

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

OCTOBER 2010



RESPONSIBILITY

CHARACTER — THE CORE OF OUR LIVES

RESPONSIBILITY: Meeting obligations by being reliable, accountable, and dependable to self and others.

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“The greatest gifts you can give your children are the roots of responsibility and the wings of independence.”

- Denis Waitly

“If you want children to keep their feet on the ground, put some responsibility on their shoulders.”

- Abigail Van Buren

“You cannot escape the responsibility of tomorrow by evading it today.”

- Abraham Lincoln

“Our responsibility as privileged human beings is to pay back for the opportunities we’ve received.”

- Kathryn Anastos

“Few things help an individual more than to place responsibility upon him, and to let him know that you trust him.”

- Booker T. Washington

“You can’t dodge responsibilities by saying they don’t exist.”

- Douglas Noel Adams

“You cannot build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity.”

- Marie Curie

“Rank does not confer privilege or give power. It imposes responsibility.”

- Louis (“Satchmo”) Armstrong

“Action springs not from thought, but from a readiness for responsibility.”

- Dietrich Bonhoeffer



**Broward County
Public Schools**



READ / WRITE / DISCUSS



- Pair the students. Tell them they are to interview their partner to learn what responsibilities that person has at home, school and in the community. Have the teams use Venn diagrams to show their similar and dissimilar responsibilities and discuss with the class their common responsibilities. **

Elementary: LA.2.3.1.1, SS.C.2.1, SS.C.2.2, SC.G.1.1, SC.G.1.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

Middle: SS.A.1.3.2, LA.6.2.23, LA.6.4.2.2, LA.7.2.2.3, LA.8.4.2.2, LA.6.5.2.1, LA.7.5.2.1

High: LA.910.1.7.8, LA.1112.1.7.8, LA.910.5.2.1, LA.910.5.2.2

- Write the Pledge of Allegiance on chart paper and display it in front of the class. Help students define the actual meaning of each line of the pledge and their responsibilities as citizens. (Vocabulary to explore: allegiance, indivisible, justice, liberty, pledge, and republic.)

Elementary: LA.K.5.2.2, SS.A.4.1, SS.A.4.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.C.2.3.1, LA.6.1.6.3, LA.6.2.1.5, LA.7.1.7.1, LA.8.1.7.1, LA.6.1.7.3, LA.7.1.7.3

High: LA.910.1.6.2, LA.910.1.3, LA.1112.1.6.2, LA.1112.1.3, LA.910.1.6.1, LA.910.1.6.2, LA.910.1.6.3

- Have students identify and list the offices in their school's Student Council or Student Government and the responsibilities of each. Discuss what might result if any of the officers failed to meet those responsibilities.

Elementary: LA.2.5.2.2, SS.C.1.1, SS.C.1.2, SC.G.1.1, SC.G.1.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.C.2.3.5, LA.6.2.2.3, LA.6.6.2.1, LA.7.1.7.7, LA.8.1.7.7, LA.6.5.2.2, LA.7.6.1.2

High: LA.910.5.2.1

- Select a political or social leader from the past or present, tying the selection to a historical period or person in the curriculum. Facilitate a discussion relating the role of this person and the

responsibilities he/she undertook. How might this person's impact in our society have been diminished if he/she had not held tightly to his/her sense of responsibility?

Elementary: LA.2.5.2.2, SS.C.1.1, SS.C.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.A.3.3.4, SS.A.4.3.3, SS.A.5.3.2, LA.6.6.2.1, LA.6.4.2.2, LA.7.1.7.1, LA.8.1.7.1, LA.6.2.2.3, LA.7.2.2.3

High: LA.910.5.2.1

- Initiate a discussion about bullying and/or violence on campus or in the neighborhood. Ask: "Who is responsible for these actions?" "Who is responsible for protecting the victims?" Facilitate a discussion illustrating that bullying/violence is everyone's responsibility.

