

Objectives

- Students write compassionate messages to be delivered to individuals who need encouragement.
- Students deliver their messages on the wings of paper airplanes that they construct and decorate.

Multiple Intelligences

Interpersonal

Linguistic

Logical-mathematical

National Standards

Visual Arts Standard #2

Using knowledge of structures and functions

Social Studies Standard #5

Individuals, Groups, and Institutions—experiences that provide for the study of interactions among individuals, groups, and institutions.

Health Education Standard #4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Background Information

Today, e-mail and instant messaging top the list of speedy ways to communicate, but often these messages are impersonal. Throughout history, many cultures invented unique forms of communication. In the first and second centuries, the Chinese started using paper folding to express themselves.

In 1965, Braniff Airlines commissioned the artist Alexander Calder to refresh the airlines' image. With his creative talents, he used a DC-8 airplane as his canvas. Calder designed a flying piece of art. The flourish of Calder's signature was visible above the forward cabin door. Images of this plane can be found on the Internet.

Resources

Charlotte's Web by E.B. White

Wonderful illustrations by Garth Williams. Classic tale of compassion across species appeals to young and old alike.

Chicken Soup for the Kid's Soul: 101 Stories of Courage, Hope and Laughter by Jack Canfield

For readers in grades 4 through 6 (younger children enjoy hearing some of the selections). Includes stories submitted by some famous people but mostly by children.

Sam and the Lucky Money by Karen Chinn

Boldly illustrated picture book for preschool through second graders. Chinn tells the compassionate struggle of a young Chinese boy in terms that all children can relate to closely.

Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

Airplane	Line
Balance	Kindness
Care/caring	Message
Card	Paper
Communicate/communication	Pattern
Compassion	Pilot
Deliver	Plane
Fly	Wings
Fold	
Form	
Helping	
Letter	



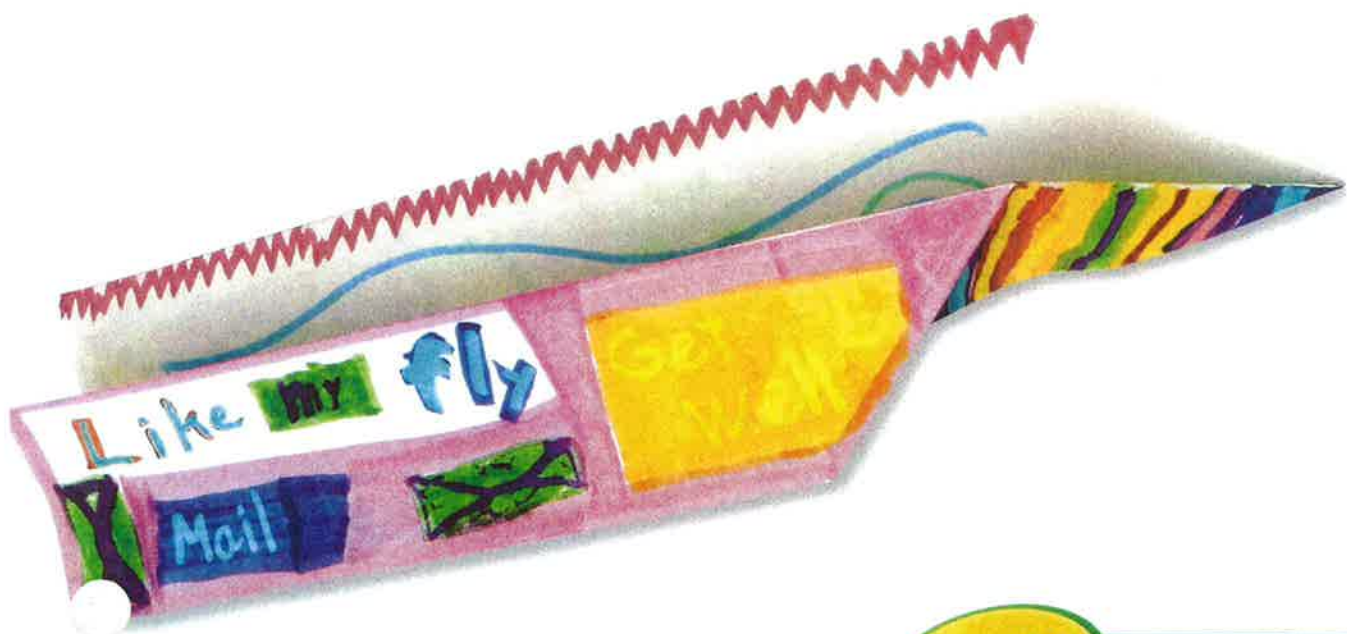
Artwork by students from
Paxinosa Elementary School,
Easton, Pennsylvania.
Teacher: Cathy Ziegenfuss

