

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

SEPTEMBER 2009



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.
- 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?
- 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?
- 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? **
- Brainstorm with the class a list of ways in which they can be more cooperative at home. List and discuss them. 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. **
- 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. **
- 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."
- 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.
- Have students research how companies or organizations that may have different beliefs 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. **
- 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. **
- The "Amber Alert" is used throughout the state of Florida as 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? **
- 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 an online database or the web. **
- Select a science experiment. Divide the class into groups of four and give each group materials and instructions needed to complete the experiment. Have students work cooperatively to complete the assignment. **
- Ask students to 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*)
- 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.
- 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. **
- 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. **
- Discuss national situations and/or disasters such as 9/11 or Hurricane Katrina. 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. **

SHARE YOUR GREAT IDEAS & BEST PRACTICES



If you have feedback regarding any of these activities or have successfully implemented an activity that is not listed and you would like to add, e-mail a one- to two-paragraph overview of the activity to Renee Brown @ CAB or renee.m.brown@browardschools.com.



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. **
- 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.
- 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.
- Have students work on a project where they convince diverse groups of people to cooperate for the benefit of the community. **
- 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. **
- 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.
- 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. **
- 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. **
- 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 or create a multimedia presentation or podcast about their favorite animal. Students will work together to determine which part of the project each will do. **
- 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. **
- 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. **
- 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. **
- 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. **
- 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.

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



SUN-SENTINEL KIDS OF CHARACTER AWARDS PROGRAM

Proud parents, teachers, administrators, family, and friends saluted thirty-nine outstanding students honored at the 9th Annual South Florida Sun-Sentinel Kids of Character Awards Program. The ceremony, held at Cooper City High School on Monday evening, May 4, 2009, featured the spectacular Flanagan High School Navy JROTC Color Guard Unit and presentations by district officials.

The students honored demonstrated one or more of the district's eight character traits: Cooperation, Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control and Tolerance, and Patriotism as part of all eight. Superintendent James Notter congratulated and commended each of the students for supporting their communities and displaying remarkable character with such dignity. Teachers, administrators and other school personnel nominated students from 189 participating schools.

The entire list of students nominated district-wide is listed below:

SCHOOL:	NOMINEE:	SCHOOL:	NOMINEE:	SCHOOL:	NOMINEE:
A.C. Perry Elementary	Ashley Bernard	Country Hills Elementary	Casey Conn	Broward Coral Springs	
Apollo Middle	Jessica Reyes	Country Isles Elementary	Michael Benben	Imagine Charter School at Weston K-5	Carlos Ruffo
Arthur Ashe Middle	Vishnu Nanduri	Cresthaven Elementary	Justin Hulsebosch	Indian Ridge Middle	Bridgette Berry
Atlantic Technical High	Brittney McLead	Croissant Park Elementary	Margia Sanchez	Indian Trace Elementary	Willie Henderson III
Atlantic West Elementary	Santos Adorno	Crystal Lake Middle	Mia Gettenberg	James S. Hunt Elementary	Qiana Butler
Attucks Middle	Nachary Rivera	Cypress Bay High	Mary Arugu	Lake Forest Elementary	Tamia Tucker
Bair Middle	Logan McCormick	Cypress Run Alternative	Bryan Wood	Lakeside Elementary	Jeremy Gilick
Banyan Elementary	Kati Pan	Dania Elementary	Nathan Perez	Larkdale Elementary	Theddy Morelus
Bennett Elementary	Ingryd Souza	Davie Elementary	Benjamin Castellanos	Lauderhill Middle	Benji Salomon
Bethune Elementary	Candy Linares	Deerfield Beach High	Jadeus Jordan	Lauderhill Paul Turner Elementary	Shane Majid
Blanche Ely High	Laporcia Wagner	Deerfield Beach Middle	Vivian Trujillo	Liberty Elementary	Gabriella Calvet
Boulevard Heights Elementary	Shanorri Ashley	Deerfield Park Elementary	Thaynara Goulart	Lloyd Estates Elementary	Lourdedrige Fede
Boyd Anderson High	VanSimone Holder	Dillard Elementary	Nicholas Lockhart	Lyons Creek Middle	Anas Al-Sweity
Bright Horizons School	Luis Davila	Dolphin Bay Elementary	Isabella Palomo	Manatee Bay Elementary	Leigh Lampart
Broadview Elementary	Nicole Sammy	Driftwood Elementary	Kayshla Aviles	Maplewood Elementary	Christina Ghinoo
Broward Community Charter	Chaela Walton	Driftwood Middle	Chelsea Miller	Margate Elementary	Coral Annabel
Broward Estates Elementary	Arlene Taylor	Eagle Point Elementary	Daniel Lopez	Margate Middle	Gerrilee Campbell
Castle Hill Elementary	Orlando Bennett	Eagles Nest Elementary charter	Sara Emerson	Marjory Stoneman Douglas High	Nixie Mistri
Central Charter	Alaina Mingo	Eagles Nest Middle charter	Alexa Carbajal	McArthur High	Stephanie Dhue
Central Park Elementary	Katherine Sipos	Embassy Creek Elementary	Matthew Gotkin	McFatter Technical Center	Stephanie Gomez
Challenger Elementary	Sydney Tulloch	Everglades Elementary	Alexis Cao	McNab Elementary	Kevin Montes-Maldonado
Chapel Trail Elementary	Sabrina Callahan	Falcon Cove Middle	Maria Pardo	McNicol Middle	Evensy Sam
Charles Drew Elementary	Ashley Fils	Flamingo Elementary	Kimberly George	Millennium Middle	Charles Pascale
Charles Drew Family Resource Center	Jasmine Green	Flanagan High	Pun Wing Chik	Miramar Elementary	Valentina Rios
City of Pembroke Pines Charter Elementary Central	Miguel Valle	Floranada Elementary	Melissa Rowe	Mirror Lake Elementary	Alyssa Abraham
City of Pembroke Pines Charter High	Matthew Noto	Forest Glen Middle	Alyssa Fantel	Monarch High	Victor Castro
Coconut Creek Elementary	Alyson Richardson	Forest Hills Elementary	Marcio Graumam	Morrow Elementary	Keana Durham
Coconut Creek High	Timothy Hammond	Fort Lauderdale High	Jeremy Lully	New Renaissance Middle	Sandra Duque
Coconut Palm Elementary	Luke Fernandez	Fox Trail Elementary	Skye Summers	New River Middle	Chelsea Greene
Colbert Elementary	Arthur Gatmaitan	Gator Run Elementary	Jordan Kron	Nob Hill Elementary	Samuel Miller
College Academy @ BCC	Ryan Walker	Griffin Elementary	Andrea Garza	Norcrest Elementary	Daniel Ambrus
Collins Elementary	Eldric Harris	Gulfstream Middle	Bree'shawn Watson	North Andrews Gardens Elementary	Linda Clavijo
Cooper City Elementary	Kylee Blair	H.D. Perry Middle	Mikelson Berrette	North Fork Elementary	Tylia Blissett
Cooper City High	Kathleen Kirsch	Hallandale Adult & Community Center	Donterius Moore	North Side Elementary	Mario Sylvain
Coral Cove Elementary	Victoria Guerra	Hallandale Elementary	Alejandro Tapia	Northeast High	Christine Paulauskis
Coral Glades High	Sara Sherman	Harbordale Elementary	Daisy Luong	Nova Blanche Foreman Elementary	Unmi Park
Coral Park Elementary	Samantha Caldaro	Hawkes Bluff Elementary	Hannah Clark	Nova Dwight Eisenhower Elementary	Emily Kaplan
Coral Springs Elementary	Lisa Parasram	Hollywood Hills Elementary	Gracie Bliss	Nova High	David Yombalakian
Coral Springs Middle	Brittany Sinitch	Horizon Elementary	Kyle Tagle	Nova Middle	Adriana Hochsztein
Coral Springs High	Taylor Kourim	Imagine Charter School at	Blake Hoene		



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SUN-SENTINEL KIDS OF CHARACTER AWARDS PROGRAM

(Continued)



SCHOOL:

Olsen Middle
 Orange Brook Elementary
 Oriole Elementary
 Palmview Elementary
 Panther Run Elementary
 Park Springs Elementary
 Park Trails Elementary
 Parkway Middle
 Pasadena Lakes Elementary
 Pembroke Lakes Elementary
 Pembroke Pines Charter Middle-Ctrl
 Peters Elementary
 Pines Lakes Elementary
 Pinewood Elementary
 Pioneer Middle
 Piper High
 Plantation Middle
 Plantation Park Elementary
 Pompano Beach Elementary
 Pompano Beach High
 Pompano Beach Middle
 Quiet Waters Elementary
 Ramblewood Elementary
 Ramblewood Middle
 Rickards Middle
 Riverglades Elementary
 Riverland Elementary
 Riverside Elementary
 Rock Island Elementary
 Royal Palm Elementary
 Sandpiper Elementary
 Sawgrass Elementary
 Sawgrass Springs Middle
 Sea Castle Elementary
 Seminole Middle School
 Sheridan Hills Elementary

NOMINEE:

Carlos Tapia
 Marianna Gomez
 Alistair Williams
 Moise Pierre
 Jahniyah Palmer
 Alexis Desanta
 Adrianna Cuevas
 Cecilia Smith
 Valentina Gil
 Sydney Stevens
 Dбора Lee
 Melissa Morales
 Jeffrey Clarke
 Hannah Harris
 Camille Traslavina
 Yulaikys Dominguez
 Brendan Krimsky
 Sydney Drumming
 Tania Techera
 Mark Myers
 Troy Rosen
 Tatiana Magri
 Victoria Alfred-dennis
 Sophie Pancelo
 Jenna Mangan
 Daniel Tabares
 Brian AlvarezDelReal
 Brianne Boneta
 Lude Gabeau
 Kendra Prevalus
 Jake Trodick
 Jasmine Johnson
 Stephanie Conti
 Karina Lauriston
 Alexia Clark
 Samantha Crase

SCHOOL:

Sheridan Park Elementary
 Silver Lakes Elementary
 Silver Lakes Middle
 Silver Palms Elementary
 Silver Ridge Elementary
 Silver Trail Middle
 Somerset Academy
 Pembroke Pines K-5
 South Broward High
 Stephen Foster Elementary
 Stirling Elementary
 Sunland Park Elementary
 Sunrise Middle
 Sunset School
 Sunset Lakes Elementary
 Tamarac Elementary
 Tedder Elementary
 Tequesta Trace Middle
 Thurgood Marshall Elementary
 Tradewinds Elementary
 Tropical Elementary
 Village Elementary
 Walker Elementary
 Walter C. Young Middle
 Watkins Elementary
 Welleby Elementary
 West Broward High
 West Hollywood Elementary
 Westchester Elementary
 Western High
 Westglades Middle
 Westpine Middle
 Whiddon Rogers Center
 Wilton Manors Elementary
 Wingate Oaks Center
 Winston Park Elementary

NOMINEE:

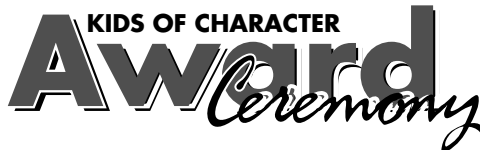
Brandon Frantz
 Matthew Martinez
 Khadijah Manhertz
 Mia Layman
 Heather Sundar
 Harrison Albert
 Monica Kan
 Lindsay Lawrence
 Allison Gabbard
 Carolina Salas
 Karen Nazarino
 Michael Travis
 Daphne Robinson
 Emily Romero
 Samantha Fiore
 Arlene Fiona Serafin
 Madison Sprinzen
 Herveline Saintil
 Kayla Weiner
 Blake Butler
 Daynia Rowe
 Nicolay Dorsett
 Margaret Flavell
 Samia Daniel
 Timothy Webb
 Christian Salazar
 Pinkie Johnson
 Niccolla Emanuel
 Sara Mazzoleni
 Tamar Benjoseph
 Akeen Gayle
 Benson Beauchamp
 Ana Castro
 Justin Rouse
 Madeline Norris

For additional information about the Sun-Sentinel Kids of Character Awards Program, contact Renee Brown at 754-321-2568.

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



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Congratulations to our 2008-2009 Broward County Schools Innovation Zone Kids of Character!

The School Board of Broward County, Florida

Maureen S. Dinnen, Chair • Jennifer Leonard Gottlieb, Vice Chair • Robin Bartleman • Beverly A. Gallagher • Phyllis C. Hope • Stephanie Arma Kraft, Esq. • Ann Murray • Robert D. Parks, Ed.D. • Benjamin J. Williams • James F. Notter, Superintendent of Schools

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine TTY 754-321-2158. www.browardschools.com



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

"Though force can protect in emergency, only justice, fairness, consideration and cooperation can finally lead men to the dawn of eternal peace."