Elementary: LA.5.5.2.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.6.2.2.3, LA.6.6.2.1, LA.6.4.2, LA.7.4.2.2, LA.8.4.2.2, LA.6.5.2.1, LA.7.5.2.1

High: LA.1112.5.2.1

- Ask the class who has an alarm clock and is responsible for getting himself up and ready for school. Ask who has someone else wake them. Discuss with students the responsibility of getting to school on time.

Elementary: LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.6.2.2.3, LA.7.5.2.3, LA.8.5.2.3, LA.6.5.2.1, LA.7.5.2.1

High: LA.1112.5.2.1

- Explain and discuss with students the different meanings of responsibility.

Who is responsible for this? (Blame)
Are you responsible enough for this task? (Careful, capable)

What are my responsibilities with this job? (Duties, requirements)

While I am gone, you are responsible. (In charge)

Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5,

LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.6.6.1.2, LA.7.6.1.2

High: LA.910.1.2, LA.1112.1.2, LA.1112.5.2.1

- Ask students if they have ever said, "She/He makes me so mad!" Direct students to reflect back on a time in their lives when someone made them angry or caused them to get in trouble. Have the students write about what happened, keeping it anonymous. Collect the stories and read them aloud. After each story, discuss with the students what they might have done to take responsibility for the situation to make it better. **

Elementary: LA.3.4.1.1, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: SS.C.1.3.6, LA.7.5.2.2, LA.8.5.2.2, LA.6.4.2.1, LA.7.4.2.1

High: LA.1112.5.2.1

- Ask students: "Have you ever been somewhere waiting for an adult to pick you up and he was late?" or "Have you ever been home waiting for your parents and they arrived hours late?" Discuss with students some of the feelings they experienced while waiting; e.g., worry, anger, and impatience. Discuss if they have ever caused someone to feel this way by being irresponsible. Discuss how they can minimize this happening in the future.

Elementary: LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.7.5.2.2, LA.8.5.2.2, LA.6.5.2.1, LA.7.5.2.1

High: LA.1112.5.2.1

- Using a mapping format, have students map the word responsibility and write six words that represents responsibility to them. Share and discuss. **

Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5

Middle: LA.7.5.2.1, LA.8.5.2.1, LA.6.1.6.1, LA.7.1.6.1

High: LA.910.1.7.8, LA.1112.1.7.8, LA.1112.3.1.1

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)