Artwork by students from
St. Theresa School,
Hellertown, Pennsylvania.

V Does It Mean?

Balance: both sides of a design have the same visual weight

Score: etch lines in flat surfaces that are to be joined (modeling compounds) or folded (paper)



Dream-Makers™
Building fun and creativity into standards-based learning

Suggested Preparation and Discussion

K-2

Questions to discuss: Can you imagine how a friend might feel who just lost a pet? How do you feel when you see people who are having a difficult time? How could you help them know you care?

Identify someone you know who would appreciate a caring message. Perhaps they are sad or lonely. Think about what you could say that would show compassion to them.

3-4

Discuss: What are your feelings when you listen to news stories about tragedies? Are you relieved they didn't happen to you? Or are you filled with compassion (the ability to sympathize with another's distress together with a wish to make it better)?

Identify someone in your community who would appreciate a caring message. Think about what you could say that would show compassion to them.

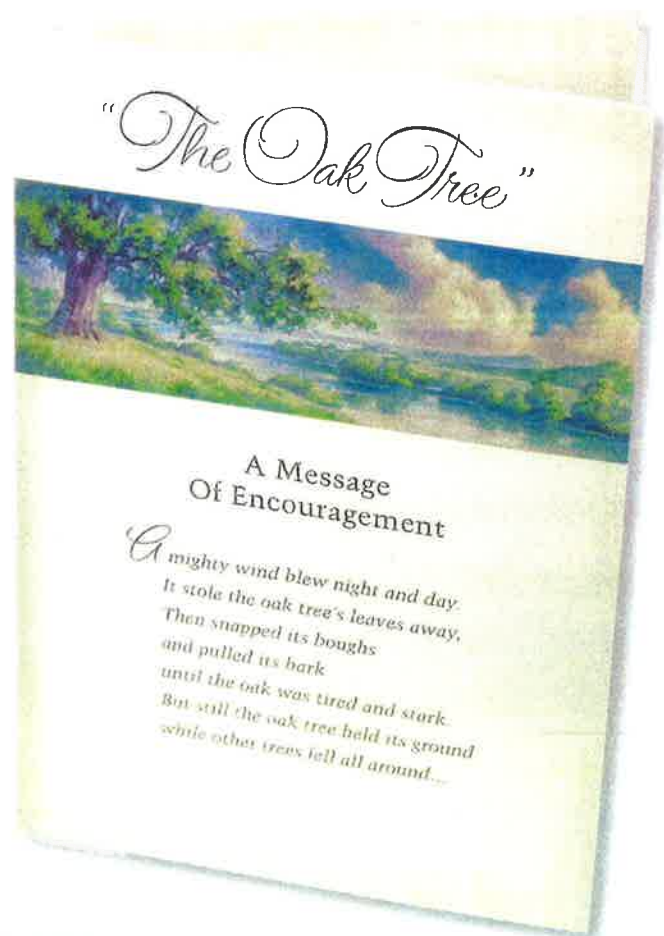
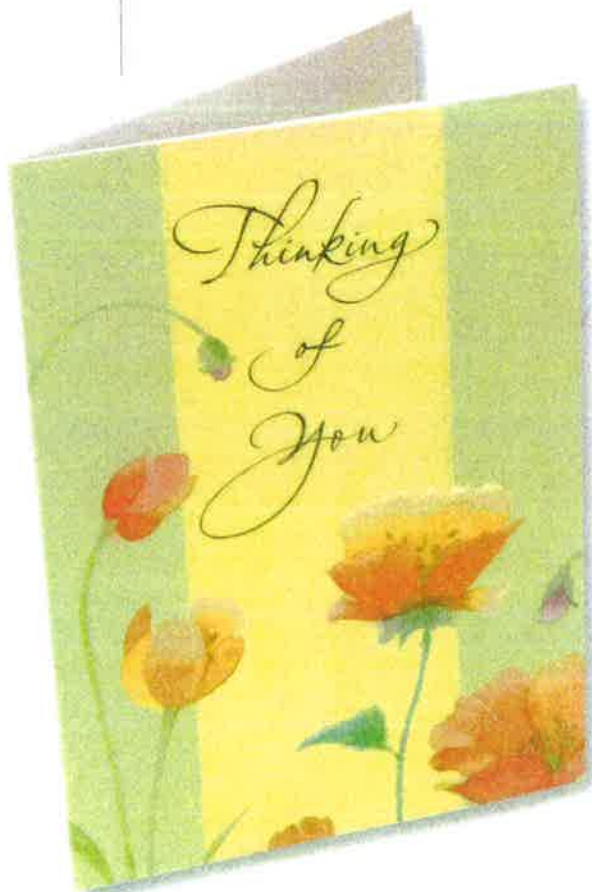
5-6

