | Look out the window for things created by God. Draw them. | Find something to recycle today. Be reverent of mother earth. | Read a book about God. | Pray together as a family. | Set the table for a special family meal | Take some time to be reverent. Lay outside on a blanket where you can see the clouds. |

"May obedience conquer disobedience within this house, and may peace triumph over discord here, ... reverence over contempt, speech with truthful words over lying utterance."

Zoroastrian Faith

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Zoroastrian Faith

# Self-Discipline

**Self-discipline:** being in control of yourself (self-control); getting yourself to get things done; controlling your thoughts and feelings; practicing something until you know how to do it well or make it a part of the way you do things

| Sunday   | Monday  | Tuesday  | Wednesday  | Thursday   | Friday   | Saturday  |
|--|---|--|--|--|--|---|
| When you brush your teeth today, only use a pea size amount of toothpaste! | Make your bed before you come to the breakfast table today. | Choose a special after dinner treat. Can you wait that long? | Today is chore day. Can you do all the chores your mom/dad tells you to do without stopping to play? Wow that would mean you have self-discipline! | Color a color sheet and work really hard to stay in the lines. | Help mom/dad cook a meal. Have self discipline in measuring out the ingredients. | Come up with five things that start with the letter "S" like self-discipline. |

"Discipline, to be sure, is never pleasant; at times it seems painful, but afterward those who have been trained by it reap the harvest of a peaceful and upright life."

Christian Faith

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Christian Faith

# Service

**Service:** giving to others and wanting to make their life better; looking for ways to be of help; doing your best job because you care

| Sunday  | Monday                         | Tuesday               | Wednesday                           | Thursday  | Friday  | Saturday   |
|---|--------------------------------|-----------------------|-------------------------------------|---|---|--|
| Donate your puzzles and toys to a day care, nursing home or school. | Make up a cheer about service. | Feed the birds today. | Get the mail for your family today. | Take your old books and donate them to the local library. | Take cookies or brownies to your local fire stations. | Trace your hands on a piece of paper. Name different ways we can be of service with our hands? |

"Devote thyself to My service, do all thine acts for My sake, and thou shalt attain the goal."

Hindu Faith

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Hindu Faith

# Steadfastness

**Steadfastness:** getting something done no matter how long it takes and no matter what happens; being dependable and knowing exactly what you need to do

| Sunday  | Monday   | Tuesday  | Wednesday   | Thursday   | Friday   | Saturday                                   |
|---|--|--|---|--|--|--|
| See how long you can balance a book on your head. | Brush your teeth for two minutes. Use a timer. | Blow a cotton ball down the hall with a straw. Challenge a friend. | Get out the arts and crafts things and draw a picture and do you very, very best. Take your time; be steadfast! | Go to the library and check out a book about steadfastness. Ask your librarian for help. | Hide all the letters around the house. Be steadfast and be sure you find all 13 letters! | Find the word steadfast in the dictionary. |

"My heart is steadfast, O God, my heart is steadfast."

Jewish Faith

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Jewish Faith

# Tact

**Tact:** telling the truth in a way that does not hurt someone's feelings; thinking before you speak; knowing what to say and what not to say

| Sunday   | Monday  | Tuesday   | Wednesday  | Thursday   | Friday  | Saturday   |
|--|---|---|--|--|---|--|
| If a friend asks you if you like their shirt, and you don't, how can you answer them without hurting their feelings? | Make tact awards to give to family and friends you catch in the act of committing the virtue of tact. | Pretend you are given a gift of something you already own. How can you handle this tactfully. | Write the word "tact" with something fun like finger-paint or shaving cream. | Think of words that begin with the letters in the word "tact". | What's a tactful way of telling your mom/dad that you didn't like dinner. | What would tact look like if you were really mad at someone. |

"A soft answer turns away wrath, but a grievous word stirs up anger."

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Jewish Faith

# Thankfulness

**Thankfulness:** being happy for what you have and glad when special things happen that you did not know were going to happen; seeing the good in all that God has created; seeing life as a gift even when things get hard or painful

| Sunday                                     | Monday  | Tuesday   | Wednesday  | Thursday   | Friday                                   | Saturday  |
|--|---|---|--|--|--|---|
| Finish this sentence: I am thankful for... | Have everyone at the dinner table take turns saying what they are thankful for. | Cut out pictures from magazines of things you are thankful for. Make a collage. | When you say your prayers tonight be sure and thank God for all the things you are thankful for. | Remember to say thank you today to everyone who does something nice for you! | Make up a story about a Thankful Turkey. | Write the word "Thankful" on a piece of paper and decorate it. Cut it out into large pieces to make a puzzle. |

"What is to come is better for you than what has gone before: For your Lord will certainly give you, and you will be content... Keep recounting the favors of your Lord ..."  
Islamic Faith

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Islamic Faith

# Tolerance

**Tolerance:** being okay with things you wish were different and not getting upset about it;  
not expecting others to be just like you, but being glad for the differences;  
showing patience and forgiveness when someone makes a mistake

| Sunday                                | Monday   | Tuesday   | Wednesday                               | Thursday  | Friday  | Saturday   |
|---------------------------------------|--|---|---|---|---|--|
| Read a book about Martin Luther King. | Hold an ice cube in your hand. How long can you tolerate the cold. | Go to the library and check out a book about a different country. | Try food from a new culture for dinner. | Try tying your shoes a different way today-make the loop on the other side first. | Sometimes your brother, sister or friend may keep bugging you and you can't tolerate it. What is a good choice to get them to stop? | What would tolerance look like if you are on a long trip in the car? |

"Be tolerant with one another and forgiving, if any of you has cause for complaint:  
you must forgive as the Lord forgave you."  
Christian Faith

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| Sunday                                | Monday   | Tuesday   | Wednesday                               | Thursday  | Friday  | Saturday   |
|---------------------------------------|--|---|---|---|---|--|
| Read a book about Martin Luther King. | Hold an ice cube in your hand. How long can you tolerate the cold. | Go to the library and check out a book about a different country. | Try food from a new culture for dinner. | Try tying your shoes a different way today-make the loop on the other side first. | Sometimes your brother, sister or friend may keep bugging you and you can't tolerate it. What is a good choice to get them to stop? | What would tolerance look like if you are on a long trip in the car? |

"Be tolerant with one another and forgiving, if any of you has cause for complaint:  
you must forgive as the Lord forgave you."  
Christian Faith

# Trust

**Trust:** believing in someone or something; being sure the right thing will happen on its own; having faith and trusting that God is always with you; knowing there is something to learn from life even in hard times

| Sunday  | Monday  | Tuesday  | Wednesday  | Thursday   | Friday                                  | Saturday   |
|---|---|--|--|--|---|--|
| Help make green eggs for breakfast. Tell your family that they will have to trust you that the eggs will taste the same as they usually do. | Stand in front of your parent and close your eyes. Now, fall backward and trust that they will catch you! | Play blind man's bluff. You have to trust that everyone else won't leave the room while you are blindfolded. | Let your brother, sister or friend borrow your favorite toy and return it by Saturday. | Using glue and popcorn kernels or beans, write out the word "Trust". | Name some people you can trust and why. | If you lent your favorite toy to a friend and they returned it to you broken, would you be able to trust them? Why or why not? |

"Trust in the Lord and he will guide you aright. One who has this trust need fear nothing. He can be at perfect peace and happiness, for he will be guided aright."

Buddhist Faith

# Trust

**Trust:** believing in someone or something; being sure the right thing will happen on its own; having faith and trusting that God is always with you; knowing there is something to learn from life even in hard times

| Sunday  | Monday  | Tuesday  | Wednesday  | Thursday   | Friday                                  | Saturday   |
|---|---|--|--|--|---|--|
| Help make green eggs for breakfast. Tell your family that they will have to trust you that the eggs will taste the same as they usually do. | Stand in front of your parent and close your eyes. Now, fall backward and trust that they will catch you! | Play blind man's bluff. You have to trust that everyone else won't leave the room while you are blindfolded. | Let your brother, sister or friend borrow your favorite toy and return it by Saturday. | Using glue and popcorn kernels or beans, write out the word "Trust". | Name some people you can trust and why. | If you lent your favorite toy to a friend and they returned it to you broken, would you be able to trust them? Why or why not? |

"Trust in the Lord and he will guide you aright. One who has this trust need fear nothing. He can be at perfect peace and happiness, for he will be guided aright."

Buddhist Faith

# Trustworthiness

**Trustworthiness:** being trusted to keep your promises no matter what; finishing a job and doing your best even if it becomes hard; practicing truthfulness and determination

| Sunday   | Monday  | Tuesday  | Wednesday   | Thursday  | Friday                          | Saturday   |
|--|---|--|---|---|---------------------------------|--|
| Recall the story of "The Boy who Cried Wolf"; what happened when the other people realized he was not trustworthy? | Make a special card or picture for someone you trust. | What are some ways you can be trustworthy? Make a list and hang it in your room to remind yourself each day. | Cut out the letters of the word "Trustworthiness" from a newspaper or magazine. | Try to go the entire day saying only things that are 100% honest. You are practicing trustworthiness. | Play hide and seek. Don't peek. | Read a story about trustworthiness! Your librarian can help you pick a book. |

"When you make a vow to God, do not delay to fulfill it. For He has no pleasure in fools; what you vow, fulfill. It is better not to vow at all than to vow and not fulfill."  
Jewish Faith

# Trustworthiness

**Trustworthiness:** being trusted to keep your promises no matter what; finishing a job and doing your best even if it becomes hard; practicing truthfulness and determination

| Sunday   | Monday  | Tuesday  | Wednesday   | Thursday  | Friday                          | Saturday   |
|--|---|--|---|---|---------------------------------|--|
| Recall the story of "The Boy who Cried Wolf"; what happened when the other people realized he was not trustworthy? | Make a special card or picture for someone you trust. | What are some ways you can be trustworthy? Make a list and hang it in your room to remind yourself each day. | Cut out the letters of the word "Trustworthiness" from a newspaper or magazine. | Try to go the entire day saying only things that are 100% honest. You are practicing trustworthiness. | Play hide and seek. Don't peek. | Read a story about trustworthiness! Your librarian can help you pick a book. |

"When you make a vow to God, do not delay to fulfill it. For He has no pleasure in fools; what you vow, fulfill. It is better not to vow at all than to vow and not fulfill."  
Jewish Faith

# Truthfulness

**Truthfulness:** being true to your words and the things you do; showing people who you are; knowing the difference between what is real and pretend

| Sunday  | Monday  | Tuesday                                  | Wednesday   | Thursday  | Friday   | Saturday  |
|---|---|--|---|---|--|---|
| Play "I Spy". Be truthful if someone guesses your object. | Make truthfulness awards to give to family and friends you see practicing the virtue. | Make up a story about telling the truth. | Write the word "Truthfulness" with glue. Sprinkle with glitter. (Or use glitter glue) For younger ones adults write the word and they trace it with glue. | On 3 index cards write "Truth", "ful", "ness". Mix them up and have children put them in order. | Play the true or false game. Say something like "Pigs fly." Ask is this true or false. Take turns. | How many letters or syllables are in the word truthfulness. |

"Then have done with falsehood and speak the truth to each other,  
for we belong to one another as parts of one body."

Christian Faith

# Truthfulness

**Truthfulness:** being true to your words and the things you do; showing people who you are; knowing the difference between what is real and pretend

| Sunday  | Monday  | Tuesday                                  | Wednesday   | Thursday  | Friday   | Saturday  |
|---|---|--|---|---|--|---|
| Play "I Spy". Be truthful if someone guesses your object. | Make truthfulness awards to give to family and friends you see practicing the virtue. | Make up a story about telling the truth. | Write the word "Truthfulness" with glue. Sprinkle with glitter. (Or use glitter glue) For younger ones adults write the word and they trace it with glue. | On 3 index cards write "Truth", "ful", "ness". Mix them up and have children put them in order. | Play the true or false game. Say something like "Pigs fly." Ask is this true or false. Take turns. | How many letters or syllables are in the word truthfulness. |

"Then have done with falsehood and speak the truth to each other,  
for we belong to one another as parts of one body."

