

# CHARACTER EDUCATION

SUGGESTED ACTIVITIES

MARCH 2011



## SELF-CONTROL

CHARACTER — THE CORE OF OUR LIVES

**SELF-CONTROL:** Having discipline over one's behavior or actions.

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*"We are our choices."*  
– Jean-Paul Sartre

*"Work to become, not to acquire."*  
– Elbert Hubbard

*"Character is revealed by how we behave when we are sure we won't be found out."*  
– Thomas Babington Macaulay

*"Self-control is the quality that distinguishes the fittest to survive."*  
– George Bernard Shaw

*"Never depend on anyone except yourself."*  
– La Fontaine

*"What is right is right, even if no one is doing it. What is wrong is wrong, even if everyone is doing it."* – Unknown

*"You can't choose your circumstances, but you can choose to overcome them."* – Unknown

*"I've learned that it is easier to stay out of trouble than to get out of trouble."*  
– H. Jackson Browne

*"The best time for you to hold your tongue is the time you feel you must say something or bust."*  
– Josh Billings

*"Anger is only one letter short of danger."* – Anonymous

*"Education is the ability to listen to almost anything without losing your temper or your self-confidence."*  
– Leah Arendt

*"Nature gave us one tongue and two ears so we can hear twice as much as we speak."*  
– Epictetus



## READ / WRITE / DISCUSS



- Read to the class a short biography about Albert Einstein who was born on March 14, 1879. Ask students to list ways Albert Einstein had to use self-control during his life. Discuss the students' responses. \*\*  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.1.3.1.3, SS.A.5.3.2, SS.C.2.1, SS.C.2.2, SS.B.1.4.4  
**MIDDLE:** LA.6-8.2.2.1, LA.6-8.3.1.1, SS.A.5.3.2  
**HIGH:** LA.910.1.6.2, LA.910.2.2.2, LA.910.1.7.3, LA.1112.1.6.2, LA.1112.2.2.2, LA.1112.1.7.3, LA.1112.5.2.1, LA.1112.4.1.1
- Read to the class information on the discovery of Florida on March 27, 1513. Ask students to respond in writing why it was necessary for explorers to have self-control. Discuss the students' responses. \*\*  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.2.3.2.1, SS.A.6.3.1, SS.C.2.1, SS.C.2.2, SS.A.4.4.2  
**MIDDLE:** LA.6-8.4.2.3, SS.A.4.3.2  
**HIGH:** LA.910.1.2, LA.910.2.2.2, LA.1112.1.2, LA.1112.2.2.2, LA.1112.5.2.1, LA.1112.4.1.1
- Have students research recent incidents of rage at amateur or kids' sporting events. Discuss the issues surrounding attacking coaches, parents, and referees and the need for and reasons why it is better to use self-control. \*\*  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.4.5.2.1, SS.C.1.3.6, SS.C.2.1, SS.C.2.2, SS.C.2.4  
**MIDDLE:** LA.6-8.5.2.1, LA.6-8.6.2.2  
**HIGH:** LA.1112.5.2.1, LA.910.1.6.2, LA.910.1.7.3, LA.910.6.2.2, LA.1112.1.6.2, LA.1112.1.7.3, LA.1112.6.2.2
- Have students research the online databases for information about sportsmanship. Discuss ways to recognize athletes at your school who consistently show sportsmanship. If possible, establish a recognition program for good sportsmanship. \*\*  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.2.5.2.2, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.5.2.1, LA.6-8.6.2.2  
**HIGH:** LA.1112.1.7.3, LA.910.1.6.2, LA.910.1.7.3, LA.910.6.2.2, LA.1112.1.6.2, LA.1112.1.7.3, LA.1112.6.2.2
- Share and discuss examples of self-control with the class. Ask the students to write a story about a character showing self-control. Have students read their story aloud and discuss each story. \*\*  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.3.4.1.1, SS.C.2.1, SS.C.2.2, SS.A.4.4.2  
**MIDDLE:** LA.6-8.4.1.1, LA.6-8.5.2.1  
**HIGH:** LA.1112.5.2.1, LA.1112.4.1.1

