

# CHARACTER EDUCATION

SUGGESTED ACTIVITIES

SEPTEMBER 2010



## COOPERATION

CHARACTER — THE CORE OF OUR LIVES

**COOPERATION:** Working with others to accomplish a common purpose.

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*"There is no substitute for hard work."*

- Thomas Edison

*"I've learned that it is impossible to accomplish anything worthwhile without the help of other people."*

- H. Jackson Browne

*"Contracting a real friendship is one of the most completely involuntary things a man can do."*

- Henry S. Haskins

*"Snowflakes are one of nature's most fragile things, but just look what they can do when they stick together."*

- Vista M. Kelly

*"Great opportunities to help others seldom come, but small ones surround us everyday."*

- Sally Koch

*"Everyone needs help from everyone."*

- Bertolt Brecht

*"Do not attempt to do a thing unless you are sure of yourself; but do not relinquish it simply because someone else is not sure of you."*

- Stewart E. White

*"We must learn together as brothers or perish together as fools."*

- Martin Luther King, Jr.

*"Let us at all times remember that all American citizens are brothers of a common country, and should dwell together in bonds of fraternal feeling."*

- Abraham Lincoln

*"America is a tune. It must be sung together."*

- Gerald Stanley Lee



**Broward County  
Public Schools**




# READ / WRITE / DISCUSS



- Discuss with students that this country was created by individuals who worked in cooperation with each other and continues to exist as such.  
SS.C.1.3.6 (The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good)  
L.A.C.1.3.1. (Expands and enhances personal interest through listening)  
L.A.C.2.3.4. (Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification)
- Read excerpts from the *Guinness Book of World Records*. Have the class discuss how many of the records were achieved because of cooperation. Discuss with the class a proposal of a world record toward which your class would like to work.  
L.A.A.2.3.6 (Uses a variety of reference material and tools to gather information)  
L.A.A.2.3.5 (Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task)
- Discuss quotations on cooperation listed on the front page of this activity sheet. Have students create their own quote on this topic. Share and use for a class bulletin board.\*\*  
L.A.A.1.3.2 (Uses context and word structure clues to interpret words and ideas in context) LA.D.2.3.2 (The student selects language that shapes reactions, perceptions, and beliefs)
- Ask the students to brainstorm a list of games in which cooperation between players is important for winning. Provide students with a copy of directions for a cooperative game. Have the students read the directions and use them as a guide in creating a new game or sport in which cooperation between players is important for winning.\*\*  
LA.6.7 or 8.1.7.1 (Use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection)
- Read an article from the *SunSentinel's* sports page about a team's winning effort. Discuss with the class how and why it takes the entire team to win.  
L.A.C.1.3.1. (The students listen and use information gained for a variety of reasons) LA.A.2.3.1. (Draws inferences and connects them with the texts)
- Watch the film *Remember the Titans*. The film uses football as a great metaphor for cooperation. Discuss the benefits of teamwork and cooperation.  
L.A.E.1.3.2 (Understands the effect of character traits and motives in a story)  
L.A.E.2.3.1 (Understands how character and plot development are related to cause and effect)
- Read to the class the story of how the government was established at the Constitutional Convention. Discuss the compromises made so our government could be founded. Discuss the role of Roger Sherman of Connecticut, also known as "The Great Compromiser," during the Constitutional Convention.  
SS.C.1.3.1 (The student knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings)  
L.A.C.1.3.4 (Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification)  
L.A.C.3.3.2 (Asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences)
- National Teacher Week is celebrated this month. Ask students to write an essay on why it is so important for students and teachers to work cooperatively. Discuss the writings.\*\* The student uses writing processes effectively.  
L.A.B.1.3.1 (Organizes information)  
L.A.B.1.3.2 (Drafts and revises)  
L.A.B.1.3.3 (Produces final documents)
- Have the class research and write a paper on how large corporations and environmental groups could cooperate on issues to which they are diametrically opposed. What would be the benefits to the environment and to the corporation? \*\*  
SS.C.2.3.6 (The student understands the importance of participation in community service, civic improvement, and political activities)  
L.A.A.2.3.5 (Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task)  
L.A.B.2.3.1 (Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media)
- Discuss with the class how different organizations with differing beliefs can cooperate in order to achieve world peace. Apply this philosophy to a local endeavor in your community.  
SS.C.2.3.7 (The student understands current issues involving rights that affect local, national, or international political, social, and economic systems)  
L.A.C.1.3.1 (Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest)

## SHARE YOUR GREAT IDEAS & BEST PRACTICES



If you have feedback regarding any of the previous activities or have successfully implemented an activity which is not listed that you would like to add, e-mail or pony this information to Renee Brown, K.C.W., 4th floor, (600 SE 3rd Avenue, Fort Lauderdale, Florida 33301)



# READ / WRITE / DISCUSS



LA.C.1.3.3 (Acknowledges the feelings and messages sent in a conversation)