HANDS-ON ACTIVITIES & PROJECTS

- Have students role-play a type of bullying situation that might take place in a crowded setting (e.g., cafeteria, hallway, and recess). Ask students to identify specific behaviors of the bully, the victim, and the bystanders. How is each responsible for the situation? What could each do to prevent/avoid the situation? Who are the “trusted” responsible adults to whom students could turn for help?
Elementary: LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.5, LA.4.1.6.5, LA.5.1.6.5
Middle: SS.C.1.3.6, LA.7.5.2.5, LA.8.5.2.5, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Divide the class into groups of 4-5 students. Give each group a sheet of chart paper and markers. Ask each team to complete a graphic organizer (e.g., Venn diagram, web, outline, etc.) that illustrates their concept of responsibility. Ask each group to share their chart with the class. After each team has presented, ask the class to note the similarities and differences within the various charts. What are the common themes? What topics appear on every chart? Do their shared experiences affect these outcomes?
Elementary: LA.3.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.3.1.3, LA.7.3.1.3
High: LA.910.1.7.8, LA.1112.1.7.8, LA.1112.3.1.3
- On small slips of paper, write out some career options (e.g., postman, mechanic, doctor, pilot, etc.). Create at least 20 different careers and place the slips of paper in a bag or small box. Divide the class into 2 teams and have students select a paper and, without talking, draw the career on the board or chart paper. Members of the other team should try to guess the career (similar to Win, Lose or Draw). After the career is discovered, discuss with the class the responsibilities that accompany that career. What type of education and/or training is required? What skills will the person need? What might happen if he/she is NOT responsible in that position?
Elementary: LA.1.3.1.1, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.5.2.1, LA.8.5.2.2, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Create a student survey that asks, “What are your 3 greatest responsibilities?” Ask students to survey 10 of their peers and gather the results. Tell students that they are to create a bar or line graph that illustrates the results of their survey. You may wish to “tighten” the survey by asking, “Where do you have the greatest level of responsibility – school, home, sport teams, church/community, etc.?”
Elementary: LA.3.4.2.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.2.2.3, LA.8.2.2.3, LA.6.6.1.1, LA.7.6.1.1
High: MA.E.1.4.1, LA.1112.5.2.1
- Analyze a story that the class has read or is currently reading that involves conflict. Ask the students to identify the underlying issues that led to the conflict. Whose actions led to this situation? What could they have done differently to avoid this situation? What was/is the resolution to the conflict? Ask the students to identify how different characters in the story took responsibility for resolving the conflict(s). **
Elementary: LA.5.5.2.1, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.3, LA.4.2.2.3, LA.5.2.2.3
Middle: SS.C.1.3.6, LA.7.2.1.10, LA.8.2.1.10, LA.6.1.7.5, LA.7.1.7.5
High: LA.910.1.7.3, LA.910.2.2.2, LA.1112.1.7.3, LA.1112.2.2.2, LA.1112.5.2.1
- Give each student an egg that you have marked with your signature in marker. Have students write their names on their egg. Tell the students that will have to be responsible for their egg for one day, with the goal of returning the egg intact the next day. Discuss the difference in behavior between the students whose egg was still intact and whose egg was broken. **
Elementary: LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.6.1, LA.8.6.1, LA.6.5.2.1, LA.7.5.2.1
High: LA.1112.5.2.1
- Have students create a pie chart of responsibilities they have in their lives. They may separate it into three or more slices. Students must label three slices – friends, family, and school – and may add any other responsibilities they have in their lives (e.g., job, community, etc.). After students have created their pie chart, have them list two responsibilities they must complete for each slice. Discuss. **
Elementary: LA.3.4.2.2, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.3.1.3, LA.7.3.1.3
High: MA.E.1.4.1, LA.1112.5.2.1
- Challenge students to accept responsibility the next time they are reprimanded or corrected. Share some examples with them like, “Your teacher asks for your homework from last night and you say, ‘Oh, my mom forgot to put it back in my backpack.’” That is putting the responsibility on someone else. Explain that a responsible response would be, “I forgot to get it back from my mom after she looked it over.” Brainstorm with students and record fifteen excuses that students have used in the past. Then have students change the excuse (on their own papers) to reflect a responsible answer.
Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: LA.7.1.7.8, LA.8.1.7.8, LA.6.4.1.2, LA.7.4.1.2
High: LA.910.5.2.1
- Have students make a list of several ways they can be responsible members of their community. Have them do three of the activities and log the results of each. **
Elementary: LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1
Middle: SS.C.2.3.6, LA.7.1.7.8, LA.8.1.7.8, LA.6.4.2.2, LA.7.4.2.2
High: LA.910.5.2.1, LA.910.3.1.3

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

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 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 or 954-604-3257.

NEED MATERIALS / HAVE QUESTIONS?

Please contact **Renee Brown** via CAB or 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.

Special message of **THANKS!!**

Peer Counseling Students' of Deerfield Beach High really demonstrate "**RESPONSIBILITY**" as they spearhead the distribution process of the "Kids of Character" (KOC) awards certificates. Over 280 schools in Broward County will receive their year supply by the first week in October. If your school's character education contact does not receive their certificates by October 10th, please CAB Renee Brown, the District's Character Education Coordinator to update our records and place your request.



Way to go! Deerfield Beach High's Peer Counseling students!
Thank you students and Ms. Dias for a job **WELL DONE!**





Red Ribbon Week

Oct. 23rd -31st

Red Ribbon Anti-Drug Campaign- It's OUR RESPONSIBILITY

Red Ribbon Week is the nation's oldest and largest drug prevention program in the nation reaching millions of Americans during the last week of October every year. By wearing red ribbons and participating in community anti-drug events, young people pledge to live a drug-free life and pay tribute to DEA Special Agent Enrique "Kiki" Camarena.