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



- Using the suggested books from the bibliography found on the last page as a guide, have students read a story on their own that deals with self-control. Ask students to write an essay on how the use of self-control, as exhibited by a character they select, had a positive impact on the other characters in the story. \*\*  
**ELEMENTARY:** LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3  
**MIDDLE:** LA.6.1.7.2, LA.7.1.7.2, LA.8.1.7.2  
**HIGH:** LA.910.4.1.1, LA.1112.4.1.1, LA.910.1.7.1, LA.1112.1.7
- Assign students to listen to a TV or radio newscast. Identify someone whose behavior showed self-control. Explain. Identify someone whose behavior showed a lack of self-control. Explain. \*\*  
**ELEMENTARY:** MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3, LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3  
**MIDDLE:** LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1  
**HIGH:** LA.910.5.2.1
- Have students examine a piece of literature the students are reading or have recently finished reading in class. Discuss: Which character exhibits self-control? Explain how.  
**ELEMENTARY:** LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3  
**MIDDLE:** LA.6.1.7.2, LA.7.1.7.2, LA.8.1.7.2  
**HIGH:** LA.910.5.2.1
- Read aloud a story that conveys self-control. Discuss the meaning of self-control (see the front cover of this Activity Sheet for a definition.) Ask students to use this story as a model and write their own story about self-control. \*\*  
**ELEMENTARY:** LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3  
**MIDDLE:** LA.6.1.7.1, LA.7.1.7.2, LA.8.1.7.3  
**HIGH:** LA.910.5.2.1, LA.910.4.1.1, LA.1112.4.1.1
- Read to the class information about the branches of the military. Discuss the function of the military with the class and have students write why it is important for persons in the military to have self-control. Share these with the class and discuss. \*\*  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.3.4.2.3, SS.C.1.3.2, SS.A.4.1, SS.A.4.2, SS.A.4.4.5  
**MIDDLE:** LA.6-8.2.2.3, SS.C.2.3.1  
**HIGH:** LA.1112.5.2.1, LA.1112.4.1.1, LA.910.1.6.2, LA.910.1.7.3, LA.910.1.7.3, LA.1112.1.6.2, LA.1112.1.7.3
- Have students read the “Student Code of Conduct” to look for rules that reinforce self-control. With the class, create a chart of behaviors that promote self-control and display it in the classroom.  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.2.3.1.1, SS.C.1.3.6, SS.C.2.1, SS.C.2.2, SS.C.2.4  
**MIDDLE:** LA.6-8.2.2.2, LA.6-8.3.1.1  
**HIGH:** LA.1112.1.7.3, LA.910.1.6.2, LA.910.1.7.3, LA.1112.1.6.2, LA.1112.1.7.3



## HANDS-ON ACTIVITIES & PROJECTS



- Have students find the Sun-Sentinel editorial section. Ask them to cut out an editorial and glue it on construction paper. Students should then decide whether or not the editorial shows self-control and explain why. \*\*  
**ELEMENTARY:** 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, SS.C.2.3.7, SS.C.2.1, SS.C.2.2 SS.C.2.4.3  
**MIDDLE:** LA.6-8.2.2.2  
**HIGH:** LA.910.1.7.3, LA.910.1.7.2, LA.910.1.6.2, LA.910.4.3.2, LA.1112.1.7.3, LA.1112.1.7.2, LA.1112.1.6.2, LA.1112.4.3.2, LA.1112.5.2.5, LA.910.1.7.3
- Have the class make a self-control banner. Ask students to brainstorm words dealing with self-control. Paint the words on bulletin board paper and hang the banner in the cafeteria, media center, or another eye-catching spot in 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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.K.4.2.1, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.3.1.1  
**HIGH:** LA.910.4.1.1
- Ask students to look through the TV guide listing and cut out those programs whose descriptions deal with self-control. Have students glue the cutouts on construction paper. Reward the student with the highest number. \*\*  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.1.3.1.3, SS.C.2.1, SS.C.2.2 SS.D.2.4.2.  
**MIDDLE:** LA.6-8.1.7.3  
**HIGH:** LA.910.1.7.3, LA.910.1.6.2, LA.910.2.2.2, LA.1112.1.6.2, LA.1112.2.2.2
- Have the students create a log to monitor all the behaviors they consider “independent behaviors” (e.g., waking up on time, being prepared for class, doing chores without being told, etc.). At the end of the week, celebrate with certificates for “being independent.” \*\*  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.4.3.1.3, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.3.1.1
- Have the class address the problem of obscene or foul language. Discuss with the class ways to avoid using profanity. Begin a “no-profanity” campaign in your school with posters and public service announcements on morning announcements.  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.2.5.2.2, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.5.2.1  
**HIGH:** LA.910.5.2.1
- Challenge the class to show self-control when faced with opportunities to over-indulge while eating or shopping. Have the class log behavior-showing self-control. Using the log, have the students write a paragraph about how (s) he was able to accomplish this task of using self-control in a selected situation. \*\*  
**ELEMENTARY:** SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.4.4.1.1, SS.D.1.3.3, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.3.1.1, LA.6-8.4.2.3  
**HIGH:** LA.910.4.1.1