- Have the class write a paper about how animals/insects cooperate to achieve certain goals; e.g., ants cooperating for food, bees cooperating to make honey, elephants cooperating to rescue a baby elephant, etc. How can humans cooperate so they can be more like animals? \*\*

The student uses writing processes effectively - LA.B.1.3.1 (Organizes information) LA.B.1.3.2 (Drafts and revises) LA.B.1.3.3 (Produces final documents)

- Have the class clip current event articles from the *SunSentinel* that demonstrate cooperative behavior. Provide a formal outline to accompany the article using correct outlining format to summarize the article. \*\*

LA.A.2.3.6 (Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics)

LA.B.2.3.1 (Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media)

- For homework, ask students to do one extra chore at home to help out around the house. Have the class write journal entries the next day at the beginning of class describing how the student demonstrated cooperation by helping out at home. \*\*

LA.C.1.3.1 (Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest)

LA.B.1.3.1 (The student uses the writing process effectively)

- Labor Day is celebrated this month. Read to the class a short summary about this holiday. Have the students write an essay on why it was so important for workers to work cooperatively in the job place. Discuss the students' writings. \*\*

SS.C.2.3.1 (The student understands the history of the rights, liberties, and obligations of citizenship in the United States)

LA.C.1.3.4 (Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification)

The student uses writing processes effectively. - LA.B.1.3.1 (Organizes information)

LA.B.1.3.2 (Drafts and revises)

LA.B.1.3.3 (Produces final documents)

- Have students interview their parents on how cooperation is important in the world of work. Ask students to prepare several questions about cooperation before the interview. Share interviews with the class. \*\*

LA.C.3.3.2 (Asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences)

LA.C.3.3.3 (Speaks for various occasions, audiences and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations)

- After reading *Huckleberry Finn* by Mark Twain, have the students write essays or discuss the ways Huck and Jim cooperated with each other to survive the river and the people they encountered who would have turned Jim over to the authorities or returned Huck to civilization.

LA.6.2.1.2, LA.7.2.1.2, LA.8.2.1.2 (Locate and analyze elements of plot structure, including exposition, setting, character development, rising/failing action, conflict/resolution, and theme in a variety of fiction)

- Ask students to find a current newspaper story or article that tells about a cooperative effort that helped someone. Allow time for the students to read aloud their article or story. \*\*

LA.6.2.1.2, LA.7.2.1.2, LA.8.2.1.2 (Locate and analyze elements of plot structure, including exposition, setting, character development, rising/failing action, conflict/resolution, and theme in a variety of fiction)

- Have students discuss the cooperative effort needed to exit the school building safely during a fire drill. What would they do if someone were missing or didn't follow the procedure? SS.C.1.3.6 (The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good)

LA.6.2.1.7 (Locate and analyze authors' use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the works theme)


LA.7.1.6.1, LA.8.1.6.1 (Use new vocabulary that is introduced and taught directly)

- Have the students discuss how the class would work together to rescue a kitten that was stranded on a housetop. LA.7.6.2.2, LA.8.6.2.2 (Organize information to show understanding - i.e., representing main ideas within text through charting, mapping, paraphrasing, or summarizing)

## SHARE YOUR GREAT IDEAS & BEST PRACTICES



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# HANDS-ON ACTIVITIES & PROJECTS

