

# CHARACTER EDUCATION

SUGGESTED ACTIVITIES

SEPTEMBER 2011



## COOPERATION

CHARACTER — THE CORE OF OUR LIVES

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

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*“Coming together is a beginning. Keeping together is progress. Working together is success.”*

*-Henry Ford*

*“An axe does not cut down a tree by itself.”*

*-Burkina Faso*

*It is by the strength of their numbers that the ants in the field are able to carry their prey to the nest.*

*-Nigerian Proverb*

*“A single arrow is easily broken but not ten in a bundle.”*

*-Japanese Proverb*

*“If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.”*

*-Nelson Mandela*

*“The firmest friendships have been formed in mutual adversity, as iron is most strongly united by the fiercest flame.”*

*-Charles Caleb Colton*

*“Success has many fathers, while failure is an orphan.”*

*-English Proverb*

*“We believe in cooperation and collaboration to promote the cause of international security, the equality of mankind and the welfare of mankind.”*

*-Haile Selassie*

*“The more cooperative the group, the greater is the fitness for survival, which extends to all of its members.”*

*-Ashley Montague*

*“When you are tempted to point a finger, lend a helping hand instead.”*

*-Unknown*



**Broward County  
Public Schools**



# READ / WRITE / DISCUSS



- Introduce the concept of cooperation by telling students that cooperation and its benefits are a part of our daily lives. Sports teams, families and almost any group will work far better if there is unity among its members. Brainstorm and discuss with the class areas of their lives that depend on cooperation.

**ELEMENTARY:** LA.K.5.2.5,  
LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1,  
LA.4.5.2.1, LA.5.5.2.1

- Read the following to the class and discuss: Your team has been assigned to do a science research project and oral presentation. One of your team members refuses to work with the group. He wants to work alone. What can you do to encourage him to work as a team? If he still refuses, what will you do?

**ELEMENTARY:** LA.K.5.2.5,  
LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1,  
LA.4.5.2.1, LA.5.5.2.1  
**MIDDLE:** SC.6.N.1.1, SC.7.N.1.1,  
SC.8.N.1.1  
**HIGH:** SC.912.N.1.1, SC.912.N.1.4

- Present the following scenario to the class: A group of scientists from all over the world met with school board members to discuss the characteristics future scientists need for employment. Some said honesty was the most important characteristic and others said it was respect. The one common characteristic the scientists agreed upon was that it is important for future scientists to have the ability to work together as a team. Do you agree with them? Why or why not?

**ELEMENTARY:** LA.K.5.2.6,  
LA.1.5.2.2, LA.2.2.2, LA.3.2.1.5,  
LA.4.2.1.5, LA.5.5.2.1  
**MIDDLE:** SC.6.N.2.3



- Have students research the behavior of ants and/or bees. These are some of the insects that work cooperatively together. Why is this important for their survival? \*\*

**ELEMENTARY:** LA.K.4.2.3,  
LA.1.6.1.1, LA.2.6.2.2, LA.3.6.2.1,  
LA.4.6.1.1, LA.5.6.3.2  
**MIDDLE:** SC.6.N.1.1, SC.7.N.1.1,  
SC.8.N.1.1, SC.7.L.17.2,  
SC.7.L.17.3  
**HIGH:** SC.912.L.17.6,  
SC.912.N.1.1, SC.912.N.1.4

- Brainstorm with the class a list of ways in which they can be more cooperative at home. List and discuss. Ask students to select one thing from the list to do. Then, ask students to write about what happened when they put their choice into practice and how they felt when they showed their family how cooperative they could be. \*\*

**ELEMENTARY:** LA.K.3.2.1,  
LA.1.3.2.1, LA.2.3.2.1, LA.3.3.2.1,  
LA.4.3.2.1, LA.5.3.2.1

- Tell the students that in World War II the United States narrowly escaped a crushing defeat because of neglect of a principle of war: the principle of cooperation. Have students research this statement about WWII and write a report. These can be shared with the class. \*\*

**ELEMENTARY:** LA.2.6.2.3,  
LA.3.6.2.3, LA.4.6.2.3, LA.5.6.2.3

- List the following Nigerian proverbs on the board and ask students to explain what they have in common as they relate to cooperation. \*\*

"Two footsteps do not make a path."  
"A single tree cannot make a forest."  
"Two raindrops do not make a pool."  
"A single man cannot make a house."