## HANDS-ON ACTIVITIES & PROJECTS



- Have the class produce a video using copyright-free music and original poetry regarding how students can solve problems without violence. This can be distributed to other schools and the community. \*\*  
**ELEMENTARY:** SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.5.4.1.2, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.4.1.2  
**HIGH:** LA.910.4.1.1
- Have students create a pamphlet offering guidelines to students and parents on how to exercise self-control at sporting events. \*\*  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.5.4.1.2, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.4.2.1, LA.6-8.3.5.1  
**HIGH:** LA.910.4.1.1, LA.910.4.1.2
- Challenge students to refrain from passing any gossip for one day or one week depending on their ages. Have them record in a journal, on a sheet of paper, or on a wall chart, each time that they are tempted to gossip. At the end of the designated period, have them discuss how difficult it was to refrain from talking about others and how they felt about themselves each time that they were successful. Further discussion could be to tell what topics they talked about when gossip was taboo. \*\*  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.3.3.1.3, SS.C.2.1, SS.C.2.2, SS.C.2.4.7  
**MIDDLE:** LA.6-8.3.1.1, LA.6-8.5.2.1  
**HIGH:** LA.910.5.2.1
- Divide students into groups of four. Students 1 and 2 should role-play a conflict situation. Students 3 and 4 should serve as the “angel” of self-control and the “devil” of reaction by urging students 1 and 2 to behave accordingly. See which “supernatural being” has more realistic influence on the outcome of the conflict. Have students discuss what the “angel” could have said if the “devil” had won.  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.4.4.1.2, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.5.2.1  
**HIGH:** LA.910.5.2.1
- Have each student make a brochure on self-control. They should include at least five sentences that explain and/or give examples of self-control. \*\*  
**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, SC.H.1.1, SC.H.1.2, SC.H.3.1, SC.H.3.2, LA.4.4.1.2, SS.C.2.1, SS.C.2.2  
**MIDDLE:** LA.6-8.4.2.1  
**HIGH:** LA.910.4.1.1

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

### 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.m.brown@browardschools.com](mailto:renee.m.brown@browardschools.com) or Renee Brown, K.C.W, 4th floor, (600 SE 3rd Avenue, Fort Lauderdale, Florida 33301).



# 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.

# National Youth Violence Prevention Week



Broward County Public schools celebrates National Youth Violence Prevention Week. During this weeklong national education initiative, our goal is to raise awareness and to educate students, teachers, administrators, resource officers, and the community on effective ways to prevent or reduce youth violence.

Mark your Calendar for upcoming National Youth Violence Prevention Week Campaigns:

- \* **March 21-March 25, 2011**
- \* **March 19-March 23, 2012**
- \* **March 18-22, 2013**
- \* **April 7-11, 2014**

The National Association of Students Against Violence Everywhere (S A V E) and The Guidance Group are proud to be founding partners of the National Youth Violence Prevention Campaign. During this week-long national education initiative, various activities will demonstrate the positive role young people can have in making their schools and communities safer. Each day of the week will focus on a specific violence prevention strategy. These include promoting respect and tolerance, anger management, resolving conflicts peacefully, supporting safety, and uniting in action.