- Divide the class into two groups of about fifteen students each. Have the students in each group form a tight circle facing inward. Each person should reach across the circle and take the right hand of someone in his or her right hand and the left hand of someone else in his or her left hand. No one should be holding both hands of another person and no one should have his own arms crossed. The cooperative task is to untangle themselves without anyone in the circle letting go of a hand. They will end up back in a circle if they are successful. Some of the participants may be facing out instead of in. If they succeed, ask if a natural leader emerged and why the group automatically followed or challenged the natural leader. If no natural leader took over, ask the group to describe the process of untying through equal suggestions.  
SS.C.1.3.6 (The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good)  
LA.6.2.1.10, LA.7.2.2.5, LA.8.2.2.5 (Use interest and recommendation of others to select a balance of age- and ability-appropriate fiction materials to read - e.g., novels, historical fiction, mythology, poetry - to expand core knowledge necessary to function as a fully literate member of a shared culture)
- Sit the class in rows of about ten desks per row. Prepare the first sentence or two of a short story prompt. Give the same prompt to the first person in each row. Ask each student to add one or two sentences and pass the paper to the person behind him/her. The last person in the row gets to write the conclusion. Choose someone from each row (or ask the members of the row to choose) to read the story. Let the class vote on the story that they like the best. Discuss what made the winning story the best.  
LA.B.2.3 (The student writes to communicate ideas and information effectively)  
LA.C.1.3.1 (Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest).  
LA.6.2.1.7, LA.7.2.1.7, LA.8.2.1.7 (Locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme)
- Bring in a common item like a brick, paper clip, umbrella, or spatula, and give the students five minutes to individually list as many uses as they can for each item. When the time is up, go to the board (or ask a student to write on the board) and record all of the collective ideas. Once an idea is listed, it cannot be repeated. Point out how limited each person's individual list was and how vast the collective list is.  
LA.6.2.1.7, LA.7.2.1.7, LA.8.2.1.7 (Locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme)
- Divide the class into two or three equal groups. Each group is a company bidding to build the ideal school. You will serve as the superintendent who must "hire" the group with the best offer. (Best can be anything you or the class decides it to be; e.g., safest, most fun, friendliest, etc.) Within the larger group, divide the students into twos or threes to serve on various committees or departments: architects will draw the floor plan; curriculum specialists will devise the subjects; personnel will select the type of administrators, teachers, and support staff; budget will decide on cost, salaries, expenditures for supplies; a textbook selection committee will select types of supplies needed to fit the curriculum; dietitians will consider the meals and snack machines; etc. As each company presents its proposal, have them also talk about the degree of cooperation and responsibility each department exercised in order to achieve the total package. Part of the superintendent's choice will hinge on the ability of the company to work well together and deliver what they promise.  
SS.D.1.3.3 (The student understands the variety of factors necessary to consider when making wise consumer decisions)  
LA.6.2.1.10, LA.7.2.2.5, LA.8.2.2.5 (Use interest and recommendation of others to select a balance of age- and ability-appropriate fiction materials to read - e.g., novels, historical fiction, mythology, poetry - to expand core knowledge necessary to function as a fully literate member of a shared culture)
- Invite an athlete from a local high school or professional sports team to talk to your class about the importance of teamwork. Have the class write thank you notes after the presentation.\*\*  
LA.6.2.1.10, LA.7.2.2.5, LA.8.2.2.5 (Use interest and recommendation of others to select a balance of age- and ability-appropriate fiction materials to read -e.g., novels, historical fiction, mythology, poetry) - to expand core knowledge necessary to function as a fully literate member of a shared culture)
- Divide the class into small groups. Have them work together to develop a short skit or presentation on the importance of cooperation and then perform them for the class.  
LA.6.2.1.5 Develop an interpretation of a selection around several clear ideas, premises, or images and justify the interpretation through sustained use of examples and contextual evidence)

**\*\* These items can be used as homework assignments.**



# HANDS-ON ACTIVITIES & PROJECTS



- Invite local firefighters or paramedics to your class to discuss the importance of cooperation within their line of work.  
LA.6.2.1.5 (Develop an interpretation of a selection around several clear ideas, premises, or images and justify the interpretation through sustained use of examples and contextual evidence)
- Seek out a space on your campus to plant a butterfly garden. Have the class write the rules of cooperation while building the garden. Cooperatively share chores of planting, watering, weeding, and recording how many and which butterflies eventually fly to the garden once it has grown.  
L.A.E.2.3.3 (Student knows ways in which literature reflects the diverse voices of people from various backgrounds)  
LA.6.2.1.10, LA.7.2.2.5, LA.8.2.2.5 (Use interest and recommendation of others to select a balance of age- and ability-appropriate fiction materials to read - e.g., novels, historical fiction, mythology, poetry - to expand core knowledge necessary to function as a fully literate member of a shared culture)
- Have the class discuss, debate, and compromise on rules they would like to see enforced in their schools. Is a rule they want to change in School Board policy? If so, have them determine what needs to be done to get the rule changed.  
SS.C.1.3.6 (The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good)  
L.A.E.1.3.3.1 (Recognizes and understands elements of author's craft, appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view)  
LA.6.2.1.7, LA.7.2.1.7, LA.8.2.1.7 (Locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme)
- Have the class research quiltmaking. Ask the class to create quilts for a local pediatric ward. Have classes work cooperatively in designing and sewing the quilt.\*\*  
SS.C.2.3.6 (The student understands the importance of participation in community service, civic improvement, and political activities)  
LA.6, 7 or 8.2.1 (Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources)
- Have students look up the web site for the Broward County Parks and Recreation Department and have the students locate the date for the next Beach Clean-Up. Ask students to participate in this activity with family and/or friends. The teacher may give bonus points for students who participate in the clean-up and bring in a picture of their efforts.\*\*  
SS.B.2.3.6 (The student understands the environmental consequences of people changing the physical environment in various world locations)  
LA.6, 7 or 8.6.2.2 (Collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details)
- Invite the school's Resource Officer into your classroom to discuss the importance of obeying laws. Have the class take notes and write questions they have about laws and the job of a police officer.\*\*  
SS.C.1.3.6 (The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good)  
LA.6, 7 or 8.4.2.2 (Records information (observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record)
- Ask for three volunteers to build something difficult with Tinker Toys® or LEGOS®. Whisper to each of the volunteers that you want him/her to be the boss, but he/she is not to let on that you said anything. Let the three try to build whatever you assign or they choose. As they work, there should be a conflict if any of the "bosses" becomes too aggressive. Let it happen. If there is no conflict, that is okay, too. When the project is finished or they have worked long enough to prove a point, have the class discuss what happened to make the project a failure or a success. Ask the class what they think you whispered to each volunteer and how the three could have worked together more cooperatively.  
LA.6.7 or 8.6.1 (The student comprehends the wide array of informational text that is part of our day-to-day experiences)
- Lead a class discussion on the importance of cooperation between co-workers. Have students pretend they are the president of a company where all employees must work well together for the success of the company. Have students name their company and write a company slogan that encourages cooperation.\*\*  
LA.6.7 or 8.1.7.4 (Identifies cause and effect relationships)
- Discuss symbolism and have each student design a flag that symbolizes cooperation. Share with the class and display in the classroom.\*\*  
LA.6,7 or 8.1.6.8 (Identify advanced word/phrase relationships and their meanings)