**ELEMENTARY:** LA.K.2.2.2,  
LA.1.2.2.3, LA.2.2.2, LA.3.2.2.2,  
LA.4.2.2.2, LA.5.2.2.2

- Write the word cooperate on the board. "Co" means "together" with and "operate" means "to work." Explain that when students cooperate with someone, they are working together with that person. Discuss ways in which classmates can work together to do the following:

1. Organize classroom materials
2. Keep the schoolyard free from litter
3. Help each other remember homework assignments
4. Follow the rules of the classroom

**ELEMENTARY:** 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  
**HIGH:** SC.912.L.17.14,  
SC.912.L.17.20

- Have students research how companies or organizations that may have different belief, might cooperate with each other when they realize they all have the same goals. Examples of this can be a benefit for a person, a fundraiser for animals, or a project for a community. Then ask students to write how a person can overcome differences with others and cooperate to achieve goals. \*\*

**ELEMENTARY:** LA.K.4.2.1,  
LA.1.4.2.3, LA.2.4.2.3, LA.3.4.2.3,  
LA.4.4.2.3, LA.5.4.2.3

- Discuss with the class how countries might cooperate to prevent extinction of animals. One example of this is how China and the USA cooperated on a project involving the giant panda bear. Research other examples of states or countries cooperating to preserve animals and/or their environment. \*\*


**ELEMENTARY:** LA.K.2.2.2,  
LA.1.2.2.1, LA.2.6.2.2, LA.3.6.2.1,  
LA.4.6.2.2, LA.5.6.2.2  
**MIDDLE:** SC.7.L.15.3, SC.7.L.17.3,  
SC.8.N.4.1, SC.8.N.4.2

**HIGH:** SC.912.L.17.8,  
SC.912.L.17.13, SC.912.L.17.17,  
SC.912.N.2.5, SC.912.N.4.1,  
SC.912.N.4.2

## SHARE YOUR GREAT IDEAS & BEST PRACTICES



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# READ / WRITE / DISCUSS



- The “Amber Alert” has been initiated and is now used throughout the state of Florida. This is a vital way of finding missing persons. Discuss with the students what the “Amber Alert” is, why it was initiated, and when and why it is used. (Students may research this themselves.) Have students write an essay on the importance of cooperation with the “Amber Alert” system. In their essay, have students write specifically about the cooperation process in making the “Amber Alert” system successful. What are the benefits of this, who cooperates with whom and why is this cooperation so important? \*\*

**ELEMENTARY:** LA.3.4.2.3,  
LA.4.4.2.3, LA.5.4.2.3

- Have the class read the story *Swimmy* by Leo Lionni. Discuss and list the different types of animals living together in the sea. Discuss how working together can solve problems that one can't do alone. Assign each student a sea creature to research using SIRS Discoverer on the web at [www.discoverer.sirs.com](http://www.discoverer.sirs.com). \*\*

**ELEMENTARY:** LA.K.2.2.2,  
LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1,  
LA.4.2.2.2, LA.5.6.2.2  
**MIDDLE:** SC.7.L.17.2, SC.7.L.17.3  
**HIGH:** SC.912.N.1.4

- Select a science experiment. Divide the class into groups of four. Give each group materials and instructions needed to complete the experiment. Have students work cooperatively to complete the assignment.

