

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

DECEMBER 2009



KINDNESS

CHARACTER — THE CORE OF OUR LIVES

KINDNESS: Being helpful, thoughtful, caring, compassionate and considerate.

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*“Be careful of your thoughts
For your thoughts become your words.
Be careful of your words
For your words become your actions.
Be careful of your actions
For your actions become your habits.
Be careful of your habits
For your habits become your character.
Be careful of your character
For your character becomes your destiny.”
-Author unknown*

*“Those who bring sunshine to the lives of others cannot keep it from themselves.”
- James Barrie*

*“Kind words can be short and easy to speak, but their echoes are truly endless.”
- Mother Theresa*

*“What we do for ourselves dies with us. What we do for others and the world remains and is immortal.”
- Albert Pine*

*“The greatest happiness in life is that achieved by giving to another.”
- Jewish proverb*

*“A lover of kindness will do acts of kindness even for those who fail to do acts of kindness for him.”
- Brazilian saying*

*“The greatness of a nation and its moral progress can be judged by the way its animals are treated.”
- Mahatma Gandhi*

*“The world is built on kindness.”
- Psalms*

*“A little consideration, a little thought for others, makes all the difference.”
- A. A. Milne*

*“Remember there is no such thing as a small act of kindness. Every act creates a ripple with no logical end.”
- Scott Adams*

*“Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love.”
- Lao-Tzu*

*“Be kind, for everyone you meet is fighting a harder battle.”
- Plato*

*“If you can't return a favor, pass it on.”
- Louise Brown*



READ / WRITE / DISCUSS



- After saying the Pledge of Allegiance to the flag, have the class discuss the meaning of the pledge. The following questions should be included in the discussion. What does allegiance mean? The flag stands for the republic. What is a republic? Explain "One nation, undivided." Was there a time when our nation was almost divided? Are we now indivisible? What does "liberty and justice for all" mean?

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.1.6.1; LA.7.1.6.1; LA.8.1.6.1; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.1.1, SS.912.C.1.3

- Dr. Martin Luther King said, "Injustice anywhere is a threat to justice." Discuss with the class what this means.

ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.6.2, LA.3.6.2, LA.4.1.6.2, LA.5.1.6.2, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.5.A.4.1

MIDDLE: LA.6.1.6.1; LA.7.1.6.1; LA.8.1.6.1; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.7, SS.912.C.1.4, LA.910.1.6.1; LA.910.5.2.1, LA.1112.1.6.1; LA.1112.5.2.1

- Using the quotations found on the cover sheet, ask students in the class to choose a quotation and restate it in their own words. **

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.1.6.1; LA.7.1.6.1; LA.8.1.6.1

HIGH: SS.912.C.2.13, SS.912.C.2.4, LA.910.1.6.1; LA.1112.1.6.1

- One meaning of citizenship is helping other people. Discuss the question, "In this class, how can we help each other?" As students brainstorm ideas, write them on the board. Display the ideas for a week. As the students help each other, put a check next to the idea they are exhibiting.

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.5.A.4.1

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.2, SS.912.C.2.5, LA.910.5.2.1, LA.1112.5.2.1

- Most people in the United States are citizens because they were born in this country. Many people, though, came from other countries. In order for them to become citizens there are certain rules and regulations they need to follow. Research what these rules and regulations are. Discuss what is necessary to become a citizen of the United States of America. **

ELEMENTARY: LA.K.6.2.2, 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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

MIDDLE: LA.6.6.2.2; LA.7.6.2.2; LA.8.6.2.2; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.1, SS.912.C.2.9, LA.910.5.2.1, LA.1112.5.2.1, LA.910.6.2.2, LA.1112.6.2.2

- Discuss with the class characteristics of a good citizen. In cooperative groups, have students write poems related to being a good citizen. Have each group present their poem to the class.