Violence Prevention Week's Focus Days:

- **Day 1:** Promote Respect and Tolerance, Sponsored by Teaching Tolerance
- **Day 2:** Manage Your Anger, Sponsored by the American School Counselor Association
- **Day 3:** Resolve Conflicts Peacefully, Sponsored by the Association For Conflict Resolution
- **Day 4:** Support Safety, Sponsored by the National Youth Court Center
- **Day 5:** Unite in Action, Sponsored by Youth Service America



## 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 self-control trait are related to **Freedom** – Importance of self-control when exercising freedom of speech.

### Patriotic Quotes

*"Do not bite at the bait of pleasure till you know there is no hook beneath it."*

- Thomas Jefferson, 3rd President of the United States of America

*"We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. For a nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people."*

- John F. Kennedy, 35th President of the United States of America

### Patriotic Activities

- Discuss why it is essential that governments and countries exert self-control over themselves. What are some possible results or repercussions if a country does not use self-control?
- Read a hypothetical note from the principal to the class that says that their class will not be able to participate in an activity enjoyed by other classes on their grade level. For example, an area of the playground is off-limits to them and the class must find other activities to do. Ask the class how they would individually respond to the principal.
- Have the students research and compare the cultures of countries that do not have freedom of speech. What are the positive aspects of freedom of speech? Are there any negative aspects of freedom of speech? Discuss with the class. \*\*
- Ask students to illustrate a scenario that represents a time when they needed to exert self-control in speaking to a friend and/or a family member. Ask students to share the drawings in a small group of their peers. \*\*
- Have students research and debate a subject of interest that aligns with curriculum, as approved by the teacher. Students should verbally persuade and defend their position. At the end of the experience, allow time for an oral reflection period. Ask students to discuss why and how they made the particular comments they did. In addition, the teacher should question the students as to whether they were thinking how to state comments in a specific way in their attempts to persuade and defend their position. \*\*
- Have the students research the bills being introduced in Tallahassee during the current legislative session. They should be instructed to choose one bill and follow it through the process. Ask them to send a letter to their state representative or senator about the bill. How did the representative/senator vote on the bill? Discuss any correspondence students receive from the elected officials regarding their letters. How do students feel about the outcome of the bill they followed? \*\*
- Ask students to research and debate the First Amendment of the United States, Freedom of Speech. One side should discuss why, during special circumstance, Freedom of Speech should sometimes be limited. The other side should discuss why freedom of speech should never be limited. \*\*
- Have the students provide a brief oral history of a location. Upon reflection, the students should address the manner in which they chose to present the location. What did the students choose to leave out of their oral history? Did they choose to present the location in a positive or negative manner?
- Ask students to read the First Amendment to the Bill of Rights and discuss what they believe was the original intent of the Founding Fathers' pertaining to this Amendment.
- From the First Amendment, have students choose the right they feel is the most important. Ask the students to write a one-minute radio commercial promoting that right. Present the best commercials to the entire school during announcements so that all students can gain an understanding of and appreciation for the First Amendment. \*\*
- Editorial cartoons often use humor to demonstrate important problems and issues. Have students research whether there are any rules or protocol that cartoonists are expected to follow. Discuss a recent political cartoon that has significance to the students. Ask them to create their own political cartoon. \*\*

# SELF-CONTROL

## RECOMMENDED RESOURCES

### Primary



#### Butterflies in My Stomach and Other School Hazards

Bloch, Serge. Sterling, 2008. 32p.

1402741588 / 9781402741586 Primary

A very literal little boy is confused by all the figures of speech he hears over the course of his first day of school, but knows he is very happy to get home again. (*Children's Book Award* nominee)



#### Nobody Knew What To Do: A Story about Bullying

McCain, Becky Ray. Albert Whitman, 2001. 32p.

0806556110 / 9780807557112 Primary

When bullies pick on a boy at school, a classmate is afraid, but decides that he must do something. Includes a note regarding bullying prevention.