Christian Faith

# Unity

**Unity:** seeing everything as part of what God has made; feeling you are a part of everything and everyone; working with others peacefully; respecting the differences of other's

| Sunday   | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  | Saturday  |
|--|---|---|---|---|---|---|
| Draw a rainbow with your child. Talk about how the unity of the colors together makes the rainbow beautiful. | Practice sock unity! Mismatch your socks today. Just like people, socks may be different colors, but they are all part of one race - the sock race! | Learn the word "unity" in a different language. | Attend a sports event or watch one on TV. How is the team practicing unity? | String colored pasta to make unity necklaces. Give them to friends. | Listen to classical music. How many instruments can you hear in one song? | Point to and name body parts. How do they work together in unity? |

"He who experiences the unity of life, sees his own Self in all beings, and all beings in his own Self, and looks on everything with an impartial eye."

Hindu Faith

# Unity

**Unity:** seeing everything as part of what God has made; feeling you are a part of everything and everyone; working with others peacefully; respecting the differences of other's

| Sunday   | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  | Saturday  |
|--|---|---|---|---|---|---|
| Draw a rainbow with your child. Talk about how the unity of the colors together makes the rainbow beautiful. | Practice sock unity! Mismatch your socks today. Just like people, socks may be different colors, but they are all part of one race - the sock race! | Learn the word "unity" in a different language. | Attend a sports event or watch one on TV. How is the team practicing unity? | String colored pasta to make unity necklaces. Give them to friends. | Listen to classical music. How many instruments can you hear in one song? | Point to and name body parts. How do they work together in unity? |

"He who experiences the unity of life, sees his own Self in all beings, and all beings in his own Self, and looks on everything with an impartial eye."

Hindu Faith

| <b>Music &amp; Movement Index by Virtue</b> |               |                                    |                   |                    |  |
|---|---------------|------------------------------------|-------------------|--------------------|--|
|   | <b>Grid</b>   |                                    |                   |                    |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                       | <b>Artist</b>     | <b>Source/CD</b>   | <b>Recording Company</b>                                 |
| <b>Assertiveness</b>                        |               |                                    |                   |                    |  |
| Assertiveness                               | X             | Assertiveness                      | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Assertiveness                               | X             | Assertiveness                      |                   | Character Classics | The Legacy Company, Dallas, TX                           |
| Assertiveness                               |               | Can You Be a Sunbeam?              |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Assertiveness                               | X             | Say Hi                             | Red Grammer       | Hello World        | Smilin' Atcha Music, Inc.Red Notes Records               |
| <b>Caring</b>                               |               |                                    |                   |                    |  |
| Caring                                      | X             | All Better!                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      |               | Be Kind to All God's Creatures     |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      | X             | Caring                             | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Caring                                      |               | Go To Bed Early                    |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      |               | I Love Little Pussy/Kitty          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      |               | I'll Be a Doctor                   |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      |               | Spin, Children, Spin               |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      |               | The Golden Rule                    |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Caring                                      | X             | Together Time                      | Red Grammer       | Hello World        | Smilin' Atcha Music, Inc.Red Notes Records               |
| Caring                                      |               | Uncle Joe Is Very Sick (with game) |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Cleanliness</b>                          |               |                                    |                   |                    |  |
| Cleanliness                                 | X             | Brushing Your Teeth                | Rafi              |                    |  |
| Cleanliness                                 | X             | Cleanliness                        | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Cleanliness                                 | X             | This is the Way I Wash My Face     |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Compassion</b>                           |               |                                    |                   |                    |  |
| Compassion                                  |               | All Better!                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Compassion                                  |               | Carry On!                          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Compassion                                  | X             | Compassion                         | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Compassion                                  | X             | Spin, Children, Spin               |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Compassion                                  |               | The Golden Rule                    |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                       |                   |                    |  |
|---|---------------|---------------------------------------|-------------------|--------------------|--|
|   | <b>Grid</b>   |                                       |                   |                    |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                          | <b>Artist</b>     | <b>Source/CD</b>   | <b>Recording Company</b>                                 |
| Compassion                                  | X             | Uncle Joe Is Very Sick (with game)    |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Confidence</b>                           |               |                                       |                   |                    |  |
| Confidence                                  |               | Baby Dear                             |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | Can You Be a Sunbeam?                 |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | Come, Let Us Be Joyful                |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  | X             | Confidence                            | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Confidence                                  |               | God Bless Me                          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | God Watches Over Us                   |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | God's Gifts                           |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | He Loves Me, Too!                     |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  | X             | He's Got the Whole World in His Hands |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  | X             | High Hopes                            |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | Praise Him, Praise Him                |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | Summer Rain                           |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Confidence                                  |               | Who Will Try?                         |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Consideration</b>                        |               |                                       |                   |                    |  |
| Consideration                               | X             | All Better!                           |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Consideration                               | X             | Consider Yourself                     |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Consideration                               | X             | Consideration                         | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Consideration                               |               | The Golden Rule                       |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Courage</b>                              |               |                                       |                   |                    |  |
| Courage                                     |               | Baby Dear                             |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     |               | Can You Be a Sunbeam?                 |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     |               | Carry On!                             |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     | X             | Courage                               | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Courage                                     | X             | Courage                               |                   | Character Classics | The Legacy Company, Dallas, TX                           |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                       |                   |                  |  |
|---|---------------|---------------------------------------|-------------------|------------------|--|
|   | <b>Grid</b>   |                                       |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                          | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Courage                                     |               | Eensy Weensy Spider- variations 1 & 2 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     |               | Firefighters                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     |               | Leaves' Journey, The                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     | X             | Ten Little Monsters                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courage                                     |               | Try, Try Again                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Courtesy</b>                             |               |                                       |                   |                  |  |
| Courtesy                                    | X             | Courtesy                              | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Courtesy                                    | X             | God's Little Garden                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Courtesy                                    | X             | The Golden Rule                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Creativity</b>                           |               |                                       |                   |                  |  |
| Creativity                                  | X             | Creativity                            | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Creativity                                  | X             | Can You Be a Sunbeam?                 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Creativity                                  | X             | If All the Raindrops (version 2)      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Creativity                                  |               | My Cracker Zoo                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Detachment</b>                           |               |                                       |                   |                  |  |
| Detachment                                  | X             | Chase It Away                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Detachment                                  | X             | Detachment                            | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Detachment                                  | X             | Somebody                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Detachment                                  |               | This World is What We Make It         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Determination</b>                        |               |                                       |                   |                  |  |
| Determination                               | X             | Betty Botter                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Determination                               |               | Carry On!                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Determination                               | X             | Determination                         | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Determination                               |               | Eensy Weensy Spider- variations 1 & 2 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Determination                               |               | Four-Leaf Clover                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                       |                   |                  |  |
|---|---------------|---------------------------------------|-------------------|------------------|--|
|   | <b>Grid</b>   |                                       |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                          | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Determination                               | X             | High Hopes                            |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Determination                               |               | Never To Be Late                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Determination                               |               | Try, Try Again                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Enthusiasm</b>                           |               |                                       |                   |                  |  |
| Enthusiasm                                  | X             | Clap, Clap, Partner                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Enthusiasm                                  | X             | Enthusiasm                            | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Enthusiasm                                  | X             | I Love the Sun                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Excellence</b>                           |               |                                       |                   |                  |  |
| Excellence                                  | X             | Betty Botter                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Excellence                                  | X             | Excellence                            | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Excellence                                  |               | Never To Be Late                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Excellence                                  | X             | Three Little Pigs, The                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Faithfulness</b>                         |               |                                       |                   |                  |  |
| Faithfulness                                | X             | Baby Dear                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                | X             | Faithfulness                          | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Faithfulness                                |               | Friends Are Special                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | God Bless Me                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | God Is Love                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | God Watches Over Us                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | God's Gifts                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | He Loves Me, Too!                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | He's Got the Whole World in His Hands |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | Love Remains the Same                 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                | X             | My Aunt Came Back                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | Praise Him, Praise Him                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Faithfulness                                |               | Spin, Children, Spin                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                       |                   |                  |  |
|---|---------------|---------------------------------------|-------------------|------------------|--|
|   |               |                                       |                   |                  |  |
|   | <b>Grid</b>   |                                       |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                          | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Faithfulness                                |               | Summer Rain                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Flexibility</b>                          |               |                                       |                   |                  |  |
| Flexibility                                 |               | Carry On!                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 |               | Eensy Weensy Spider- variations 1 & 2 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 | X             | Ever-Grumbling Joe                    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 | X             | Flexibility                           | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Flexibility                                 |               | Let Laughter Be Your Song             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 |               | Let's Move!                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 |               | Looby Loo                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 | X             | My Cracker Zoo                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 |               | Somebody                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Flexibility                                 |               | Try, Try Again                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Forgiveness</b>                          |               |                                       |                   |                  |  |
| Forgiveness                                 | X             | Forgiveness                           | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Forgiveness                                 | X             | God Bless Me                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Forgiveness                                 | X             | I Want You to Listen                  | Red Grammer       | Hello World      | Smilin' Atcha Music, Inc.Red Notes Records               |
| <b>Friendliness</b>                         |               |                                       |                   |                  |  |
| Friendliness                                |               | Clap, Clap, Partner                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Friendliness                                |               | Dear Old Pals                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Friendliness                                | X             | Friendliness                          | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Friendliness                                | X             | Friends Are Special                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Friendliness                                | X             | Friendship                            |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Friendliness                                |               | I Went Out To the Country             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Friendliness                                |               | Somebody                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Generosity</b>                           |               |                                       |                   |                  |  |
| Generosity                                  | X             | Generosity                            | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                    |                   |                    |   |
|---|---------------|------------------------------------|-------------------|--------------------|---|
|   | <b>Grid</b>   |                                    |                   |                    |   |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                       | <b>Artist</b>     | <b>Source/CD</b>   | <b>Recording Company</b>  |
| Generosity                                  | X             | Spin, Children, Spin               |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Generosity                                  | X             | Sharing Song, The                  |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Generosity                                  |               | Uncle Joe Is Very Sick (with game) |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Gentleness</b>                           |               |                                    |                   |                    |   |
| Gentleness                                  | X             | All Better!                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Gentleness                                  | X             | Gentleness                         | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Gentleness                                  | X             | I Love Little Pussy/Kitty          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Helpfulness</b>                          |               |                                    |                   |                    |   |
| Helpfulness                                 |               | All Better!                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Helpfulness                                 |               | Firefighters                       |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Helpfulness                                 |               | Go To Bed Early                    |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Helpfulness                                 | X             | Helpfulness                        | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Helpfulness                                 | X             | Old McDonald                       |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Helpfulness                                 |               | Spin, Children, Spin               |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Helpfulness                                 | X             | The Chicken Dance                  |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Honesty</b>                              |               |                                    |                   |                    |   |
| Honesty                                     | X             | Fess Up When You Mess Up Blues     |                   | Kids for Character | <a href="http://www.charactercounts.org/kfcvideo.htm">http://www.charactercounts.org/kfcvideo.htm</a> |
| Honesty                                     | X             | Honesty                            | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Honesty                                     | X             | Honesty                            |                   | Character Classics | The Legacy Company, Dallas, TX  |
| <b>Honor</b>                                |               |                                    |                   |                    |   |
| Honor                                       | X             | Honor                              | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Honor                                       | X             | Honor                              |                   | Character Classics | The Legacy Company, Dallas, TX  |
| Honor                                       | X             | Keep Your Light Shining            |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Honor                                       |               | Somebody                           |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Honor                                       |               | Spin, Children, Spin               |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Honor                                       |               | The Golden Rule                    |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |

| <b>Music &amp; Movement Index by Virtue</b> |               |   |                   |                  |  |
|---|---------------|---|-------------------|------------------|--|
|   | <b>Grid</b>   |   |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                                | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| <b>Humility</b>                             |               |   |                   |                  |  |
| Humility                                    | X             | Be Kind to All God's Creatures              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Humility                                    | X             | Humility                                    | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Humility                                    | X             | Violet, The                                 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Idealism</b>                             |               |   |                   |                  |  |
| Idealism                                    |               | Come, Let Us Be Joyful                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Idealism                                    |               | Four-Leaf Clover                            |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Idealism                                    | X             | Idealism                                    | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Idealism                                    |               | I'll Be a Doctor                            |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Idealism                                    | X             | Little By Little                            |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Idealism                                    | X             | This World is What We Make It               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Idealism                                    |               | Who Will Try?                               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Joyfulness</b>                           |               |   |                   |                  |  |
| Joyfulness                                  |               | Clap, Clap, Partner                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  | X             | Come, Let Us Be Joyful                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  | X             | Funiculi, Funicula                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  |               | I Love the Sun                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  | X             | If You're Happy and You Know It (version 1) |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  |               | Joyfulness                                  | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Joyfulness                                  |               | Let Laughter Be Your Song                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  |               | Spin, Children, Spin                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  |               | This World is What We Make It               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Joyfulness                                  |               | When the Band Begins to Play                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Justice</b>                              |               |   |                   |                  |  |
| Justice                                     | X             | Justice                                     | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Justice                                     | X             | Little Bunny Foo Foo                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                       |                   |                  |  |
|---|---------------|---------------------------------------|-------------------|------------------|--|
|   | <b>Grid</b>   |                                       |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                          | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Justice                                     | X             | The Golden Rule                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Kindness</b>                             |               |                                       |                   |                  |  |
| Kindness                                    |               | All Better!                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    | X             | Be Kind to All God's Creatures        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    | X             | Geography Song                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    |               | God's Little Garden                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    |               | I Love Little Pussy/Kitty             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    | X             | Kindness                              | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Kindness                                    |               | Somebody                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    |               | Spin, Children, Spin                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    |               | The Golden Rule                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Kindness                                    |               | Uncle Joe Is Very Sick (with game)    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Love</b>                                 |               |                                       |                   |                  |  |
| Love  |               | Baby Dear                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  | X             | But I Love You                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  |               | Friends Are Special                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  |               | God Is Love                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  |               | He Loves Me, Too!                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  |               | He's Got the Whole World in His Hands |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  |               | I Love the Sun                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  | X             | Love                                  | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Love  |               | Praise Him, Praise Him                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  | X             | Tell Me Why                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Love  |               | The Golden Rule                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Loyalty</b>                              |               |                                       |                   |                  |  |
| Loyalty                                     | X             | Dear Old Pals                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |   |                   |                  |  |
|---|---------------|---|-------------------|------------------|--|
|   | <b>Grid</b>   |   |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                              | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Loyalty                                     |               | Friends Are Special                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Loyalty                                     | X             | Love Remains the Same                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Loyalty                                     | X             | Loyalty                                   | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Loyalty                                     |               | Spin, Children, Spin                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Mercy</b>                                |               |   |                   |                  |  |
| Mercy                                       | X             | Mercy                                     | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Mercy                                       | X             | Peanut Butter and Jelly                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Mercy                                       | X             | Who Will Try?                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Moderation</b>                           |               |   |                   |                  |  |
| Moderation                                  | X             | Follow the Leader                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Moderation                                  | X             | Moderation                                | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Moderation                                  | X             | There Was an Old Lady Who Swallowed a Fly |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Modesty</b>                              |               |   |                   |                  |  |
| Modesty                                     | X             | Elephant, The                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Modesty                                     | X             | Modesty                                   | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Modesty                                     | X             | Violet, The                               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Obedience</b>                            |               |   |                   |                  |  |
| Obedience                                   |               | Can You Be a Sunbeam?                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Obedience                                   |               | Can You Dance Hulla-Baloney?              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Obedience                                   | X             | Can You Roll Your Hands?                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Obedience                                   | X             | Clap Your Hands                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Obedience                                   |               | Follow the Leader                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Obedience                                   | X             | Obedience                                 | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Obedience                                   |               | Over in the Meadow                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Obedience                                   |               | Spin, Children, Spin                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Orderliness</b>                          |               |   |                   |                  |  |

| <b>Music &amp; Movement Index by Virtue</b> |               |   |                   |                  |  |
|---|---------------|---|-------------------|------------------|--|
|   | <b>Grid</b>   |   |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                              | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Orderliness                                 |               | In the Garden                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Orderliness                                 |               | Let's Move!                               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Orderliness                                 |               | Looby Loo                                 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Orderliness                                 | X             | Orderliness                               | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Orderliness                                 | X             | Pancakes                                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Orderliness                                 |               | Peanut Butter and Jelly                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Orderliness                                 | X             | There Was an Old Lady Who Swallowed a Fly |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Patience</b>                             |               |   |                   |                  |  |
| Patience                                    | X             | Grey Owl                                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Patience                                    |               | In the Garden                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Patience                                    | X             | Patience                                  | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Patience                                    | X             | Splish Splash I was Taking a Bath         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Peacefulness</b>                         |               |   |                   |                  |  |
| Peacefulness                                |               | Baby Dear                                 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | God Is Love                               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | God Watches Over Us                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | God's Gifts                               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | God's Little Garden                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                | X             | Hands Are Made For Working                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | He Loves Me, Too!                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | He's Got the Whole World in His Hands     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                | X             | Listen                                    | Red Grammer       | Hello World      | Smilin' Atcha Music, Inc.Red Notes Records               |
| Peacefulness                                |               | Peacefulness                              | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Peacefulness                                |               | Praise Him, Praise Him                    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | Somebody                                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Peacefulness                                |               | The Golden Rule                           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |   |                   |                    |   |
|---|---------------|---|-------------------|--------------------|---|
| <b>Grid</b>                                 |               |   |                   |                    |   |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                            | <b>Artist</b>     | <b>Source/CD</b>   | <b>Recording Company</b>  |
| Peacefulness                                | X             | Use a Word                              | Red Grammer       | Hello World        | Smilin' Atcha Music, Inc.Red Notes Records  |
| <b>Prayerfulness</b>                        |               |   |                   |                    |   |
| Prayerfulness                               | X             | God Bless Me                            |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Prayerfulness                               |               | Praise Him, Praise Him                  |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Prayerfulness                               | X             | Prayerfulness                           | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Prayerfulness                               | X             | Thank You, Lord (God), For This New Day |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Purposefulness</b>                       |               |   |                   |                    |   |
| Purposefulness                              |               | Betty Botter                            |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              | X             | Eensy Weensy Spider- variations 1 & 2   |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              | X             | Four-Leaf Clover                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              |               | Keep Your Light Shining                 |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              |               | Little By Little                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              |               | Never To Be Late                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              |               | Pancakes                                |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Purposefulness                              | X             | Purposefulness                          | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Purposefulness                              |               | Try, Try Again                          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Reliability</b>                          |               |   |                   |                    |   |
| Reliability                                 | X             | Friends Are Special                     |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reliability                                 | X             | I Went Out To the Country               |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reliability                                 | X             | Never To Be Late                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reliability                                 |               | Reliability                             | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| <b>Respect</b>                              |               |   |                   |                    |   |
| Respect                                     |               | Be Kind to All God's Creatures          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Respect                                     | X             | Courage                                 |                   | Kids for Character | <a href="http://www.charactercounts.org/kfcvideo.htm">http://www.charactercounts.org/kfcvideo.htm</a> |
| Respect                                     | X             | Courage                                 |                   | Character Classics | The Legacy Company, Dallas, TX  |

| <b>Music &amp; Movement Index by Virtue</b> |               |   |                   |                    |   |
|---|---------------|---|-------------------|--------------------|---|
|   | <b>Grid</b>   |   |                   |                    |   |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                            | <b>Artist</b>     | <b>Source/CD</b>   | <b>Recording Company</b>  |
| Respect                                     |               | Over in the Meadow                      |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Respect                                     | X             | Respect                                 | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Respect                                     |               | The Golden Rule                         |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Responsibility</b>                       |               |   |                   |                    |   |
| Responsibility                              | X             | Eensy Weensy Spider- variations 1 & 2   |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Responsibility                              | X             | Never To Be Late                        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Responsibility                              | X             | Responsibility                          | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| <b>Reverence</b>                            |               |   |                   |                    |   |
| Reverence                                   |               | Be Kind to All God's Creatures          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | Geography Song                          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | God Bless Me                            |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   | X             | God Is Love                             |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | God Watches Over Us                     |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | God's Gifts                             |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   | X             | Grey Owl                                |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | He Loves Me, Too!                       |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | He's Got the Whole World in His Hands   |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | I Love the Sun                          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | Keep Your Light Shining                 |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   |               | Praise Him, Praise Him                  |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Reverence                                   | X             | Reverence                               | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record   |
| Reverence                                   |               | Thank You, Lord (God), For This New Day |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| <b>Self-Discipline</b>                      |               |   |                   |                    |   |
| Self-Discipline                             |               | Chase It Away                           |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a>  |
| Self-Discipline                             | X             | Conscience                              |                   | Kids for Character | <a href="http://www.charactercounts.org/kfcvideo.htm">http://www.charactercounts.org/kfcvideo.htm</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                       |                   |                  |  |
|---|---------------|---------------------------------------|-------------------|------------------|--|
|   |               |                                       |                   |                  |  |
|   | <b>Grid</b>   |                                       |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                          | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Self-Discipline                             |               | Follow the Leader                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             |               | Go To Bed Early                       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             |               | Grey Owl                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             |               | Hands Are Made For Working            |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             | X             | John Jacob Jingleheimer Schmidt       |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             |               | Never To Be Late                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             | X             | Over in the Meadow                    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Self-Discipline                             |               | Self-Discipline                       | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Self-Discipline                             |               | Somebody                              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Service</b>                              |               |                                       |                   |                  |  |
| Service                                     |               | Firefighters                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Service                                     |               | God's Little Garden                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Service                                     | X             | I'll Be a Doctor                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Service                                     |               | Little By Little                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Service                                     | X             | Service                               | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Service                                     | X             | Uncle Joe Is Very Sick (with game)    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Steadfastness</b>                        |               |                                       |                   |                  |  |
| Steadfastness                               |               | Betty Botter                          |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               | X             | Carry On!                             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               |               | Dear Old Pals                         |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               | X             | Eensy Weensy Spider- variations 1 & 2 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               |               | Four-Leaf Clover                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               |               | Keep Your Light Shining               |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               |               | Love Remains the Same                 |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               |               | Praise Him, Praise Him                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Steadfastness                               |               | Spin, Children, Spin                  |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                                  |                   |                  |  |
|---|---------------|----------------------------------|-------------------|------------------|--|
|   | <b>Grid</b>   |                                  |                   |                  |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                     | <b>Artist</b>     | <b>Source/CD</b> | <b>Recording Company</b>                                 |
| Steadfastness                               |               | Steadfastness                    | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Steadfastness                               | X             | We'll All Join in the Circle     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Tact</b>                                 |               |                                  |                   |                  |  |
| Tact  | X             | virtue related words or virtues) |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Tact  | X             | Tact                             | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Tact  | X             | Use a Word                       | Red Grammer       | Hello World      | Smilin' Atcha Music, Inc.Red Notes Records               |
| <b>Thankfulness</b>                         |               |                                  |                   |                  |  |
| Thankfulness                                | X             | Firefighters                     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Thankfulness                                | X             | God's Gifts                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Thankfulness                                |               | I Love the Sun                   |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Thankfulness                                |               | Praise Him, Praise Him           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Thankfulness                                | X             | Thankfulness                     | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Thankfulness                                |               | Who Will Try?                    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Tolerance</b>                            |               |                                  |                   |                  |  |
| Tolerance                                   | X             | Tolerance                        | Russell, Jennifer | The Virtues CD   | icka music/A Division of Sugarbone Record                |
| Tolerance                                   | X             | Use a Word                       | Red Grammer       | Hello World      | Smilin' Atcha Music, Inc.Red Notes Records               |
| Tolerance                                   | X             | We'll All Join in the Circle     |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Trust</b>                                |               |                                  |                   |                  |  |
| Trust                                       |               | Baby Dear                        |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       |               | Come, Let Us Be Joyful           |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       |               | Dear Old Pals                    |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       |               | God Is Love                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       | X             | God Watches Over Us              |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       |               | God's Gifts                      |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       |               | He Loves Me, Too!                |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       | X             | Leaves' Journey, The             |                   | Kididdles        | <a href="http://www.kididdles.com">www.kididdles.com</a> |