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2, MA.5.A.4.1

MIDDLE: LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2; LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.1, SS.912.C.2.9, LA.910.5.2.1, LA.1112.5.2.1, LA.910.6.2.2, LA.1112.6.2.2

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 overview of the activity to Renee Brown @ CAB or renee.m.brown@browardschools.com.



- Discuss ways that students could perform community service hours that show kindness.
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, MA.5.A.4.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.5
- Discuss with the students how they feel when kindness is directed toward them. How do they react?
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, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1
- Have students keep a Kindness Journal. On a daily basis, allow students time to enter examples of kindness shown toward them and kindness they have shown toward others. **
ELEMENTARY: LA.K.3.2.2, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, MA.5.A.4.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Ask students to write a research paper or create a multimedia project on famous people in the past or present who have shown kindness to others. Consider scientists, educators, athletes, movie stars, philosophers, presidents and artists. **
ELEMENTARY: LA.K.6.2.2, 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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.6.N.2.3, LA.6.2.2, LA.7.6.2.2, LA.8.6.2.2, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.6.2.2, LA.1112.6.2.2, SS.912.A.1.1, SS.912.A.1.2
- Discuss how students can show kindness to a new student who just immigrated to this country.
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, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.A.3.7, SS.912.A.7.16
- Discuss the connection between being kind to animals and being kind to people. Conversely, discuss the connection between cruelty to animals and how that can translate into violence towards humans.
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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: SC.912.N.4.2, LA.910.5.2.1; LA.1112.5.2.1
- Have students write a poem, song/rap, or skit about kindness and then perform it for the class, school and/or community. **
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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Discuss whether students think it is kind to force animals such as elephants in the circus or dolphins/whales in marine parks to perform for humans.
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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: SC.912.N.2.1, LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.6

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READ / WRITE / DISCUSS



- Explain to the class that sometimes people speak before they think and say things to people that are not very kind. Then read: "One day you overheard Mary tell Sue that she had on an ugly dress. This hurt Sue's feelings." Discuss what they could do to make Sue feel better.
ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1
- Read the following summary of a past newspaper article: "A young boy learned that he had cancer. His doctor told him and his family that he would need an operation and have to endure chemotherapy treatments. He would also lose his hair. The operation was a success. He had a hard time with the chemotherapy treatments. He began to lose his hair. One day when he came home from one of his treatments his brothers greeted him at the door. They had shaved their heads." Discuss this story. Ask the class how they think the boy felt when he saw his brothers. How did his brothers feel about him?
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, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: SC.912.L.16.8, LA.910.5.2.1; LA.1112.5.2.1, SS.912.A.1.5, SS.912.A.1.6
- Discuss the following scenario: Phyllis is home alone until her parents get home from work. There are certain rules she must follow. Phyllis is very responsible but once she is home all she does is watch TV. Make a list of things Phyllis can do to show consideration and kindness to her parents. **
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, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.3
- An anonymous kind act is motivated by a true desire to do acts of kindness. Ask the class if they think it is valuable to be kind anonymously. What do they think about these anonymous acts of kindness?
 - o Put money in a parking meter for a stranger's car when you see that the time is running out.
 - o If a friend is hurt about not receiving an invitation to a party, call up the host to correct this oversight.
 - o Send an unsigned card saying, "We think that you are great and we wish you well."
 - o Send flowers with a note to a teacher: "As a token of appreciation from someone who respects you."
 - o Send someone a tape or CD of relaxing music.
 - o Send money to someone who is experiencing financial difficulties with a note: "Sometime in the future you will be able to repay this by doing this for someone else."ELEMENTARY: LA.K.1.2.5, LA.1.1.2.5, LA.2.1.2.5, LA.3.1.2.5, LA.4.1.2.5, LA.5.2.1.5, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.3
- Pretend the newspaper is having a contest to select the kindest person in your school. Have students write why they should win this contest. **
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, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Discuss with the class what a random act of kindness means. Have them share about a time they experienced or performed a random act of kindness. Have them describe a random act of kindness that they will do for their parent/guardian when they get home from 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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.1.6.1, LA.7.1.6.1, LA.8.1.6.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.1.6.1, LA.1112.1.6.1

