

- What is most important value to you? Why?

### **#59 Finish the Story**

**Learning Objective:** We have the power to decide what we think, what we say and what we do.

#### **Instructions:**

Below are two fictitious stories that might sound familiar. Read each story, and creatively finish them in two different ways. Have the characters respond in the most irresponsible way and then in a responsible way.

#### **Story #1: "Cheating"**

After graduation, Jamie found herself at a big university. Her parents were so proud. She was looking forward to four years of undergrad in the pre-med program, followed by med school, and then a career as a doctor. The first classes were brutally tough. Then came her first mid-term exam! She read the first question of the exam, and her mind went blank. She looked at the second question. She didn't know the answer. As she wiped the tears from her eyes, she tried to concentrate. She looked up, and there it was: an answer sheet in plain view, right on the desk in front of her... **(You finish the story from here)**

**When you're done writing the endings to the story, answer these questions:**

1. What were the consequences for those who made irresponsible decisions?
2. What were the benefits to the characters that made the responsible decisions?
3. Why is it that we often know what it takes to be responsible, and yet we don't always make the right decisions?
4. What is the best way to teach responsibility?
5. Does someone always have to experience the negatives of a situation in order to learn responsibility?
6. What five things need to happen for you to be more responsible in your own life?
7. Why would cheating never prosper someone (list at least five reasons)?
8. How is cheating related to personal integrity?

#### **Story #2: "Who Is To Blame?"**

Jenny doesn't come from a family that anyone would call "ideal." Her mom is an alcoholic, her father beats her mother, and the family never has any money. Jenny's never done very well in school; she feels there's nothing to motivate her to do a good job. No one at home cares what grades she gets, except when they are embarrassed by getting more than one call from the same teacher. So it wasn't a big deal when Jenny started partying, forging absence notes, and ditching. Her GPA dropped below a 1.0. For a while, no one seemed to notice that things were going down hill. Then Jenny's counselor called her in and informed her that she wasn't going to graduate. "What's the problem, Jenny?" asked the counselor. "I can't believe it," said Jenny...

**(You finish the story from here)**

**When you're done writing the endings to the story, answer questions #1-5 from the answer these questions:**

1. At what point in your life are you willing to take the blame for your actions?
2. How is personal responsibility related to integrity?
3. When are you old enough to take control and determine your own direction?
4. At what point in life are you able to overcome the influences around you?

## **#60 Saying Something Nice**

**Learning Objective:** This activity supports social and emotional development, as well as providing positive guidance.

### **Materials:**

- A ball of thick white yarn
- A group of ten children or more

### **Preparation for activity:**

Ask the kids if they think people can spin webs like spiders. This question usually stirs up the curiosity, and next comes the rules of the game.

### **Instructions:**

- Introduce the activity with the above question and suggest that we should try to spin a web as a group.
- Join group in a big circle (sitting down) and show them the white yarn.
- Explain that you will begin spinning the web by holding the end of the yarn ball tightly in your lap and then picking a friend to toss the remaining ball to.
- "I pick John to help spin our web".
- When John catches it, share something you like about him (i.e., "I like how John shares with his friends").
- Remind John to hold the yarn string tight in this lap, as he picks the next friend to toss the ball of yarn to.
- The activity proceeds until the ball is complete, and the number of times a child is picked doesn't matter, unless of course the circle has gone through everyone (with teacher assistance, "I think Sally would like to join our web").
- It's fun to see how huge your life size web has become. Sometimes it's fun to see if the group can stand up together without getting tangled in it too!

### **Process and Reflection:**

- How did you feel when someone said something nice about you?
- Why aren't we always nice to others in our class?
- What words should we use when we talk to others in our class?
- How do you like others to treat you?
- What did we create with our kind words? What do you think it means to have created a web with the kind words we used in talking about the students in our class?

## **# 61 See Ya**

**Learning Objective:** Grouping students in a way that provides opportunities for students to work with others they may normally not associate with is a positive way to build a sense of belonging and connectedness

### **Instructions:**

Break up your class into smaller groups of 3 or 4 students. As the teacher, you are going to call out some qualities or specifics. The person in the group who matches that specific will be leaving the group and finding another.

- Tell each group to remember the size group they are in when they start – this group must always stay this size (if there are 4 in your group now, you will always want to have 4 in your group – no more or less).
- Explain to the group that you will all be sending off the players in this way – when you hear the word, "READY" we will all announce, "SEE YA!"

- The teacher might say, "The player with the longest hair." Each small group decides who the player with the longest hair is. The leader gives a few seconds for the groups to decide, then says, "READY?" Everyone says, "SEE YA!" Then the player with the longest hair has to go and find another group to be with. This is where remembering the size of your group comes in. Each small group will want one new person to join them. It is helpful for small groups who need a player jump up and down and say, "OVER HERE, OVER HERE!" So the wandering longhaired players can find a place.
- After everyone has found a new home, call out another quality like, the oldest player, the youngest, darkest eyes, longest nails, most jewelry, closest birthday to today, most pets in their lifetime.....you get the idea.
- After the new group is formed the student who was just added must share the pillar of character that best describes him or her and why. Or write a starter character question on the board that the student must finish and then he or she can pick someone in the group to answer. Character questions could include:
  - How would you describe; What role does character; Does character; How honest; How do you decide; What would you do if; How would you feel if; What is the importance of; Do your actions; Who deserves

## **#62 Rotten to the Core**

**Learning Objective:** Decrease name-calling and verbal bullying while increasing use of positive words.

### **Materials:**

Apples, Knife, Cutting board

### **Instructions:**

- Before the class begins, the teacher will slightly bruise an apple by rolling/banging it on the floor.
- Teacher asks students how many of them have heard the saying, "Sticks and stones may break my bones but words will never hurt me." How many of you believe this statement is true? The teacher then states, "Words do hurt us."
- The teacher then goes on to discuss if we can always tell by looking at someone if words hurt others. We may be able to tell how a person is feeling by their facial features and body language. Other times, we may not be able to tell how negative words hurt someone.
- With this activity, we are going to see how positive and negative words make a person feel on the inside.
- The students are then instructed to share a time that someone did or said something mean to them. After the student has made the comment, they will then drop the apple directly in front of them. After the apple has been dropped, the student will pick up the apple and pass it to their right.
- The teacher then picks up the other apple. This apple will be used for positive statements.
- The teacher then asks students how they feel when a positive statement is made to them. It makes us feel happy when we are given a positive statement. The students are directed to say something positive that someone did for them or said to them.

### **Process and Reflection:**

The teacher then cuts the apple that had negative words to it in half vertically. The other apple, which was given positive words, is cut in half horizontally so the apple looks like it has a star in the middle.

- What did the apple that was dropped when negative words were said, look like on the

- outside?
- How about the inside?
- What did the inside of the apple look like that was used when we said nice things about each other?
- What does that tell us about words others may say to someone else?

**Middle School Extension:** Middle School teachers may incorporate the use of cell phones, e-mails, texts, instant messaging, etc. Middle school students do not realize the impact of such devices may have on another student. These devices take out the emotional aspect and when they may be joking or teasing, the other person does not realize it and take the information personally.

### **#63 Leaving A Mark**

**Learning Objective:** What we say matters and even on the internet words can hurt.

#### **Instructions:**

Students will rub a graphite pencil on a piece of paper. The student will then rub their finger in the graphite until their finger is coated with the graphite. The student will then place their finger, which is coated with the graphite on a plain piece of paper. The students will then look at their finger print and compare their finger print to other finger prints in their class. The students will realize that their finger print is different than others in their class. The students are then asked to erase the finger print so that it can't be seen. (this is impossible)

#### **Process and Reflection:**

- How does this activity connect with what some students do when posting information on the Internet or sending an e-mail message?
- Which pillar is violated when we say hurtful words on-line?
- Why would a student intentionally hurt someone else with the words they write on-line? How do you want to be treated by others?
- Can what we say on-line be erased?
- Does what one say hurt less if it is on-line rather than in person?

The teacher can then discuss how every source of the Internet connection leaves a "fingerprint". Therefore, every time you communicate on-line, you leave a finger print. The finger print can not be erased.