**ELEMENTARY:** LA.K.5.2.1,  
LA.1.5.2.1, LA.2.6.2.1, LA.3.5.2.1,  
LA.4.5.2.1, LA.5.5.2.1  
**MIDDLE:** SC.6.N.1.1, SC.6.N.1.4,  
SC.7.N.1.1, SC.8.N.1.1, SC.8.N.1.6  
**HIGH:** SC.912.N.1.1

- Have students discuss the meaning of the following proverbs and then write about, in paragraph form, why/how they relate to cooperation.

1. “When spider webs unite, they can tie up a lion.” (Ethiopian Proverb)
2. “A single arrow is easily broken but not ten in a bundle.” (Japanese Proverb)

**ELEMENTARY:** LA.K.1.6.2,  
LA.1.1.6.2, LA.2.2.6.2, LA.3.2.6.2,  
LA.4.1.6.2, LA.5.1.6.2

- Have students read the story *The Little Red Hen* by Paul Galdone. Use this story to discuss how the characters did not cooperate and what would have been the outcome if they had cooperated. Other suggested readings are: *Anansi the Spider* by Gerald McDermott, *Arthur Makes the Team* by Marc Tolon Brown, *Charlotte's Web* by E. B. White, *The Trumpet of the Swan* by E. B. White and *Soup on Ice* by Robert Newton Peck.

**ELEMENTARY:** LA.K.2.1.2,  
LA.1.2.1.3, LA.2.2.1.2, LA.3.2.1.2,  
LA.4.2.1.2, LA.5.2.1.2

- Discuss with the class the definition of cooperation. Have students make a list of places and situations where cooperation is needed. Discuss why communication is important to cooperation. Discuss why cooperation among members of a sports team works for the benefit of the team. Make a list of things that involve cooperation that would help a team win more games. \*\*

**ELEMENTARY:** 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

- Ask students to imagine they are an alien from another galaxy. They have landed on Earth with a mission: to report on the ways humans cooperate with one another. As aliens, have students imagine they are following a steady stream of humans who are walking into a large, and apparently public building named Publix. Students should casually take note of pertinent information in order to complete their mission to study ways in which they witnessed the aliens cooperating. They are to turn in a report on their findings, which should include supporting details. \*\*


**ELEMENTARY:** LA.K.3.2.1,  
LA.1.3.2.1, LA.2.3.2.1, LA.3.3.2.1,  
LA.4.3.2.1, LA.5.3.2.1


- Discuss national situations and/or disasters such as 9-11 or Hurricane Andrew. Have students research the relief efforts involved as a result of the situation. In groups, have students write, illustrate, and/or chart the number of people and organizations involved and what the role of each entails. Have students present their findings to the class and explain the cooperation aspect of the findings. \*\*

**ELEMENTARY:** LA.K.3.5.1,  
LA.1.3.5.1, LA.2.3.5.1, LA.3.3.5.1,  
LA.4.3.5.1, LA.5.3.5.1  
**MIDDLE:** SC.6.E.7.2, SC.6.E.7.3,  
SC.6.E.7.7, SC.6.E.7.8  
**HIGH:** SC.912.E.7.4, SC.912.E.7.5,  
SC.912.E.7.6, SC.912.E.7.8,  
SC.912.E.7.9, SC.912.N.1.4,  
SC.912.N.4.2



## SHARE YOUR GREAT IDEAS & BEST PRACTICES

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# HANDS-ON ACTIVITIES & PROJECTS

- Teach the class process skills, and then divide the students into groups of four. Plan a class science project. Students must complete the following: select a problem, research the problem, write a bibliography, form a hypothesis, make a list of materials they will need to do the experiment, gather and record data, and write a conclusion. Give students a calendar outlining when each part of the project must be completed. Each group must decide how they will work together to complete the project. If the project will be entered into a science fair, the students must write a recommendation and an acknowledgement. \*\*

**ELEMENTARY:** LA.K.5.2.1, LA.1.5.2.1, LA.2.6.1.1, LA.3.6.1.1, LA.4.5.2.1, LA.5.5.2.1  
**MIDDLE:** SC.6.N.1.1-4, SC.7.N.1.1-4, SC.8.N.1.1-6  
**HIGH:** SC.912.N.1.1, SC.912.N.1.4

- Take students on a walk around the school grounds. Have them observe things they see on their walk. When they return to the classroom, divide the class into groups of two or four. Have students work together to create a list of everything they saw on the playground. Have students compare their lists showing how, when working together, thoughts, observations and ideas are expanded.