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HANDS-ON ACTIVITIES & PROJECTS



- Have students keep an "I Make a Difference" journal in which they write down the things they have done each day that have made a difference or will make a difference, however small, in another person's life or in their community. Include any actions toward a group service project, if relevant. **

ELEMENTARY: LA.K.3.2.1, LA.1.3.3.1, LA.2.3.2.1, LA.3.3.2.1, LA.4.3.3.1, LA.5.3.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

HIGH: SS.912.C.2.3, SS.912.C.2.5, LA.910.4.2.1; LA.910.5.2.1, LA.1112.4.2.1; LA.1112.5.2.1

- Brainstorm the responsibilities of citizenship for young people who are the age of the class. List these on the board. Have students make a small poster of a number of these to display as reminders in the classroom. **

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, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.3.S.7.1, MA.5.A.4.2, MA.3.A.6.2, MA.4.A.4.1

MIDDLE: LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.8, SS.912.C.2.10, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Being a good citizen means getting along with others. Role play: You are in art and there is one set of pastels. You want to use them and so does another student. Think of a way you both can get what you want; suggest it and discuss it.

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.8, SS.912.C.2.10, LA.910.5.2.1, LA.1112.5.2.1

- Ask the students to consider themselves members of your school's governing body. Have students make a list of rules to make their school a better place. Explain how each rule would be a benefit to the school. **

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, SS.K.C.2.1, SS.1.C.2.1, SS.2.C.2.1, SS.3.C.2.1, SS.4.C.2.2, SS.5.C.2.4, MA.5.A.4.1

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1; LA.7.4.2.1; LA.8.4.2.1

HIGH: SS.912.C.1.3, SS.912.C.2.2, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

- Every year people are selected as the best teacher, best principal and best non-instructional employee in the school system. Select students who will contact these people to request a telephone or distance learning interview with them. Have the class compile a list of questions to ask how they were chosen. If conducting a telephone interview, use a speakerphone with students asking assigned questions or have selected students report to the class the responses to the questions asked. **

ELEMENTARY: LA.K.4.2.1, LA.1.4.2.2, LA.2.4.2.2, LA.3.4.2.2, LA.4.4.2.2, LA.5.4.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5, MA.3.S.7.1, MA.5.A.4.2, MA.5.A.4.1

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.1.2; LA.7.4.1.2; LA.8.4.1.2

HIGH: SS.912.C.2.2, SS.912.C.2.5, LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1

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



HANDS-ON ACTIVITIES & PROJECTS



- Create a "Random Act of Kindness Box." Have each student make a card on which they write one act of kindness they would like for themselves. Place the cards in the box. In the beginning of each week within the Kindness month, have each student draw a card. Write in a journal or somewhere "safe" what act of kindness was on the card. Return the card to the box. Every day, remind the students to do that act of kindness for someone in their class.

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.5, SS.912.C.2.7

- Have the class or a group of students create a kindness collage combining pictures, sayings, words and feelings. Display it in the classroom. Have students do a writing assignment that explains how the collage makes them feel. What would the classroom, the school, their home or the world be like if everyone thought and acted according to the ideas of the collage? **

ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.4.2.2, LA.4.4.2.2, LA.5.5.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1

- Have the students write an essay on why it is difficult for them or others to act in a kind and caring way to their peers, family members and to others. What makes it fearful or uncomfortable for them? What do they think will happen if their behaviors and words are always helpful, thoughtful, caring, compassionate and considerate? **

ELEMENTARY: LA.K.4.2.1, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1, SS.912.C.2.2, SS.912.C.2.8

- How is kindness shown in other cultures? Using cooperative learning groups, research different cultures and find out about the ways that kindness is shown. Create Venn diagrams to compare and contrast. Ask the students to share the ways that they show kindness during different holidays during the year. Make a classroom chart showing the ways different cultures show kindness at holiday time. **

ELEMENTARY: LA.K.6.2.2, 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, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SC.K.N.1.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.A.7.16, SS.912.A.1.4

- Discuss with the students: How do they think it would feel to be a new student in the class? Ask students to create a Welcome Bag. Have students put items, hints, or personal stories into the bag. Have it ready for new students who join the class.