### **#64 All Cracked Up**

**Learning Objective:** To demonstrate how we manage stress in our lives.

**Materials:** Egg; Glass or dish

#### **Instructions:**

- Conduct the first demonstration.
- Raise your arm so that it is visible to all the participants.
- Pick up an egg and ask the participants to watch what you are doing. Squeeze the egg and explain that the egg did not crack because there was consistent pressure all around.
- Conduct the second demonstration. Show that the egg is raw by cracking it a clear glass or dish.

#### **Process and Reflection:**

- Why did the egg not crack when it was squeezed on all sides, but cracked easily when it

- was hit against the side of the glass?
- Continue the discussion to relate this demonstration to real-world examples about how we manage stress in our personal and professional lives.
- We can manage small stresses all around us. However, when a large stress impacts on one area of our lives it can be too much.
- When we live a balanced life, relief on one side cancels out the stress on the opposite side.

### **#65 Dodgeball**

**Learning Objective:** To review a pillar of character and to generate (and answer) questions.

**Instructions:**

- Organize two teams. Divide the students into two teams. Ask the members of each team to come up with a team name.
- Write review questions on a pillar of character. Give five blank cards to each team member. Ask team members to write a review question (and the answer) on each card. Ask each team to collect the review cards from its members, remove duplicates, and get ready to ask—and answer—questions.
- Explain the object of Dodgeball Review. The goal of this game is to eliminate opposing players by getting them “out” by asking a question that stumps them or by correctly answering a question presented by an opposing player.
- Start the game. Ask all participants to stand.
- Explain how the game is played.
  1. A member of Team A will call on a member of Team B and read a question.
  2. Team B member must answer the question within 20 seconds. If the answer is correct, Team B member remains standing and Team A member (who asked the question) sits down and is “out”. If the answer is incorrect, Team B member sits down and is “out” and Team A member (who asked the question) remains standing.
  3. Whichever team did not get “out” will ask next question
  4. Determine the winning team. The first team to eliminate all members of the opposing team wins the game.

*Variations*

Want to simplify scheduling? Play the game for exactly 10 minutes. The team with the most players standing when time is called is the winner.

Don't want to penalize players for writing easy questions? Change rules so that you can only get “out” by answering a question incorrectly.

### **#66 I Think You Are Great**

**Learning Objective:** To help students see the impact that kind words have on how others feel.

**Materials:**

- Piece of construction paper for each student
- Individual student pictures
- Sheets of 8 1/2 x 11 paper with a double sided arrow drawn on each. The number needed will depend on the actions determined by the class.



**Instructions:**

Prior to the activity, make a poster using construction paper for each student with his or her name, maybe a picture that has been taken and the words, “I think you are great because ...”

As a class, brainstorm positive words that we can use to describe others. What are uplifting and kind words we can say to someone else? Record some of the words and phrases on the board for reference. Place the posters around the room and assign a student to each poster (not their own). Have the students write a positive and encouraging statement on the poster about the fellow classmate. Then, have the students rotate around the room to make sure they get to write something in each poster. This could be done at intervals throughout a month period of time. It could be a great way to begin each week with students having them choose another couple of students to write something positive about.

As we know that caring is expressed not only in words but also actions. As a part of this activity, create mini-posters that have a double arrow. Ask students to share ways that they can demonstrate caring to their fellow classmates (letting others play, sitting by someone you may not know well at lunch, not fighting, helping someone when they are in trouble). Write each of the ideas given by the students on the double arrow sheet and then hang these in between the student's "I think you are great because..." poster.

**Process and Reflection:**

- How did you go about thinking what you would write?
- Were there specific characteristics that you saw in the student from what he or she did?
- Why did you think what you said about another student was important?
- Were there certain words or phrases you hoped that others would say about you? If so, were they on your poster? Why do you think that happened? If not, why do you think your fellow classmates did not share those attributes about you?
- What do we mean when we say that caring is expressed by words and actions?
- What are the ways you think our class demonstrates caring?
- Do other care what we say about them?

**#67 Gone Fishing**

**Learning Objective:**

Helping students to realize that we all face challenges and fears but that we can possess the courage to overcome and persevere.

**Materials:**

- An 8 1/2 x 11 sheet of paper cut into fourths.
- Pen or pencil
- 2 or 3 cans/pails
- 4 dowel rods cut into 2 foot lengths
- String
- 4 small magnets
- paper clips

**Instructions:**

Provide each student with a 1/4 size sheet of paper. Have them fold it in half. On the upper half, they can write down something they are, or were afraid of. On the bottom half, have them write what they did or could do to help get over this fear.

Punch a hole through the top of both pieces of paper near the fold and attach a paper clip. Each student can then place the pieces of paper in a couple of pails or cans. Depending on the size of the class, figure on no more than 8 students per can.

Provide a couple of "fishing poles" that have been created out of our 2-foot piece of dowel rod that has a string and magnet attached to the end. Have the student take the pole and drop it into the can. The magnet will attach itself to a paper clip.

The students can reel in the clip of paper and read whatever was written. Provide each student with a turn. As a class discuss the importance of courage and how one can deal with fearful or unsettling events.

**Process and Reflection:**

- How hard was it to come with a fear or challenge you have?
- Have you been successful in having the courage to overcome and persevere? If so, what strategy has worked for you?
- What is it hard to face a fear or challenge?
- As you get older, what are other challenges you will most likely have to face?
- Why do you think some students lack the courage to overcome the fear they have?

**#68 Courtesy Charades**

**Learning Objective:**

Providing students with an understanding that rudeness and discourteous behavior have consequences.

**Materials:**

Samples of rude and discourteous behaviors written individually on sheets of paper

**Instructions:**

Write down examples of rudeness and discourtesy on sheets of paper. You can have students create these by working in small groups. Let them think of behaviors that they have seen in class, the playground, hallways, bus, or lunchroom.

Have students volunteer to pick a sheet out of a hat an act that example in pairs. For example – interrupting one another, cutting in line, not saying please or thank you.

Have the other students guess what the discourteous example is being acted out by the pair. Then discuss ways to show proper courtesy and manners in the same situations.

**Process and Reflection:**

- How hard was it to come up with rude and discourteous behaviors that you have seen at our school?
- How often do these occur?
- Why do you think students act this way?
- What are examples of similar behavior you may have seen in adults?
- How does this apply to what we do in our class or how we ought to act when there is no adult around?
- What do you want to be remembered for by others?
- What should we do in these situations?
- How would our school or class be if everyone acted rude and discourteous toward others?
- How would our school or class be if everyone acted kindly and was respectful toward each other?

## **#69 That's Not Fair**

### **Learning Objective:**

Understanding the different perspectives that others have when determining what is fair and making sure students create a clear system for making decisions that promotes fairness.

### **Materials:**

2 index cards for each student

### **Instructions:**

Give each student 2 index cards. Label the first card with title of "Unfair." Have the students write about a time something in their life was not fair or a situation of someone else where that person was not treated fairly. The second card should be titled as "Fair". On this card, have the students write about a situation whereby they did believe they were treated fairly.

Exchange the unfair labeled cards. What works is to have students trade their cards with someone else and then before reading the card, change with another student. Then make one additional exchange. Have students get into a group of three. Each student in the group will read the "unfair" situation described on the card. When all three have read the unfair situation, have them discuss what they found to be in common with how the situation was handled.

Do a similar process of exchange for the "fair" labeled cards. When they are exchanged multiple times, create new groups of three. Have students read the card and then discuss amongst themselves as to what conditions are in place in order to make a situation fair.

### **Process and Reflection:**

- What makes something unfair?
- What happens when we do not have clearly established rules and a decision or choice is made?
- Can you think of an example when a decision was made without a clear understanding of rules or established procedures?
- How do you feel when you are criticized or punished for something that you did not know was wrong?
- Why is it important to not show favoritism when making a decision?
- If I say that for a decision to be considered fair, one must make sure you gather facts. What does that mean? Why would that be important part of the process in trying to make a fair decision?
- What makes a fair decision?
- Why is fairness hard to understand?
- Do you think that no matter what you do someone may still think your decision is unfair? Why would this be the case?
- What can you do to make a fair decision?
- If something is to be fair, one could say there should be pre-established rules that are consistently applied. What does that mean for you as a student? What does that mean for a teacher? Another adult in your life?

## **#70 The Story of Harvey**

### **Learning Objective:**

To provide opportunity for students to discuss and practice identifying and determining levels of responsibility.

