

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

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SOCIAL SKILL: ACCEPTING RESPONSIBILITY
CASEL COMPETENCY: RESPONSIBLE DECISION-MAKING

BOOK INFORMATION

Book Title: *The Firekeeper's Son*

Author: Linda Sue Park

Publisher: Clarion Books

Year: 2004

ISBN Number: 0-618-13337-2

Number of Pages: 40 pages

Reading Level: Pre-K - 3rd grade

BOOK SYNOPSIS

Sang-hee's village may be small, but it is very important. The village is the first post on the trail of signal fires that tell the king if the country is safe. Though Sang-hee's father lights the fire everyday to signal peace on the coast, one day the fire is not lit. Seeing no danger from the sea, Sang-hee must find out what happened to his father and light the fire before the soldiers are sent.

LESSON OBJECTIVE

Help children see the importance of accepting responsibility and completing important tasks, even when the task may not be the most enjoyable.

LESSON MATERIALS AND ADVANCED PREPARATION

Korean Role Play

No materials or preparation needed.

Assembly Line Activity

Materials: paper cups (medium size); markers; brass fasteners (or tape); orange or yellow tissue paper
Preparation: None needed.

KEY VOCABULARY AND CONCEPTS

Responsibility - something you are in charge of or something you are told to do or other people are depending on you to do; your job or something that you are expected and supposed to do; to keep a promise you made

PRE-READING ACTIVITY

Show the front cover of the book. Explain that this story is about a little boy named Sang-hee who lived in Korea 200 years ago, before the Internet or telephones. Now, Korea is two countries, but at the time this story was written, it was one country called Joseon. It was very difficult to communicate across the long country. Because of this the Koreans found a very clever system to send news, but it took many people to make it work.

Ask the children to think of something that routinely happens at home or at school. Something that is very important. Have them think about what might happen if one day it didn't happen and they were the one who had to take charge and make it happen. In their minds compare their situation to the story of Sang-hee.

READ THE BOOK

POST READING DISCUSSION

Ask the following questions:

- Why was Sang-hee's choice to light the fire so important?
- Why did he almost not light the fire?
- What do you think makes Sang-hee a responsible person? Would you trust him?
- Was what Sang-hee wanted bad? Why was it important that he was responsible?
- If Sang-hee had not lit the fire what would have happened? What do you think he would do when everyone found out?

POST READING ACTIVITY

Web translation has an English to Korean translation dictionary:

<http://webtranslation.paralink.com/korean-translation.asp>

Korean Role Play

Have the children separate into groups (4 or 5 to a group) and act out key scenes in the book using the given Korean words:

1. Sang-hee sees the sun is setting, but there is no fire and no trouble from the sea. His mother also doesn't know what is wrong and tells Sang-hee to go to the mountain.

Words:

Fire – *bul* (long u) 불

Mother – *eomeoni* 어머니

Mountain – *san* 산

Ocean – *bada* 바다

2. Sang-hee's father trips and breaks his ankle on the trail. Sang-hee finds him. Sang-hee's father tells him he must go and light the fire. Sang-hee takes the coals and leaves.

Words:

Ankle – balmok 발목

Coal – seogtan 석탄

Go fast! – Ppali ga! 빨리 가!

3. Sang-hee makes it to the top of the mountain. He needs to light the fire, but drops the coal. Next he hesitates, thinking about soldiers, and the coal goes out. Eventually he lights the fire.

Words:

Soldier- gunin 군인

Sword – geom 검

Battle – jeontu 전투

Peace – pyeonghwa 평화

Optional: Have the children act out what might have happened if Sang-hee hadn't lit the fire.

Assembly Line Activity (grades 4-6)

