

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

JANUARY 2010



RESPECT

CHARACTER — THE CORE OF OUR LIVES

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

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“He who does not have the courage to speak up for his rights cannot earn the respect of others.”

-Rene G. Torres

“When you are content to be simply yourself and don’t compare or compete, everybody will respect you.”

-Lao-Tzu

“We must use time wisely and forever realize that the time is always ripe to do right.”

-Nelson Mandela

“There are countless ways of achieving greatness, but the road to achieving one’s maximum potential must be built on a bedrock of respect for the individual, a commitment to excellence, and a rejection of mediocrity.”

-Buck Rodgers

“Even if someone doesn’t treat you with the respect you deserve, you can give them the respect they don’t.”

-Sharon Martin

“Respect your efforts, respect yourself. Self-respect leads to self-discipline. When you have both firmly under your belt, that is real power.”

-Clint Eastwood

“The way to gain a good reputation is to endeavor to be what you desire to appear.”

-Socrates

“Who is respected? He who respects others.”

-Jewish Sages

“When you choose your friends, don’t be shortchanged by choosing personality over character.”

-W. Somerset Maugham

“The right to be heard does not automatically include the right to be taken seriously.”

-Hubert Humphrey



**Broward County
Public Schools**



READ / WRITE / DISCUSS



- Have the class discover and discuss how mathematicians have been respected (or not) throughout history. You might choose one of the following: Pythagoras, Euclid, Archimedes, Descartes, George Boole, Newton, Pascal, Omar Khayyam. **
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
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.1.3, SS.912.C.1.5, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
- Have the class discuss/write how they feel when they believe that others are not showing them respect. **
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.A.4.1, MA.3.A.6.2, MA.4.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: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Ask the class what they respect. Do they only respect people? Is respect only an individual thing? Have students brainstorm a list of what they respect, what they feel should be respected and why.
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.S.7.2, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.A.1.2, SS.912.A.1.6, LA.910.5.2.1, LA.1112.5.2.1
- Discuss with students the following: If you treat others with respect, how do you expect them to treat you? Why? What recent examples have been in the media about not showing respect?
ELEMENTARY: LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.4, LA.3.1.7.4, LA.4.1.7.4, LA.5.1.7.4
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.2.15, SS.912.A.1.4, LA.910.5.2.1, LA.1112.5.2.1
- Make a T-chart and brainstorm with the class rules for respect for home and for the classroom. How are they alike? How are they different?
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.3.S.7.1, MA.5.S.7.2, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.A.1.6, SS.912.C.2.11, LA.910.5.2.1, LA.1112.5.2.1
- How do competitors show respect? Discuss different sports and games and give examples of how respect is shown.
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.K.G.2.2, MA.4.G.5.1
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
- Discuss with students: Should adults show respect to children? Give examples of ways that adults demonstrate respect to children and ways that children show respect to adults.
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.4.2, MA.5.S.7.1, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
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.2.9, LA.910.5.2.1, LA.1112.5.2.1
- Discuss with the students: How do they feel when they are playing a game or participating in any competitive sport and the adult spectators are not respectful of the players, the coaches, the referees and each other? What do they think should be done?
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, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
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
- "Respect your elders." Discuss with students different ways they can achieve this.
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.2.5, SS.912.C.2.8, LA.910.5.2.1, LA.1112.5.2.1