ELEMENTARY: MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.5, SS.912.C.2.8

- Listen to the evening news or read the newspaper for examples of people showing kindness to other people or animals. Cut out articles from the paper or write about what was said on the news. **

ELEMENTARY: LA.K.6.3.1, LA.1.6.3.1, LA.2.6.3.1, LA.3.6.3.1, LA.4.6.3.1, LA.5.6.3.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.A.1.5, SS.912.A.1.7

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



HANDS-ON ACTIVITIES & PROJECTS



- Have students create a full-page newspaper advertisement about kindness. Include pictures, sayings, and ways people can show kindness to each other. **

ELEMENTARY: LA.K.6.2.2, 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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1, SS.912.A.1.5, SS.912.A.1.7

- Ask students to research local organizations that provide care and help to people and/or to animals. Have them share information about these organizations and suggest one thing that they, the class, or their family can do to assist one of the organizations. **

ELEMENTARY: LA.K.6.2.2, 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, MA. 4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: SC.8.N.4.1, SC.8.N.4.2, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1; LA.6.1.2.2; LA.7.6.2.2; LA.8.6.2.2

HIGH: SC.912.L.17.16, SC.912.L.17.18, SC.912.L.17.20, LA.910.5.2.1; LA.1112.5.2.1; LA.910.6.2.2, LA.1112.6.2.2, SS.912.C.2.5, SS.912.C.2.3

- Suggest to students that they clean out their rooms, placing in a box toys and books that they no longer use. They should ask their families' permission to donate the things they do not use to a needy family or organization. **

ELEMENTARY: MA. 4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

- Brainstorm ways to show kindness. Have students create a classroom chart with the ideas. Some ideas that might be included are:

Saying only positive statements about others.

Promoting people's well being.

Not gossiping or making fun of people.

Avoiding speaking badly even about yourself.

Not listening to gossip.

Giving others the benefit of the doubt.

Being tolerant of others.

ELEMENTARY: LA.K.3.1.1, LA.1.3.1.1, LA.2.3.1.1, LA.3.3.1.1, LA.4.3.1.1, LA.5.3.1.1, MA. 4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.5, SS.912.C.2.3

- Ask students to do an act of kindness for someone they dislike. Discuss if giving to that person makes them feel differently.

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, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1

HIGH: LA.910.5.2.1; LA.1112.5.2.1

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 have it included, e-mail a one- to two-paragraph overview of the activity to Renee Brown@ CAB or renee.m.brown@browardschools.com.

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



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. 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.2750 or email via CAB or at 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. 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 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.



CHARACTER

THE CORE OF OUR LIVES



Cooperation

Working with others to accomplish a common purpose.

1. When given the opportunity, offering to take responsibility for the portion of the project/assignment where my skills, talents and/or knowledge can be utilized.
2. When assigned a specific role or task, asking what is expected of me to successfully complete my part of the project.
3. Listening to the ideas from the other members of the project to understand how my task will enhance what they are to do.
4. Encouraging my partners or teammates. Assisting them to ensure we complete the assigned task by the appointed time.

Responsibility

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

1. Being a person of my word, I do what I say I am going to do.
2. Using a check-off list to ensure that I always have the tools I need to complete a task, job or assignment.
3. Doing my part to be sure that a team project is completed on time.
4. Ensuring this is the best environment in which everyone can learn and live.
5. Accepting the benefits, as well as the consequences, of my words, actions and behaviors.

Citizenship

Knowing, understanding, and displaying a high regard for rules, laws, government, heritage, and for those who have served and sacrificed for community and country.