Crayola® Supplies

- Markers

Other Materials

- White paper

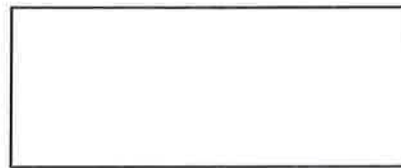


Handmade Cards

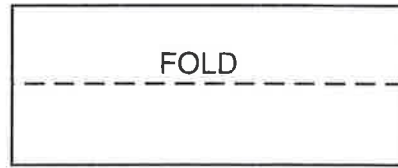
	K-2	3-4	5-6
Process: Session 1 20-30 min.	Make the plane <ol style="list-style-type: none"> 1. Encourage students to invent their own paper-folding methods. These directions describe how to make the planes pictured. Fold paper in half horizontally and score at fold. Open. 2. Create a triangular point by pulling one upper corner down to center fold and then other corner. Fold together in half. 3. Fold one side down to bottom fold. Fold down other side. 4. Repeat diagram Step 4 for even sleeker plane. Make sure the plane is balanced. 		
Process: Session 2 20-30 min.	Write a message <ol style="list-style-type: none"> 5. Write a caring message on the plane's wings. 6. To decorate the plane, experiment with lines and colors. Fill in areas around message with patterns. Choose an embellishment style that is compatible with the message. 7. Sign and date the flying message. Deliver it personally or slip it into a stamped, addressed envelope and mail it. 		
Assessment	<ul style="list-style-type: none"> • Do children exhibit feelings of goodwill and compassion as they write their messages? • Are messages clearly written on a folded-paper airplane? Is the airplane artfully decorated in a way that is compatible with the message? • Ask children to report when messages were delivered and how the recipient responded. • Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned. 		
Extensions	<p>Read children's literature about individuals whose lives are dedicated to caring for others. Create a display highlighting the compassionate acts of these people.</p> <p>Experiment with other ways to fold paper airplanes. Which ones fly the highest? Farthest? Straightest?</p> <p>Experiment with other paper sculpture forms that also carry a compassionate message.</p> <p>Learn about Sadako and her paper crane project.</p> <p>Find out about the World Peace Project for Children.</p> <p>Seek ways to exhibit compassion within your community and beyond. Choose projects suitable for children's ages.</p> <p>Adapt paper-folding techniques as applicable for children with special needs.</p> <p>Gifted children could write more extensive messages on more elaborately folded airplanes.</p>		

How to fold a paper plane

Step 1. Lay paper lengthwise.