### **Materials:**



copies of "The Story of Harvey" (1 per student)  
paper and pencils  
whiteboard or newsprint

**Handout:**

Harvey, a 15-year-old boy, has been on probation for a year for being caught breaking into a house. It was his first referral to the court. Harvey's father abandoned his mother and two other younger children when Harvey was eight years old. His mother has not been effective at disciplining Harvey, and he has run wild for several years, skipping school, doing drugs, and stealing. Now he has been caught breaking into another house. At the hearing, it is learned that Harvey has seen his probation counselor only once in 11 months. The judge, having little confidence in the probation department, commits Harvey to a training school. Harvey does not like the training school. One house parent in particular treats him badly, pushing him around and humiliating him in front of the other young people. Bill, another boy in Harvey's cottage, is planning an escape. Harvey does not want to run away, but Bill coerces Harvey into doing it. They escape one night, and Bill steals a truck. They speed through a red light, hitting another car, and Harvey is killed.

**Instructions:**

1. Make photocopies of The Story of Harvey handout, 1 per youth.
2. Distribute copies of Harvey's story and read it aloud to the group.
3. Direct youth to list the people responsible for the tragedy, in order from most to least responsible.
4. Divide the youth into groups of three or four. Direct the groups to discuss and come to a consensus on the responsible characters.
5. Have each group write their chosen order on the board and explain their reasoning.

**Process and Reflection:**

Ask each small group:

- Was there any character whom you assigned no responsibility for the tragedy? Who? Why?
- How did you resolve differing opinions about the order of responsibility?

Ask the entire group:

- What does our discussion suggest about responsibility?
- What did you learn from this process about communication, cooperation, and decision-making?

**Integrating Character Education**

Whatever a teacher does around character education, it must be intentional and explicit and not left up to chance. When a class, team of teachers or the entire school strive to make character an identifiable and observable component of the educational process, changes in culture will be the result. The following is an activity that could be done with students to identify what action ideas may already be in place, as well as identifying what other intentional strategies could be considered to make sure character truly does count.

This activity could also be one that is used by faculty in discussing specific ideas in the implementation of a character education program. If done with teachers, an instructional strategy would be to:

Part 1: As an individual:

- Circle at least 5 of these ideas you already do.
- Underline at least 5 of these ideas you'd like to try.
- Star two ideas that if successfully implemented would make a measurable difference

Part 2: As a group:

- Each share one idea they circled, one idea they underlined and one idea they starred.

Part 3: Reporting out:

- What conclusions can we draw from this activity?
- Share from your group one idea from what someone is already doing; one idea someone would like to try; one idea that if successfully implemented would make a measurable difference.

### IDEAS

1. Hang character education posters in halls and classrooms. Refer to traits throughout the day in different subjects as appropriate.
2. Modify current recognition programs to include character achievement.
3. Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences.
4. Prohibit vulgar and obscene language in the classroom, on school grounds, and at school-sponsored activities.
5. Don't allow unkindness of any kind in your classroom; no "put-downs."
6. Use announcements, school/classroom bulletin boards, and/or the school newsletter to highlight various accomplishments - particularly character oriented ones - of students and faculty members.
7. Create a code of behavior for your classroom or school to which students and teachers agree.
8. Share a personal hero and tell the students why he/she is your hero.
9. Regularly weave character into your discussion of literature, history and other subjects, asking "What's the right thing to do?" and follow up with a discussion.
10. Use the language of character traits: "I have a responsibility to...", "It demonstrates integrity when...", "Picking up litter shows responsibility and respect for our school..."
11. Explain why you are a teacher and what role of living up to core ethical values plays in your daily life.
12. Have students write their own sayings of significance or create a personal motto; display on walls.
13. Share stories of ethical conflict from literature, current subjects, in the news or movies/TV shows.
14. Encourage students to bring in articles about moral issues.
15. Have students write a letter to their five-year-old selves giving advice on how to be successful as themselves.
16. Explain and explore ways in which students can demonstrate acceptance of differences and learn about others.
17. Conduct a lesson on social media privacy options; make sure all students know how to use them and consider why we should respect them being used both online and in the real world.
18. Model kindness and courtesy and expect your students to do the same.

19. Read aloud a "Two-Minute Story" every day to begin or end the school day. Choose stories that are brief, yet value-centered.
20. Explain the reasons for a particular school or classroom policy, action or decision. Help students understand the "why" not just "what."
21. Have students discuss the ethical and character-developing elements of being a good student.
22. Develop an honor code or affirmation statement for tests and major class projects that addresses issues of cheating and plagiarism.
23. Teach students to analyze the media critically. To what extent do their messages encourage living a life of character?
24. Bring recent graduates back to talk about their transition to college, work or the military. Ask them how good moral habits have helped in their adjustment.
25. Help reinforce students' empathy. Ask questions like, "How would you feel if no one would play with you?" or "How would you feel if someone made fun of your name because they thought it was different?" Follow up with "What choice can you make to show character?"
26. Institute a "Character Honor Roll."
27. Explain and illustrate how to set goals and break them into smaller steps, as well as how to make a plan.
28. Read and discuss biographies of accomplished individuals. Encourage students to be discerning, seeing that an individual may have flaws but still be capable of much admirable action.
29. Insist that quality matters. Homework that stimulates and challenges students should be handed in on time, neat and complete. Details do count.
30. Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. Use this as an opportunity to group students who might not otherwise interact.
31. In science, address when appropriate the ethical considerations of that field of study.
32. In math classes, specifically address traits such as perseverance, hard work, self-discipline and responsibility required to be successful math students.
33. In social studies, continuously examine the responsibilities of the citizen. Help students identify what they can do right now to build the habits of responsible citizenship.
34. Follow through. Do what you say you will do. For example, administer tests when they are scheduled with thorough preparation and adequate notice; don't cancel at the last minute after students have prepared.
35. Expressing thanks is one way to show gratitude and good manners should always be enforced, but being grateful involves exposure to a lot of different experiences. Draw on examples from literature and the news to help students see what they have to be thankful for in their lives.
36. Illustrate to students how our choices impact others by using case studies in media and literature. Have students create different outcomes for the protagonist and chart their path.
37. Model integrity; let students observe that you live the expectations of hard work, responsibility, gratitude and perseverance that you place upon them.
38. Review the actions of celebrities who have made notorious press and have students create best possible mind maps for how things could have turned out.
39. Teach justice and compassion by helping students separate the doer from the deed.
40. Ensure students have a firm understanding of what constitutes plagiarism and of the school's policy against it. More importantly, help them to understand why it is wrong and teach them how to use an author's work as a reference, a direct quote or paraphrase.
41. Assign a small skill that can be easily developed with practice.
42. Never underestimate the power of stories to build a child's moral imagination. Read aloud daily.

43. Develop a class motto.
44. Help students take a self-inventory and identify their strengths and weaknesses, as well as tools to mitigate support for them and work arounds for weaker areas.
45. Provide opportunities for students to engage in a variety of discussions and activities. Hold class meetings and engage in group discussions around where character traits are evident in the life of your classroom or school.
46. Explain and illustrate how to make positive decisions in difficult situations, resist peer pressure and exercise self-control.
47. Analyze stories of others and identify what skills they used to overcome their situation. Role play challenges and solutions with students.
48. Have students create songs, acrostic poems or skits illustrating character traits.
49. Emphasize the significance of school traditions and rituals. Discuss the importance of recognizing certain customs as a community.
50. Identify excellent literature selections for your grade level that address specific character traits; share ideas regularly at staff/grade level meetings.
51. Include discussions of the school's "moral climate" and the desired goals for the moral life of the school at staff meetings.
52. Include references to the character traits in school newsletters.
53. Publicly recognize the work of a school's "unsung heroes" – custodians, secretaries, cafeteria workers, and connect to character traits.
54. Encourage teachers to send out monthly newsletters to parents that include references to ongoing character development in the classroom.
55. Have students write in their journals about character traits.
56. Designate a section in the school library that contains books with stories depicting respect, responsibility, honesty, integrity, self-worth and self-discipline and other moral lessons.
57. Make the discussion of moral development and current school projects a regular part of parent meetings.
58. Involve the entire school community (advisors, counselors, yard duty, volunteers, custodians) in reinforcing character traits and using the vocabulary.