| <b>Music &amp; Movement Index by Virtue</b> |               |                              |                   |                    |  |
|---|---------------|------------------------------|-------------------|--------------------|--|
|   | <b>Grid</b>   |                              |                   |                    |  |
| <b>Virtue</b>                               | <b>Virtue</b> | <b>Title</b>                 | <b>Artist</b>     | <b>Source/CD</b>   | <b>Recording Company</b>                                 |
| Trust                                       |               | Praise Him, Praise Him       |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       | X             | Summer Rain                  |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trust                                       |               | Trust                        | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Trust                                       |               | Who Will Try?                |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| <b>Trustworthine</b>                        |               |                              |                   |                    |  |
| Trustworthiness                             | X             | The Golden Rule              |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trustworthiness                             | X             | Love Remains the Same        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Trustworthiness                             | X             | Trustworthiness              | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| <b>Truthfulness</b>                         |               |                              |                   |                    |  |
| Truthfulness                                |               | Love Remains the Same        |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Truthfulness                                | X             | Spin, Children, Spin         |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Truthfulness                                | X             | Truthfulness                 | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Truthfulness                                | X             | Truthfulness                 |                   | Character Classics | The Legacy Company, Dallas, TX                           |
| <b>Unity</b>                                |               |                              |                   |                    |  |
| Unity                                       | X             | Can You Dance Hulla-Baloney? |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Unity                                       | X             | Clap, Clap, Partner          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Unity                                       | X             | Friends Are Special          |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |
| Unity                                       |               | Unity                        | Russell, Jennifer | The Virtues CD     | icka music/A Division of Sugarbone Record                |
| Unity                                       |               | We'll All Join in the Circle |                   | Kididdles          | <a href="http://www.kididdles.com">www.kididdles.com</a> |

## **GREETINGS SONG**

Greetings to you all.

We say welcome, welcome to all people.

Greetings to you all.

Oh you people gathered here

Greetings to you all.

## **FAREWELL SONG**

Farewell to you all.

We say farewell, farewell to all people.

Farewell to you all.

Oh you people gathered here

Farewell to you all.

## VIRTUE SONGS

**All Better!** (*Caring: compassion, consideration, gentleness, helpfulness, kindness*)

Words and Music By: Eleanor Smith

Pat him\* , kiss him,  
Stroke him, bless him;  
Three days sunshine,  
Three days rain.  
Pat him, kiss him,  
Stroke him, bless him;  
Little boy\* \*  
All well again.

\* or 'her'

\* \* or 'girl'

**Baby Dear** (*Confidence: courage, faithfulness, love, peacefulness, trust*)

Words and Music By: Myles Birket Foster

The sun's fading out of sight,  
Baby dear, Baby dear;  
But I'll be close by all night,  
So do not fear.  
Within your little room,  
Shadows creep,  
The shadows creep,  
But love watches over thee,  
Love watches over thee.  
Sleep!  
Do not fear;  
Sleep,  
Baby dear!

When shadows of darkness fall,  
Through the night, through the night;  
God's arms wrap around us all,  
We're safe tonight.  
The light may seem to fade;  
Shadows creep,  
The shadows creep,  
Still God watches over thee,

God watches over thee.  
Sleep!  
Do not fear;  
Sleep,  
God is near.

**Be Kind to All God's Creatures** (*Kindness: caring, respect, reverence*)

Words By: James Rowe

Music By: Thoro Harris

Be kind to all God's creatures,  
It's what He asks of you.  
To make their lives more pleasant,  
Do all that you can do.  
Whenever they may come for  
Protection or for food,  
Do what you can to help them,  
And spread a little good.  
Be kind to all God's creatures,  
It's what He asks of you.  
Remember that love sent out  
Will come right back to you!

Be kind to all God's creatures,  
Remembering that He  
Who made you also made  
All the butterflies and bees.  
And if the falling sparrow,  
So tenderly He heeds,  
He surely will reward you,  
For all your loving deeds.  
Be kind to all God's creatures,  
It's what He asks of you.  
Remember that love sent out  
Will come right back to you!

Be kind to all God's creatures,  
It's what He asks of you.  
To make their lives more pleasant,  
Do all that you can do.  
Take pity on God's creatures,  
Show tenderness and love;  
Then there will be much treasure  
Awaiting you above.  
Be kind to all God's creatures,

It's what He asks of you.  
Remember that love sent out  
Will come right back to you!

**Betty Botter** (*Determination: excellence, purposefulness, steadfastness*)  
Mother Goose Nursery Rhyme

Betty Botter bought some butter,  
"But," she said, "the butter's bitter;  
If I put it in my batter,  
It will make my batter bitter;  
But a bit of better butter,  
That would make my batter better."

So she bought a bit of butter,  
Better than her bitter butter,  
And she put it in her batter,  
And the batter was not bitter;  
So 'twas better Betty Botter  
Bought a bit of better butter.  
But I Love You  
(Love Song for Mama) (Love)  
The buzzing bees love the clover patch,  
The flowers, they love the dew,  
The little birds love the apple tree,  
But I love you!

The sunshine, it kisses the mountainside,  
The stars in the sky kiss the sea,  
But I'd be the happiest boy (girl) on earth  
If you'd kiss me!

**Can You Be a Sunbeam?** (*Creativity: assertiveness, confidence, courage, obedience*)  
Words and Music By: Terry Kluytmans

Can you be a sunbeam,  
A sunbeam, a sunbeam?  
Can you be a sunbeam?  
Then show me what you'd do.

I can be a sunbeam,  
A sunbeam, a sunbeam,  
I can be a sunbeam,

And I'll shine down on you!  
(Hands clasped together, arms high,  
make a large circle like the sun.)

Can you be a raindrop,  
A raindrop, a raindrop?  
Can you be a raindrop?  
Then show me what you'd do.

I can be a raindrop,  
A raindrop, a raindrop.  
I can be a raindrop,  
So here's some rain for you!  
(Arms in the air, fingers floating down like rain)

Can you be a flower,  
A flower, a flower?  
Can you be a flower?  
Then show me what you'd do.

I can be a flower,  
A flower, a flower.  
I can be a flower,  
Growing just for you!  
(Children in kneeling position,  
slowly 'growing' to stand big and tall)

Can you be a buzzing bee,  
A buzzing bee, a buzzing bee?  
Can you be a buzzing bee?  
Then show me what you'd do.

I can be a buzzing bee,  
A buzzing bee, a buzzing bee.  
I can be a buzzing bee,  
With honey sweet for you!  
(('Buzz' around like a bee)  
(While this song centers around nature,  
you could try a 'farm animals' or 'zoo' theme,  
too!)

**Can You Dance Hulla-Baloney?** (*Unity: obedience*)

Words and Music By: Unknown

Can you dance Hulla-Baloney?  
Can you dance Hulla-Baloney?  
Can you dance Hulla-Baloney?  
As we go round about?

(Players in a ring, hands joined.  
They skip in a circle as they sing the verse.)

Put both your hands on your shoulders,  
Put both your hands on your shoulders,  
Put both your hands on your shoulders,  
And turn yourself about.

(Players put hands on shoulders,  
and skip or walk in place. At the last line,  
they spin around.)

Here we go Hulla-Baloney!  
Here we go Hulla-Baloney!  
Here we go Hulla-Baloney!  
As we go round about.

(Players in a ring, hands joined.  
They skip in a circle as they sing the verse.)

Put both your hands in your pockets,  
Put both your hands in your pockets,  
Put both your hands in your pockets,  
And tiptoe round about.

(Players put hands in pockets,  
and tiptoe around in a circle.)

Here we go Hulla-Baloney!  
Here we go Hulla-Baloney!  
Here we go Hulla-Baloney!  
As we go round about.

(Players in a ring, hands joined.  
They skip in a circle as they sing the verse.)

Raise your arms high in the air now,

Raise your arms high in the air now,  
Raise your arms high in the air now,  
And turn yourself about.

(Players raise arms high in the air,  
and skip or walk in place.  
On last line, they spin around.)

Can you dance Hulla-Baloney?  
Can you dance Hulla-Baloney?  
Can you dance Hulla-Baloney?  
As we go round about?

(Players in a ring, hands joined.  
They skip in a circle as they sing the verse.)

Continue with other actions,  
as directed by the leader.

**Can You Roll Your Hands?** (*Obedience*)

Words and Music By: Flora T. Parsons

Can you roll your hands,  
Can you roll your hands,  
As slowly, as slowly,  
As slow can be?  
Then stop and fold your arms like me,  
Then fold your arms like me.  
(Hands in front of body,  
slowly revolve hands around each other)

Can you roll your hands,  
Can you roll your hands,  
As quickly, as quickly,  
As quick can be?  
Then stop and fold your arms like me,  
Then fold your arms like me.  
(Hands in front of body,  
quickly revolve hands around each other)

Can you clap your hands,  
Can you clap your hands,  
As slowly, as slowly,  
As slow can be?  
Then stop and fold your arms like me,  
Then fold your arms like me.

(Clap hands slowly,  
one clap for each two beats)

Can you clap your hands,  
Can you clap your hands,  
As quickly, as quickly,  
As quick can be?  
Then stop and fold your arms like me,  
Then fold your arms like me.  
(Clap hands quickly,  
one clap for each beat)

**Carry On!** (*Steadfastness, compassion, courage, determination, flexibility*)  
Words and Music By: William George

When the world seems to forget you  
And the road ahead is rough,  
Carry on! Carry on!  
When the kitchen cupboard's empty  
And your luck is running tough,  
Carry on! Carry on!  
Carry on! Carry on!  
There's a friendly hand to help you,  
Carry on!

When the sun shines, just remember  
There are those who need a friend,  
Carry on! Carry on!  
Don't forget the road's a long one,  
And the troubles never end,  
Carry on! Carry on!  
Carry on! Carry on!  
Lend a friendly hand to help them,  
Carry on!

**Chase It Away** (*Self-discipline, detachment*)  
Written By: S.C. Kirk  
Music By: Broughton Edwards

Chase that little frown away,  
Don't ever let it stay!  
Such a darling face as yours  
Should never look that way.  
Chase that frown right out the door,  
Don't let it stick around,

Chase it, oh, so far away  
It never will be found!

Chase that nasty thought away,  
Before it leaves a sting;  
Surely you must know your heart  
Was made for sweeter things.  
Chase that thought right out the door,  
Don't let it stick around,  
Chase it, oh, so far away  
It never will be found!