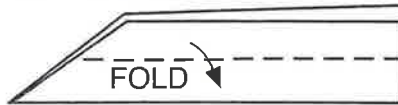
Step 2. Fold paper in half.



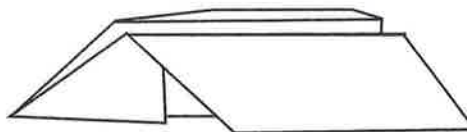
Step 3. Fold corners back on both sides.



Step 4. Fold top edge down to center fold on both sides.



Step 5. Folding is complete.



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Objectives

Students write encouraging messages to promote honest, trustworthy, and truthful behaviors in others.

Students apply patterns and color to pretend fortune cookie sculptures to contain their thought-provoking messages.

Multiple Intelligences

Interpersonal

Intrapersonal

Linguistic

National Standards

Visual Arts Standard #5

Reflecting upon and assessing the characteristics and merits of their work and work of others

Social Studies Standard #5

Individuals, Groups, and Institutions—experiences that provide for the study of interactions among individuals, groups, and institutions.

Health Education Standard #1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Background Information

The origin of the fortune cookie is a hotly debated topic. The Chinese have a long tradition of placing messages inside sweets for special occasions such as birth announcements or festival celebrations. The fortune cookie that is common today, however, is an American invention. It might stem from the time when Chinese immigrants were working to build the railroad and could not afford fancier treats. Or the tradition may have started in the early twentieth century when a Chinese baker is said to have handed them out to homeless people with words of encouragement.

Resources

Fortune Cookie Fortunes by Grace Lin

A delightful picture book for kindergarteners through third graders. Fortune cookie messages aptly apply to family members in the story, illustrated in watercolor and origami.

Passport on a Plate: A Round-the-World Cookbook for Children by Diane Simone Vezza and Susan Greenstein

For cooks from fourth to sixth grades. More than 100 worldwide recipes are rated for difficulty.

Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

Affirmation

Chance

Character

Cheating

China/Chinese

Cookie

Empower

Encourage

Food

Fortune

Honest/honesty

Inspire

Luck

Lying

Message

Pattern

Sculpt

Stealing

Trustworthiness

Truthfulness

Silk Fortune Container

Artist unknown

Silk, cardboard, and thread

2 1/2" x 2"

Private Collection



Japanese bad fortunes tied to a roadside shrub

Photo by R. De Long

What Does It Mean?

Pattern: orderly, repeated designs

Sculpt: form, carve, and add texture to modeling compound

Symbol: image that represents an idea or object



Japanese fortune bunch
Photo by R. De Long

Artwork by students from
Freemansburg Elementary School,
Freemansburg, Pennsylvania.
Teacher: Patricia Check

	K-2	3-4	5-6
uggested Preparation and Discussion	<p>Discuss the virtues of honesty, trustworthiness, and truthfulness. Why are these character traits so valuable in life? Read biographies and stories about the value of honesty.</p> <p>What kind of fortune messages might encourage others to behave honestly? Brainstorm ideas and messages for fortunes that could help others avoid lying, cheating, and stealing.</p> <p>Share a snack of fortune cookies. Talk about their messages and meanings.</p>		
Crayola® Supplies	<ul style="list-style-type: none"> Colored Pencils Markers Model Magic® Scissors 		
Other Materials	<ul style="list-style-type: none"> Modeling tools such as plastic dinner knives, craft sticks, and toothpicks Waxed paper (optional) White paper 		
Set-up/Tips	<ul style="list-style-type: none"> Air-dry folded fortune replicas on waxed paper for at least 24 hours before decorating. 		