# SUNSENTINEL KIDS OF CHARACTER AWARDS PROGRAM

This past year's tenth Annual South Florida *SunSentinel* Kids of Character Awards Program was truly a night to remember, held on Monday evening, May 3, 2010. The ceremony host school was Cooper City High under the awesome leadership of Ms. Wendy Doll. Highlighted were thirty-one outstanding students in Broward County. To top things off even further, for the first time, nine incredible staff members were honored as well.

Throughout the 2009-2010 school year, the students and staff members honored at the program and listed below demonstrated one or more of the district's eight character traits: Cooperation, Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, and Patriotism as part of all eight. Superintendent James Notter congratulated and commended each student and staff member for his/her dedication and support to the community for displaying remarkable character with such passion and commitment. Teachers, administrators and other school personnel nominated students from 136 participating schools. Our goal this year is to have even greater participation county-wide and to recognize both students and staff.

The entire list of student & staff winners and nominees district-wide is listed below:

SCHOOL:	NOMINEE:	SCHOOL:	NOMINEE:	SCHOOL:	NOMINEE:
A.C. Perry Elementary	Zipporah Johnson	Driftwood Elementary	Ariona Maldonado	Lauderhill Paul Turner Elem.	Shapelle Humphrey
Apollo Middle	Levy Soto	<b>Driftwood Middle</b>	<b>Adam Roberti (winner)</b>	Liberty Elementary	Savannah Torres
Arthur Ashe Middle	Angelina Eugene	Eagle Point Elementary	Kevin Levi	*J.P. Taravella High	Lawrence Espinal
Atlantic Technical	Leslie Zegara	Eagles' Nest Elementary Charter	Kyana Peart	Lyons Creek Middle	Nala Baboolal
Atlantic West Elementary	Arie Van der Vlist	Eagles' Nest Middle Charter	Samantha Espinoza	Manatee Bay Elementary	Leigh Lampart
Attucks Middle	Christopher Martin	Embassy Creek Elementary	Jeremy Brower	<b>Maplewood Elementary</b>	<b>Russell Housen (winner)</b>
Bair Middle	Mung Khual	<b>Everglades Elementary</b>	<b>Emma Bartleman (winner)</b>	Margate Middle	Alys Monillas
Banyan Elementary	Idalys Superville	<b>Everglades High</b>	<b>Amanda Rose (winner)</b>	Marjory Stoneman Douglas High	Stephen Cunningham
Bennett Elementary	Raeven Smith	Falcon Cove Middle	Joshia Ulino	McArthur High	Dwight King
Bethune Elementary	Tashae Munnings	Flamingo Elementary	Laura Bernal	<b>McFatter Technical Center</b>	<b>Jose' Martinez (winner)</b>
Blanche Ely High	Norhley Simon	<b>Flanagan High</b>	<b>Cera Gomez (winner)</b>	McNab Elementary	Johnny Bermudez
Broadview Elementary	Amy Griffeth	<b>Floranada Elementary</b>	<b>Jackeline Casco (winner)</b>	Meadowbrook Elementary	Karen Benavides
Broward Estates Elementary	Rose Joseph	Forest Glen Middle	Sam Hinkes	Millennium Middle	Javon A. Cruz
Castle Hill Elementary	Isai	Forest Hills Elementary	Imani Robertson	<b>Miramar Elementary</b>	<b>Raul Henriquez (winner)</b>
<b>Central Park Elementary</b>	<b>Alexis Green (winner)</b>	Fort Lauderdale High	Chambre Coppet	Miramar High	Deborah Davis
<b>Challenger Elementary</b>	<b>Belle LaMontagne (winner)</b>	Fox Trail Elementary	Allison Middle	Mirror Lake Elementary	Samantha Hunt
Chapel Trail Elementary	Rachael Lee	Gator Run Elementary	Jordan Kron	Morrow Elementary	Victoria Thurston
Coconut Creek Elementary	Alissa Meo	Gulfstream Middle	Arman Shahbazyan	New Renaissance Middle	Eddie Newman
Coconut Creek High	Christina Lawrence	H.D. Perry Middle	Ariya Khan	North Andrews Gardens Elem.	Julianne Corey
<b>Colbert Elementary</b>	<b>Naiola Francois (winner)</b>	<b>Hallandale Adult &amp; Community Center</b>	<b>Keith Smith (winner)</b>	North Fork Elementary	Catherine Millien
College Academy @ BCC	Chloe Lyon	Hallandale Elementary	Kelsey Georges	<b>North Side Elementary</b>	<b>Mesina Seremy (winner)</b>
Cooper City Elementary	Michael Starnes	Harbordale Elementary	Ivet Boneva	Nova Blanche Forman Elem.	Aaron Algave
Cooper City High	Matthew Agnew	<b>Hawkes Bluff Elementary</b>	<b>Kylee Moncayo (winner)</b>	Nova High	Waynelle Haughton
Coral Cove Elementary	Michelle Madrinan	Heron Heights Elementary	Kaylee Weber	Nova Middle	Connor McCarthy
Coral Glades High	Max Allman	<b>Hollywood Hills Elementary</b>	<b>Sean Campbell (winner)</b>	Oakland Park Elem.	Hydia Mendez
<b>Coral Park Elementary</b>	<b>Daniel Ocejo (winner)</b>	Hollywood Hills Middle	Christopher Martin	Oakridge Elem.	Melissa Alterma
Coral Springs Elementary	Robert Martinez	Hollywood Hills High	Adam Roberti	Olsen Middle	Taylor Harris
Coral Springs Middle	Ariana Reilly	Horizon Elementary	Jevaun Duncan	Orange Brook Elementary	Dwight King
Country Isles Elementary	Carmen Lo	Hunt Elementary	Alberto Mercado	<b>Oriole Elementary</b>	<b>Jakameren McThay (winner)</b>
Cresthaven Elementary	Shawn Castor	Imagine Charter School @ Broward	Natalie Oleksak	Palm Cove Elementary	Chelsea Jean-Phillippe
<b>Crystal Lake Middle</b>	<b>Witnie Pierre (winner)</b>	Imagine Charter School @ Coral Springs	Arelisa Hoardes	<b>Park Ridge Elementary</b>	<b>Guadalupe Delgado (winner)</b>
Cypress Bay High	Hallie Grumer	<b>Imagine Charter School @ Weston K-5</b>	<b>Mathias Flores (winner)</b>	Park Springs Elementary	Jonah Dias
Dania Elementary	Jimmy Canas	Indian Ridge Middle	Joseph Mendez	<b>Park Trails Elementary</b>	<b>Robert Ames (winner)</b>
Davie Elementary	Jordanna Roberts	Indian Trace Elementary	Elizabeth Shin	Pasadena Lakes Elementary	Nathan Sukhu
Deerfield Beach Elementary	Mark Morales	James S. Hunt Elementary	Alberto Mercado	Pembroke Lakes Elementary	Bruny Anilus
Deerfield Beach Middle	Coral Cay Undzis	Lake Forest Elementary	Vanessa Ramedo	Pembroke Pines Charter Elem.	Chloe Dillon
Deerfield Beach High	Cisero Guimaraes	Lakeside Elementary	Alison Niyonsenga	Pembroke Pines Charter Central	Shaun Hudson
Dillard Elementary	Zaria Swinton			Pembroke Pines Charter High	Jade March
Discovery Elementary	Dashing Pericles			Pembroke Pines Elementary	Anthony McCoy
Dolphin Bay Elementary	Kassandra Jean-Francois			Peters Elementary	Anya Finley
Dolphin Park High	Peterson Seide			Pines Lakes Elementary	Chelsea Jimenez