### **In Order To Be A Successful Student, Here Is What I Need To Believe And Be Able To Put Into Practice**

The following are beliefs related to the importance of academics, social and emotional learning and character development for students. A teacher may use these belief statements in a variety of ways. One idea is for a belief statement to be posted, read, and discussed at the beginning of each week. It could then be read daily with the students. At the end of the week ask them what they learned or how the thought applied to their lives or activities during the week. Have the children give written or oral examples, or have them draw a picture to illustrate their ideas.

A second way is to choose one of the beliefs for the week. As the teacher, refer to the belief when discussing a lesson, asking questions from a story read or a video clip viewed. Have students identify the choice one has to make to have the belief become a behavior for them.

- How I look is not as important as how I act.
- I treat others the way I want them to treat me.
- I can get better at anything if I put in the effort
- My decision should be based on reliable facts and solid information
- I am a good sport; I follow the rules, take turns and play fair.
- It is okay to laugh at funny things, but not to laugh at others.
- I do not gossip; if I cannot say anything helpful, I do not say anything at all.
- I believe that I am someone who can do important things.

- What I say and how I say it tells others the kind of person I am.
- Learning how to make a variety of choices will enhance the outcomes of my actions.
- When I listen, I show others that I care about them.
- I am being a good citizen when I volunteer to help others.
- I think for myself and make smart choices that are good for me.
- Each day offers a new start to do my best.
- I am my own best resource and can use my knowledge and experience to be innovative.
- Everyone makes mistakes, so instead of getting angry with myself, I try to do better.
- I do not give up; I keep trying until I can do my work.
- When I understand my core beliefs and am mindful of my emotions I can determine what positive choices to make.
- Sharing with others makes me feel good and makes them feel good too.
- I work out my problems without hurting myself or others.
- I am being polite when I wait for my turn and say please and thank you.
- When I smile at people, they usually smile back.
- I encourage my friends to do their best.
- My values guide me to do what is right.
- I am honest; I do not cheat or steal.
- When I am angry, I use self-control and do not hurt others.
- When I know what my strengths and weaknesses are I can improve on them and feel more confident in my actions
- When I do what I say I will do, I am being responsible.
- I am grateful for what I have, so I share with others.
- I appreciate my strengths and recognize my challenges. This appreciation helps me to grow.
- I try to learn something new each day.
- I can take risks because I can handle it if things do not work out.
- I can identify and manage my emotions and behavior.
- When things do not go my way, I stop and think of what I can do to make them better.
- I can make sure that my behavior is appropriate and reflects my values
- I feel successful when I do my best.
- I am being punctual when I am on time and do not keep people waiting.
- When I cooperate with others, I get more done.
- I follow the rules and try to make my school a better place.
- I like to get to know children who are different from me.
- Since I tell the truth, my friends trust me.
- I look for what is good in others and I say what I like about them.
- Being organized and on task will help eliminate stress and I will be more successful.
- When I use my time wisely, there is usually enough time to do what I want to do.
- I am responsible for my actions and their consequences.
- To move on, I need to forgive.
- I think before I act; how I act affects how others treat me.
- Using manners helps me keep my friends.
- I have courage to be an "upstander" for kids who are teased or bullied.
- Before I do something, I ask myself, "Is it safe?"
- I am me -- I do not try to be like someone else.
- I can understand how others are feeling and react appropriately.
- I know the qualities of a healthy relationship and don't settle for anything less.
- It is my responsibility to communicate clearly with others and express my views effectively and respectfully.
- Working productively with others as part of a team or group will allow me to accomplish

more.

- I can handle conflicts calmly and peacefully resolve them.
- Having a positive attitude is an essential factor in generating positive results.
- I am thankful for opportunities life presents.
- I might not be the best, but I will try to be the best is me.
- Negativity in life or in others does not change who I know I am.
- I am not as good as I ought to be, want to be or going to be. At least, I'm a little better than I use to be.
- I will get better results if I set goals and plan out steps to reach them.
- It is important to keep promises and commitments.
- I plan ahead and think about what I want to do when I grow up.

### **Student Activities To Change Behaviors And Instill Beliefs**

It is a daunting task to change one's values. This can be an argument that educators sometimes give when they choose not to integrate character in the life of their class. Values seem to be ingrained especially as one gets older and the very thought of trying to directly and intentionally changing another's values seems to be overwhelming if not near impossible. Our instructional task as educators is to help students understand how to make good choices.

What we need to remember that the behavior of a student regardless of age is the result of a choice. Every action that one takes is a direct result of a choice. Even one's attitude is the result of a conscious choice that was made. But, with every choice made, there are specific consequences and each change in attitude or actions creates different consequences. The choices of attitudes and actions are determined by values or simply put our choices reveal our values. So, if we as educators are successful in helping student make better choices, there will be a change in behavior. The change in one's behavior provides opportunities for then putting what they value and believe into action.

An activity for helping students to consciously become aware of choices and behaviors is to intentionally and explicitly integrate into a class, specific strategies that will provide guidance to allow for student reflection. Here is a list of strategies that a teacher can consider for implementing as part of a lesson. The ideas given can be an excellent tool to use if the school has an advisor/advisee period or a situation where a classroom teacher may conduct a class meeting. These strategies could even be used by having students reflect in writing as part of their daily agenda.

- Think about what you did yesterday at school. Identify 3 emotions (e.g., happy, surprised, sad, angry, proud, afraid) you experienced and express them in "feeling faces", photographs or a sentence.
- Watch a TV show and name the emotions felt by characters. Describe a time you felt the same way the story character felt.
- Identify the emotions that are triggered when you: listen to music, talk to a friend, take a test, being scolded.
- List 3 positive strategies you use when handling conflict.
- Record changes in your emotions throughout the day (e.g., before and after transitions, recess, lunch, etc.).
- Begin the week by expressing a positive feeling about your best friend at school.
- List 3 ways you deal with an upsetting situation at school (e.g., being left out, losing, rejection, being teased).
- Identify 3 individuals (family members, peers, school personnel, community members) who support your school success and responsible behavior.

- Set specific priorities to build on strength, to meet a need or address a challenge.
- Identify the pillars of character that help you make good choices.
- Identify the people who can give you the help you need.
- Describe 3 things you do well.
- Reflecting on this week at school, describe a situation in which you felt confident.
- Identify an achievement that makes you feel proud.
- Identify a hero in your life. List the personal qualities that individual has and how those specific traits are demonstrated.
- List 3 things you will practice this week to improve your performance of a skill.
- Finish this sentence. The most challenging part of school for me is ...
- Draw a picture of an activity your family likes to do together.
- List 3 ways you can ask for help when needed.
- Identify something you would like to be able to do better.
- Describe how peers can support each other in school.
- What are the positive physical characteristics you have that contribute to decisions you have made? (e.g., what sports to play, what activities to participate, etc.).
- Identify 3 things you like about yourself,
- Analyze how others in your life have helped you resist negative influences.
- Identify a time this past week when you overcame an obstacle to accomplish something that was important to you.
- Identify things about yourself and situation that you cannot change and devote your energy this week to something you can change.
- List 3 steps you can take this week in setting and working toward goal achievement.
- List 3 specific strategies you need to do this week to be successful in school.
- Share a behavior you would like to change.
- Give an example of an academic goal you could set for yourself.
- Give an example of a personal goal you could set for yourself.
- Divide a goal you have set into manageable steps.
- Identify a situation you want to change.
- Identify the progress that you have made toward achieving your goal.
- Explain the relationship between success in school and becoming what you want to be.
- Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).
- Make a plan for how to improve your performance in a school subject.
- Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).
- Develop a friendship goal with action steps to be taken by certain dates.
- Develop an academic goal with action steps to be taken by certain dates.
- Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
- Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.).
- Recall a situation where your behavior impacted the feelings of others either positively or negatively.
- Distinguish between bullying and non-bullying situations.
- Think of a specific time you expressed empathy for someone else. What did you say and do?
- List 3 qualities you have that contribute to friendships.
- Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations.
- List 3 ways you demonstrate effective time management and organizational skills.