Tibetan Fortunes

Artists unknown

Red ink on rice paper

2 3/4" x 7"

Private Collection.



Great fortune in business



Progress in studies



Eradicate sickness



Helps maintain and nurture relationships



Peaceful and safe home



Silk Fortune Container

Artist unknown

Silk, cardboard, and thread

2 1/2" x 2"

Private Collection.



K-2

3-4

5-6

Process:
Session 1
20-30 min.

Write fortunes

1. Cut several paper strips on which to write honesty-encouraging fortunes.
2. Print simple messages to inspire honesty on the strips with colored pencils.
3. Decorate back and front side of the message with eye-catching marker lines, patterns, and designs.

Process:
Session 2
20-30 min.

Create fortune containers

4. Flatten a small Model Magic ball with hands or use a capped marker as rolling pin. Cut into a circle.
5. Place paper fortune across the center of circle. Fold the circle loosely in half. Do not apply pressure.
6. Pull pointed ends of fold together while pushing center out. Pinch edges closed. Air-dry at least 24 hours.

Process:
Session 3
20-30 min.

Decorate fortune containers

7. Consider using symbols that offer design clues about the message contained inside.
8. Add marker patterns to outside of "cookies."

Assessment

- Does the message reflect integrity and apply to the theme of honesty?
- How closely does the artistic expression relate to the topic?
- Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned.

Extensions

Try making edible cookies with the help of someone for whom fortune cookies are a family tradition.

Students with some types of motor challenges could print their messages from a computer and make paper envelopes in which to put them.

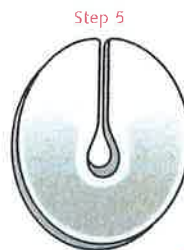
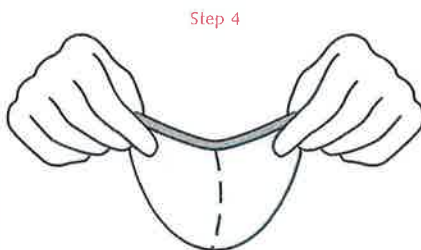
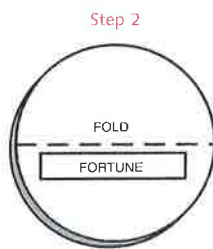
Find out about other traditional Chinese foods. Compile a book of healthy recipes.

Read children's books that portray situations in which characters confront the issue of dishonesty. Talk about what children can do when they encounter others who do not tell the truth.

Debate: Is honesty always the best policy? What about the lie of omission? Gifted students could find out about other fortune-telling traditions from around the world. Prepare reports on the most interesting ones, including adages from various cultures about honesty.

Role play situations in which students face everyday challenges to be honest. Discuss which decisions are most honorable. Consider the long-term effects of honesty.

How to assemble fortune cookie sculptures



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Objectives

Students identify the characteristics of a hero or heroine by relating on personal experiences, reading, and/or research.

Students creatively sculpt medallions and write detailed certificates to award to a heroic individual they identified.

Multiple Intelligences

Interpersonal

Linguistic

National Standards

Visual Arts Standard #3

Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Standard #4

Understanding the visual arts in relation to history and cultures

English Language Arts Standard #7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

What Does It Mean?

Medallion: an ornament resembling a medal, often used to recognize a person's greatness

Score: notch, scratch, or indent

Background Information

Throughout the world, heroes and heroines are recognized. These individuals can be athletes who compete in the Olympic Games; scholars or scientists who are recognized with Nobel Prizes; or ordinary citizens who, when confronted by extraordinary circumstances, put the safety and welfare of others ahead of their own.

