

# CHARACTER EDUCATION

SUGGESTED ACTIVITIES

JANUARY 2011



RESPECT

CHARACTER — THE CORE OF OUR LIVES

**RESPECT:** Showing consideration, understanding, and regard for people, places, animals and things.

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*"Respect starts when you practice it, not when you ask for it."  
- Anonymous*

*"He that will have his son have a respect for him and his orders must himself have a great reverence for his son."  
- John Locke*

*"When we show our respect for other living things, they respond with respect for us."  
- Arapaho Proverb*

*"Live and let live."  
- Sir Roger L'Estrange*

*"Respect is love in plain clothes."  
- Frankie Byrne*

*"Be a major difference in your own life."  
- Irene Kassoria*

*"No one can make you feel inferior without your consent."  
- Anonymous*

*"Do unto others as you would have them do unto you."  
- Golden Rule*

*"Respect for diversity brings communities."  
- Anonymous*

*"I never met a man I didn't like."  
- Will Rogers*

*"People will not always believe what you say but they will always believe what you do."  
- Anonymous*

*"Learn to respect yourself, then you can respect others."  
- Anonymous*

*"Leave everything a little better than you found it."  
- Anonymous*

*"If you want to get the best out of a man, you must look for the best that is in him."  
- Bernard Haldane*

*"To respect a person is not possible without knowing him; care and responsibility would be blind if they were not guided by knowledge."  
- Erich Fromm*



**Broward County  
Public Schools**



## READ / WRITE / DISCUSS



- Read the quotation from Thomas Morell: “See the conquering hero comes! Sound the trumpets, beat the drums!” Ask students to write a sentence describing their concept of a hero. Discuss the various descriptions and put together a class concept of a hero. As a class, develop a sentence on the chalkboard describing the class concept of a hero. Have all of the students copy the sentence onto their papers and write a short essay about their favorite hero. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.G.2.1, SC.H.3.2, SC.H.1.2, SC.G.2.2, 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, LA.4.4.2.3, SS.C.2.1, SS.C.2.2, SS.B.2.4.1  
MIDDLE: LA.6-8.3.1.1, LA.6-8.5.2.1  
HIGH: LA.1112.5.2.1, LA.910.1.7.3
- As a class, discuss the meaning of “respect.” Ask students how they have shown respect to someone recently. Make a list on the chalkboard. Have the class try to add at least three other ways to show respect.  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.G.2.1, SC.H.3.2, SC.H.1.2, SC.G.2.2, 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, LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SS.B.2.4.2  
MIDDLE: LA.6-8.3.1.1, LA.6-8.5.2.1.  
HIGH: LA.1112.5.2.1
- Discuss with the class the meaning of “self-respect.” Ask each student to list the three most important ways to show self-respect. Have the students share, compare and contrast. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.1, 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, LA.2.3.2.1, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.3.1.1, LA.6-8.5.2.1  
HIGH: LA.1112.5.2.1, LA.910.1.2, LA.1112.1.2
- Divide the students into dyads and have each team read about two non-fictional people, such as Mahatma Gandhi and Martin Luther King, Jr., who are considered heroes as a result of one or more special accomplishments. Have students use a Venn diagram or a compare and contrast chart to show the similarities and dissimilarities between the two, using teacher-selected categories such as dates of birth and death, professions or vocations, genders, ethnicity, accomplishments, and contributions to society. Discuss the differences and similarities with the class. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.1.2, LA.K.2.2.1, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.2, LA.4.2.2.2, LA.5.2.2.2, LA.3.3.1.3, SS.A.5.1, SS.A.5.2, SS.A.3.3.4, SS.A.5.3.2, SS.A.5.4.8  
MIDDLE: LA.6-8.2.2.3  
HIGH: LA.1112.5.2.1, LA.910.1.7.3, LA.910.1.7.8, LA.910.1.3, LA.1112.1.7.3, LA.1112.1.7.8, LA.1112.1.3