# SUNSENTINEL KIDS OF CHARACTER AWARDS PROGRAM

(Continued)



## SCHOOL:

Pines Middle  
 Pinewood Elementary  
**Pioneer Middle**  
 Piper High  
 Plantation Elementary  
 Plantation Middle  
 Plantation High  
 Plantation Park Elementary  
 Pompano Beach Elementary  
 Pompano Beach High  
 Pompano Beach Middle  
 Ramblewood Elementary  
 Ramblewood Middle  
 Rickards Middle  
**Rock Island Elementary**  
 Royal Palm Elementary  
 Sandpiper Elementary  
 Sawgrass Elementary  
**Sawgrass Springs Middle**  
 Sea Castle Elementary  
**Seminole Middle School**  
 Sheridan Hills Elementary  
 Sheridan Park Elementary  
 Silver Lakes Elementary  
**Silver Lakes Middle**  
 Silver Palms Elementary  
 Silver Ridge Elementary  
 Silver Trail Middle  
**Somerset East Prep Academy**  
**Stephen Foster Elementary**  
 Stirling Elementary  
 Sunland Park Elementary  
 Sunrise Middle  
 Sunset Lakes Elementary  
 Sunset School  
 Sunshine Elementary  
 Tamarac Elementary  
 Tradewinds Elementary