Chase those angry words away,  
Don't let them leave your lips,  
Sticks and stones break only bones,  
But anger breaks friendships.  
Chase that anger out the door,  
Don't let it stick around,  
Chase it, oh, so far away  
It never will be found!

**Clap, Clap, Partner** (*Joyfulness, enthusiasm, friendliness, unity*)  
Traditional

Children in Pairs:

Clap, clap, partner  
(Clap own hands)

Clap, clap, neighbor  
(Turn to opposite child  
and clap their hands)

Stamp, stamp,  
(Stamp feet)

Turn yourself about  
(Turn around)

Dancing so merrily,  
So merrily together,  
Dancing so merrily,  
So merrily, heigh ho.  
(Take partner's hands and  
swing in time to the music)

**Clap Your Hands** (*Obedience*)

Written By: Alice C. D. Riley

Clap your hands,  
One, two, three.  
(Clap hands three times.)

Then like this,  
Shake 'em free.  
(Shake hands loosely in front of body.)

Bending forward, touch your toes,  
(Bend down and touch toes.)

Then reach up and touch your nose!  
(Stretch arms way up high,  
then touch nose.)

**Come, Let Us Be Joyful** (*Joyfulness, confidence, idealism, trust*)

Traditional

Written By: Unknown

Copyright Unknown

Come, let us be joyful  
While life is bright and gay  
Come, gather its rosebuds  
Ere they fade away  
(Clap hands while singing)

Oh, don't you worry and don't you fret,  
(Shake head from side to side)

There's lots of life in the old world yet,  
We'll take the rose, the thorn forget,  
(Point with finger)

And go our way rejoicing.  
(Clap hands)

**Dear Old Pals** (*Loyalty: friendliness, steadfastness, trust*)

Written By: Unknown

Dear old pals!  
Jolly old pals!

Always together  
In all kinds of weather  
Rain or snow,  
Or forty below,  
Give me for friendship  
My jolly old pals!

**Eensy Weensy Spider** (*Determination:*

*courage, flexibility, purposefulness, steadfastness*) Eensy weensy or itsy bitsy  
Spider

(Version 1 & 2)

The eensy weensy spider  
Crawled up the water spout  
(‘Climb’ up arm)  
Down came the rain  
(Wiggle fingers down from head to waist)  
And washed the spider out  
(Throw arms to sides)  
Out came the sun and dried up all the rain  
(Raise hands above head, make circle for sun)  
And the eensy weensy spider  
Crawled up the spout again.  
(‘Climb’ up arm again)

The eensy weensy spider  
Climbed up the kitchen wall  
Swoosh! went the fan  
And made the spider fall  
Off went the fan  
No longer did it blow  
So the eensy weensy spider  
Back up the wall did go

The eensy weensy spider  
Climbed up the yellow pail  
In came a mouse  
And flicked her with his tail  
Down fell the spider  
The mouse ran out the door  
Then the eensy weensy spider  
Climbed up the pail once more

The eensy weensy spider

Climbed up the rocking chair  
Up jumped a cat  
And knocked her in the air  
Down plopped the cat  
And when he was asleep  
The eensey weensy spider  
Back up the chair did creep

The eensey weensy spider  
Climbed up the maple tree  
She slipped on some dew  
And landed next to me  
Out came the sun  
And when the tree was dry  
The eensey weensy spider  
Gave it one more try

The eensey weensy spider  
Climbed up without a stop  
She spun a silky web  
Right at the very top  
She wove and she spun  
And when her web was done  
The eensey weensy spider  
Rested in the sun

**The Elephant** with the book Elmer  
Written By: Alice C. D. Riley  
Music By: Jessie L. Gaynor  
Adapted By: Terry Kluytmans  
Adaptation Copyright © 1998 Terry Kluytmans

The elephant is big and strong,  
His ears are wide, his trunk is long,  
His eyes, they are so very small,  
He's hardly any eyes at all.

His tail is very short and slim.  
His skin is much too large for him.  
No matter how he tries to grow,  
It always seems to wrinkle so.

**Ever-Grumbling Joe** (*Flexibility*)  
Words and Music By: A.S. Gatty

He didn't like chicken,  
He didn't like bread,  
He didn't like anything  
Anyone said;  
He didn't like mornings  
Or going to bed,  
Didn't Grumbling,  
Ever-grumbling Joe.

He didn't like toys  
Or his big sister Jayne,  
He didn't like traveling  
By bus or by train,  
He didn't like sunshine,  
He didn't like rain,  
Didn't Grumbling,  
Ever-grumbling Joe.

He didn't like school,  
And he didn't like fun,  
He didn't like walking,  
There's no way he'd run!  
He never would listen,  
Not to anyone!  
No, not Grumbling,  
Ever-grumbling Joe.

Well, Joe's Mom and Dad,  
They soon had quite enough  
Of little Joe's grumbling  
And so they got tough.  
They started to take away  
All of his stuff!  
That cured Grumbling,  
Ever-grumbling Joe!

And now he likes chicken,  
He even likes Jayne!  
He plays in the sunshine,  
He reads in the rain,  
He runs for the paper,  
He rides on the train,

No more Grumbling,  
Ever-grumbling Joe!

**Firefighters** (*Service: courage, helpfulness, thankfulness*)

Written By: Elsie Jean

Music By: George H. Gartlan

Whistles blow and engines go,  
And firefighters shout,  
"There's a fire down the street  
And we must put it out!"  
(Cup hands around mouth and pretend to shout)

Up the ladder, climbing high,  
The firefighters go,  
(Pretend to climb ladder)  
Spraying water, Shh-shh-shh!  
While folks watch from below.  
(Hold 'hose' in hands and pretend to spray water)

When the fire's out at last, and  
All their work is done.  
"Thanks!" we'll say, as they drive away,  
"For saving everyone!"  
(Wave goodbye)

**Follow the Leader** (*Obedience: moderation, self-discipline*)

Written By: Mabel E. Bray

Scandinavian Folk Song

Follow me  
Wherever I go,  
And do what I do  
When I tell you so.

First we walk  
(All walk the same way as the leader does)

And then we skip,  
(Everyone skip)

And then we will jump

With a clip, clip, clip!  
(Jump in place or around the room)

Now we'll run  
A merry race  
(Run on the spot, or in short 'race')

And then we will STOP!  
Ev'ryone, stay in place!  
(Everyone freeze in place)

**Four-Leaf Clover** (*Determination: idealism, purposefulness, steadfastness*)

Words and Music By: Louise Ayres Garnett

I'd like a four-leaf clover,  
Clover, clover,  
I'd like a four-leaf clover,  
No other kind will do.  
I'll search the whole world over,  
Over, over,  
I'll search the whole world over,  
And won't stop 'til I'm through!

I found a four-leaf clover,  
Clover, clover,  
I found a four-leaf clover  
Where I'd not looked before.  
Not up the world and over,  
Over, over,  
Not up the world and over,  
But here beside my door!

**Friends Are Special** (*Friendliness: faithfulness, love, loyalty, unity*)  
Traditional

Friends are special when they sing together,  
They can sing the whole day,  
They can sing the night away,  
They can sing together, they can sing.

Friends are special when they laugh together,  
They can laugh the whole day,  
They can laugh the night away,

They can laugh together, they can laugh.

Friends are special when they cry together,  
They can cry the whole day,  
They can cry the night away,  
They can cry together, they can cry.

Friends are special when they dream  
together,  
They can dream the whole day,  
They can dream the night away,  
They can dream together, they can dream.

**Friendship** (*Friendliness*)

Words By: Edith S. Tillotson

Music By: V.P. Jones

Friendship is a treasure,  
To seek and guard and hold,  
Too valuable to measure,  
More dear as it grows old!  
For no one can retrace it,  
If it should go astray,  
And nothing can replace it,  
So be a friend today!  
Friendly words are music,  
Ringing through the air,  
Friendly smiles are sunshine,  
And welcome ev'rywhere!  
Friendly deeds are jewels,  
Their value who can say?  
So find a friend,  
And kindness lend,  
Oh, be a friend today!

Friendship is a token  
To cherish and to tend,  
How easily it's broken!  
How difficult to mend!  
So do not hold it lightly,  
Or treat it like a toy,  
But keep it burning brightly,  
This precious flame of joy!  
Friendly words are music,  
Ringing through the air,  
Friendly smiles are sunshine,

And welcome ev'rywhere!  
Friendly deeds are jewels,  
Their value who can say?  
So find a friend,  
And kindness lend,  
Oh, be a friend today!

Friendship is a duty,  
So let's all do our part,  
And share this gift of beauty,  
Oh, share it from the heart!  
So this is our endeavor,  
In song, our pledge we tell:  
To make a friend, and ever,  
To be a friend as well.  
Friendly words are music,  
Ringing through the air,  
Friendly smiles are sunshine,  
And welcome ev'rywhere!  
Friendly deeds are jewels,  
Their value who can say?  
So find a friend,  
And kindness lend,  
Oh, be a friend today!

**Fruit Vendor** (replace words with virtue  
related words or virtues)

Three-Part Round

Written By: Unknown

Part 1:  
Bright, red apples!  
Bright, red apples!

Part 2:  
Juicy oranges!  
Juicy oranges!

Part 3:  
Ripe bananas!  
Ripe bananas!

**Funiculi, Funicula** (*Joyfulness*)

Traditional

Words and Music By: L. Denza

Some think the world is made for fun and frolic,  
And so do I! And so do I!  
Some think it well to be all melancholic,  
To pine and sigh; to pine and sigh;  
But I, I love to spend my time in singing,  
Some joyous song, some joyous song,  
To set the air with music bravely ringing  
Is far from wrong! Is far from wrong!  
Listen, listen, echoes sound afar!  
Listen, listen, echoes sound afar!  
Funiculi, funicula, funiculi, funicula!  
Echoes sound afar, funiculi, funicula!

Ah me! 'tis strange that some should take to sighing,  
And like it well! And like it well!  
For me, I have not thought it worth the trying,  
So cannot tell! So cannot tell!  
With laugh, with dance and song the day soon passes  
Full soon is gone, full soon is gone,  
For mirth was made for joyous lads and lasses  
To call their own! To call their own!  
Listen, listen, hark the soft guitar!  
Listen, listen, hark the soft guitar!  
Funiculi, funicula, funiculi, funicula!  
Hark the soft guitar, funiculi, funicula!

**Geography Song** (*Kindness: reverence*)  
Words and Music By: Unknown

Oh! Have you heard Geography sung?  
For if you've not, it's on my tongue;  
About the Earth in space that's hung,  
All covered with little green islands.  
Oceans, gulfs, and bays, and seas;  
Channels and straits, rivers and streams;  
Great Archipelagoes, too, and all these  
Are covered with little green islands.

All o'er the earth are water and land,  
Beneath the ships, or where we stand,  
And far beyond the ocean strand

Are thousands of little green islands.  
Continents and capes there are,  
Isthmus and then peninsula,  
Mountains and valleys, and shore, stretching far,  
And thousands of little green islands.

All o'er the globe some circles are found;  
From east to west they stretch around.  
Some go from north to southern bound,  
Right over the little green islands.  
Great equator, tropics two,  
Latitude lines, longitude too,  
Cold arctic circles, and all these go thro'  
The thousands of little green islands.

To Planet Earth forever commit,  
A promise to take care of it.  
Don't ever sway a little bit;  
Or we'll lose our little green islands.  
Here's one thing that you can do:  
Reduce, re-use, recycle, too,  
Take care of earth, it will take care of you,  
So we'll always have our green islands.