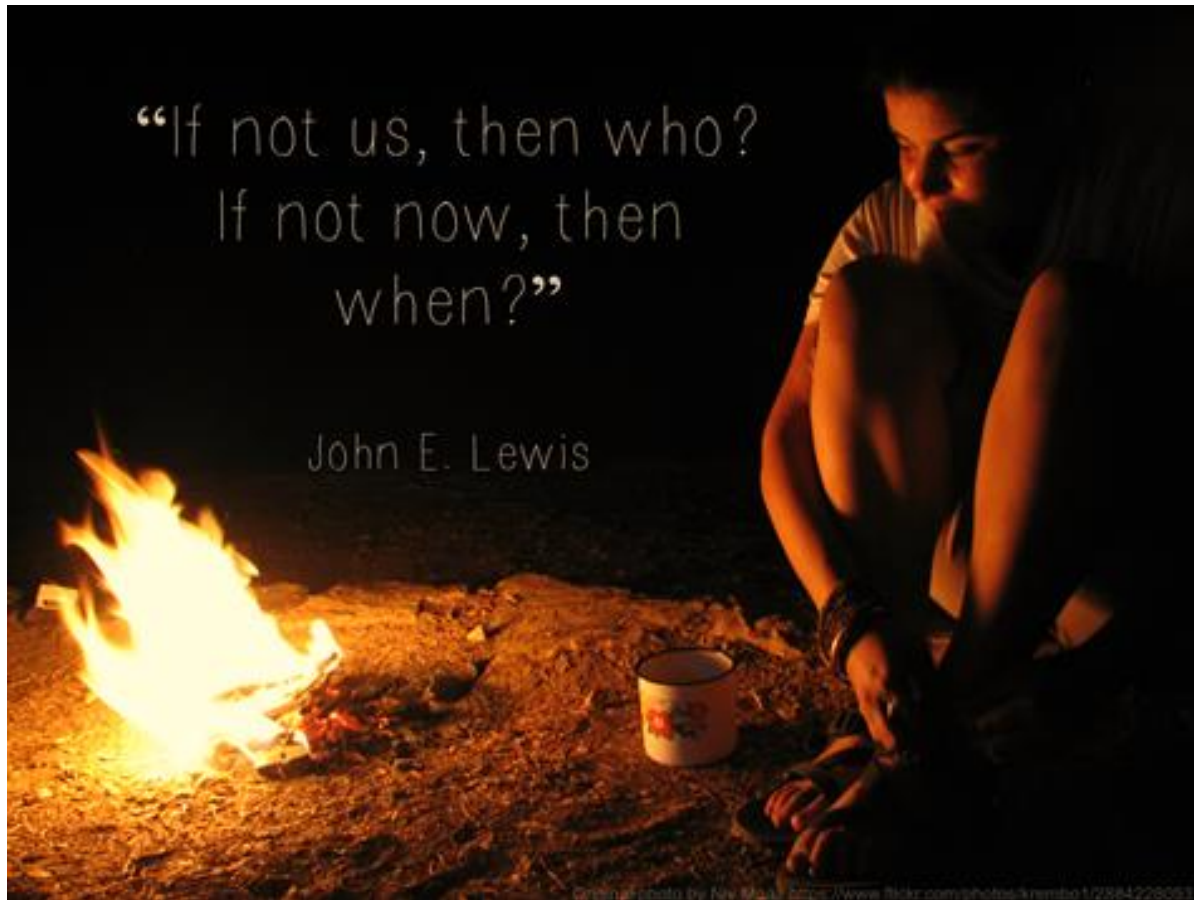
1. For each group (4 or 5 children to a group):
5 paper cups (medium size)
2 markers
5 Brass fasteners (or tape for younger children)
5 pieces of orange or yellow tissue paper (representing fire)
2. Line the students up in groups of four or five students. Keep the teams as even as possible. Tell the students that they each have responsibility to help their whole team win.
3. Line the teams up with a desk (or chair) 10 feet away from the last person in line and another desk (or chair) right next to the first person in the line. On the chair next to the first person in line, set five paper cups and give this student a marker, give the second student in line another marker. Give the next student in line the 5 pieces of tissue paper. Give the last person in the line the 5 brass fasteners (or tape for the younger children).
4. Explain to the children they are the fire tower line that delivers messages to the king. They must warn the king of danger before the other teams. They must, as an assembly line, build five signal fires with the words **"WE NEED HELP, PLEASE COME"**, one word written on each cup, and place the cups with the words in the right order.
5. The first child picks up a cup and holds the cup upside down while the second child writes the word needed on the side of the cup ("We" "need" "help" etc.). The third child makes a fire shape with the tissue paper. The fourth child helps fasten the tissue paper to the top of the cup. The final child runs the cup to the chair (five feet away) and makes sure the cups with the words are placed in the right order and that each cup has a tissue paper fire attached.
6. The first team to finish their sentence gets their message to the king. The message gets them the help they need for their village.

CLOSURE

Hang the poster (provided) in the room. Review the social skill steps with your class.

Steps for Accepting Responsibility

1. Look at the person.
2. Use a calm body and voice.
3. Say what you are sorry about.
4. Say what you'll do differently next time.



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**If not us, then
who?
If not now, then
when?**

John E. Lewis