1. Being a member of a community (common unit), family, class, school, village, town, city, county, state, country (nation), continent, world.
2. Knowing that with every right there is the responsibility to use that right in an appropriate and respectful manner.
3. Choosing to be part of the solution, rather than to be part of the problem.
4. Respecting and abiding by the rules and laws that are designed to make this a better and safer community in which to learn and to live.

Kindness

Being helpful, thoughtful, caring, compassionate, and considerate.

1. Doing something for someone without being asked.
2. Saying or doing something to make someone feel part of my class or group.
3. Helping someone to solve a problem or to complete a task.
4. Greeting everyone with a smile and a friendly word.
5. Thinking of someone else's needs before my own.
6. Letting others know I care about their feelings.

Respect

Showing consideration, understanding, and regard for people, places, and things.

1. Saying and doing what makes people feel safe and protected because everyone is valuable and important.
2. Looking at, and listening to, the person who is speaking to me.
3. Extending a sense of belonging to others.
4. Saying, "Please," "Thank You," "Please be quiet," and when appropriate, "Excuse Me," and "I'm Sorry."
5. Leaving other's belongings and property alone or receiving permission to borrow or to use it.

Honesty

Being truthful, trustworthy, and sincere.

1. Taking responsibility for what I say and what I do, even if it means there may be a consequence.
2. Sharing what I know about a situation that could be harmful to others or to property.
3. Returning anything I find to the person who lost it, or turning it in to the proper authorities.
4. Remembering that it is easier to tell the truth than to remember a lie.

Self-Control

Having discipline over one's behavior and actions.

1. Thinking before I speak or act about how my words and actions will have a positive effect on myself and on others.
2. Knowing that I can learn how to turn a frustrating situation into one that is positive and productive.
3. Understanding that rules and laws are in place so that everyone can be safe and productive.
4. Using the power of my thoughts to control the actions of my body, to include what I say to myself and to others.
5. Always asking myself, "How does this choice help me to fulfill my potential to be a better and healthier person?"

Tolerance

Recognizing and respecting difference, values, and beliefs of other people.

1. Knowing that each of us has the right to his/her own thoughts and beliefs.
2. Appreciating that no two people are exactly alike, and yet we all share many of the same traits and needs.
3. Believing that when taking the time to understand our differences, there is always something more I can learn about myself.
4. Understanding that, "Differences can divide people while diversity can strengthen them!"
5. Accepting others' beliefs still allows me to have my own.

PROJECT BRIDGE SAFE SCHOOLS/HEALTHY STUDENTS GRANT UPDATE



KINDNESS AND BULLYING

by Aimee Wood



When I think of kindness as it relates to bullying, I think of them as mutually exclusive. If we look at the progression of violence, it starts out simply with disrespect, but if left unchecked can end tragically in death. Nowhere on the spectrum of violence do we find kindness.

DISRESPECT ASSAULT DEATH

Kindness is defined, not just by a lack of intention to do harm, but by the desire to do "good" as seen in Webster's Dictionary. Knowing a behavior cannot be eliminated until another is substituted - what can we do to increase kindness and decrease bullying in our schools?

Positive school cultures where bullying is not the norm can be encouraged through the implementation of kindness efforts on the schoolwide, classroom and individual basis. The Office of Prevention has seen some wonderful ideas implemented successfully in Broward County. Here are some:

• **Schoolwide**

- Mentoring – we all know there is a shortage of adult mentors, but an increased need for human connection. In response, schools are having older students mentor younger students by spending time together every week. Some schools even have students in the same grade "mentor" or buddy with a new or challenged student for the year.
- As part of their schoolwide Anti-Bullying efforts, Driftwood Middle had rubber bracelets that said, "Our School is One" that key staff members gave out to students and staff that they caught being kind (opening doors, saying something nice, etc.) Soon the kids all wanted to know what the bracelets were and were clamoring to be kind!