- Write a paragraph on how ethical conduct might improve valued relationships.
- Give 3 strategies on how peers can help one another avoid and cope with potentially dangerous situations.
- Share in writing how interests, personality traits, and aptitudes affect career choices.
- Identify 5 decisions you have already made today. Which decisions had minimal consequences? Which has potentially significant consequences? How did you decide what to do?
- What are 3 strategies you can use to resist pressures to engage in unsafe or unethical activities?
- In what ways does responsible decision making affect interpersonal and group relationships?
- Share how your behavior affects others.
- What are the personal qualities you have that influence the choices you make?
- Write a paragraph describing what this society might be like if nobody were trustworthy, if suspicion, dishonesty, and betrayal were the norm, if nobody could be counted on to keep commitments.
- Write about someone you trust. Why do you trust that person? How important is that trust to you? How do you reciprocate?
- Keep track for a month that focuses on your relationships with your friends and family in the area of trustworthiness. If there are things that displease you, list some ideas for improving the situation.
- Identify a time you lost somebody's trust or somebody lost your trust. Was this trust ever regained? How? What did you learn from the experience?
- Prepare a list of do's and don'ts for being a respectful person
- Prepare a list of do's and don'ts for being a trustworthy person.
- Prepare a list of do's and don'ts for being a responsible person
- Prepare a list of do's and don'ts for being a fair person
- Prepare a list of do's and don'ts for being a caring person
- Prepare a list of do's and don'ts for being a person who is a good citizen
- Watch a sitcom on television, and then write about how the actions of the characters demonstrated either respectful or disrespectful behavior.
- Bullies are often trying to make people "respect" them. Is this really respect, or is it fear? What is the difference? How is bullying and violent behavior an act of disrespect?
- Write a paragraph about the relationship between your age and level of responsibility. How do responsibilities differ for people your age and for older adults? How has your sense of responsibility changed, as you have gotten older? At what age should we become totally responsible and accountable for our actions?
- Describe three things you could do to be a more respectful person. How would that affect your relationships with others? How does it benefit you to be a respectful person?
- List 3 ways to make your school environment more respectful.
- What responsibilities do you believe you personally have for: 1) yourself, 2) your family, 3) your community?
- Write at least five things you could say to yourself when you are tempted to act irresponsibly. Explain the meaning and significance of each.
- Write a critique of an uncaring character, suggesting how he or she could have been more caring.
- Write about a real or an imagined experience in which you performed a random act of caring, and the results.
- Describe what this society might be like if nobody was accountable for their actions, if nobody kept their commitments.



## A. WILDERNESS SURVIVAL ANSWER SHEET

Here are the recommended courses of action for each of the situations on the Wilderness Survival Work Sheet. These responses are considered to be the best rules of thumb for most situations; specific situations, however, might require other courses of action.

1. (a) Call "Help" loudly but in a low register. Low tones carry farther, especially in dense woodland. There is a much better chance of being heard if you call loudly but in a low key. "Help" is a good word to use, because it alerts your companions to your plight. Yelling or screaming would not only be less effective, but might be passed off as a bird call by your friends far away.
2. (a) Make a lot of noise with your feet. Snakes do not like people and will usually do everything they can to get out of your way. Unless you surprise or corner a snake, there is a good chance that you will not even see one, let alone come into contact with it. Some snakes do feed at night, and walking softly may bring you right on top of a snake.
3. (c) Put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little. The best approach, of course, is to eat only those plants that you recognize as safe. But when you are in doubt and very hungry, you may use the lip test. If the plant is poisonous, you will get a very unpleasant sensation on your lip. Red berries alone do not tell you much about the plant's edibility (unless, of course, you recognize the plant by the berries), and birds just do not have the same digestive systems we do.
4. c) Drink as much as you think you need when you need it. The danger here is dehydration, and once the process starts, your liter of water will not do much to reverse it. Saving or rationing will not help, especially if you are lying unconscious somewhere from sunstroke or dehydration. So use the water as you need it, and be aware of your need to find a water source as soon as possible.
5. (c) Dig in the streambed at the outside of a bend. This is the part of the river or stream that flows the fastest, is less silted, deepest, and the last part to go dry.
6. (c) Midway up the slope. A sudden rainstorm might turn the ravine into a raging torrent. This has happened to many campers and hikers before they had a chance to escape. The ridgeline, on the other hand, increases your exposure to rain, wind, and lightning, should a storm break. The best location is on the slope.
7. b) Put the batteries under your armpits to warm them, and then replace them in the flashlight. Flashlight batteries lose much of their power, and weak batteries run down faster, in the cold. Warming the batteries, especially if they are already weak, will restore them for a while. You would normally avoid night travel, of course, unless you were in open country where you could use the stars for navigation. There are just too many obstacles (logs, branches, uneven ground; and so on) that might injure you—and a broken leg, injured eye, or twisted ankle would not help your plight right now. Once the sun sets, darkness falls quickly in wooded areas; it would usually be best to stay at your campsite.
8. (a) Yellow. A yellow flame indicates incomplete combustion and a strong possibility of carbon monoxide build-up. Each year many campers are killed by carbon monoxide poisoning as they sleep or doze in tents, cabins, or other enclosed spaces.

9. (a) Leave your boots and pack on. Errors in fording rivers are a major cause of fatal accidents. Sharp rocks or uneven footing demand that you keep your boots on. If your pack is fairly well balanced, wearing it will provide you the most stability in the swift current. A waterproof, zippered backpack will usually float, even when loaded with normal camping gear; if you step off into a hole or deep spot, the pack could become a lifesaver.
10. (b) Across the stream. Errors in facing the wrong way in fording a stream are the cause of many drownings. Facing upstream is the worst alternative; the current could push you back and your pack would provide the unbalance to pull you over. You have the best stability facing across the stream, keeping your eye on the exit point on the opposite bank.
11. (c) In stocking feet. Here you can pick your route to some degree, and you can feel where you are stepping. Normal hiking boots become slippery, and going barefooted offers your feet no protection at all.
12. (c) Freeze, but be ready to back away slowly. Sudden movement will probably startle the bear a lot more than your presence. If the bear is seeking some of your food, do not argue; let the bear forage and be gone. Otherwise, back very slowly toward some refuge (trees, rock outcrop, etc.).

## **Using Movies or Current Event Clips to Teach Character**

Movies or DVD clips can be a great teaching tool for teachers. Instead of being space filler, a movie can reach students in a way a class lecture can't. With so many movies available to the public, you will find a film to fit any subject or curriculum. If followed by an interactive group discussion, students will gain valuable insight in seeing character traits in action and learn how effective decisions are made.

1. Choose a movie or DVD clip that is appropriate and fits the curriculum.
2. Choose a clip that connects to a specific character trait.
3. Discuss the movie or DVD clip with the class. Review the basic ideas of the movie and point out the ideas that apply to the class.
4. Clips from films or current events are used to help teachers and students discuss character issues in a meaningful way and reflect on how actions affect the outcomes. It is a valuable tool for helping students learn how to make better decisions in their own lives.

### **Video Resources**

Video clips are a great way to integrate character into a lesson.

### **The first three are scenarios of teens that can be used to teach a specific value.**

- Lateefah Simon - Responsibility  
<http://www.youtube.com/watch?v=BDmOZZ3mork>
- Craig Kielburger - Caring  
<http://www.youtube.com/watch?v=Fx88LEhNneM>
- David Levitt - Citizenship  
<http://www.youtube.com/watch?v=9QpAfZrOtzE>

### **Other clips included In Search of Character**

Part 1 - [http://www.youtube.com/watch?v=lu\\_cWmtevX8](http://www.youtube.com/watch?v=lu_cWmtevX8)

Part 2 - <http://www.youtube.com/watch?v=d0qQxCyac7o>

### **A few of my favorite sports clips:**

- Point Missed - Point Made <http://espn.go.com/video/clip?id=3925981&categoryid=null>
- Touching Them All <http://www.youtube.com/watch?v=1PhvXyoGVFw>
- A Game of Hope <http://www.youtube.com/watch?v=HuxejhBOCOo>
- Mo Cheeks and Natalie Gilbert – National Anthem  
<http://www.youtube.com/watch?v=q4880PJnO2E>
- New Mexico Soccer – Elizabeth Lambert [http://www.youtube.com/watch?v=gNmPybFK2\\_o](http://www.youtube.com/watch?v=gNmPybFK2_o)
- Ben Comen <http://www.youtube.com/watch?v=FGeHXP24E0E>
- John Challis <http://espn.go.com/video/clip?id=3432355>
- Carry On <http://espn.go.com/video/clip?id=4372243>
- Kaleb Eulis <http://www.youtube.com/watch?v=tsVBZ9ZUIsM&feature=related>
- Jake Olson <http://www.youtube.com/watch?v=dX0ovhkgR7s>