**Go To Bed Early** (*Self-discipline, caring, helpfulness*)  
Old Nursery Rhyme

Go to bed early -- wake up with joy;  
Go to bed late -- sad girl or boy.  
Go to bed early -- ready for play;  
Go to bed late -- grumpy all day.  
Go to bed early -- no pains or ills;  
Go to bed late -- doctors and pills.  
Go to bed early -- grow very tall.  
Go to bed late -- stay very small.

**God Bless Me** (*Prayerfulness: confidence, faithfulness, forgiveness, reverence*)  
Words and Music By: Mary Mapes Dodge

When I run around and play,  
Or if I sometimes disobey,  
When at night I kneel to pray,  
God bless me!

**God Is Love** (*Reverence: faithfulness, love, peacefulness, trust*)

Written By: Harry Lee

Music By: J.H. Fillmore

"God is love," the snowflakes whisper,  
As they float down from the sky,  
"God is love," the breezes murmur,  
As they softly whistle by.  
God is love, God is love,  
All things tell us: "God is love."

Little stars that shine in heaven,  
As they twinkle far above,  
Sparkling, smiling, at each other,  
Whisper gently, "God is love."  
God is love, God is love,  
All things tell us: "God is love."

"God is love," the raindrops tell us,  
In their pitter-patter way,  
"God is love," proclaims the sunshine,  
As it warms another day.  
God is love, God is love,  
All things tell us: "God is love."

Baby birds nest in the treetops,  
Cuddled 'neath their Mama's wing,  
As they snuggle ever closer,  
"God is love," they sweetly sing.  
God is love, God is love,  
All things tell us: "God is love."

**God Watches Over Us** (*Trust: confidence, faithfulness, peacefulness, reverence, trust*)

When we awaken,  
And when we are sleeping,  
God watches over us  
Ev'ry night and day.

With us abiding,  
God our path is guiding,  
In Thee confiding  
Let us trust always.

**God's Gifts** (*Confidence: faithfulness, peacefulness, reverence, thankfulness, trust*)

Words By: Charles Ellerton

Music attributed to W.A. Mozart

There's a sun for the morning,  
And a moon to shine at night;  
Even when the moon is hiding,  
All the stars still twinkle bright.

There is fruit in the orchard,  
There is grain to bake the bread,  
Through His bounty and His blessings,  
God supplies our every need.

Through stormy days of winter,  
Still the snowbirds all will sing;  
They know that the blossoms  
Will appear again in Spring.

Light and warmth, joy and beauty,  
Come from God so high above;  
And He gives us all these good gifts  
From His heart so full of love.

**God's Little Garden** (*Courtesy: kindness, peacefulness, service*)

Words and Music By: Eleanor Smith

My heart is God's little garden,  
And the fruits I will bear each day,  
Are the good deeds that He'll see me doing,  
And the kind words He'll hear me say.

**The Golden Rule** (*Respect: caring, compassion, consideration, courtesy, honor, justice, kindness, love, peacefulness*)

Written By: Marguerite Cook  
Old English Melody

The Golden Rule is God's rule,  
The rule He gave to all;  
He wants us each to keep this rule,

His children, both large and small.  
Oh, I will keep this Golden Rule,  
This rule that teaches me,  
To do to others as I would love  
To have others do to me.

If everyone could keep this rule,  
How happy we all would be;  
At work, at play, at home, or at school,  
What joy we would always see!  
Oh, I will keep this Golden Rule,  
This rule that teaches me,  
To do to others as I would love  
To have others do to me.

I'll keep this rule, this Golden Rule,  
Yes, I'll keep it ev'ry day!  
This Rule of Love, for home or for school,  
I'll keep it in ev'ry way!  
Oh, I will keep this Golden Rule,  
This rule that teaches me,  
To do to others as I would love  
To have others do to me.

**Grey Owl** (*Reverence: patience, self-discipline*) **Goes with Owl Moon**

Written By: Alice C. D. Riley  
Music By: Jessie L. Gaynor

The old, grey owl in daytime  
Sits there very, very still.  
He doesn't wink his eyes at me  
Or open up his bill.  
He puffs out all his feathers  
Till he looks quite round and fat.  
His eyes have slits of yellow  
That remind me of a cat.  
But when the dusk comes falling  
Then the owl will glare at you.  
Oh! Listen to him calling!  
"Hoo-who! Hoo-who! Hoo-who!"

**Hands Are Made For Working**

(*Peacefulness: self-discipline*)

Words and Music By: Alfred S. Gatty

Tell me, dear children,  
And please answer right,  
Are hands made for working  
Or only to fight?  
Hands are made for working,  
Hands are made for working,  
Hands are made for working,  
And not to fight!

Tell me, dear children,  
And please tell me quick,  
Are feet made for walking  
Or only to kick?  
Feet are made for walking,  
Feet are made for walking,  
Feet are made for walking,  
And not to kick!

Tell me, dear children,  
And please don't be shy,  
Are eyes made for seeing  
Or only to cry?  
Eyes are made for seeing,  
Eyes are made for seeing,  
Eyes are made for seeing,  
And not to cry!

Tell me, dear children,  
And please do not shout,  
Are mouths made for smiling  
Or only to pout?  
Mouths are made for smiling,  
Mouths are made for smiling,  
Mouths are made for smiling,  
And not to pout!

Tell me, dear children,  
And please clearly state,  
Are hearts made for loving  
Or only to hate?  
Hearts are made for loving,  
Hearts are made for loving,

Hearts are made for loving,  
And not to hate!

**He Loves Me, Too!** (*Confidence:  
faithfulness, love, peacefulness, reverence,  
trust*)

Written By: Maria Straub  
Music By: S. W. Straub

God sees the little sparrow fall,  
It meets His tender view;  
If God so loves the little birds,  
I know He loves me, too.  
He loves me, too,  
He loves me, too,  
I know He loves me, too!  
Because He loves the little things,  
I know He loves me, too.

He paints the lilies in the field,  
Adds perfume to each bell;  
If He so loves the little flowers,  
I know He loves me well.  
He loves me, too,  
He loves me, too,  
I know He loves me, too!  
Because He loves the little things,  
I know He loves me, too.

God made the little birds and flowers,  
And all things big and small;  
He'll not forget His little ones,  
I know He loves us all.  
He loves me, too,  
He loves me, too,  
I know He loves me, too!  
Because He loves the little things,  
I know He loves me, too.

**He's Got the Whole World in His Hands**  
(*Confidence: faithfulness, love,  
peacefulness, reverence, trust*)  
Traditional

He's got the whole world in His hands,  
He's got the whole world in His hands,

He's got the whole world in His hands,  
He's got the whole world in His hands.

He's got my brothers and my sisters in His  
hands,  
He's got my brothers and my sisters in His  
hands,  
He's got my brothers and my sisters in His  
hands,  
He's got the whole world in His hands.

He's got the sun and the rain in His hands,  
He's got the moon and the stars in His  
hands,  
He's got the wind and the clouds in His  
hands,  
He's got the whole world in His hands.

He's got the rivers and the mountains in His  
hands,  
He's got the oceans and the seas in His  
hands,  
He's got you and he's got me in His hands,  
He's got the whole world in His hands.

He's got everybody here in His hands,  
He's got everybody there in His hands,  
He's got everybody everywhere in His  
hands,  
He's got the whole world in His hands.

**I Love Little Pussy/Kitty** (*Gentleness:  
caring, kindness*)  
Traditional

I love little pussy/kitty,  
Her coat is so warm,  
And if I don't hurt her,  
She'll do me no harm.  
I'll sit by the fire  
And give her some food,  
And pussy will love me  
Because I am good.

**I Love the Sun** (*Enthusiasm: joyfulness, love, reverence, thankfulness*)

Written By: Harriet Blanche Jones

Music By: Florence Newell Barbour

I love the sun, I love the rain,  
I love the rainbows, too,  
I love the birds and bees and trees,  
And everything, don't you?

I love the frost, the ice, the snow,  
I love the North Wind, too,  
Our big, wide world is beautiful,  
I love it all, don't you?  
I Went Out To the Country (Friendliness)  
I went out to the country,  
The animals to see,  
And each and every one of them  
Began to talk to me,  
And they said...  
"Baa, baa,"  
"Moo, moo, moo,"  
"Cock-a-doodle-do,"  
"Oink, oink, oink,"  
"Quack, quack, quack,  
Tell me, friend, how do you do?"

**If All the Raindrops** (*Creativity*)  
(Version 2)

If all the raindrops  
Were lemon drops and gumdrops  
Oh, what a rain that would be!  
Standing outside, with my mouth open wide  
Ah, ah, ah, ah, ah, ah, ah, ah, ah  
If all the raindrops  
Were lemon drops and gumdrops  
Oh, what a rain that would be!

If all the snowflakes  
Were candy bars and milkshakes  
Oh, what a snow that would be!  
Standing outside, with my mouth open wide  
Ah, ah, ah, ah, ah, ah, ah, ah, ah  
If all the snowflakes  
Were candy bars and milkshakes

Oh, what a snow that would be!

If all the sunbeams  
Were bubblegum and ice cream  
Oh, what a sun that would be!  
Standing outside, with my mouth open wide  
Ah, ah, ah, ah, ah, ah, ah, ah, ah  
If all the sunbeams  
Were bubblegum and ice cream  
Oh, what a sun that would be!

**If You're Happy and You Know It**  
(*Joyfulness*) (Version 1)

If you're happy and you know it,  
Clap your hands  
(Clap hands twice)  
If you're happy and you know it,  
Clap your hands  
(Clap hands twice)  
If you're happy and you know it,  
Then your face will surely show it  
If you're happy and you know it,  
Clap your hands.  
(Clap hands twice)

If you're happy and you know it,  
Stomp your feet  
(Stomp feet twice)  
If you're happy and you know it,  
Stomp your feet  
(Stomp feet twice)  
If you're happy and you know it,  
Then your face will surely show it  
If you're happy and you know it,  
Stomp your feet.  
(Stomp feet twice)

If you're happy and you know it,  
Shout "Hurray!"  
(Shout "Hurray!")  
If you're happy and you know it,  
Shout "Hurray!"  
(Shout "Hurray!")  
If you're happy and you know it,  
Then your face will surely show it

If you're happy and you know it,  
Shout "Hurray!"  
(Shout "Hurray!")

If you're happy and you know it,  
Do all three  
(Clap hands twice, stomp feet twice,  
then shout "Hurray!")

If you're happy and you know it,  
Do all three  
(Clap hands twice, stomp feet twice,  
then shout "Hurray!")

If you're happy and you know it,  
Then your face will surely show it  
If you're happy and you know it,  
Do all three.

(Clap hands twice, stomp feet twice,  
then shout "Hurray!")

**I'll Be a Doctor** (*Caring: idealism, service*)

Written By: Anne Sutherland

Music By: H. Hill

I'll be a doctor,  
So caring and wise,  
Looking in ears  
And examining eyes;  
Taking a pulse  
And a temp'ature,  
If someone's sick,  
I'll prescribe them a cure!

**In the Garden** (*Patience: orderliness*)

Folk Song

Written By: Laurence Hutton

Let's dig a little garden,  
Garden, garden,  
Let's dig a little garden,  
This sunny April day.  
(Children pretend to dig in the garden.)

Let's rake our little garden,  
Garden, garden,  
Let's rake our little garden,  
This sunny April day.

(Children pretend to rake the garden.)

Let's plant our little garden,  
Garden, garden,  
Let's plant our little garden,  
This sunny, April day.  
(Children pretend to plant seeds in the garden.)

Let's hoe our little garden,  
Garden, garden,  
Let's hoe our little garden,  
This sunny, April day.  
(Children pretend to hoe the garden.)

Let's watch our little garden,  
Garden, garden,  
Let's watch our little garden  
And wait for flow'rs in May!  
(Children crouch down and 'watch' the garden.)