• **Classroom**

- Create a kindness tree – every student in the class is given a leaf to place on the tree when caught being kind. Once the tree is full, the class can have a kindness party.
- Adopt a cause of the month and work toward a kindness goal chosen by the class.
- A retirement home – the students can write letters to their "adopted grandparents" who may be lonely.
- An animal shelter – the students can gather food goods or spread the word to the other classes about the importance of spaying and neutering – a great math assignment as well when calculating the birthrates of cats exponentially!

• **Individual**

- Catch your students behaving kindly toward their peers (offering classwork assistance, helping to pick up a pencil, etc.) – call home and let the parents know how impressed you are with the leader they are raising.
- Have students keep a Kindness Journal to write in daily and reflect on how their actions toward others helped to form their own day.

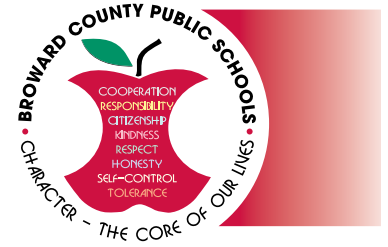
Let's take this month as an opportunity to help ourselves and our students improve our lives and decrease bullying violence by substituting kindness whenever we interact with others.

For ideas on what you can do, check out this Newsletter, or go to the Random Acts of Kindness website at:

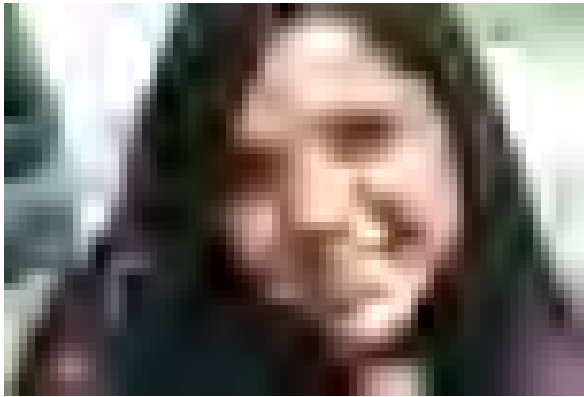
www.actsofkindness.org



KIDS OF CHARACTER Award — KINDNESS —



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



Crystal Aleman

Age: 11

School: Bair Middle, Sunrise

Grade: Sixth

Hometown: Sunrise

Traits: Responsibility, citizenship

Crystal likes to be useful, especially by helping translate for struggling Spanish-speaking students and her grandmother. She says helping translate or reading things in another language is satisfying because it enables people to communicate: "That's what Florida and our community is all about, all the different people and cultures."

She is quick to volunteer or help out in a wide range of areas, such as helping younger kids with homework at aftercare, assisting teachers, picking up trash or serving as a lunchroom monitor. She shuns the spotlight but relishes the good feeling of seeing others excel and contributing to the community.

She learned Spanish from family members as her second language, and some similarities between Spanish and Creole enable her to also assist Creole-speaking students.

Teacher, Candace McKinniss: "She volunteers right away to help others and doesn't seem to need the limelight. She has willingly been available to help students in my class who are struggling with English. She can translate Spanish and stay on task, and she can be methodical when explaining directions to a student whose native language is Creole.

"Additionally, she is willing to let others step up and translate or help others but will put aside her own interests when she is needed. She doesn't seem to be involved for the purpose of getting attention, but for the purpose of just being part of the community."

Parents, Iliana and Al Diaz: "She's a very affectionate girl. She receives gratification from other people's joy. She's always demonstrated her good traits. She actively volunteers at anything possible. She helps her grandmother (Isabel Cardenas) with translation. She helps clean and always puts herself up for helping at anything we do or attend.

"Crystal has always been a great helper at her elementary school. She was the lunchroom monitor. She helped the kindergarten teacher with the younger kids, helped the music teacher and picked up trash at school. She would do the morning announcements and was honored as the Good Citizen of the Year last year."

Crystal Aleman: "I like the feeling or sense of helping when someone is helped, or I do something that it's hard for someone else to do. What motivates me most is my family. My mom is a manager at an office, and she is always translating. It's great when other people smile and say 'thank you.' It's fun to know another language and help people. I'm lucky to be a little smart and can help other kids or people or friends and family.