Medals and medallions are often presented to soldiers for their heroism. In 1864, during the Civil War, Union General Benjamin Butler awarded medals to approximately 300 African American troops under his command out of appreciation for their heroism and bravery in confronting their enemies in battles for freedom.

Each year on the fourth of July a distinguished individual in the United States is presented the Freedom Award, which is a medallion. Like the United States, many other countries have a long history of their leaders presenting medallions to individuals for their great achievements.

Resources

Character Education: Grades K-6 Year 1 by John Heidel, Marion Lyman Mersereau, and Jennifer E. Jenke
Addresses nine universal values such as responsibility and respect with stories of heroes and heroines from various cultures. Includes suggestions for lessons and community service projects.

Kids With Courage: True Stories About Young People Making a Difference by Barbara A. Lewis
Stories of 18 young people to inspire older elementary students.

Teammates by Peter Golenbock and Paul Bacon
All elementary students will be captivated to learn about Jackie Robinson and PeeWee Reese, the teammate who honored him before a hostile crowd. Leads to discussions of friendship, courage, and racial harmony.

Using Picture Story Books to Teach Character Education by Susan Hall
Background information for teachers on character education. Includes annotated bibliographies of picture books that address more than 20 positive character traits.

Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

Art vocabulary

Accolade
Award
Design
Emphasis

Form
Medallion
Pattern
Relief

Sculpt
Shape
Texture

Heroic character traits

Brave
Compassionate
Competent

Constant
Courageous
Daring
Diligent
Empathetic
Exceptional
Exemplary
Forgiving
Generous

Innovative
Perseverant
Selfless
Stalwart
Trustworthy
Unafraid
Unselfish
Valiant



Man in the Maze Pendant

Circa 1900s

Artist: Marvin Lucas, Hopi

Silver

Private Collection

The Man in the Maze pendant shows a figure with hands raised. This figure symbolizes that man successfully navigated through life. Find similar examples to show students how symbols are used to reflect meaning in both medals and designs found in certificates.

	K-2	3-4	5-6
Process: Session 3 15-20 min.	Decorate medals 7. Decorate medals with markers (grades K-2) or paint (grades 3-4). Air-dry the paint. 8. Bend a ribbon in half and pull the loop through the ribbon hole. Thread both ends of the ribbon through the loop. Pull the ribbon closed.		Write oral presentations 6. Write feature articles that include heroic words identified in the research. Exchange with other students on the team to proofread. Revise accordingly. 7. Read articles to the class and show cover designs. Students comment on the clarity and detail of articles as well as effectiveness of cover illustrations. 8. Based on class feedback, teams each select a cover and article to publish.
Process: Session 4 45-50 min.	Design a certificate 9. Write and illustrate a paper award certificate. Use heroic vocabulary as well as signs and symbols that reflect the nature of the award. Include lines, shapes, colors, textures, and patterns in decorative borders.		Publish cover and writings 9. Make black and white photocopies of the cover design and article. Hand color them with colored pencil. 10. Staple the cover to article for distribution.
Assessment	<ul style="list-style-type: none"> Does the medallion design make use of visual symbols that accurately depict a heroic achievement? Do the heroic individual's accomplishments reflect the character traits of a hero or heroine? Does the vocabulary on the certificate include some words that are common when talking about heroic individuals? In the case of older students, has an attempt been made to use more advanced vocabulary? Are all words spelled correctly? 		<ul style="list-style-type: none"> Did students work cooperatively in small groups to design covers? Were students receptive to feedback from others? Were article drafts proofread and edited? Are they clearly written and descriptive about the individual? How effective were cover designs in portraying the individuals?
	<ul style="list-style-type: none"> Did students follow directions to create their medallions, certificates, magazine covers, and feature articles? Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned. 		
Extensions	<p>Students plan and hold an awards ceremony. Invite honorees if they are friends, relatives, or live in the community. If students made awards for heroes they read about in books, showcase the books and awards together in the school library.</p> <p>More advanced students might each research a person whom they admire and then role play an awards ceremony where their heroes make acceptance speeches for their awards.</p> <p>As an aid to young students and students with special needs, display key words in a prominent place in the classroom.</p> <p>Offer students with small-motor coordination challenges the opportunity to create text for their awards on a computer. Add colorful details to the printed certificate with markers or colored pencils.</p>		