**ELEMENTARY:** LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1  
**MIDDLE:** SC.6.N.1.1-4, SC.7.N.1.1-4, SC.8.N.1.1-6  
**HIGH:** SC.912.N.1.1, SC.912.N.1.4, SC.912.N.1.6

- Tell students they will be taking an imaginary trip with all expenses paid. Divide the class into four or more groups and have each group select a leader who will record and report their findings. Each group will have fifteen minutes to decide the following: 1) where the group will go, 2) how they will get there, and 3) four things they will bring for survival. After this exercise, discuss with the class ways group members cooperated or didn't cooperate and why.

**ELEMENTARY:** LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2

- Have students work on a project where they convince diverse groups of people to cooperate for the benefit of the community. \*\*

**ELEMENTARY:** LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2  
**MIDDLE:** SC.6.N.2.3, SC.7.N.1.7, SC.8.N.4.1, SC.8.N.4.2  
**HIGH:** SC.912.N.2.5, SC.912.N.4.1, SC.912.N.4.2

- Write "TEAM/Together Everyone Achieves More" on the chalkboard. Ask students why they think this slogan fits in with cooperation. Have students work in pairs to write an additional slogan for cooperation and create a logo for their

slogan. Display the logos. Allow students to audio or video tape select slogans for school announcements.

**ELEMENTARY:** LA.K.4.3.1, LA.1.4.3.1, LA.2.4.3.1, LA.3.4.3.1, LA.4.4.3.2, LA.5.4.3.2

- Have students work together to design an experiment about a topic selected by the teacher or the group. Students will work together to collect, share and record information.

**ELEMENTARY:** LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1  
**MIDDLE:** SC.6.N.1.1, SC.7.N.1.1, SC.8.N.1.1  
**HIGH:** SC.912.N.1.1

- Have students create a Cooperation Handbook for the class. Have students list and illustrate, by cooperating with each other, how they can create a better learning atmosphere.

**ELEMENTARY:** LA.K.3.5.1, LA.1.3.5.1, LA.2.3.5.1, LA.3.3.5.1, LA.4.3.5.1, LA.5.3.5.1

- Tell students that cooperatives have been formed to purchase food, supplies and other items. Discuss what is involved in forming a cooperative. Have students design a cooperative to provide services to the class. Expand this effort to providing services to the school or the community.

**ELEMENTARY:** LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2  
**MIDDLE:** SC.8.N.4.1, SC.8.N.4.2  
**HIGH:** SC.912.N.4.2

- Ask students to name their favorite animal, and then group students according to their choices. Have students complete a research project that includes the following: name of animal, where it lives, what it eats, where it is located in the food chain, what structural adaptations allow the animal to survive in its environment, three or four interesting facts about the animal, and an illustration. Have students give an oral report about their favorite animal. Students will work together to determine which part of the project each will do. \*\*

**ELEMENTARY:** LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2  
**MIDDLE:** SC.6.L.15.1, SC.7.L.15.2, SC.7.L.15.3, SC.7.L.17.2, SC.7.L.17.3  
**HIGH:** SC.912.L.15.13, SC.912.L.17.6

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

# HANDS-ON ACTIVITIES & PROJECTS

- Have students create short skits showing cooperation in action. Following are some suggestions:
  - Happily doing what your parents ask you to do.
  - Playing the game your friends want to play even when you would rather do something else.
  - Helping someone by opening a door or helping to carry something.
  - Helping find a compromise when a group is in disagreement.
  - Helping family members realize the importance of family cooperation by demonstrating a spirit of cooperation in your daily activities.
  - Becoming involved in a community service project.