**John Jacob Jingleheimer Schmidt** (*Self-discipline*)

John Jacob Jingleheimer Schmidt  
His name is my name, too!  
Whenever we go out,  
The people always shout  
There goes John Jacob Jingleheimer  
Schmidt!  
Da da da da da da

(Repeat verse again, more quietly,  
but shout loudly on the "There goes John..."  
line)

(Repeat verse again, whispering,  
but shout loudly on the "There goes John..."  
line)

**Keep Your Light Shining** (*Honor: purposefulness, reverence, steadfastness*)

Words and Music By: Carrie B. Adams

God wants all His children to shine every day,  
Oh, keep your light shining for Him!  
He wants us to walk in His light every day,  
Oh, keep your light shining for Him!  
Oh, keep your light shining,  
Keep your light shining,  
Don't let your candle grow dim!  
Oh, God wants us all to be lights in the world,  
So keep your light shining for Him!

Each day that God gives us, we'll try to do right,  
Oh, keep your light shining for Him!  
We'll walk in the path of God, the Light,  
Oh, keep your light shining for Him!  
Oh, keep your light shining,  
Keep your light shining,  
Don't let your candle grow dim!  
Oh, God wants us all to be lights in the world,  
So keep your light shining for Him!

**There Was An Old Lady Who Swallowed a Fly** (*Moderation: orderliness*)

**The Leaves' Journey** Goes with The Tiny Seed book (*Trust: courage*)  
Written By: Homer H. Harbour  
German Folksong

"Come away," sang the river,  
To the leaves on the tree;  
"Let's sail off on a journey,  
So the world you may see."

So the leaves fluttered gently  
From the tree on the shore,  
And they sailed down that river,  
To return never more.

**Let Laughter Be Your Song** (*Joyfulness: flexibility*)

Words and Music By: Alice Larry Woodcock

Come, chase away your sadness,  
Chase sadness with a smile,  
And soon the clouds will disappear,  
Just wait a little while.  
It isn't very funny,  
When everything goes wrong,  
But maybe you'll feel better,  
If you can sing along  
With Hah! Hah! Hah!  
(Hah! Hah!)  
When everything goes wrong,  
(Hah! Hah!)  
With Hah! Hah! Hah!  
(Hah! Hah!)  
Let laughter be your song.  
(Hah! Hah!)  
With Hah! Hah! Hah!  
(Hah! Hah!)  
Its joyful notes to greet,  
(Hah! Hah!)  
Come laugh,  
(Hah! Hah!)  
And sing,  
(Hah! Hah!)  
Come laugh and make life's living sweet!

Through laughter, loads get lighter,  
The 'long way' seems more short,  
So tune your laughter to a song  
And let the world take part!  
As sunbeams chase the shadows,  
And drive the dark away,  
Just fill your heart with laughter  
To make a better day.  
With Hah! Hah! Hah!  
(Hah! Hah!)  
When everything goes wrong,  
(Hah! Hah!)  
With Hah! Hah! Hah!  
(Hah! Hah!)  
Let laughter be your song.

(Hah! Hah!)  
With Hah! Hah! Hah!  
(Hah! Hah!)  
Its joyful notes to greet,  
(Hah! Hah!)  
Come laugh,  
(Hah! Hah!)  
And sing,  
(Hah! Hah!)  
Come laugh and make life's living sweet!

**Let's Move!** (*Obedience: flexibility*)  
Words and Music By: W. H. Walker

Hold your right hand up;  
(Hold right hand high above head)

Hold your left hand up;  
(Bring right hand down, then  
hold left hand high above head)

Shake your fingers 'round,  
(Shake fingers briskly in front of body)

And then clap, clap, clap!  
(Clap three times)

Stretch your right arm out;  
(Stretch right arm horizontally)

Stretch your left arm out;  
(Bring right arm in, then  
stretch left arm horizontally)

Give a little hop,  
(Hop once)

Then turn once about.  
(Turn around once)

Bend and touch your toes;  
(Bend and touch toes)

Then stretch to the sky;  
(Arms extended upward, reaching high)

Like a little bird,  
(Hands folded under arms,  
strut around like a bird)

Spread your wings and fly!  
(Arms extended outward,  
flap 'wings' like a bird)

On your right foot, hop;  
(Put left foot up,  
then hop up and down on right foot)

On your left foot, hop;  
(Put right foot up,  
then hop up and down on left foot)

Now jump with both feet,  
(Jump up and down quickly with two feet)

Then it's time... to... STOP!  
(Freeze in motion.)

**Little Bunny Foo Foo** (*Justice*)

Little Bunny Foo Foo,  
Hopping through the forest  
Scooping up the field mice  
And boppin' 'em on the head

Down came the good fairy and she said

"Little Bunny Foo Foo,  
I don't want to see you  
Scooping up the field mice  
And boppin' 'em on the head.  
I'll give you three chances,  
And if you don't behave  
I'll turn you into a goon!"

The next day:

Little Bunny Foo Foo,  
Hopping through the forest  
Scooping up the field mice  
And boppin' 'em on the head

Down came the good fairy and she said

"Little Bunny Foo Foo,  
I don't want to see you  
Scooping up the field mice  
And boppin' 'em on the head.  
I'll give you two more chances,  
And if you don't behave  
I'll turn you into a goon!"

The next day:

Little Bunny Foo Foo,  
Hopping through the forest  
Scooping up the field mice  
And boppin' 'em on the head

Down came the good fairy and she said

"Little Bunny Foo Foo,  
I don't want to see you  
Scooping up the field mice  
And boppin' 'em on the head.  
I'll give you one more chance,  
And if you don't behave  
I'll turn you into a goon!"

The next day:

Little Bunny Foo Foo,  
Hopping through the forest  
Scooping up the field mice  
And boppin' 'em on the head

Down came the good fairy and she said

"Little Bunny Foo Foo,  
I don't want to see you  
Scooping up the field mice  
And boppin' 'em on the head.  
I gave you three chances  
And you didn't behave  
Now you're a goon! POOF!!"

The moral of the story is:  
HARE TODAY, GOON TOMORROW

**Little By Little** (*Idealism: purposefulness, service*)

Words By: Edith S. Tillotson

Music By: Charles H. Maskell

Little by little, and one by one,  
The greatest deeds in the world are done!  
Moment by moment, the longest day  
Goes drifting by in its tireless way.  
Slowly, slowly, as the time goes by,  
Surely, surely, as the moments fly,  
Little by little, come what may,  
Get started making your mark today!

Little by little, and bit by bit,  
We store up knowledge, or fame, or wit.  
Moment by moment, the sun appears  
To build the span of the countless years.  
Slowly, slowly, as the time goes by,  
Surely, surely, as the moments fly,  
Little by little, come what may,  
Get started making your mark today!

Little by little, and day by day,  
We learn life's lessons along the way.  
Moment by moment, a word unknown  
In time, into a new song has grown.  
Slowly, slowly, as the time goes by,  
Surely, surely, as the moments fly,  
Little by little, come what may,  
Get started making your mark today!

**Looby Loo** (*Obedience: flexibility*)

Here we go looby loo  
Here we go looby light  
Here we go looby loo  
All on a Saturday night  
You put your right hand in  
You take your right hand out  
You give your hand a shake, shake, shake  
And turn yourself about

Here we go looby loo  
Here we go looby light  
Here we go looby loo

All on a Saturday night  
You put your left hand in  
You take your left hand out  
You give your left hand a shake, shake,  
shake  
And turn yourself about

Here we go looby loo  
Here we go looby light  
Here we go looby loo  
All on a Saturday night  
You put your right foot in  
You take your right foot out  
You give your right foot a shake, shake,  
shake  
And turn yourself about

Here we go looby loo  
Here we go looby light  
Here we go looby loo  
All on a Saturday night  
You put your left foot in  
You take your left foot out  
You give your left foot a shake, shake, shake  
And turn yourself about

Here we go looby loo  
Here we go looby light  
Here we go looby loo

### **Hokey Pokey**

All on a Saturday night  
You put your whole self in  
You take your whole self out  
You give your whole self a shake, shake,  
shake  
And turn yourself about

**Love Remains the Same** (*Loyalty:  
faithfulness, steadfastness, truthfulness*)  
From the Play "The Minstrel of Clare"  
Written By: Chauncey Olcott

Yes love remains the same,  
Yes love remains the same,

Your love for me and my love for you,  
Will ever remain the same.

Yes love remains the same,  
Tho' all on earth may change,  
Your love for me and my love for you  
Will ever remain the same.

### **My Cracker Zoo** (*Flexibility: creativity*)

Written By: Elsie Jean  
Music By: George H. Gartlan

When Daddy can't take me to the zoo,  
You'll never hear me cry.  
I ask Mom to drive me to the store,  
And this is what I buy:  
A camel with a great big hump,  
A rhino and kangaroo,  
A tiger, a lion,  
A bear and a wolf,  
A monkey and elephant, too.  
And then I'm happy all the day  
As I munch my cracker zoo!

### **Never To Be Late** (*Self-discipline: determination, excellence, purposefulness, reliability, responsibility*)

Words and Music By: W.B. Bradbury

I'll awake at dawn  
On an autumn day,  
For I will not doze  
Precious time away;  
With my lesson learned,  
This shall be my rule:  
Never to be late  
When I go to school!

Birds awake each morn,  
And they start to sing;  
None are tardy then,  
When the woods do ring;  
So when daylight peeps,  
I'll recall my rule:  
Never to be late  
When I go to school!

When the spring's bright sun  
Wakes the flow'rs again,  
They are quick to stir,  
None are tardy then;  
And I won't forget  
That it is my rule:  
Never to be late  
When I go to school!

Oh, these precious days  
Will too soon be o'er,  
And these happy hours  
Will return no more;  
Then I'll be so proud  
That it was my rule:  
Never to be late  
When I went to school!

**Over in the Meadow** (*Obedience: respect, self-discipline*)

Traditional

Written By: Olive A. Wadsworth (18 00s)

Copyright Unknown

Over in the meadow,  
In the sand in the sun  
Lived an old mother toadie  
And her little toadie one  
"Wink!" said the mother;  
"I wink!" said the one,  
So they winked and they blinked  
In the sand in the sun

Over in the meadow,  
Where the stream runs blue  
Lived an old mother fish  
And her little fishes two  
"Swim!" said the mother;  
"We swim!" said the two,  
So they swam and they leaped  
Where the stream runs blue

Over in the meadow,  
In a hole in a tree  
Lived an old mother bluebird

And her little birdies three  
"Sing!" said the mother;  
"We sing!" said the three  
So they sang and were glad  
In a hole in the tree

Over in the meadow,  
In the reeds on the shore  
Lived an old mother muskrat  
And her little ratties four  
"Dive!" said the mother;  
"We dive!" said the four  
So they dived and they burrowed  
In the reeds on the shore

Over in the meadow,  
In a snug beehive  
Lived a mother honey bee  
And her little bees five  
"Buzz!" said the mother;  
"We buzz!" said the five  
So they buzzed and they hummed  
In the snug beehive

Over in the meadow,  
In a nest built of sticks  
Lived a black mother crow  
And her little crows six  
"Caw!" said the mother;  
"We caw!" said the six  
So they cawed and they called  
In their nest built of sticks

Over in the meadow,  
Where the grass is so even  
Lived a gay mother cricket  
And her little crickets seven  
"Chirp!" said the mother;  
"We chirp!" said the seven  
So they chirped cheery notes  
In the grass soft and even

Over in the meadow,  
By the old mossy gate  
Lived a brown mother lizard  
And her little lizards eight

"Bask!" said the mother;  
"We bask!" said the eight  
So they basked in the sun  
On the old mossy gate

Over in the meadow,  
Where the quiet pools shine  
Lived a green mother frog  
And her little froggies nine  
"Croak!" said the mother;  
"We croak!" said the nine  
So they croaked and they splashed  
Where the quiet pools shine

Over in the meadow,  
In a sly little den  
Lived a gray mother spider  
And her little spiders ten  
"Spin!" said the mother;  
"We spin!" said the ten  
So they spun lacy webs  
In their sly little den

**Pancakes** with the book *Pancakes, Pancakes*  
book (*Purposefulness: orderliness*)  
Written By: Christina Rossetti  
Music By: Mildred Hinkle Halle

Mixin' pancakes,  
Stirrin' pancakes,  
Pop 'em in the pan;  
Fryin' pancakes,  
Flippin' pancakes,  
Catch 'em if you can!