### **Others**

The best site to access short yet inspirational clips on a variety of character topics is at the web site of the Foundation for a Better Life: [www.values.com](http://www.values.com)

Favorites include: Integrity, Honesty, Modeling, Respect, Sportsmanship, The Wall, Concert, The Greatest, Everyday Heroes, Locker

The Spanish version of the web site and DVD clips can be found at: [www.unavidamejor.org](http://www.unavidamejor.org)

Ordinary People Doing Extraordinary Things

<http://www.youtube.com/watch?v=5u7azdDPdOQo>

Farmers Insurance Agent can provide a free DVD

Lost Generation <http://www.youtube.com/watch?v=42E2fAWM6rA>

Did You Know <http://www.youtube.com/watch?v=EOpA9kNb3fk>

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212 Degrees, The Dash, Simple Truths of Service, What it Takes to Be Number One, The Richest Man in Town, The Power of Teamwork, Nature of Success, For a Child, Love is Spelled Time [www.simpletruths.com](http://www.simpletruths.com)

Character Chronicles

Trustworthiness - <http://video.google.com/videoplay?docid=-5998781948034161984&ei=nFIXS7TQB4W6qgKU1KzICA&q=character+chronicles&hl=en#>

Citizenship - <http://www.youtube.com/watch?v=9Zx1q1EemvE>

Caring - <http://www.youtube.com/watch?v=RePB4A2u8dl&feature=related>

Fairness -

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- Inspirational Sport's Speeches

<http://www.youtube.com/watch?v=Z2PloBdHeow&feature=related>

- I Can Speeches <http://www.youtube.com/watch?v=d6wRkzCW5ql>

- To a Child Love is spelled TIME <http://www.youtube.com/watch?v=zfZhReSOP9w>

- Haircut [http://www.youtube.com/watch?v=T\\_i34m981-Y](http://www.youtube.com/watch?v=T_i34m981-Y)

- Te Amo <http://www.youtube.com/watch?v=LmJlyDRmoi4>

- Power of Words <http://www.youtube.com/watch?v=Hzgzim5m7oU>

- The Monkey-Business Illusion [http://www.youtube.com/watch?v=IGQmdoK\\_ZFY](http://www.youtube.com/watch?v=IGQmdoK_ZFY)

- We All Have Our Own Color <http://www.youtube.com/watch?v=wn1REw40Sa8>

- What is the Internet? <http://www.youtube.com/watch?v=JUs7iG1mNjl>

- Cyberbullying Prevention Commercial <http://www.youtube.com/watch?v=bdQBurXQOeQ>

<http://www.youtube.com/watch?v=NbtajOvAU10>

- Lead India Tum Chalo <http://www.youtube.com/watch?v=pFs5vWxW-vc>

- [www.teachwithmovies.org](http://www.teachwithmovies.org)

- [www.wingclips.com](http://www.wingclips.com)

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- Inspirational Sport's Speeches <http://www.youtube.com/watch?v=Z2PloBdHeow&feature=related>
- I Can Speeches <http://www.youtube.com/watch?v=d6wRkzCW5ql>
- To a Child Love is spelled TIME <http://www.youtube.com/watch?v=zfZhReSOP9w>
- Haircut [http://www.youtube.com/watch?v=T\\_i34m981-Y](http://www.youtube.com/watch?v=T_i34m981-Y)
- Te Amo <http://www.youtube.com/watch?v=LmJlyDRmoi4>
- Power of Words <http://www.youtube.com/watch?v=Hzgzim5m7oU>
- The Monkey Business Illusion [http://www.youtube.com/watch?v=IGQmdoK\\_ZfY](http://www.youtube.com/watch?v=IGQmdoK_ZfY)
- We All Have Our Own Color <http://www.youtube.com/watch?v=wn1REw40Sa8>
- What is the Internet? <http://www.youtube.com/watch?v=JUs7iG1mNjl>
- Cyberbullying Prevention Commercial <http://www.youtube.com/watch?v=bdQBurXQOeQ>
- <http://www.youtube.com/watch?v=NbtajOvAU10>
- Lead India Tum Chal <http://www.youtube.com/watch?v=pFs5vWxW-vc>
- [www.teachwithmovies.org](http://www.teachwithmovies.org)
- [www.wingclips.com](http://www.wingclips.com)

**MIX-PAIR-DISCUSS CARDS (From Activity #1)**

Character

Who is your hero? What traits or qualities does he or she have that you admire most?

Character

Describe a person lacking good character.

Character

How would you define the word "character"?

Character

What events and experiences have shaped your character? Give specific examples.

Character

What character trait do you value most? Why?

Integrity

To have integrity, you must be true to what you believe. What do you believe in? Use the following sentence to describe three things you believe in: "I believe in \_\_\_\_\_ because...."

Character

What does the following quote mean: "Stand for what's right, even when you stand alone?"

Integrity

When we do something we know is wrong, we are acting without integrity. Describe one time you acted without integrity. What would have been the right thing to do?

Character

Character is who you are and what you do when no one else is looking. Do you agree with this quote? Why or why not?

Integrity

You are in the toy store and really want to buy a special gift for your brother. You don't have the money to buy it and you know it's not right to steal. But you know you can put it in your pocket and no one would know. Do you steal it?

Character

What are the advantages of living a life of good character?

Integrity

What does it mean to practice what you preach? Do you? Give one specific example.

Integrity

Are there ever situations where it is best to act against your own values? Explain.

Responsibility

With rights come responsibilities. What does this mean?

Integrity

Integrity is living up to your own moral standards. You know someone who lies, cheats and steals but doesn't have a problem behaving that way. Does he or she have integrity? Why or why not?

Responsibility

On a scale of 1 to 10, how responsible would you say you are?

Integrity

Integrity is acting consistently with your beliefs and values. How do you know your own beliefs and values?

Responsibility

You join a soccer team. You practice every Monday, Wednesday and Friday. On Wednesday you don't feel like going to practice. Do you have a responsibility to go?

Fairness

Is life fair? Describe why or why not.

Responsibility

If you made a deal with someone and they did not hold up their end of the bargain, would you? Why or why not?

Fairness

Three students in the class want to use the class computer at the same time to work on different projects. What would be a fair solution?

Responsibility

Can we ever really be responsible for what someone else does? Explain.

Responsibility

Complete the following sentence.  
"Responsibility is ..."

Responsibility

What is your greatest responsibility? Explain why it's so important?



Respect

What does it mean to treat someone with respect? What things do you do? What things do you say?

Respect

Do you expect people to treat you with respect? What do you expect of strangers you meet?

Respect

The best way to earn respect is to treat others with respect. Do you agree or disagree? Explain your position.

Respect

Much of the conflict and violence we see today is from the simple lack of respect. How can we teach people to be more respectful of one another?

Respect

If someone doesn't treat you with the respect you deserve, would you treat him or her with respect? Why or why not?

Respect

Who do you respect most? What are the reasons you respect him or her most?

Respect

What would happen if no one respected anyone else?

Caring

Complete the following sentence. "Caring is..."

Respect

Should you treat everyone with equal respect or should you give more respect to some? Explain.

Caring

Some people are very compassionate toward others. Some people don't care (apathetic) about others. Some people are down right mean toward others. What makes people treat others the way they do?

Respect

What is self-respect? Do you have a lot or a little self-respect? How do you show your self-respect?

Caring

John Donne, the English poet wrote, "No man is an island." What do you think he meant?

Caring

The more you give, the more you receive. Do you think this is possible? If so, how?

Caring

People show they care in different ways. Some do things for others. Some say nice things. Some give gifts. Some have positive thoughts. In your opinion, what are the best ways to show you care?

Caring

If you were a parent and wanted to teach your daughter about the importance of seeing things through someone else's eyes, what would you do or say?

Honesty

Your grandma knits you a sweater for your birthday. You open your gift and think the sweater is ugly. Do you say you like it to spare her feelings or do you tell her the truth?

Honesty

On a scale of 1 to 10, how would you rate your own honesty? Explain your rating.

Honesty

Is lying bad? Always? Sometimes? Explain.