**ELEMENTARY:** LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2

- Ask students to create a cooperation pole, which is an octagonal tower with words written on each of its sides. Divide the class into teams. Have each team work together and decide on a set of sayings (one on each side of the octagon) or they may display the same saying in the eight most predominant languages of the school. Poles for each of the character traits can be made and displayed in the classroom or throughout the school.

**ELEMENTARY:** 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

- As a science or biology lesson, use a life-size picture or prop of the human skeleton or its body parts as the lesson tool. Identify and place the different parts of the anatomy. Discuss the function of each and how it is used in cooperation with the other parts of the anatomy. This lesson can be done in a simplified or advanced form by focusing on the large main organs and functions, such as the brain, kidneys, liver, etc. and advancing to other more intricate parts of the brain, veins and arteries, etc. The class can research which parts and organs a human can actually live without (like the appendix), and which ones must function in cooperation with others.

**ELEMENTARY:** LA.K.2.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2

**MIDDLE:** SC.6.L.14.1-5, SC.7.L.16.1

**HIGH:** SC.912.L.14.11-52, SC.912.N.1.4

- Create a class newsletter and assign different roles for writing and producing the newsletter. Make sure you have artwork, poetry, feature articles, sports, classified ads, editorials, etc. Let the students arrange and put the newspaper together by cooperating with each other to create the final product.

**ELEMENTARY:** LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2

- Initiate a school wide "Caught You Cooperating" campaign. Make up certificates that read "Caught You Cooperating" with an illustration on it. Use this as a cafeteria management effort. When the cafeteria monitors observe someone cooperating with someone else, or doing the right thing, etc., they should give the person a certificate. On ice cream day, anyone who has a certificate can receive a free ice cream. The school can think of other appropriate rewards, such as homework passes. A classroom teacher in his or her room may also use these ideas or can arrange to give special privileges or treats (like lunch with the teacher) to students.

- As an entire grade level or school, make the word "cooperation" by using students to form the word. Do this out on the field and take pictures to send to the community newspapers.

**ELEMENTARY:** LA.K.1.4.1, LA.1.1.4.1, LA.2.1.4.1, LA.3.1.4.3, LA.4.1.4.1, LA.5.1.4.1



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# KIDS OF CHARACTER Award Ceremony

Congratulations to our 2010-2011  
Broward County Schools Innovation Zone  
Kids of Character!

## SUNSENTINEL KIDS OF CHARACTER AWARDS PROGRAM

Former Superintendent James F. Natter congratulated and commended each of the students and staff members for supporting their communities and displaying remarkable character at the 11th Annual South Florida Sun-Sentinel Kids of Character Awards Program. The ceremony held at Cooper City High School on Monday evening, May 9, 2011 was well attended by proud parents, teachers, administrators, family, friends, and many district officials.

The 27 outstanding students and 9 spectacular staff members were honored due to their demonstration of 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, during the 2010-2011 school year.

