

# PHOTOCARD BOOK

GRADES  
K-3



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Building Character *with* **KELSO**

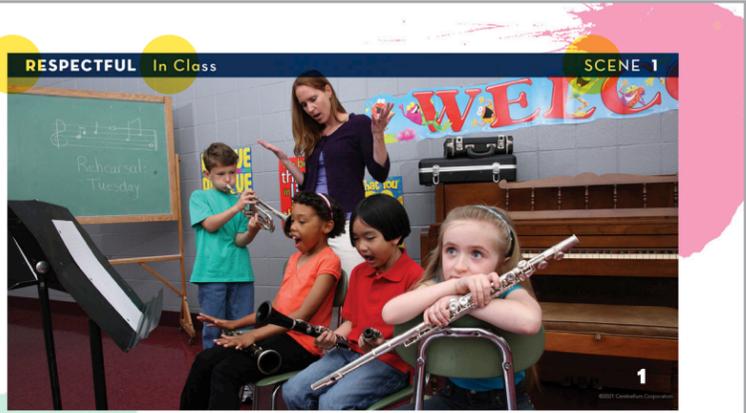
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# DIRECTIONS

## SCENE 1: NOT RESPECTFUL

Character Trait    Setting    Scene #



**a** A visiting high school music teacher has brought several fancy instruments for everyone to look at. These students have just walked into the music room from recess.

**b** When you look at this photo, what do you think is happening?    If you were present, what sounds and noises would you hear?  
 How do you think the people in this photo are feeling?    Describe what you think this would look like if these students were being respectful.

**a** Brief scene description to be read aloud to students.  
 NOTE: Instructor Notes with complete descriptions are included in Core Lessons.

**b** Discussion Questions to be asked to students.  
 Questions include icons to indicate type of question:



Use with K-3 Core Lessons 1 - 6 in the Building Character with Kelso Leader's Guide, as these photo cards are an integral part of the curriculum. Refer to these lessons for additional guidance and Instructor Notes.

## OVERVIEW

There are six photos for every character trait. The photos work in pairs – a Scene 1 photo displays a particular scene with student(s) NOT demonstrating the character trait; a Scene 2 photo displays the same scene, this time with student(s) demonstrating the character trait.

Each pair of photos displays the same character trait across a different setting (in class, at recess, or at home).

NOTE: Instructor Notes corresponding to each photo card are included in each Core Lesson of the Leader's Guide. Scene numbers, page numbers, and setting are indicated on the top of every Photo Card. See key to the left for reference.

## STEPS

### Begin with the Scene 1 card:

1. Hold up the Photo Card, displaying Scene 1 to students.
2. Read the description aloud to set the scene.  
 NOTE: This statement contains just enough information for students to make guesses, it provides a basis for discussion.
3. Refer to Instructor Notes in the Core Lessons of the Leader's Guide for a complete description of the scene. Do NOT read this description aloud to students.
4. Ask students the discussion questions at the bottom of the card.  
 To facilitate discussion and indicate each type of question, icons are displayed beside the discussion questions:



NOTE: For the predictive question, prompt students to predict how the people in the scene will look, sound, and feel - in detail. Additionally, create a sense of anticipation prior to revealing Scene 2 to make the lesson more effective.

## SCENE 2: RESPECTFUL



**a** Look carefully: did you correctly guess what the students would look like if they were being respectful?

**b** If you were present, what sounds and noises would you hear now? How do you think the people in this photo are feeling now?

### Follow with the Scene 2 card:

5. Hold up the Photo Card, displaying Scene 2 to students. Allow students time to carefully inspect the scene.
6. Refer to the Instructor Notes in the Core Lessons of the Leader's Guide for a complete description of the scene.
7. Ask students the discussion questions at the bottom of the card.

### Finish with a side-by-side comparison:

8. Do a side-by-side comparison of the Scene 1 card and the Scene 2 card for students to better understand what a situation would look like if NOT using the character trait and what it would look like if using the character trait.



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A visiting high school music teacher has brought several fancy instruments for everyone to look at. These students have just walked into the music room from recess.

- 👁️ When you look at this photo, what do you think is happening?
- ❤️ How do you think the people in this photo are feeling?

- 👂 If you were present, what sounds and noises would you hear?
- ★ Describe what you think this would look like if these students were being respectful.



👁️ Look carefully: did you correctly guess what the students would look like if they were being respectful?

👂 If you were present, what sounds and noises would you hear now?  
❤️ How do you think the people in this photo are feeling now?



It's morning recess and this student has brought a snack from home.

- 👁️ When you look at this photo, what do you think is happening?
- ❤️ How do you think the student in this photo is feeling?

- 👂 If you were present, what sounds and noises would you hear?
- ★ Describe what you think this would look like if the student was being respectful.



👁️ *Look carefully: did you correctly guess what the student would look like if she were being respectful?*

👂 *If you were present, what sounds and noises would you hear now?*  
❤️ *How do you think the girl in this photo is feeling now?*



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Here are two sisters: Big sis is in her room, reading a story for her English homework. The sign on the door says "Do not disturb." Her younger sister wants to play.

- 👁️ When you look at this photo, what do you think is happening?
- ❤️ How do you think the people in this photo are feeling?

- 👂 If you were present, what sounds and noises would you hear?
- ★ Describe what you think this would look like if the girl was being respectful.



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👁️ Look carefully: did you correctly guess what this girl would look like if she were being respectful?

👂 If you were present, what sounds and noises would you hear now?  
❤️ How do you think this girl and her sister are feeling now?