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



## READ / WRITE / DISCUSS



- Have the class write suggestions for classroom rules, keeping in mind that respect is the #1 rule in the class. List these on the board. Using these suggested rules, discuss ways students can show respect to one another and the teacher. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.1.3.1.3, SS.C.2.1, SS.C.2.2, SS.C.1.3.6, SS.A.5.4.8  
MIDDLE: LA.6-8.3.1.1, LA.6-8.5.2.1  
HIGH: LA.1112.3.1.3
- Discuss with the class why respect to others is important. Have students write an acrostic poem for the word "respect." Share the poems and display them on a classroom bulletin board. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.3.4.1.2, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.3.1.1, LA.6-8.4.1.2, LA.6-8.5.2.1  
HIGH: LA.1112.5.2.1
- Lead a class discussion on the importance of respecting each other at school. Discuss the hurt feelings caused by sarcasm and barbed teasing. Ask the students to imagine one day at school where respect was not shown to each other. Have each student write a story to tell what the day was like. Ask the students to share their stories. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.3.4.1.1, SS.C.2.1, SS.C.2.2, SS.C.1.4.3  
MIDDLE: LA.6-8.3.1.1, LA.6-8.4.1.1, LA.6-8.5.2.1  
HIGH: LA.910.5.2.1
- Discuss ways teachers can be more respectful towards students and how students can show more respect for their teachers.  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.3.1.1, LA.6-8.5.2.1  
HIGH: LA.910.5.2.1
- Have the class create "dos" and "don'ts" of classroom behavior. Discuss with the class the importance of following classroom rules and how following rules is respectful. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.1.2, LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2.2, LA.3.2.2.2, LA.4.2.2.2, LA.5.2.2.2, LA.2.3.1.1, SS.C.2.1, SS.C.2.2, SS.C.1.3.6  
MIDDLE: LA.6-8.3.1.1, LA.6-8.2.2.3, LA.6-8.5.2.1  
HIGH: LA.910.5.2.1
- Discuss with class the concept of lying. Discuss how lying is disrespectful and hurtful.  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.2.5.2.2, LA.2.5.2.2, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.3.1.1, LA.6-8.2.2.3, LA.6-8.5.2.1  
HIGH: LA.910.5.2.1

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



## HANDS-ON ACTIVITIES & PROJECTS



- Define the word “hero” and discuss this definition. Ask the students if they believe heroes exist today. Divide the students into two teams – those who say “yes” and those who say “no.” Ask a student who said “yes” to name a person whom he or she considers to be a modern-day hero and tell what that person has accomplished. Then ask the side that said “no” if anyone has changed his or her mind. If anyone has, he or she should cross over to the “yes” team. Play a few rounds until the students tire of the game. Then discuss the power of persuasion. Ask the members of the “no” team who had changed their minds to explain what had influenced their opinions, and ask those who had remained firm what failed to influence their opinions. Finally, discuss how the class members did or did not show respect for one another’s beliefs and actions during the game.  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.G.2.1, SC.H.3.2, SC.H.1.2, SC.G.2.2, 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, LA.4.4.3.2, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.5.2.1, SS.A.5.3.2  
HIGH: LA.910.1.6.9
- Have each student fold a sheet of notebook paper in half vertically. On the left-hand side, ask them to list personal put-downs they think of or that someone else has said to them (e.g., “You’re stupid!”). When everyone has finished, tell them that they are now going to respond to the put-downs by putting the pencil or pen in their non-dominant hand and writing their positive answer to that put-down in the right-hand column without concern for spelling or penmanship (e.g., “I am not stupid. I can tell that you are not my friend if you call me names.”). The idea is to let their feelings out. Using the non-dominant hand allows them to be more aware of the positive than the negative.  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.4.4.1.2, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.3.1.1  
HIGH: LA.910.4.1.1
- Ask permission to have your class adopt a hallway, restroom or some other area of the campus to show respect for the building or yard. Make “Respect the Building” banners, cartoons, or posters for the bulletin boards in the halls. Use anti-littering, anti-graffiti slogans for inside the restrooms and cafeteria. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.G.2.1, SC.H.3.2, SC.H.1.2, SC.G.2.2, 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, LA.4.4.1.2, SS.C.2.1, SS.C.2.2, SS.C.2.3.6  
MIDDLE: LA.6-8.4.2.4, SS.B.2.3.9  
HIGH: LA.910.4.1.1, LA.910.4.1.2
- Have students create posters for the cafeteria with slogans about being respectful in the lunchroom. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.K.4.2.1, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.4.2.4  
HIGH: LA.910.4.2.1, LA.910.4.1.1
- Have students write a morning announcement about appropriate hallway behavior. Arrange to have the best announced throughout the month. Have students create a skit modeling appropriate hallway behavior and act it out for the morning announcements, if these are done via closed-circuit television. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.4.4.2.2, SS.C.2.1, SS.C.2.2, SS.A.5.4.8  
MIDDLE: LA.6-8.4.1.2  
HIGH: LA.910.4.1.1, LA.910.4.1.2