Artwork by students from
 Asa Packer Elementary School,
 Bethlehem, Pennsylvania.
 Teacher: Linda Kondikoff



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Artwork by students from
Asa Packer Elementary School,
Bethlehem, Pennsylvania.
Teacher: Linda Kondikoff



"People of the Year"
magazine cover design
artwork by students from
St. Theresa School,
Hellertown, Pennsylvania.



Dream~Makers™

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	K-2	3-4	5-6
Suggested Preparation and Discussion	<p>Display pictures of medals and awards and “people of the year” magazine covers of heroic individuals as well as several children’s books that focus on heroism. Lead a discussion to compare and contrast the people in the display. Consider questions such as, What design elements are commonly used? How does each award reflect the specific character trait(s) of the person being recognized? What symbols and descriptive adjectives are used?</p> <p>Discuss <i>Teammates</i> or similar literature about heroic action with the students. Share personal or local heroic adventures.</p> <p>With students, create a bulletin board banner titled “Criteria for Heroism.” Write questions on index cards and post under the headline. Who are some heroes or heroines in students’ own lives? Who are some famous ones? What character traits do these people possess?</p>		
Crayola® Supplies	<ul style="list-style-type: none"> • Model Magic® • Markers 	<ul style="list-style-type: none"> • Air-Dry Clay or Model Magic • Paint Brushes • Tempera Paint 	<ul style="list-style-type: none"> • Markers
Other Materials	<ul style="list-style-type: none"> • Colored Pencils • Modeling tools such as craft sticks or plastic dinnerware • Plastic drinking straws • Recycled newspaper • Ribbon • Textured surfaces such as sink mats • Water containers 		<ul style="list-style-type: none"> • Stapler & staples
Set-up/Tips	<ul style="list-style-type: none"> • Model Magic compound fresh from the pack sticks to itself. • Sculpt air-dry clay on paper plates. As needed, dampen and score surfaces to be attached. Rub medallions with a moist, paint-filled sponge to soften the etched designs and words. • Cover painting surface with newspaper. 		
Process: Session 1 15-20 min.	Identify heroic words <ol style="list-style-type: none"> 1. Students share heroic adventures they know about and understand. 2. List words that describe heroes and heroines. 3. Choose one person to honor as a hero or heroine. Pick descriptive words and symbols for creating medallions and certificates. 		Compare and contrast heroic words <ol style="list-style-type: none"> 1. Research and share descriptions of heroic acts. Track the different types of acts found and other common information. 2. Compare and contrast words that are used to describe these heroic acts. List words that are used repeatedly.
Process: Session 2 40-50 min. or more	Create medallions <ol style="list-style-type: none"> 4. Press a tennis-ball amount of modeling compound into a flat disc. Press the disc against textured surfaces to create patterns on both sides. Trim the sides with a modeling tool. Smooth with fingers. 5. Use a pencil point to etch heroic words and symbols—or sculpt and add separate 3-D symbols—to the medallion surface. More mature students’ medallions are increasingly elaborate and detailed. 6. Push a straw through the top of the medallion. Twist to make a hole for a ribbon. Air-dry Model Magic compound at least 24 hours. Air-dry the clay for 3 days. 		Create magazine covers <ol style="list-style-type: none"> 3. Look at “people of the year” magazine covers on display. Point out text, illustrations, photographs, and other relevant details. 4. Sketch cover designs for a magazine cover that features headlines using the identified words and illustrations. 5. In teams, discuss the cover designs. Select one design to embellish. Each team member redesigns a magazine cover using markers. Display designs from each team.