## NOMINEE:

Deandra Chetram  
 William Appolon  
**Christa Barone (winner)**  
 Brandon Neil Griffin  
 Ryan Moise  
 Peter Lange  
 Khashena Walker  
 Maya King  
 Jalen Robinson  
 Clarke Bowman  
 William Whitmire  
 Eve Dudash  
 Ashley Dunn  
 Kawtar Bennani  
**Tyler Hurley (winner)**  
 Ronnel Dorah  
 Gabriel Horta  
 Noelani Powers  
**Rachel Rothman (winner)**  
 Jordyn Robinson  
**Maria Saldana (winner)**  
 Amber Dyke  
 Kevin Gonzalez  
 Krissana Abolafia  
**Deron Gordon (winner)**  
 Lauren Hutton  
 Whitney Bayless  
 Benjamin Cobbs  
**Rey Pierre-Louis (winner)**  
**Rafael Alquisiras (winner)**  
 Jose Monge  
 Donnel Walters  
 Christopher White  
 Maria Acevedo  
 Michael Nardini  
 Tyreke Fernander  
 Elias Daniel Cruz  
 Kimberly Adams

## SCHOOL:

Village Elementary  
 Walter C. Young Middle  
 Watkins Elementary  
 Welleby Elementary  
**West Hollywood Elementary**  
 Westchester Elementary  
**Western High**  
 Whispering Pines  
 Wilton Manors Elementary  
 Wingate Oaks Center  
**Winston Park Elementary**

## NOMINEE:

Claudia Pierre  
 Jiahni Pierre  
 LeAnna O'Sullivan  
 Olivia Aiken  
**Joel Nieves (winner)**  
 Logan Tritsch  
**Elizabeth Hyatt (winner)**  
 David Smith  
 Dayna Ruan  
 Tiana Guerrier  
**Blair Rader (winner)**

## STAFF OF CHARACTER NOMINEES & WINNERS

Ms. Alima Newton - Bair Middle  
 Ms. Jonelle Lemos - Ben Gamla Charter  
 Ms. Laura Dunham - Broadview Elem.  
 Ms. Kristina Dixon - Broward Estates Elem.  
**Mr. Dan Tritto - Coral Glades High- WINNER**  
**Ms. Nicole Beaney - Coral Springs Middle -WINNER**  
 Mr. Robert Fleischer - Cooper City High  
 Ms. Nancy Monroe - Dolphin Park High  
**Ms. Nancy Knutson - Gulfstream Middle -WINNER**  
 Ms. Marilyn Gonzalez - Hollywood Hills Elem.  
**Ms. Cheryl Jones - Imagine Charter @ Broward- WINNER**  
 Ms. Doris Wolniewitz - Imagine Charter @Weston  
 Ms. Constance Hardy - McFatter Tech. Ctr.  
**Ms. Pamela Brown - Nova Blanche Forman Elem. -WINNER**  
**Mr. Michael Boggus - Nova High -WINNER**  
 Ms. Sylvia Adames - Perry Mid.  
 Ms. Margarita Santiago - Pines Charter High  
**Ms. Marie Goodrum-Johnson - Pinewood Elem.-WINNER**  
 Ms. Marilyn Evansiko - Plantation Park Elem.  
**Dr. Claudette Spence - Plantation Middle-WINNER**  
 Ms. Marlen Veliz - Sawgrass Elem.  
 Ms. Cathy Howell - Stephen Foster Elem.  
 Ms. Karen Procelli - Sunland Park Elem.  
 Ms. Bianca Styles - Sunshine Elem.  
**Ms. Jamie Burgs - Western High-WINNER**

**For additional information about the SunSentinel Kids of Character Awards Program, contact Renee Brown at 754-321-2568, ext. 2476.**

**Please note:**  
 If your school is not listed, there was no application submitted.



# KIDS OF CHARACTER Award Ceremony

Congratulations to our 2009-2010  
 Broward County Schools Innovation Zone  
 Kids of Character!

**The School Board of Broward County, Florida**  
 Jennifer Leonard Gottlieb, Chair • Benjamin J. Williams, Vice Chair • Robin Bartleman • Maureen S. Dinnen • Phyllis C. Hope • Stephanie Arma Kraft, Esq. • Ann Murray • Robert D. Parks, Ed.D • Kevin P. Tynan, Esq. • James F. Notter, Superintendent of Schools

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# NEWS TO KNOW... CHARACTER CONNECTION

## CHARACTER EDUCATION ACTIVITY SHEET:

Welcome back to the 2010-2011 school year! I wish each of you a year full of success! Below you will find very important and useful information pertaining to our Character Education Program. Contact Renee Brown via CAB or at 754-321-2568 ext. 2476 if you have any questions or suggestions.

## ACTIVITY SHEET UPDATE:

Access to all monthly activity sheets with Sunshine State Standards will now be available in **electronic version only via BEEP** (through Learning Village).