## HANDS-ON ACTIVITIES & PROJECTS



- Ask students to write a letter to a person in their family who has taught them respect. Call the essay, “My Respect Role Model.” Invite honorees to class or have an Authors’ Night where the essays are read aloud. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.4.4.1.2, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.4.2.4  
HIGH: LA.910.4.1.1
- To create an understanding and respect for varied cultures, have the class bring in items that are unique to their culture. In cooperative groups, have students share and explain the artifacts about their culture. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.2.5.2.2, SS.C.2.1, SS.C.2.2, SS.B.1.3.4, SS.B.2.4.2  
MIDDLE: LA.6-8.5.2.1  
HIGH: LA.910.5.2.1
- Ask the students, “Does everyone deserve respect?” Have students write a persuasive paragraph expressing their points of view. Share paragraphs. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.3.4.3.1, SS.C.2.1, SS.C.2.2  
MIDDLE: LA.6-8.4.3.1  
HIGH: LA.910.4.3.1, LA.910.4.3.2
- As a class service, have students volunteer to participate in a beach clean-up activity and give a speech about the items they found and how humans’ lack of respect for the environment can affect the whole world. Extra credit may be given for this assignment. \*\*  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.5.4.2.3, SS.C.2.1, SS.C.2.2, SS.B.2.4.6  
MIDDLE: LA.6-8.4.3.1, SS.B.2.3.9  
HIGH: LA.910.5.2.2
- Have students form cooperative groups. Explain that the task of each group will be to discuss times they have not felt respected and why they were or were not respected. Have each group report one example.  
ELEMENTARY: SC.H.3.1, SC.H.1.1, SC.H.3.2, SC.H.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, LA.1.5.2.5, SS.C.2.1, SS.C.2.2, SS.A.4.4.41  
MIDDLE: LA.6-8.3.1.1, LA.6-8.5.2.1  
HIGH: LA.910.5.2.1

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

### SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of these activities or have successfully implemented an activity which is not listed that you would like to add, e-mail a one- to two-paragraph of the activity to Renee Brown, K.C.W., 4th floor, Student Support Services.



# KIDS OF CHARACTER Award

Cooperation • Responsibility • Citizenship • Kindness • Respect • Honesty • Self-control • Tolerance



## CHARACTER EDUCATION ACTIVITY SHEET UPDATE



Access to all monthly activity sheets with curriculum and 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:  
(*website correction for EDCO is below*)

- Each month, each teacher may choose one "Kid of Character" from his/her classroom. (Middle and high schools may decide if they want to do this by teams, departments or other methods.) Those students should receive a certificate at the end of the month at an awards assembly or on your school's morning/afternoon announcements.
- 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.
- Certificates may be ordered through the Character Education Department, courtesy of the Sun-Sentinel, or through EDCO. The ones from the Sun-Sentinel must be filled in at the school site. The certificates from EDCO may be entered on-line and will be printed by them. This takes an advance time of 1-2 weeks. Please call Renee Brown at 754-321-2568 ext.2476 or email via CAB or at [Renee.M.Brown@Browardschools.com](mailto:Renee.M.Brown@Browardschools.com) if you have any additional questions about this process.

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

- John Chace is working to collect **on-going** KOC stories from teachers. You may send these directly to him along with any questions to [jchace@communitycc.com](mailto:jchace@communitycc.com). He will then evaluate these stories and let you know if that student has been selected.
- Stories should be those from students who are **EXCEPTIONAL** in demonstrating **any** of the character traits. He is not concerned about the order of a particular month's trait.
- Be very specific and clear providing key details about the act or continued deeds. Two to three quotes are needed from the person making the nomination for an actual article. The suggested format for submission should be in Microsoft Word, not Adobe, please.
- Remember, this is **not** based on academic performance; those students will be rewarded through honor roll or other academic honors. These are **EXCEPTIONAL** students in other unique areas.