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

SCHOOL:	NOMINEE:	SCHOOL:	NOMINEE:	SCHOOL:	NOMINEE:
A.C. Perry Elementary	Narleesha Pomare	Hollywood Hills Elementary	Jose Pino	Peters Elementary	Fabien Gaboton
Apollo Middle	Adam El-Hench	<b>Hollywood Hills High</b>	<b>David Melvin-WINNER</b>	Pines Middle	Jessica Summers
<b>Atlantic Technical Center High</b>	<b>Yao Ming Li-WINNER</b>	Imagine Charter School at Weston K-5	Sydney Hackmeyer	Pioneer Middle	Kenlee Bruggeman
Atlantic West Elementary	Isabella Santos	Indian Ridge Middle	Negeen Fallahzadeh	Plantation Elementary	Angeline Louis-Jean
Bair Middle	Matthew Wilhelm	<b>James S. Hunt Elementary</b>	<b>Georry Desruisseaux-WINNER</b>	<b>Plantation Middle</b>	<b>Shomari Bell-WINNER</b>
Banyan Elementary	Victoria Chris-Anderson	Lake Forest Elementary	Karla Cortez	<b>Plantation Park Elementary</b>	<b>Sariah Manhu-WINNER</b>
Ben Gamla Charter	Ericka Alban	Lakeside Elementary	Austin Scrima-WINNER	Pompano Beach Elementary	Nadieda Dazile
Bennett Elementary	Janel Travis	Larkdale Elementary	Josiane Jean-Baptiste	Pompano Beach Middle	Shruti Agarwal
Bethune Elementary	Jessica Cram	Lauderhill Middle	Will Joseph-WINNER	<b>Quiet Waters Elementary</b>	<b>Riley Berry-WINNER</b>
Blanche Ely High	Nephtalie Bernard	J.P. Taravella	Robert Miles-WINNER	Ramblewood Middle	Melissa Bazaruto-Tajada
Central Park Elementary	Meridith Kashi	Lyons Creek Middle	Shawn Burgess	<b>Rickards Middle</b>	<b>Zecharyah Brazeal-WINNER</b>
Chapel Trail Elementary	Tae Perez	Manatee Bay Elementary	Alexandra Shilling	Riverland Elementary	Katherine Samiento
Colbert Elementary	Stefann Juste	Maplewood Elementary	Ana Vazquez	Riverside Elementary	Courtney Campbell
College Academy @ BC	Rachel Cushanick	Margate Elementary	Eliana Leserra	Rock Island Elementary	Naomy Jasmin
<b>Cooper City Elementary</b>	<b>Grace O'Malley-WINNER</b>	Margate Middle	Cheryl Elias	Royal Palm Elementary	Emmani Henry
Cooper City High	Moises Rodriquez	<b>Marjory Stoneman Douglas High</b>	<b>Samantha Barnes-WINNER</b>	Sandpiper Elementary	Lucas Correa
Coral Cove Elementary	Jenna Siwek	<b>McArthur High</b>	<b>Zulieh Mendoza-Gayle-WINNER</b>	Sawgrass Elementary	Paige Venuto
Coral Glades High	Yves Charles	McFatter Technical Center	Brian Mazur	Sea Castle Elementary	Alana Knight
Coral Park Elementary	Samantha Caldero	McNab Elementary	Aseel Abu-Adieh	Sheridan Hills Elementary	Christina Fluegel
Coral Springs Middle	Tal Lubarsky	McNicol Middle	Javonna Taylor	Sheridan Park Elementary	Ana Garcia