Honesty

You have a bike that you want to sell. You put an ad in the newspaper and a stranger comes to your house to look at it. She asks: "Is there anything wrong with the bike?" The frame has a small crack in it, but she didn't notice. Do you tell her about the crack even if it means she may not buy the bike? Why or why not?

Honesty

Imagine there was a lying alarm. It was a bracelet that flashed and made buzzing sounds when someone told a lie. If such an alarm existed, would you vote to require everyone to wear one? Why or why not?

Honesty

What positive benefits come from telling the truth? For the truth teller? For others?

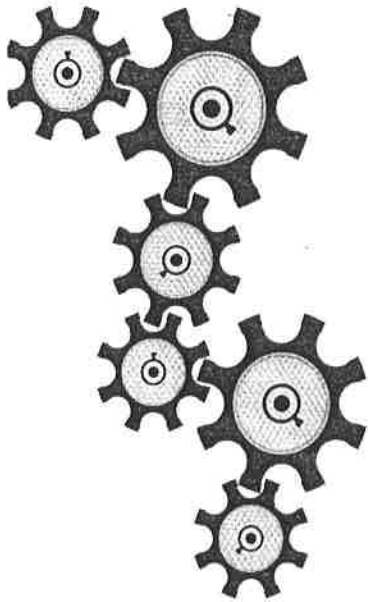
Honesty

Benjamin Franklin said, "Half the truth is often a great lie." What do you think he meant?

Appointment Clock



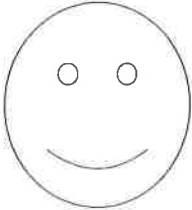
Find 4 class members, one for 12:00, 3:00, 6:00, 9:00, whom you will meet with when an appointment time is announced. Write the name of your appointment on the line by the time.



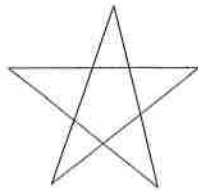
Handout for Activity #10 Gear Simulation

Pass it On Activity Shapes

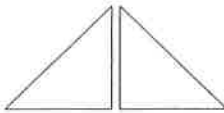
Pass it On Activity—Shape #1



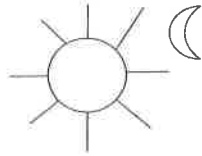
Pass it On Activity Shape #2



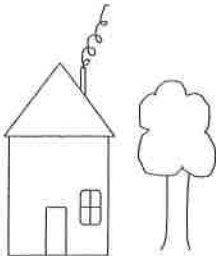
Pass it On Shape #3



Pass it On Shape #4



Pass it On Shape #5



Handout for Activity #6 – Back Draw

## WEEKLY QUOTES ON CHARACTER

The quotes are provided for use as daily or weekly reminders of living a life based upon the qualities and traits associated with good character. Feel free to use them according to the weekly schedule as announcements, in newsletters or printed as saying to hang on walls.

### WEEK 1

"Nothing is more important for the public wealth than to form and train up youth in wisdom and virtue." - Benjamin Franklin

"We must remember that education is not enough. Intelligence plus character – that is the true goal of education." - Rev. Martin Luther King, Jr.

"To educate a person in mind and not in morals is to educate a menace to society." - Theodore Roosevelt

"Everybody can be great. Because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve.... You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love." – Rev. Martin Luther King, Jr.

"Love does not consist in gazing at each other but in looking outward together in the same direction." -- Antoine de Saint-Exupéry

### WEEK 2

"Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny." - Unknown

"Character is the inward motivation to do what is right, whatever the cost." -

International Association of Cities of Character

"Success means doing the best we can with what we have. Success is in the doing, not the getting-in the trying, not the triumph." - Wynn Davis

"Everything can be taken from a man but one thing: the last of the human freedoms-- to choose one's attitude in any given circumstances, to choose one's own way." - Victor E. Frankl

"Live that you wouldn't be ashamed to sell the family parrot to the town gossip." -- Will Rogers

### WEEK 3

"To be what we are, and to become what we are capable of becoming, is the only end of life." - Robert Louis Stevenson

"Life is a series of problems. Do you want to moan about them or solve them?" - M. Scott Peck

"If I were asked to give what I consider the single most useful bit of advise for all humanity it would be this: Expect trouble as an inevitable part of life and when it comes, hold your head high, look it squarely in the eye and say, "I will be bigger than you. You cannot defeat me." - Ann Landers

"Good actions are the invisible hinges of the doors of heaven." -- Victor Hugo

"Society's demands for moral authority and character increase as the importance of the position increases." -- John Adams

### WEEK 4

"The greatest power that a person possesses is the power to choose." - J. Martin Kohe

"Our attitudes propel us forward toward our victories or bog us down in defeat. They

are the foothold beneath us in every step we take. They are what others see most of the personality within us; they describe us and define us, projecting the image we present to the world around us. Our attitudes make us rich or poor, happy or unhappy, fulfilled or incomplete. They are the single most determining factor in every action we will ever make. We and our attitudes are inextricably combined; we are our attitudes and our attitudes are us." - Shad Helmstetter

"Your living is determined not so much by what life brings to you as by the attitude you bring to life; not so much by what happens to you as by the way your mind looks at what happens." - John Homer Miller

"The price of hating other human beings is loving one's own self less." -- Eldridge Cleaver

"In spite of everything, I still believe that people are really good at heart." -- Anne Frank, from her diary, 1944

#### WEEK 5

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." - Aristotle

"Treat other people exactly as you would like to be treated by them..." - Matthew 7:12

"When...we, as individuals, obey laws that direct us to behave for the welfare of the community as a whole, we are indirectly helping to promote the pursuit of happiness by our fellow human beings." - Aristotle

"Gratitude is not only the greatest of virtues, but the parent of all others." -- Cicero

"The world has achieved brilliance without conscience. Ours is a world of nuclear giants and ethical infants." -- General Omar Bradley, Armistice Day, 1948

#### WEEK 6

"The truth never becomes clear as long as we assume that each one of us, individually, is the center of the universe." - Thomas Merton

"Our rewards in life will always be in exact proportion to the amount of consideration we show toward others. People with goals succeed because they know where they are going." - Earl Nightingale

"This above all, to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man." - Shakespeare

"Integrity is telling myself the truth. And honesty is telling the truth to other people." - Spencer Johnson

"Virtue is harder to be got than knowledge of the world; and, if lost in a young man, is seldom recovered." -- John Locke

#### WEEK 7

"Virtually nothing on earth can stop a person with a positive attitude who has his goal clearly in sight." - Denis Waitley

"There is only one way to cope with life, namely, to find that system of values which is not subject to fashionable trends,...which will never change, and will always bear good fruit in terms of bringing us peace and health and assurance, even in the midst of a very insecure world." - Dr. Thomas Hora

"Decide what you want, decide what you are willing to exchange for it, establish your priorities and go to work!" - H. Lamar Hunt

"Godness is a perpetual quantity, all penetrating, all searching, impartial, noble, a comfort in distress, a refuge to the weak, a tower and a defense to all who wish to be right and to do right." -- Joseph Parker

"Distrust that man who tells you to distrust. He takes the measure of his own small soul,

and thinks the world no larger." -- Ella Wheeler

### WEEK 8

"Discipline means choices. Every time you say yes to a goal or objective, you say no to many more. True discipline isn't on your back needling you with imperatives; it is at your side, nudging you with incentives. When you understand that discipline is self-caring, not self-castigating, you won't cringe at its mention, but will cultivate it." - Sybil Stanton

"Always concentrate on the most valuable use of your time. This is what separates the winners from the losers. Self-esteem is the reputation you have with yourself." - Brian Tracy

"The mind is a bit like a garden. If it isn't fed and cultivated, weeds will take it over." - Erwin G. Hall

"People may excite in themselves a glow of compassion, not by toasting their feet at the fire, and saying: "Lord, teach me compassion," but by going and seeking an object that requires compassion -- Henry Ward Beecher

"There is nothing in which people more betray their character than in what they laugh at." -- Johann Wolfgang von Goethe

### WEEK 9

"I divide the word into learners and nonlearners. There are people who learn, who are open to what happens around them, who listen, who hear the lessons. When they do something stupid, they don't do it again. And when they do something that works a little bit, they do it even better and harder the next time. The question to ask is not whether you are a success or a failure, but whether you are a learner or a nonlearner." - Benjamin Barber