## EDCO'S FREE CERTIFICATES & PLAQUES:

Here is the process for how to receive **free** certificates and plaques:

1. Each month, each teacher may choose a "Kid of Character" from his/her classroom. (Middle and high schools may decide if they want to do this by teams, department or other methods.) Those students should receive a certificate at the end of the month for the trait that is represented for that month. It's suggested that these awards be given out to students at an assembly or via morning/afternoon announcements.
2. From the group of students who receive the certificates, schools may choose **ONE** of these students to receive a **FREE** plaque from EDCO. You may order your plaque from EDCO Awards and Specialties by logging onto **www.edcoawards.com/kidsofcharacter**. **ALL CERTIFICATES AND PLAQUES ARE FREE. (ONLY ONE PLAQUE PER SCHOOL PER MONTH IS PROVIDED FREE.** Schools may order additional plaques at a reduced rate from EDCO.)
3. Certificates may be ordered through the Character Education Department, courtesy of the *SunSentinel*, or through EDCO. The ones from the *SunSentinel* must be filled in at the school site. The certificates from EDCO may be entered on-line and will be printed by EDCO. Please note: This takes an advance time of 1-2 weeks. Please contact Renee Brown at 754-321-2568 ext. 2476, or email her via CAB or at **renee.m.brown@browardschools.com** if you have any additional questions about this process.

## **\*\*LET'S HONOR OUR STUDENTS IN THE NEWSPAPER\*\***

### **\*\*ATTENTION TEACHERS... KIDS OF CHARACTER STORY SUBMISSION PROCESS\*\***

1. John Chace is working to collect **on-going KOC** stories for the *SunSentinel* from teachers. Our goal this year is to recognize more students than ever before for demonstrating **EXCEPTIONAL CHARACTER OF ANY OF THE EIGHT TRAITS. (We are not concerned with the trait order - feel free to nominate students at anytime for any of the traits.)**
2. Be very specific and clear providing key details about the act or continued deeds. Two or three quotes are needed from the person making the recommendation for an actual article. The suggested format for submission should be in **MICROSOFT WORD**, (not Adobe) format, please.
3. Remember this is **not** based on academic performance; those students will be awarded through honor roll or other academic honors. These are **EXCEPTIONAL** students in other unique areas.
4. **Our first article deadline is October 1, 2010.** Please contact John at [jchace@communitycc.com](mailto:jchace@communitycc.com) for an updated form to submit your nomination. He will evaluate the stories and notify you directly if the student you have nominated has been selected.

**WE DO APPRECIATE YOUR SUPPORT!!**



# HELP MAKE OUR 11th Year THE BEST EVER



Sponsored by

**Publix**

Help the Sun Sentinel recognize more students than ever before for their exemplary behavior and for being a true "Kid of Character."

## SPOTLIGHTING DESERVING STUDENTS

The Broward County School Board Character Education program is supported by the Sun Sentinel through its Kids of Character program with a variety of high-exposure mediums and awards materials:

- Weekly news story every Sunday in the Sun Sentinel Community News section
- Monthly promotional ad in Society Scene
- Weekly story coverage on Sun Sentinel TV partner SFL-TV
- Monthly certificates and in-school posters
- Annual Kids of Character editorial section highlighting the year's honorees

## TELL US ABOUT YOUR KIDS!

As the eyes and ears of character education in Broward County, we need your help in finding deserving children to be featured in the Sun Sentinel.

### NOMINATE NOW

If you have a special story to share about a Kid of Character, please contact **John Chace** at [jchace@communitycc.com](mailto:jchace@communitycc.com) or 954-604-3257.

### NEED MATERIALS / HAVE QUESTIONS?

Please contact **Renee Brown** via CAB or [Renee.m.brown@BrowardSchools.com](mailto:Renee.m.brown@BrowardSchools.com).

Do you know who the Character Education contact is in your school? If not, please contact Renee.



Every month, teachers select one Kid of Character in their classroom to receive a certificate displaying a character trait. Additionally, schools may request a plaque from Edco (one per school) honoring the most deserving Kid of Character.



# Character: The Core of Our Lives

## Patriotism: The Core of Our Nation's Strength



### Patriotism

To weave Patriotism throughout our Character Education Program, this month's suggested activities that can be integrated into the cooperation trait are related to **Democracy** - Constitution, Bill of Rights, and how we have a strong country by working together and obeying laws and rules.

### Patriotic Quotes

*"Patriotism is easy to understand in America; it means looking out for yourself by looking out for your country."*

- Calvin Coolidge, 30th President of the United States of America

### Patriotic Activities

- Divide students into pairs and give each pair one crayon. Explain that both partners will hold the crayon simultaneously and draw a picture together. Tell students that partners may not decide before the activity what kind of picture they will draw together, and that they may not talk while they are drawing.

#### Discuss:

Did they enjoy cooperating?  
Was it difficult?  
Is it sometimes hard to cooperate in our city, state or country?  
Did cooperation produce anything that surprised them?  
Has cooperation in our democracy produced surprising results?  
How did they decide who would lead and who would follow?  
How is cooperation decided in a democracy?  
Is it hard to be a leader? Is it hard to be a follower?  
Is it hard sometimes for adults to cooperate?