Coral Springs High	Sarah Moseley	Meadowbrook Elementary	Felicia Arnett	Silver Lakes Middle	Daysy Guerrero
Country Isles Elementary	Rhett Williams	Millennium Middle	Matthew Wilson	Silver Palms Elementary	Paola Torres
Cresthaven Elementary	Judith Rosales	Miramar Elementary	Romeo Smith	Silver Ridge Elementary	Sydney Leiter
<b>Crystal Lake Middle</b>	<b>Abigahill Simon-WINNER</b>	Mirror Lake Elementary	Nikayla Clarke	Silver Trail Middle	Annelise Juin
<b>Deerfield Beach Elementary</b>	<b>Alexandra Boyd-WINNER</b>	Monarch High	Shanzay Pervaiz	South Broward High	Andreanne Mercier
Deerfield Beach Middle	Bilal Amodu	New Renaissance Middle	Amira Abushar	Stephen Foster Elementary	Yesly Arocho
<b>Discovery Elementary</b>	<b>Isabella Yeung-WINNER</b>	North Fork Elementary	Ashleigh Parchment	Sunrise Middle	Torri Smith
Eagle Point Elementary	Ezequiel Copantsidis	Nova Blanche Foreman Elem.	Kailee Feller	<b>Sunset School</b>	<b>Conor Walsh-WINNER</b>
Embassy Creek Elementary	Harris Ness	<b>Nova High</b>	<b>Juan Romero -WINNER</b>	Sunset Lakes Elementary	Demi Del Rosario
<b>Everglades Elementary</b>	<b>Kayla Fernandes-WINNER</b>	Nova Middle	Amir Arroyo	The Charter School of Excellence	Kali Litkofsky
Flanagan High	Chris Savoy	Oakland Park Elem.	Haudricha Pierre	Tequesta Trace Middle	William Morales
Forest Glen Middle	Samantha Brown	<b>Olsen Middle</b>	<b>William Roller-WINNER</b>	Tradewinds Elementary	Madison Manusky
Forest Hills Elementary	Artind Kajtazi	Orange Brook Elementary	Rachel Costin	Village Elementary	Chanel Seepersad
Fort Lauderdale High	Christopher Brinson	Palm Cove Elementary	Kelly Beabrun	Welleby Elementary	Daniel Diaz-Silva
Fox Trail Elementary	Jacob Bloom	Panther Run Elementary	Shandra Ziegler	West Hollywood Elementary	Elianne Rodriguez
H.D. Perry Middle	Kendrick Belfon	Park Ridge Elementary	Shadya Amodu	<b>Westchester Elementary</b>	<b>Noor Shirazi-WINNER</b>
<b>Hallandale Adult &amp; Comm. Cntr.</b>	<b>Wei Pei Wen-WINNER</b>	Park Springs Elementary	Hannah Gilman	<b>Western High</b>	<b>Liel Azoolin-WINNER</b>
Hallandale Elementary	Daisy Mikhalsky	Park Trails Elementary	Hayden Korr	Whiddon Rogers Center	Jean Saintphard
Harbordale Elementary	Brenda Maldonado	Parkway Middle	Anne-Kara Brierre	<b>Whispering Pines Ctr.</b>	<b>Kristian Crespo-WINNER</b>
<b>Hawkes Bluff Elementary</b>	<b>Catalin Grant-WINNER</b>	Pembroke Lakes Elementary	Kimberly Burkett	<b>Wilton Manors Elementary</b>	<b>Junaica Schoop-WINNER</b>
Heron Heights Elementary	Olivia Martinelli	Pembroke Pines Elementary	David Alvarez	<b>Wingate Oaks Center</b>	<b>Ashley Mooreland-WINNER</b>