**Peanut Butter and Jelly** (*Orderliness*)  
Written By: Unknown  
Copyright Unknown

First you take the peanuts  
And you crunch 'em,  
You crunch 'em  
First you take the peanuts  
And you crunch 'em,  
You crunch 'em

For your peanut, peanut butter  
And jelly  
Peanut, peanut butter  
And jelly

Then you take the grapes  
And you squish 'em,  
You squish 'em  
Then you take the grapes  
And you squish 'em,  
You squish 'em

For your peanut, peanut butter  
And jelly  
Peanut, peanut butter  
And jelly

Then you take the bread  
And you spread it,  
You spread it  
Then you take the bread  
And you spread it,  
You spread it

For your peanut, peanut butter  
And jelly  
Peanut, peanut butter  
And jelly

Then you take your sandwich  
And you eat it,  
You eat it  
Then you take your sandwich  
And you eat it,  
You eat it

'Cause its good, peanut butter  
And jelly  
Good, peanut butter  
And jelly

First you take the peanuts  
And you crunch 'em,  
Then you take the grapes  
And you squish 'em,  
Then you take the bread

And you spread it,  
Then you take your sandwich  
And you eat it

'Cause its good, peanut butter  
And jelly  
Good, peanut butter  
And jelly!

**Praise Him, Praise Him** (*Reverence: confidence, faithfulness, love, peacefulness, prayerfulness, steadfastness, thankfulness, trust*)  
Music By: M. Rowland

Praise Him, praise Him,  
All you little children,  
God is love, God is love.  
Praise Him, praise Him,  
All you little children,  
God is love, God is love.

Know Him, know Him,  
All you little children,  
God is love, God is love.  
Know Him, know Him,  
All you little children,  
God is love, God is love.

Love Him, love Him,  
All you little children,  
God is love, God is love.  
Love Him, love Him,  
All you little children,  
God is love, God is love.

Serve Him, serve Him,  
All you little children,  
God is love, God is love.  
Serve Him, serve Him,  
All you little children,  
God is love, God is love.

Crown Him, crown Him,  
All you little children,  
God is love, God is love.

Crown Him, Crown Him,  
All you little children,  
God is love, God is love.

**Somebody** (*Detachment: flexibility, friendliness, honor, kindness, peacefulness, self-discipline*)  
Written By: John R. Clements  
Music by: W.S. Weeden

Somebody did a good deed today,  
Showing they were a friend all the way;  
Somebody let their smile shine bright,  
Spreading good cheer from morning to night.  
Was that somebody you?  
Was that somebody you?

Somebody woke up grumbling today,  
Just couldn't chase the 'grumpies' away;  
Somebody kept a frown on their face,  
Spreading the blues all over the place.  
Was that somebody you?  
Was that somebody you?

Somebody hugged a friend who was sad,  
Somebody helped their Mom or their Dad,  
Somebody walked away from a fight,  
Somebody chose the path that was right.  
Was that somebody you?  
Was that somebody you?

**Spin, Children, Spin** (*Joyfulness: caring, compassion, faithfulness, generosity, helpfulness, honor, kindness, loyalty, steadfastness, truthfulness, obedience*)  
Words and Music By: Carl Reinecke

Spin, children, spin,  
Now let the fun begin!  
As you spin around and 'round  
Take care so you don't fall down.  
Spin, children, spin,  
Spin children, spin!

Laugh, children, laugh,

Let goodness guide your path.  
To your friends be ever true  
Cheer them up if they are blue.  
Laugh, children, laugh,  
Laugh, children, laugh!

Sing, children, sing,  
Such pleasure it will bring!  
As another day you start,  
Keep a song within your heart.  
Sing, children, sing,  
Sing, children, sing!

**Summer Rain** (*Confidence: faithfulness, trust*)

Written By: May Morgan  
German Folksong

The thunder is booming,  
And dark grows the sky,  
While faster and faster,  
The storm clouds race by.

Soon down will come pouring  
The warm summer rain,  
And the dusty brown fields  
Will turn green once again!  
Tell Me Why (Love)  
Music By: D. Best

Tell me why the stars do shine,  
Tell me why the ivy twines,  
Tell me why the skies are blue,  
And I will tell you just why I love you.

Because God made the stars to shine,  
Because God made the ivy twine,  
Because God made the sky so blue,  
Because God made you, that's why I love you.

I really think that dear God above  
Created you just for me to love;  
He picked you out from all the rest  
Because he knew that I'd love you the best.

**Ten Little Monsters** (*Courage*)

One little, two little,  
Three little monsters  
Four little, five little,  
Six little monsters  
Seven little, eight little,  
Nine little monsters  
Ten of them can't scare me!

Ten little, nine little,  
Eight little monsters  
Seven little, six little,  
Five little monsters,  
Four little, three little,  
Two little monsters,  
One of them can't scare me!

None of them can scare me!

**Thank You, Lord (God), For This New Day**  
(*Prayerfulness: reverence*)

Written By: W. Canton  
German Choral

Through the night the angels kept  
Watch beside me while I slept;  
Now the dark has passed away,  
Thank you, Lord (God), for this new day.

North and south and east and west,  
May all things be heaven-blessed;  
Keep me safe in work and play,  
Thank you, Lord (God), for this new day.

Morning, noon, and through the night,  
Help me, Lord (God), to do what's right;  
May you always guide my way  
Thank you, Lord (God), for this new day.

**This World is What We Make It** (*Idealism: detachment, joyfulness*)

Written By: Helen F. Shaw  
Music By: J. H. Leslie

The world is full of gladness,  
The world is full of song;

The rains may rise above us,  
But they won't stay for long.  
This world is what we make it,  
So let us all be glad;  
There's beauty all around us,  
No reason to be sad!

Though clouds may loom above us,  
And troubles fall like rain,  
The sun will shine above them,  
And make things bright again.  
This world is what we make it,  
So let us all be glad;  
There's beauty all around us,  
No reason to be sad!

So cheer the heavy-hearted,  
And raise a fallen friend;  
Give each task your best effort,  
Until you reach the end.  
This world is what we make it,  
So let us all be glad;  
There's beauty all around us,  
No reason to be sad!

**The Three Little Pigs** (*Excellence*)  
English Nursery Song  
Written By: Carolyn Sherwin Bailey

There was a little pig,  
And he built himself a house,  
For the Wolf was eating  
Every pig he saw, saw, saw.  
With a huff and then a puff,  
Old Wolf ate him soon enough,  
For the silly pig had built his house  
With straw, straw, straw.

A second little pig,  
Built himself a little house,  
When he heard the Wolf was  
Eating all the pigs, pigs, pigs,  
With a huff and then a puff,  
Old Wolf ate him soon enough,  
For the silly pig had built his house  
With twigs, twigs, twigs.

Another little pig,  
Built himself a little house,  
But he never thought of  
Using straw or sticks, sticks, sticks,  
With a huff and then a puff,  
Old Wolf blew, but not enough,  
For this pig got wise and built his house  
With bricks, bricks, bricks.

**Try, Try Again** (*Courage: determination, flexibility, purposefulness*)  
Scotch Tune

It's a lesson all should heed,  
Try, try, try again;  
If at first you don't succeed,  
Try, try, try again;  
Then your courage will appear,  
If you only persevere,  
You will conquer, never fear!  
Try, try, try again.

Two or three times you should fail,  
Try, try, try again;  
If at last you would prevail,  
Try, try, try again;  
When you try it's no disgrace  
If you fail to win the race,  
Bravely, then, in such a case  
Try, try, try again.

**Uncle Joe Is Very Sick** (with game)  
(*Caring: compassion, generosity, kindness, service*)

Uncle Joe is very sick,  
What shall we send him?  
Three good wishes,  
Three good kisses,  
And a box of choc'late.  
What shall we send it in?  
In a piece of paper.  
Paper is not good enough.  
Then in a golden saucer.  
Who shall deliver it?  
Let's ask our friend, Matthew\* ,

Hurry, Matthew\* , off you go,  
To take our gift to Uncle Joe.

**The Violet** (*Modesty: humility*)

Old English

Written By: Jane Taylor (178 3-18 24)

Music Ascribed To: Dr. H. Harrington  
(1727-18 16)

Down in a green and shady bed,  
A modest violet grew;  
Its stalk was bent, it hung its head  
As if to hide from view.  
And yet it was a lovely flow'r,  
Its colors bright and fair,  
It might have graced a rosy bow'r  
Instead of hiding there.

Yet there it was content to bloom,  
In modest tints arrayed;  
And there it spread its sweet perfume  
Within the silent shade,  
Then let me to the valley go,  
This pretty flow'r to see,  
That I may also learn to grow  
In sweet humility.

**We'll All Join in the Circle** (*Unity*)

We'll all join in the circle,  
We'll all join in the circle,  
We'll all join in the circle,  
And sing a song or two.

We'll all clap hands together,  
We'll all clap hands together,  
We'll all clap hands together,  
And sing a song or two.

We'll all stand up together,  
We'll all stand up together,  
We'll all stand up together,  
And sing a song or two.

We'll all join hands together,  
We'll all join hands together,  
We'll all join hands together,

And sing a song or two.

We'll all turn 'round together,  
We'll all turn 'round together,  
We'll all turn 'round together,  
And sing a song or two.

We'll all stand still together,  
We'll all stand still together,  
We'll all stand still together,  
And sing a song or two.

We'll all sit down together,  
We'll all sit down together,  
We'll all sit down together,  
And sing a song or two.

We'll all be quiet together,  
We'll all be quiet together,  
We'll all be quiet together,  
Now singing time is through.

**When the Band Begins to Play** (*Joyfulness*)

Written By: Alice C.D. Riley

Music By: Jessie L. Gaynor

When the band begins to play,  
"Tum Tum! Tum Tum Tum Tum!"  
With rolling of the drum,  
Then my feet begin to move,  
And my fingers start to strum,  
And my heart begins to beat,  
"Pum Pum Pum Pum!"  
How I love the little flute,  
"Toot Toot! Toot Toot Toot Toot!"  
The jolly little flute! Oh!  
My feet just want to  
March in step all day,  
When the band, the band, the band  
Begins to play.

**Who Will Try?** (*Trust: confidence, idealism, thankfulness*)

Words and Music By: Edith Sanford  
Tillotson

Who will try to be a sunbeam  
When the sky is gray?  
Who will spread a little sunshine  
On a rainy day?  
I will try, I will try,  
While the clouds are in the sky,  
I will try to be a sunbeam  
On a rainy day!

Who will try to count their blessings  
When the sky is gray?  
Who will find the silver lining  
In a rainy day?  
I will try, I will try,  
While the clouds are in the sky,  
I will try to count my blessings  
On a rainy day!

Who will try to chase off shadows  
When the sky is gray?  
Who will thank the Lord (God) for sending  
Us a rainy day?  
I will try, I will try,  
While the clouds are in the sky,  
I will try to chase off shadows  
On a rainy day!