- Ask students to go through the newspaper or online resources and find an article(s) about people who work in cooperation with each other. Have the students summarize their article (verbally or written) emphasizing the cooperative aspect. \*\*
- Have students work in groups. Each group should select one of the rights protected by the Bill of Rights (the first 10 amendments to the Constitution). If you want to make sure all ten are covered you may want to have students draw from a hat. Then have each group write a commercial promoting one of the amendments. Commercials may include songs, skits, or "sales pitches" and should creatively demonstrate how these rights are important to people today. Have each group present its commercial to the class.
- Ask students to keep a daily log for one week in which they write down situations where they observed others being cooperative or ways in which they are cooperative. Share and discuss at the end of the week. \*\*
- Have student groups create a poster illustrating why cooperation is important. Posters can be displayed in classrooms, in hallways, on bulletin boards, etc. \*\*

# COOPERATION

## RECOMMENDED RESOURCES

### Primary



#### Clubhouse, The

Suen, Anastasia. Puffin, 2003. 32p.  
9780142500545 Primary

Peter, Amy, Archie, Lily and Louise work together to build a clubhouse in a vacant lot. (The characters are based on those created by the late Ezra Jack Keats.)



#### Hurricane Wolf

Paterson, Diane. Whitman, 2006. 32p.  
9780807534380 Primary

Noah learns about hurricanes as he helps his parents prepare their home and while they sit out the storm. (*Children's Book Award* nominee)



#### I Am Cooperative

Schuetz, Sarah L. Capstone Press, 2003. 24p.  
9780736814393 Primary

Simple text and photographs show various ways children can be cooperative. Using few words, the text offers clear examples that get right to the point.

### Intermediate



#### 11 Birthdays

Mass, Wendy. Scholastic, 2009. 267p.  
9780545052399 Intermediate

Amanda and Leo, best friends with the same birthday, had a falling out on their tenth birthday and have not spoken since, but peculiar things begin to happen as the day of their eleventh birthday repeats itself again and again. (*Sunshine State Young Readers Award* nominee)



#### Eleven

Giff, Patricia Reilly. Wendy Lamb Books, 2008. 164p.  
9780385730693 Intermediate/Middle

When Sam, who can barely read, discovers an old newspaper clipping just before his eleventh birthday, it brings forth memories from his past, and, with the help of a new friend at school and the castle they are building for a school project, his questions are eventually answered. (*Sunshine State Young Readers Award* nominee)



#### Masterpiece

Broach, Elise. Holt, 2008. 292p.  
9780805082708 Intermediate/Middle

After Marvin, a beetle, makes a miniature drawing as an eleventh birthday gift for James, a human with whom he shares a house, the two new friends work together to help recover a Dürer drawing stolen from the Metropolitan Museum of Art. (*Sunshine State Young Readers Award* nominee)

#### **Fiddler** (*Land of Barely There* series)

<http://www.bookpop.com/fiddlerflashbookread.html>  
Primary/Intermediate (accessed 6/27/10)

Written by Stephen Cosgrove, author of the *Serendipity* tales, three selfish bears are coaxed to share their special food and are rewarded in the end by a fiddling bear.

### Middle



#### Changeling

Sherman, Delia. Viking, 2006. 292p.  
9780670059676 Intermediate/Middle

Neef is a human stolen by fairies as a baby and now lives in New York where her fairy godmother watches over her, until she breaks a Fairy Law. (*Sunshine State Young Readers Award* nominee)



#### Great Wide Sea, The

Herlong, M. L. Viking, 2008. 283 p.  
9780670063307 Middle/High

Still mourning the death of their mother, three brothers go with their father on an extended sailing trip off the Florida Keys and have a harrowing adventure at sea. (*Sunshine State Young Readers Award* nominee)



#### Independence Hall

Smith, Roland. Sleeping Bear Press, 2008. 302p.  
9781585364688 Intermediate/Middle

Thirteen-year-old Q and fifteen-year-old Angela expect their lives to become complicated when his mother and her father, wildly popular musicians, marry, but not that they will face spies and terrorists in Philadelphia, Pennsylvania. (*Sunshine State Young Readers Award* nominee)

### High



#### Astonishing Adventures of Fanboy & Goth Girl, The

Lyga, Barry. Houghton Mifflin, 2006. 311p.  
9780618723928 High

A fifteen-year-old "geek" who keeps a list of the high school jocks and others who torment him, and pours his energy into creating a great graphic novel, encounters Kyra, Goth Girl, who helps change his outlook on almost everything, including himself.



#### Eclipse

Meyer, Stephenie. Little, Brown, 2007. 640p.  
9780316160209 High

Bella must choose between her friendship with Jacob, a werewolf, and her relationship with Edward, a vampire, but when Seattle is ravaged by a mysterious string of killings, the three of them need to decide whether their personal lives are more important than the well-being of an entire city.



#### Hurricane Song

Volponi, Paul. Viking, 2008. 136p.  
9780670061600 High

Twelve-year-old Miles Shaw goes to live with his father, a jazz musician, in New Orleans, and together they survive the horrors of Hurricane Katrina in the Superdome, learning about each other and growing closer through their painful experiences. (*For mature readers*)

#### **Building Your Team**

<http://www.buildingyourteam.com/tips.html>  
Middle/High (accessed 6/27/10)

The Leader's Institute, an international training and consulting company, offers information on characteristics of a good team as well as some team-building games and icebreakers.