"I feel I can help and make people feel good about themselves. Also, it gives me a feeling like I did something nice for someone and they appreciate it. I want my friends to follow my example if they possibly can, just like if they did something good, I'd follow theirs. Hopefully, my friends will help other people and friends, too."

— John W. Chace



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 kindness trait are related to compassion - philanthropy, responsibility to assist our fellow Americans and citizens of the world.

Patriotic Quotes

"In the field of world policy I would dedicate this nation to the policy of a good neighbor."

- Franklin D. Roosevelt

"Peace and friendship with all mankind is our wisest policy, and I wish we may be permitted to pursue it."

- Thomas Jefferson

Patriotic Activities

- Discuss with students what we can do to individually be kind to another person. Have students provide specific examples of when they were kind to another individual. Inform the students that over the next twenty-four hours everyone is going to make an extra effort to do something very kind to another individual. After twenty-four hours, have students write an essay or paragraph detailing the act of kindness they did for someone else. This written product should include how it made the writer feel as well as the reaction of the other individual (and how the act of kindness made them feel). Students will share their stories with the class. The teacher should collect the written product to create a class book on kindness to be displayed in the classroom. Students should be permitted to visit the book to read other's stories and reflect on kindness. **
- Discuss the term "ambassador" with the class. Ask the class to brainstorm the kinds of different ambassadors there can be within the classroom. Note on the board the students' brainstorm list. Inform the students that they are all going to become "Classroom Ambassadors." First they need to choose a characteristic from the list. Next the students will write a paragraph/essay about why they want to be the ambassador for that word and what it means to them. **
- Have students choose a person to whom they would like to send a "Kindness Card." The objective here is for the students to be kind to someone else through this card. The students should then create a "Kindness Card." They are not to sign the card as it should be anonymous. They are to find a way to deliver the card to the person without the person knowing it is from them. If possible, the students should try to observe the person's reaction when the card is read. The students should journal a reflection of the experience of creating a card for someone and his reaction. **
- Ask students to create an illustration (comic strip or cartoon picture). The students are to place themselves in the illustration as the main character involved in an act of kindness. **
- Have students write the word "Kindness" on the top of a piece of paper, and then write a poem based on the theme "Kindness." **
- Students should create a "Kindness Collage." Groups of two to four students can cut pictures and words from magazines and newspapers that relate to kindness. Student groups can then present their collage to the class, explaining how the pictures relate to the kindness theme. **
- Ask students to write a short story about when someone was kind to them. The students should include in detail what the act was and how it made them feel. **
- Inform students that they will be conducting an interview relating to the topic of kindness. Students should brainstorm questions to ask. They should solicit from their interviews how it made them feel to perform an act of kindness as well as the reaction of the other person. In addition, the students should ask questions relating to an instance the interviews had an act of kindness shown to them. The student should solicit from the interviews how it made them feel to have an act of kindness shown to them. The students will then interview a classmate, and in turn the classmate will interview the student. (This activity can also be accomplished with the student interviewing an adult in addition to or in lieu of interviewing a student.) **
- Have students will work in groups of two to four. The groups should be directed to create a role-play that is to include an act of kindness. During the role-play, the characters should describe their feelings for providing an act of kindness and having an act of kindness performed for them. Student groups should perform their role-play in front of the class.