- Former President Dwight D. Eisenhower.

"Power consists in one's capacity to link his will with the purpose of others, to lead by reason and a gift of cooperation."

- Former President Woodrow T. Wilson

Patriotic Activities

- Ask the students to pretend that their town has a popular park where a lot of people spend time. In order to maintain the peacefulness and minimize pollution, a "No Vehicles in the Park" sign has been placed at each entrance. The students, in groups, are asked to decide if the "No Vehicles in the Park" law has been violated in each of the following cases. Each group should be prepared to give reasons for its decision. Cases:

1. A teenager went to the park on a skateboard.
2. A father went into the park with his daughter in a stroller.
3. A group of kids went into the park on roller blades.
4. A senior went into the park in his motorized wheelchair.

Have the class as a group discuss their decisions, the reasoning behind their decisions, and the problems they encountered in making their decisions. Next, have the class develop a list of criteria for good rules or laws.

- In groups, have students read and cut out *Sun-Sentinel* newspaper stories reflecting concerns related to the Bill of Rights (see below). Then ask the students to explain the ways in which the news items reflect issues represented in the Bill of Rights.

Summary of Bill of Rights:

1. Freedom of religion, speech, press, assembly, petition
2. Right to keep and bear arms
3. Rights regarding the quartering of soldiers
4. Regulation of search and seizure
5. Protection of persons and their property
6. Rights of persons accused of crime
7. Right of trial by jury
8. Protection against excessive fines, bail, punishment
9. Guarantee of unspecified rights
10. Powers reserved to states and the people.

If further clarification of the Bill of Rights is needed, see the Internet or U.S. history textbooks.

- Have students work in groups. Have each group select one of the rights protected by the Bill of Rights (first 10 Amendments to the Constitution, see previous activity). If you want to make sure all ten are covered you may want to have students draw from a hat. Then have each group write a commercial promoting one of the amendments. Commercials may include songs, jingles, skits, or "sales pitches" and should creatively demonstrate how these rights are important to people today. Have each group present its commercial to the class.
- Discuss the significance of the wording of the Preamble to the Constitution. WE, the PEOPLE of the UNITED STATES, in order to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Consider the following questions:

1. Why is the Preamble of the Constitution worded, "We the people of the United States..."?
2. What conclusions could you draw from this wording?



NEWS TO KNOW



As we gear up to start another exciting school year, I'd like to welcome each one of you back in hopes that your summer vacation was grand! I am Renee Brown, your new Character Education Coordinator, who is looking forward to working with each of you! Below is important information that you'll find helpful in getting everyone at your school site off to a great new school year!

ACTIVITY SHEET UPDATE

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

FREE CERTIFICATES & PLAQUES

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

1. Each school's character education contact person was asked via e-mail to update their character education information. (I am still waiting to hear from several schools.) If your school does not have a contact person, please ask your principal to assign one. We would need to know the contact's name, number of teachers in your school, the number of certificates you will need each month, and if you will be ordering a plaque.
2. 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 get a certificate at the end of the month at an awards assembly or on the morning announcements.
3. 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.edco.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.
4. 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 or email via CAB or at Renee.M.Brown@Browardschools.com if you have any additional questions about this process.

CONTINUATION OF SUNSHINE STATE STANDARDS

To access the Sunshine State Standards that may be aligned with the activities, log onto the district website at www.browardschools.com, go to *Departments* and then to Student Support Services, click on *Character Education* and then select the trait needed for that particular lesson.

Please subscribe to receive the electronic Character Education Science FCAT Warm-up Newsletters

The Broward County Air Quality Program's monthly Character Education Science FCAT Warm-up newsletter will be distributed through a FREE e-mail subscriber list.

Please e-mail the Broward County Air Quality Program at airoutreach@broward.org to ensure that you continue to receive this valuable curriculum resource. The newsletters are also available on their website by visiting www.broward.org/kids/ce.htm. Archived copies of the newsletter will also be made available through the School Board's BEEP portal.

COOPERATION

RECOMMENDED RESOURCES

Primary



Arthur and the Recess Rookie

Brown, Marc. Little, Brown, 2001. 64p.
0316119164 / 9780316119160 Primary

Arthur challenges Francine to a game of kickball to prove to her that a person does not have to be a great athlete to be important to the team.