**NO STICKS. NO STONES.**  
**NO DISMISSING**

## **NO NAME-CALLING WEEK JANUARY 24 -28, 2011**

No Name-Calling Week (NCCW) is an annual anti-bullying, violence prevention observance that schools can use to help in their positive school culture efforts.

During this week many educational activities aimed at ending 'Name-Calling' of all kinds will provide schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their schools and communities.

We encourage all educators and students across the nation to take part in the effort to end name-calling and bullying in school. NCCW information, planning tips, lesson plans and promotional materials are available now online at [NoNameCallingWeek.org](http://NoNameCallingWeek.org) and many of the resources are free and download-able!

Let's take this month as an opportunity to remind our students of their responsibility to help improve the lives of others by engaging in positive behaviors that will promote and inspire other individuals!

*For lessons & additional resources visit:*

[www.nonamecallingweek.org](http://www.nonamecallingweek.org)





## CHARACTER: THE CORE OF OUR LIVES PATRIOTISM: THE CORE OF OUR NATION'S STRENGTH



To weave Patriotism throughout our Character Education Program, this month's suggested activities that can be integrated into the respect trait are related to flag etiquette – what the flag represents, how to handle the flag, the Pledge of Allegiance, etc.

### Patriotic Quotes

*"No other people have a government more worthy of their respect and love or a land so magnificent in extent, so pleasant to look upon, and so full of generous suggestion to enterprise and labor."*

- Benjamin Harrison, 23rd President of the United States of America

*"This world of ours...must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect."*

- Dwight D. Eisenhower, 34th President of the United States of America

### Patriotic Activities

- Ask the class, "If Betsy Ross were asked to design the American flag today, would she create it the same way?" Discuss with the students the significance of the colors and the Stars and Stripes, its historic evolution, and the ability of the flag to inspire citizens. Invite students to create a new flag and explain the reasons for their new design. \*\*
- America has numerous rules for the use and handling of "Old Glory" (our flag). Have students research whether other countries have such rules. Do they have any rules that should be included in America? Does the United States have rules other countries should emulate? \*\*
- Remind students of the story of Betsy Ross. (Her birthday is this month.) Discover with students how she was chosen to sew the first flag. Discuss with students what it would have been like if she did not have respect for her craft and did a poor job on the flag.
- Hold a class discussion on the saying "Treat others the way you want to be treated." Have students write an essay about a time in their lives when they did not treat someone as they would have liked to be treated themselves. \*\*
- Have students research pledges of allegiance of other countries and use a Venn Diagram to compare and contrast the pledges. \*\*
- Few people understand the significance of our national anthem, "The Star Spangled Banner." Have the class research the life of Francis Scott Key and the extraordinary circumstances under which he wrote the words to the anthem. The flag of the United States of America is the central point of the song. Discuss how Key paid respect to his country and this symbol through his words. \*\*
- Every day in school we say a Pledge of Allegiance to the American flag. Have students re-write the Pledge of Allegiance using synonyms for as many words as possible. The students will acquire a deeper understanding of the meaning of the Pledge of Allegiance. \*\*
- Hold a class discussion on how Americans identify their country and compare this with people of other countries. Ask the students to consider what it would be like if all the states were actually their own country with their own language, food, etc.
- Discuss the importance of having a national flag. As a class, observe pictures of a number of flags from countries around the world. Discuss the symbols on the different flags. Have the students, in groups, design a different American flag and present their flag to the class. Essential questions for the student groups to address in their presentation should include: What do the flags show about the country as a whole? How do the flags represent the things that residents of the United States have in common? Do they think most people in the country would be proud of their new flags? Why? \*\*
- Have students create a patriotic song or poem about the American flag. The song or poem should detail what the American flag symbolizes to the student. Students can present their song or poem to the class. \*\*

## RECOMMENDED RESOURCES

## Primary



Dot, The

Reynolds, Peter H. Candlewick, 2003. 32p.

9780763619619 Primary

Vashti believes that she cannot draw, but her art teacher's encouragement leads her to change her mind. Students may gain self-respect by learning to appreciate their own capabilities.