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



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READ / WRITE / DISCUSS



- Read the following story: “Cindy’s grandmother had many interesting experiences in her life. She traveled all over the world. She knew people from almost every continent. Her house was filled with objects from the places she visited. Cindy loved to visit her grandmother because she always had interesting stories to tell. One day, Cindy noticed that her grandmother did not seem very cheerful. ‘What’s wrong, Grandma?’ she asked. ‘Oh, I sometimes wish we could go back to living in the good old days,’ she said. ‘People had more respect for each other. I could get on a crowded bus anywhere in the world and someone would always get up to give me a seat. Now-a-days this doesn’t happen. People push in front of you at the market. When I am driving it is impossible to change lanes. People won’t let you through. Very few people say ‘please’ and ‘thank you’ anymore. I don’t know what this world is coming to!’” Ask students to write if they agree or disagree with Cindy’s grandmother and give reasons why they think the way they do. **
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.3.A.4.1, MA.3.A.6.2, MA.4.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.2.5, SS.912.C.2.8, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Discuss the following scenario: The children at Happy Valley Elementary planted a butterfly garden. The children knew that in order for the plants to grow they needed energy from the sun and water and that they should care for the plants. Each day they watered the plants, fertilized them, and picked the weeds that grew around them. They were so proud of their work. One morning they came to school to find that someone had vandalized their garden. How did the children feel? How does this action show lack of respect for property?
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, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1, SC.3.L.17.2, SC.4.L.16.4, SC.4.L.17.3
MIDDLE: SC.6.L.14.3, SC.6.N.1.1, SC.7.N.1.1, SC.7.P.10.1, SC.7.P.10.2, SC.8.L.18.1, SC.8.L.18.2, SC.8.N.1.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.2.8, SS.912.C.2.9, SC.912.N.1.1, SC.912.L.14.7, LA.910.5.2.1, LA.1112.5.2.1
- A billboard on I-95 had the following on it: RESPECT YOURSELF, YOUR NEIGHBOR AND THE EARTH! Discuss what this means. Ask students to make a list of ways that they can show respect for themselves, their neighbor and the earth. **
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, MA.3.A.1.1, MA.5.G.5.3, MA.5.A.4.2, MA.5.S.7.1
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.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1
HIGH: SS.912.C.2.5, SS.912.G.1.1, SC.912.L.17.8, SC.912.L.17.11-20, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Read the following scenario to the class: “Maria doesn’t mind sharing her things with her sister. However, lately her sister has been taking advantage of Maria’s kindness. She goes into her closet without asking. She borrows her clothes and doesn’t return them. Her jewelry is missing. When she wants to wear something, she can’t find it. Maria feels her sister does not respect her.” Have students discuss ways in which Maria can solve her problem.
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.A.4.1, MA.3.A.6.2, MA.4.A.4.1
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 aloud: “The neighborhood children were playing baseball in the street. They were having a wonderful time. Each time the ball was hit it went into a neighbor’s yard. The children just ran in the yard to get it. They didn’t care if they stepped on plants and damaged them. One time when the ball was hit, it landed on a neighbor’s car. It put a huge dent in the car. The children ran away.” As a class or a group, discuss this event. What would they have done 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, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.3.11, SS.912.C.3.13, LA.910.5.2.1, LA.1112.5.2.1
- Read the book *Tonia the Tree* by Sandy Stryker. Choose one of the minor characters and as a class write a poem about him or her. Have each student copy the verse and illustrate it. Display it on a bulletin board. **
ELEMENTARY: LA.K.2.1.2, LA.1.2.1.3, LA.2.2.1.2, LA.3.2.1.2, LA.4.2.1.2, LA.5.2.1.2
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: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Read aloud a story and ask individual students to summarize the story. On chart paper, write what each student believes to be the main idea. How do opinions differ? Discuss that each person’s opinion must be respected.
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, MA.3.S.7.1, MA.5.S.7.2, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.2.7, SS.912.C.3.11, LA.910.5.2.1, LA.1112.5.2.1



READ / WRITE / DISCUSS



- For one day, change the class routine in as many ways as possible. Have students sit at different desks. Rearrange the room if possible. Ask right-handed students to use their left hand and vice versa, encourage foreign languages to be spoken, or switch partners or groups. At the end of the day, discuss how students felt about the changes. Encourage a positive attitude when trying a new way. Discuss what they learned about having respect for a person when he or she may be different.