Mañana, Iguana

Paul, Ann Whitford. Holiday House, 2004. 32p.
0823418081 / 9780823418084 Primary

Iguana, Conejo, Tortuga, and Culebra are excited about having a spring party, but only Iguana is willing to do any of the work. A glossary of Spanish words used in this bilingual book is included.



One

Otoshi, Kathryn. KO Kids Books, 2008. 32p.
0972394648 / 9780972394642 Primary

This book uses colors and numbers and touches on cooperation, respect, tolerance, bullying, and more as it teaches quiet blue to stand up and be counted against hothead red. (*Children's Book Award* nominee)

Intermediate



Highway Cats

Lisle, Janet Taylor. Philomel, 2008. 112p.
0399250700 / 9780399250705 Intermediate/Middle

A hard-bitten group of mangy highway cats is changed forever after the mysterious arrival of three kittens. They band together to save their home. (*Sunshine State Young Readers Award* nominee)



Night of the Howling Dogs

Salisbury, Graham. Wendy Lamb, 2007. 208p.
0385731221 / 9780385731225 Intermediate/Middle

In 1975, eleven Boy Scouts, their leaders, and some new friends camping at Halape, Hawaii, find their survival skills put to the test when a massive earthquake strikes, followed by a tsunami. (*Sunshine State Young Readers Award* nominee)



Puzzling World of Winston Breen, The

Berlin, Eric. Putnam, 2007. 224p.
0399246932 / 9780399246937 Intermediate/Middle

Puzzle-crazy, twelve-year-old Winston and his ten-year-old sister Katie find themselves involved in a dangerous mystery involving a hidden ring. Puzzles for the reader to solve are included throughout the text. (*Sunshine State Young Readers Award* nominee)

Bob the Builder

<http://origin.bobthebuilder.com/usa>
Primary (accessed 8/15/09)

Young children can interact with "Bob the Builder" and the team of machines to cooperatively build things, or can watch videos or do other activities.

Middle



Entertainer and the Dybbuk, The

Fleischman, Sid. HarperCollins, 2007. 192p.
0061344451 / 9780061344459 Intermediate/Middle

An American ventriloquist in post-World War II Europe is possessed by the mischievous spirit of a young Jewish boy killed in the Holocaust. (*Sunshine State Young Readers Award* nominee)



First Light

Stead, Rebecca. Wendy Lamb Books, 2007. 336p.
0375840176 / 9780375840173 Intermediate/Middle

After Peter and his family move to Greenland, he stumbles upon a secret his mother has been hiding from him and begins an adventure he never imagines possible. (*Sunshine State Young Readers Award* nominee)



Misadventures of Maude March, The

Coulombis, Audrey. Random House, 2005. 304p.
0375832459 / 9780375823451 Intermediate/Middle

After the death of the stern aunt who raised them, Sallie and her sister escape their guardians and begin an adventure resembling those in the dime novels Sallie loves to read. (*Sunshine State Young Readers Award* nominee)

High



Hot Lunch

Bradley, Alex. Dutton, 2007. 272p.
0525478302 / 9780525478300 Middle/High

When Molly and Cassie are assigned to work in the kitchen as a punishment for their food fight, they realize that the only way they are going to be released from the duty is to cooperate.



Plain Janes, The

Castellucci, Cecil and Jim Rugg. Minx, 2007. 176p.
1401211151 / 9781401211158 High

After a bombing in the city, Jane's parents move to a suburb where she befriends three outcasts - all named Jane - and starts a group which tries to enrich their community with art but instead is viewed as a threat. (Graphic Novel)



Unwind

Shusterman, Neal. Simon & Schuster, 2007. 352p.
1416912045 / 9781416912040 High

In a future world where those between the ages of thirteen and eighteen can have their lives "unwound" and their body parts harvested for use by others, three teens go to extreme lengths to uphold their beliefs--and, perhaps, save their own lives. (*Florida Teens Read* nominee)

Cookie Girl in the Hot Zone

<http://www.myhero.com/myhero/go/filmfestival/viewfilm.asp?film=cookiegirl&res=low> (or =high for high resolution)
Intermediate/Middle/High (accessed 8/15/09)

First watch the video of a 12-year-old who decided to bake and share cookies with the community as a way to cooperate with the recovery efforts after the collapse of the Twin Towers on 9/11, then do something to help in your community!

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