KINDNESS

RECOMMENDED RESOURCES

Primary



Listen to the Wind: The Story of Dr. Greg and the Three Cups of Tea

Mortenson, Greg and Susan L. Roth. Dial, 2009. 32p.
0803730586 / 9780803730588 Primary

This book tells the story of Dr. Greg Mortenson's promise to build a school in a remote Himalayan village after the villagers save his life. (*Children's Book Award* nominee)



Pinduli

Cannon, Janell. Harcourt, 2004. 48p.
0152046682 / 9780152046682 Primary

Pinduli, a young striped hyena, is hurt by the unkind words of Dog, Lion, and Zebra, but her clever trick in return promotes her clan's survival and spreads harmony throughout the savannah. Includes backmatter notes about hyenas and other animals of the African savannah. (*ASPCA Henry Bergh Children's Book Award* winner)



Zen Shorts

Muth, John J. Scholastic, 2005. 40p.
0439339111 / 9780439339117 Primary

When Stillwater the bear moves into the neighborhood, the stories he tells to three siblings teach them to look at the world in new ways. (*Caldecott Medal* Honor Book)

Intermediate



Dark Day in the Deep Sea

Osborne, Mary Pope. Random House, 2008. 128p.
0375837310 / 9780375837319 Intermediate

When eight-year-old Jack and his seven-year-old sister, Annie, join a group of nineteenth-century explorers aboard the H.M.S. Challenger, they learn about the ocean, solve the mystery of its fabled sea monster, and gain compassion for their fellow creatures.



Moorchild, The

McGraw, Eloise Jarvis. McElderry Books, 1996. 256p.
068980654X / 9780689806544 Intermediate/Middle

Feeling that she is neither fully human nor Folk, a changeling learns her true identity and attempts to find the human child whose place she had been given. (*Newbery Medal* Honor Book)



Randall's Wall

Fenner, Carol. McElderry Books. 1991. 96p.
0789505183 / 9780689505188 Intermediate/Middle

Artistically talented but socioeconomically underprivileged, a fifth-grade boy builds a wall against the pain of human relationships until a dynamic and compassionate classmate decides to interfere in his life.

Somebody Loves You, Mr. Hatch

<http://www.storylineonline.net>

Primary/Intermediate (Accessed 11/5/09)

This story shows the effect that love can have on someone when Mr. Hatch receives an unexpected candy-filled heart on Valentine's Day, which changes his attitude.

Middle



Alabama Moon

Key, Watt. Farrar, Straus & Giroux, 2006. 304p.
0374301840 / 9780374301842 Middle/High

After the death of his father, ten-year-old Moon Blake is removed from the Alabama forest where he was raised and sent to a boys' home, where, for the first time, he has contact with the outside world and learns about friendship, love, and humanity.



Andrew Carnegie: Industrial Philanthropist

Edge, Laura B. Lerner, 2004. 128p.
0822549654 / 9780822549659 Middle/High

This book chronicles the rags-to-riches tale of a Scottish immigrant who used most of the millions he earned as a steel tycoon to set up a fund for the advancement of science, education, and peace.



Wing Nut

Auch, Mary. Holt, 2005. 256p.
0805075313 / 9780805075311 Intermediate/Middle

When twelve-year-old Grady and his mother relocate yet again, they find work taking care of an elderly man, who teaches Grady about cars, birds, and what it means to have a home. (*Sunshine State Young Readers Award* nominee)

High



Chicken Soup for the Teenage Soul on Love and Friendship

Canfield, Jack. Health Communications, 2002. 300p.
0757300235 / 9780757300233 High

This spin-off from the *Chicken Soup* series explores adolescents' feelings about relationships, including how to deal with friends and family.



Gift of the Magi and Other Stories, The

Henry, O. Morrow, 1997. 224p.
0688145817 / 9780688145811 Middle/High

Newlyweds sell their most beloved possessions in order to give each other a Christmas present in this classic tale that is included with other stories in this collection.



Three Cups of Tea: One Man's Mission to Fight Terrorism & Build Nations... One School at a Time

Mortenson, Greg and Dave Oliver Relin. Viking, 2006. 338p.
0670034827 / 9780670034826 High

Greg Mortenson recounts the experiences he had while trying to help impoverished villagers in Pakistan's Karakoram Himalaya build schools for their children.

Life on the Streets

<http://www.globalschoolnet.org/programs/lifeonthestreets/overview/html>

Middle/High (Accessed 11/5/09)

Once homeless San Diego students created this site to tell about life on the streets and how you can help the homeless.

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