Special Agent Kiki Camarena:

Special Agent Camarena was an 11-year veteran of the DEA assigned to the Guadalajara, Mexico, office where he was on the trail of the country's biggest marijuana and cocaine traffickers. In 1985, he was extremely close to unlocking a multi-billion dollar drug pipeline.

On February 7, 1985, he was kidnapped, brutally tortured, and murdered by Mexican drug traffickers. His tragic death opened the eyes of many Americans to the dangers of drugs and the international scope of the drug trade.

For Red Ribbon Week Ideas and Activities

visit our website at:

www.browardprevention.org





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

"Americanism is a question of principles, of idealism, of character; it is not a matter of birthplace or creed or line of descent." – Theodore Roosevelt, 26th President of the United States of America

"There are plenty of recommendations on how to get out of trouble cheaply and fast. Most of them come down to this: Deny your responsibility." – Lyndon B. Johnson, 36th President of the United States of America

Patriotic Activities

- Students should recall a time when they behaved in a responsible manner. Ask them how it felt to be empowered with responsibility.
- Have students create a poster collage exemplifying acts of responsibility. They can cut letters, headings, and pictures out of newspapers and magazines. Have the students present their product to the class. (This activity can be done in cooperative/collaborative groups.) **
- Is it our responsibility to force people to provide service to their country? Divide the class into three sections. One group should be observers and listeners and the other two will be debate groups. Assign one debate group the task of convincing others of the draft for military service and the other should debate against the draft. After allowing research time, conduct a class debate on the draft issue. **
- Have students create a list of the various ways an individual can serve our country. Divide students into small groups and assign each group one of the ways listed. The students should then list the types of responsibilities each position has. The small groups should then report out to the large group as a whole. **
- Have students write and perform a skit concerning a time they made a commitment to volunteer within their community, but subsequently was invited to see a very popular movie with his/her friends. In this scenario, the movie is scheduled for the same time as the volunteer commitment and it is the only time his/her friends want to go to the movie. The script should detail the dilemma that the lead character must consider, including what his/her responsibility is to the organization expecting participation. **
- Have students write a letter to a family member or a friend recruiting him/her to work on a community service project with them. **
- Read students the following scenario: "You are 18 years old. You and two of your friends go over to your house after school. On the way in, you pick up the mail and notice a letter addressed to you. You open it and find a notice inside to report to jury duty. One of your friends thinks that the prospect of serving on a jury is both exciting and important. Your other friend could not disagree more. She thinks that being on a jury is lame and a complete waste of time. She thinks during the jury selection process that you should make a statement that you believe a person is guilty until proven innocent. This comment would surely get you dismissed from serving on a criminal trial as the defense attorney would not want you on the jury. If the case is a civil trial, your friend advises you to make a statement that there are too many ridiculous cases brought forth by plaintiffs and you could not see yourself agreeing with any plaintiff. This would also be sure to get you dismissed, as the plaintiff's attorney would not want you on the jury. You must decide who is right. Will you skip jury duty, or will you participate? Once you decide, write a persuasive letter trying to convince the friend you did not agree with to now agree with you and the other friend." **

RESPONSIBILITY

RECOMMENDED RESOURCES

Primary



Being Responsible: A Book About Responsibility

Small, Mary. Picture Window, 2006. 24p.

9781404810525 Primary

This book defines the meaning of responsibility and gives examples of how it may be practiced in a variety of situations at home, in school, in the community, and between friends.



In the Trees, Honeybees!

Mortensen, Lori. Dawn Publications, 2009. 32p.

9781584691143 Primary

Using both prose and poetry, this book explores the life cycle of the honeybee as well as the jobs that the various bees perform and rotate through during their lives. (*Children's Book Award* nominee)



Summer My Father Was Ten, The

Brisson, Pat. Boyds Mills Press, 1998. 32p.