"Don't be afraid to fail. Don't waste energy trying to cover up failure. Learn from your failures and go on to the next challenge. It's OK to fail. If you're not failing you're not growing." - H. Stanley Judd

"Everybody has an instinctive desire to do good things and avoid evil. But that desire is sterile as long as we have no experience of what it means to be good...." - Thomas Merton, Thoughts In Solitude, IV

"I hope I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man." -- George Washington

"True worth is in being, not seeming- In doing, each day that goes by, Some little good, not in the dreaming Of great things to do by and by. For whatever men say in their blindness, And spite of the fancies of youth, There's nothing so kingly as kindness, And nothing so royal as truth." -- Alice Cary

### WEEK 10

"The final forming of a person's character lies in their own hands." - Anne Frank

"Character is higher than intellect." - Ralph Waldo Emerson

"Excellence is habit." - Aristotle

"Goodness is the only investment that never fails." -- Henry David Thoreau

"Let no one ever come to you without leaving better and happier." -- Mother Teresa

### WEEK 11

"What you are thunders so that I cannot hear what you say to the contrary." - Ralph Waldo Emerson

"You can follow all the rules and still be unethical." - Russell Gough

"Nothing is more important for the public wealth than to form and train youth in wisdom and virtue. Only a virtuous people are capable of freedom." - Benjamin Franklin

"They say there are no heroes any more. But they're there. Walk down any street and you will find them. The mothers who work, the fathers who strive, the children who overcome. They aren't larger than life, but they are larger than their lives. Their names aren't famous, but their virtues are. Hard work. Common sense. An unshakable belief in themselves. If you're looking for a hero, look around." -- Merrill Lynch ad (April 1999, "Human Achievement")

"The moral universe rests upon the breath of schoolchildren." -- Rabbi Yehuda Nisiah (circa 250 B.C.)

#### WEEK 12

"No one who desires to become good will become good unless he does good things." - Aristotle

"People of character don't allow the environment to dictate their style." - Lucille Kallen

"A man never describes his own character so clearly as when he describes another's." -- Jean Paul Richter

"When you're consistently out of touch, you LOSE touch." -- Russell Gough

"I hate it when people blame someone else and don't take responsibility." -- Bill Clinton (discussing with Virginia students the problems he sees with American youth that may have led to the high school shootings in Littleton, CO)

#### WEEK 13

"Character is always lost when a high ideal is sacrificed on the altar of conformity and popularity." - Anonymous

"Character is destiny." - Heraclitus

"Talent develops in quiet, alone; character is sharpened in the torrent of the world." -- Johann Wolfgang Von Goethe

"Unethical practices are always self-destructive over the long run, on both a personal and an organizational level." -- Tom Morris (from If Aristotle Ran General Motors)

"The way to love anything is to realize that it might be lost." -- Gilbert K. Chesterton

#### WEEK 14

"The greatest influence for good comes from those quiet folks who make morals, not moralizing, their vocation." - Lawrence Reed

"It's not hard to make decisions when you know what your values are." - Roy Disney

"Character is what you are in the dark." - Dwight L. Moody

"What you don't see with your eyes, don't witness with your mouth." - Jewish proverb

"Truth is like the sun. You can shut it out for a time, but it ain't goin' away." - Elvis Presley

#### WEEK 15

"Curb your talent lest it speed where virtue does not guide." - Dante

"Ill habits gather by unseen degrees, as brooks make rivers, rivers run into seas." - Ovid

"It is curious that physical courage should be so common in the world and moral courage so rare." - Mark Twain

"Don't worry that children never listen to you. Worry that they are always watching



you." - Robert Fulghum, 20th-century American author

"You are the bows from which your children as living arrows are sent forth." - Kahlil Gibran

#### **WEEK 16**

"The only training for the heroic is the mundane." - Edmund Burke

"Not everything that counts can be counted, and not everything that can be counted counts." - Albert Einstein

"If you were to sell your character, would you get full retail or would it go for a bargain-basement price?" - H. Jackson Brown

"When somebody lies, somebody loses." - Stephanie Ericsson

"Flattery makes friends, truth enemies." - Spanish proverb

#### **WEEK 17**

"In matters of style, swim with the current; in matters of principle, stand like a rock." -- Thomas Jefferson

"The foundations of our national policy will be laid in the pure and immutable principles of private morality." - George Washington, First Inaugural

"Rare is the person who can weigh the faults of others without his thumb on the scale." -- Byron Langfeld

"Parents wonder why the streams are bitter, when they themselves have poisoned the fountain." - John Locke

"The value of marriage is not that adults produce children but that children produce adults." - Peter de Vries

#### **WEEK 18**

". . . in about the same degree as you are helpful, you will be happy." - Karl Reiland

"When you know you're right, you can afford to be gracious." - Anonymous

"Self-respect cannot be hunted. It cannot be purchased. It is never for sale. It cannot be fabricated out of public relations. It comes to us when we are alone, in quiet moments, in quiet places, when we suddenly realize that, knowing the good, we have done it; knowing the beautiful we have served it; knowing the truth, we have spoken it." - Noel Coward

"Children need models rather than critics." - Joseph Joubert

"It takes a long time to grow young." - Pablo Picasso, 20th-century Spanish artist

#### **WEEK 19**

"You can best reward a liar by believing nothing of what he says." - Aristippus

"It is a grand mistake to think of being great without goodness; and I pronounce it as certain that there was never yet a truly great man that was not at the same time truly virtuous." - Benjamin Franklin

"The death of democracy is not likely to be an assassination from ambush. It will be a slow extinction from apathy, indifference, and undernourishment." - Robert Maynard Hutchins

"Everybody gets so much information all day long that they lose their common sense." - Gertrude Stein

"It takes a whole village to raise a child." - Ashanti proverb

#### **WEEK 20**

"Ethics is a matter of being good (character) and doing right (action)." - Russell Gough

The best index to a person's character is (a) how he treats people who can't do him any

good, and (b) how he treats people who can't fight back. - Abigail Van Buren

"Tell me and I forget, teach me and I remember, involve me and I learn." - Benjamin Franklin

"The question for the child is not 'Do I want to be good?' but 'Whom do I want to be like?' " - Bruno Bettelheim, 20th -century German/American child psychologist

"Example has more followers than reason," - Bovee

#### WEEK 21

"Character cannot be summoned at the moment of crisis if it has been squandered by many years of compromise and rationalization. The only testing ground for the heroic is the mundane. The only preparation for that one profound decision which can change a life is those hundreds of self-defining seemingly insignificant decisions made in private. Habit is the daily battleground of character." - Senator Dan Coats

"No one need wait a single moment before starting to improve the world." - Anne Frank

"Humility in our quest for success provides for the strongest sort of sustainable leadership, and facilitates the attainment of true success. It is the core of moral character and is a surprising springboard to both personal and competitive excellence." - Tom Morris

"The words you speak today should be soft and tender ... for tomorrow you may have to eat them." - Unknown

"Every man is to be respected as an absolute end in himself; and it is a crime against the dignity that belongs to him as a human being, to use him as a mere means for some external purpose." - Immanuel Kant, 18th century Prussian geographer and philosopher

#### WEEK 22

"To point out the importance of circumspection in your conduct, it may be proper to observe that a good moral character is the first essential in a man, and that the habits contracted at your age are generally indelible, and your conduct here may stamp your character through life. It is therefore highly important that you should endeavor not only to be learned but virtuous." - George Washington, in a letter to his nephew in 1790

"Nothing does reason more right, than the coolness of those that offer it: For Truth often suffers more by the heat of its defenders, than from the arguments of its opposers." -- William Penn

"There is no need to suppose that human beings differ very much one from another; but it is true that the ones who come out on top are the ones who have been trained in the hardest school." - Thucydides

"Never look down on anybody unless you're helping him up." - Jesse Jackson

"Animals don't hate, and we're supposed to be better than them." - Elvis Presley

#### WEEK 23

"The pleasure of a good act is something to be remembered -- not in order to feed our complacency but in order to remind us that virtuous actions are not only possible and valuable, but that they can become easier and more delightful and more fruitful than the acts of vice which oppose and frustrate them." - Thomas Merton, Thoughts In Solitude

"No one gossips about other people's secret virtues." - Bertrand Russell

"Character is indeed displayed in pressure-packed situations, but not merely so. For better or worse, every display of character contributes to character." - Russell Gough