#### Trouble Gum

Cordell, Matthew. Feiwel & Friends, 2009. 48p.

0312387741 / 9780312387747 Primary

Two mischievous pig siblings get in trouble after they get gum everywhere it shouldn't be, even after they've been warned to chew it, not play with it. (*Children's Book Award* nominee)

### Intermediate



#### Any Small Goodness: A Novel of the Barrio

Johnston, Tony. Scholastic/Blue Sky, 2001. 128p.

0439189365 / 9780439189361 Intermediate/Middle

Arturo and his family and friends share all kinds of experiences living in the barrio of East Los Angeles -- reclaiming their names, playing basketball, championing the school librarian, and even starting their own gang.



#### Hero of Ticonderoga, The

Gauthier, Gail. Putnam, 2001. 240p.

0399235590 / 9780399235597 Intermediate/Middle

When Thérèse is chosen to do the coveted oral report on Ethan Allen, she learns a great deal about the Vermont hero and also discovers what pleasure she gets from writing and presenting the report.



#### Two-Minute Drill

Lupica, Mike. Philomel Books, 2007. 180p.

0399247157 / 9780399247156 Intermediate

Brainty Scott, a great kicker who otherwise struggles with football, and star quarterback Chris, who has dyslexia, team up to help each other succeed in both football and school.

#### Anger Stop

<http://www.cyke.com/anger.swf>

Primary (accessed 10/2/2010)

The Monkey King and other animated characters deal with their emotions in this interactive site.

#### Stop Bullying Now!

<http://www.stopbullyingnow.hrsa.gov/kids/>

Intermediate/Middle (accessed 10/2/2010)

The U.S. Department of Health and Human Services offers fun resources to help kids with bullying issues.

### Middle



#### Buddha Boy

Koja, Kathe. Farrar, Straus and Giroux, 2003. 128p.

0374309981 / 9780374309985 Middle/High

Justin spends time with Jinsen, an unusual new student whom the school bullies torment and call Buddha Boy, and ends up making choices that impact Jinsen, himself, and the entire school.



#### Racing the Past

Deans, Sis. Holt, 2001. 151p.

0805066357 / 9780805066357 Intermediate/Middle/High

After the death of his abusive father, Ricky tries to help his younger brother deal with his fears and discovers that running helps him deal with his own anger and the taunts of a bully.



#### Taken

Bloor, Edward. Knopf, 2007. 256p.

0375836365 / 9780375836367 Middle/High

In 2036 kidnapping rich children has become an industry, but when thirteen-year-old Charity Meyers is taken and held for ransom, she soon discovers that this particular kidnapping is not what it seems. (*Sunshine State Young Readers Award* nominee)

### High



#### Book of Fred, The

Bardi, Abby. Washington Square Press, 2001. 304p.

0743411935 / 9780743411936 High

A sheltered teen is removed from her home in a fundamentalist sect and placed in foster care in a seemingly idyllic Washington, D. C. suburb, where a violent act upon her new family has an indelible impact, making her reexamine her long-held beliefs.



#### Candor

Bachorz, Pam. EgmontUSA, 2009. 256p.

1606840126 / 9781606840122 High

For a fee, "model teen" Oscar Banks has been secretly -- and selectively -- sabotaging the subliminal messages that program the behavior of the residents of Candor, Florida, until his attraction to a rebellious new girl threatens to expose his subterfuge. (*Florida Teens Read* nominee)



#### If I Stay

Forman, Gayle. Dutton, 2009. 201p.

0525421033 / 9780525421030 High

While in a coma following an automobile accident that killed her parents and younger brother, seventeen-year-old Mia, a gifted cellist, weighs whether to live with her grief or join her family in death. (*Florida Teens Read* nominee)

#### Madder Than a Wet Hornet

<http://whyfiles.org/118anger/index.html>

Middle/High (accessed 10/2/2010)

Using Bob Knight (the former basketball coach of Indiana University who lost his job as a result of losing his temper one too many times) as an example, this site discusses possible causes for anger and solutions for controlling rage.