# SUNSENTINEL KIDS OF CHARACTER AWARDS PROGRAM

(Continued)



## STAFF OF CHARACTER NOMINEES & WINNERS

Ms. Marilyn Keene - Bair Middle  
Ms. Fran Nevins - Ben Gamla Charter  
Ms. Olga Ramos - Blanche Ely High  
Ms. Laura Dunham - Broadview Elementary  
Mr. Kevin Lazarus - Coral Glades High  
**Ms. Tameka King - Coral Springs High -WINNER**  
Ms. Clarice Johnston - Cresthaven Elementary  
Mr. Daniel Shapiro - Discovery Elementary  
Mr. Brian Fonetti - Dolphin Bay Elementary  
Ms. Lesley Alfonso - Embassy Creek Elementary  
Ms. Rosie Rodriguez-Lopez - Forest Hills Elementary  
Ms. Sheri Rausseo - Hollywood Hills Elementary  
Mr. Terence McGarry - Hollywood Central Elementary  
Ms. Meghan Hanrahan - Imagine Charter School at Weston K-5  
Ms. Allison Denbow - James S. Hunt Elementary  
Ms. Loretta Duval - Margate Middle  
Ms. Laura Rountree - Marjory Stoneman Douglas High  
**Ms. Ingrid Clarke - McArthur High-WINNER**  
**Ms. Caryn Coburn - McFatter Technical Center-WINNER**  
**Ms. Laura LaPerna - McNab Elementary-WINNER**  
**Ms. Nichole Harriott - Miramar Elementary-WINNER**  
Ms. Janet Morales - New Renaissance Middle  
Ms. Marylynn Henschel - Oakland Park Elementary  
**Ms. Theon Eames - Olsen Middle-WINNER**  
Ms. Maria Acosta - Palm Cove Elementary  
Ms. Elaine Saef - Panther Run Elementary  
Ms. Mariette Donate - Pembroke Pines Elementary  
Ms. Lottie Lawson - Peters Elementary  
Ms. Mary Jo Hernandez - Pioneer Middle  
**Ms. Stefanie Falk - Plantation Middle-WINNER**  
Ms. Elizabeth Lacy - Plantation Park Elementary  
Mr. John Nista - Ramblewood Middle  
**Ms. Denise DePasquale - Rickards Middle-WINNER**

## STAFF OF CHARACTER NOMINEES & WINNERS

Ms. Lorna Edwards - Sandpiper Elementary  
Ms. Lisa Smolich - Sawgrass Elementary  
Mr. Michael Cassaw - Stephen Foster Elementary  
Ms. Diane Carruthers - Tradewinds Elementary  
**Ms. Dorothy Ryan - Welleby Elementary-WINNER**  
Ms. Laurie Seperson - West Hollywood Elementary  
Ms. Nickolette Young - Western High  
Ms. Christine Wilson - Westglades Middle  
Ms. Megan Nowell - Whiddon Rogers Center



**For additional information about the SunSentinel Kids of Character Awards Program,** contact Renee Brown at 754-321-2568, ext. 2722.

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

### The School Board of Broward County, Florida

Benjamin J. Williams, Chair • Ann Murray, Vice Chair • Robin Bartleman • Maureen S. Dinnen • Patricia Good • Donna P. Korn • Katherine M. Leach • Laurie Rich Levinson • Nora Rupert • Donnie Carter, *Interim Superintendent of Schools*

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. [www.browardschools.com](http://www.browardschools.com)

# NEWS TO KNOW... CHARACTER CONNECTION

## CHARACTER EDUCATION ACTIVITY SHEET:

Welcome back to the start of another exciting school year! Below you'll find very helpful information pertaining to our Character Education Program. Please take full advantage of these initiatives designed to get your school site off to a great new year in building a positive school culture of CHARACTER!

In addition, for archived activity sheets visit our Web site: [www.browardprevention.org](http://www.browardprevention.org) (under "Character")

## 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](http://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. 2722, or email her via CAB or at [renee.m.brown@browardschools.com](mailto: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. Julie Landry Laviolette will be assisting John Chace to collect on-going KOC stories for the Sun Sentinel from teachers. Julie's email address is [julavio@gmail.com](mailto:julavio@gmail.com).
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. Once the stories are evaluated you will be notified directly if the student you have nominated has been selected.

**WE DO APPRECIATE YOUR SUPPORT!!**

# PEACE WEEK

## Broward County Schools

September 19-23<sup>rd</sup>

**Choose Peace/Stop Violence is a county-wide initiative dedicated to preventing and reducing youth violence. Our mission is to create a lasting awareness for more peaceful schools and communities. In recognition of this week, we need COOPERATION from our schools, community groups, and business organizations through-out Broward County. Our goal is for all of us to become peace partners by engaging students in activities that teach positive conflict resolution strategies.**



**International Day of Peace is on September 21<sup>st</sup>.**

Visit our website- [www.browardprevention.org](http://www.browardprevention.org) for more classroom ideas and activities. Remember **CHOOSE PEACE!!** ☺



# 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." \*\*

# 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

Schuette, 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.