9781563974359 Primary

A father shares with his daughter the time he was ten and what happened to a neighbor's garden that helped him create an annual spring tradition.

Intermediate



Gollywhopper Games, The

Feldman, Jody. Greenwillow, 2008. 308p.

9780061214509 Intermediate/Middle

Twelve-year-old Gil competes against thousands of children at extraordinary puzzles, stunts, and more in hopes of a fresh start for his family, which has been ostracized since his father was falsely accused of embezzling money from Golly Toy and Game Company. (*Sunshine State Young Readers Award* nominee)



Mogo, the Third Warthog

Napoli, Donna Jo. Hyperion, 2008. 193p.

9781423108160 Intermediate

When Mogo is cast out of his burrow to make room for a new litter, he learns how to survive and as an unlikely friendship with a young baboon blooms, Mogo finds the joy of friendship and love. (*Sunshine State Young Readers Award* nominee)



Obi, Gerbil on the Loose

Delaney, M. C. Dutton, 2008. 208p.

9780525478904 Intermediate

Obi the gerbil must fend for herself in a dangerous household, consisting of a dog, three cats, a parrot, and a mouse hidden in the attic, when the Armstrongs go on vacation and instructions for taking care of Obi get lost. (*Sunshine State Young Readers Award* nominee)

Online Stories

<http://www.myyoungchild.org/stories>

Primary (accessed 9/13/10)

Young children can listen to the stories *Rosa the Rabbit Takes Responsibility* and *I'm a Big Kid. I Can Help*. The Early Parenting Foundation offers discussion topics and activities to correlate with each of the stories.

Middle



Football Hero

Green, Tim. HarperCollins, 2008. 297p.

9780061122743 Middle

When twelve-year-old Ty's brother Thane is recruited out of college to play for the New York Jets, their Uncle Gus uses Ty to get insider information for his gambling ring, landing Ty and Thane in trouble with the Mafia. (*Sunshine State Young Readers Award* nominee)



Lawn Boy

Paulsen, Gary. Wendy Lamb, 2007. 88p.

9780385746861 Intermediate/Middle

Things get out of hand for a twelve-year-old boy when a neighbor convinces him to expand his summer lawn mowing business. (*Sunshine State Young Readers Award* nominee)



Lost Time

Schmid, Susan Maupin. Philomel, 2008. 169p.

9780399244605 Intermediate/Middle

Violyne, the twelve-year-old daughter of missing archaeologists on the planet Lindos, must solve the puzzle of her parents' disappearance before the dictatorial Arbiter captures her and forces her to do his bidding. (*Sunshine State Young Readers Award* nominee)

High



No Choirboy: Murder, Violence, and Teenagers on Death Row

Kuklin, Susan. Holt, 2008. 212p.

9780805079500 High

Inmates at American prisons who were sentenced to death while still in their teens use essays to share their thoughts and feelings about how they ended up in prison and how they feel about capital punishment. (*Florida Teens Read* nominee)



Purple Heart

McCormick, Patricia. Balzer & Bray, 2009. 208p.

9780061730900 High

While recuperating in a Baghdad hospital from a traumatic brain injury sustained during the Iraq War, 18-year-old soldier Matt Duffy struggles to recall what happened to him and how it relates to his ten-year-old friend, Ali. (*Florida Teens Read* nominee)



Willow

Hoban, Julia. Dial, 2009. 336p.

9780803733565 High

Sixteen-year-old Willow, who was driving the car that killed both of her parents, copes with the pain and guilt by cutting herself, until she meets a smart and sensitive boy who is determined to help her stop. (*Florida Teens Read* nominee)

My Hero

<http://myhero.com>

Intermediate/Middle/High (accessed 9/13/10)

This site "uses media and technology to celebrate the best of humanity and empowers young people to realize their own potential to effect positive change in the world." Visitors of all ages may share stories, art, and short films.

For additional resources, please see your school media specialist.
Broward County Public Schools