Three Little Gators, The

Kettelman, Helen. Whitman, 2009. 32p.

9780807578247 Primary

This Texas interpretation of *The Three Little Pigs* pits three gators against the Big-bottomed boar while each gator scorns the others' building choices. (*Children's Book Award* nominee)



Wind Flyers

Johnson, Angela. Simon &amp; Schuster, 2007. 32p.

9780689848797 Primary

A young boy listens to his great-uncle's story about his training at Tuskegee Army Air Field in Alabama and how he became an air pilot in World War II. Readers will appreciate the African-American pilots and their motivation to fly for our country.

## Intermediate



Interrupted Journey: Saving Endangered Sea Turtles

Lasky, Kathryn. Candlewick, 2001. 48p.

9780763606350 Intermediate

The author describes efforts to protect sea turtles, particularly Kemp's ridley turtles, and help them reproduce and replenish their once-dwindling numbers. Beautiful photographs will instill a sense of wonder in readers.



Rachel: The Story of Rachel Carson

Ehrlich, Amy. Harcourt, 2003. 32p.

9780152162276 Primary/Intermediate

This is a look at the life and achievements of the biologist who wrote about the sea and the dangers of pesticides. Students may be inspired to learn more about environmental protection after reading this book.



Safe at Home

Lupica, Mike. Philomel, 2008. 175p.

9780399247163 Intermediate/Middle

Nick's new foster parents are both professors who know nothing about sports, and his new teammates feel he is too young to play varsity baseball. Nick is out to prove them wrong. (*Sunshine State Young Readers Award* nominee)

**National Geographic for Kids**<http://kids.nationalgeographic.com/kids>

Primary/Intermediate (accessed 10/2/2010)

Explore information about animals and nature, play games, read stories, and watch videos to find out about our world.

**Saving Polluterville: An Ocean Pollution Investigation**<http://chalk.richmond.edu/education/projects/webquests/oceans/>  
Intermediate (accessed 10/2/2010)

Students will discover the effects of pollution on the ocean as well as ways to stop polluting in this web quest.

## Middle



Billy Creekmore

Porter, Tracey. HarperCollins, 2007. 320p.

9780060775711 Middle

When a stranger comes to claim Billy from an orphanage, he embarks on a cross-country journey in search of his past, his future, and his own true self. (*Sunshine State Young Readers Award* nominee)



Mercy on These Teenage Chimps

Soto, Gary. Harcourt, 2007. 147p.

9780152060220 Middle

At age thirteen, best friends Ronnie and Joey suddenly feel like chimps--long armed, big eared, and gangly--and when the coach humiliates Joey in front of a girl, he climbs up a tree and refuses to come down. (*Sunshine State Young Readers Award* nominee)



Smiles To Go

Spinelli, Jerry. Joanna Cotler Books, 2008. 248p.

9780060281335 Middle/High

Will's life has always been ruled by science and common sense but in ninth grade he begins to see the entire world differently and gains new perspective on his relationships with his sister and closest friends. (*Sunshine State Young Readers Award* nominee)

## High



Brutal

Harmon, Michael B. Knopf, 2009. 240p.

9780375840999 High

Forced to leave Los Angeles for life in a quiet California wine town with a father she has never known, rebellious sixteen-year-old Poe Holly rails against a high school system that allows elite students special privileges and tolerates bullying of those who are different. (*Florida Teens Read* nominee)



King of the Screw-Ups

Going, K. L. Harcourt, 2009. 320p.

9780152062583 Middle/High

Liam Geller is one of the most popular boys in school but can't seem to do anything right in the eyes of his father; so he goes to live with his homosexual, rocker uncle who helps him to understand that there is much more to him than his father will ever see. (*Florida Teens Read Award* nominee)



North of Beautiful

Headley, Justina Chen. Little, Brown, 2009. 384p.

9780316025058 High

Terra, a sensitive, artistic senior born with a facial port-wine stain, struggles with issues of inner and outer beauty with the help of her Goth classmate Jacob. (*Florida Teens Read Award* nominee)

**The Great Green Web Game**<http://go.ucsusa.org/game/>  
Middle/High (accessed 10/2/2010)

Play this online board game to find out how choices that you make regarding spending, eating, heating, and transportation affect our environment.