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.K.G.2.2, MA.4.G.5.1

MIDDLE: SC.6.N.1.1, SC.7.N.1.1, SC.8.N.1.1, LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1

HIGH: SS.912.C.2.5, SS.912.C.2.15, SC.912.N.1.1, LA.910.5.2.1, LA.1112.5.2.1

- Have small groups of students write a jingle about respect and perform it over the school-wide morning news show.

ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2

MIDDLE: 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.3.11, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1

- Ask the students to write about either one or all of these statements.

My parents show me respect when they _____.

My teachers show me respect when they _____.

My brother or sister shows me respect when he or she _____.

My classmates show me respect when they _____.

Include why it is important for them to feel respected by those in their life. How does it make them feel when they are not feeling respected by any of those people? **

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, MA.3.A.4.1, MA.3.A.6.2, MA.4.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.2.3, SS.912.C.3.11, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1

- All cultures have rules of etiquette. What might be polite in our country may be impolite in another country. Have children research etiquette customs from various parts of the world. Compare and contrast them. Discuss why it is important to respect customs from other cultures even though they are very different from our own. **

ELEMENTARY: LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.7, LA.3.1.7.7, LA.4.1.7.7, LA.5.1.7.7, MA.K.G.2.2, MA.4.G.5.1

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

HIGH: SS.912.C.2.4, SS.912.A.7.2, LA.910.5.2.1, LA.1112.5.2.1

- Discuss with the students if being respected by others means that they honor you for who you are, keep their hands to themselves, speak to you in supportive and complimentary terms, respect your right to your thoughts and feelings, look at you when you are speaking to them and accept what makes you a special and unique individual. Are you comfortable doing all those things with everyone you meet and deal with each day?

- Would you like to be respected in all of the above stated ways?

- Why or why not? If not, in which ways would you not want to be treated by others. Why?

- What would be uncomfortable for you? How would you prefer people to treat you?

If you agree that you would like others to show their respect for you in the above stated ways, are you open and willing to treat others in the same way as well? Explain why you would and how it would make you feel.

If you feel that you couldn't treat others in the same way, explain why.

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.A.4.1, MA.3.A.6.2, MA.4.A.4.1

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

HIGH: SS.912.A.7.7, SS.912.C.2.2, LA.910.5.2.1, LA.1112.5.2.1

- Have students write stories or poems about human's lack of respect for animal's habitat from the animal's perspective. Have a writing contest and publish the top ten or twenty stories/poems in a book. Have students illustrate their stories. Consider submitting for publication. **

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

MIDDLE: SC.7.L.17.3, SC.8.N.4.1, 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.A.7.7, SC.912.L.17.8, SC.912.L.17.11-20, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1



HANDS-ON ACTIVITIES & PROJECTS



- Have students research respect in other cultures. Some ideas to compare could include table manners, greetings, dress, and relationships between adults and children and teachers and students. **
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.K.G.2.2, MA.4.G.5.1
MIDDLE: LA.6.6.2.2, LA.7.6.2.2, LA.8.5.2.2
HIGH: SS.912.A.7.7, SS.912.C.2.2
- Go on a field trip to an animal care center or have the center's representatives visit your school to learn about the importance of respecting animals first-hand. Do a fundraiser for them or another organization that helps animals.
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, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1, SC.K.L.14.3, SC.1.L.17.1, SC.3.L.15.1, SC.5.L.17.1
MIDDLE: SC.7.L.17.3, SC.8.N.4.1
HIGH: SS.912.C.2.2, SS.912.C.2.5, SC.912.L.17.8, SC.912.L.17.11, SC.912.L.17.13, SC.912.L.17.16-20
- Have students write a skit regarding ways they can show respect for themselves and how this can result in others treating them with more respect. Perform the skit in class or for the school. **
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
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.A.7.3, SS.912.A.7.9, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Ask students to design a web page delineating ways to show respect to self, others, animals, objects and environment, such as www.showrespect.com. **
ELEMENTARY: SC.K.L.14.3, SC.1.L.14.3, SC.1.L.17.1, SC.3.L.15.1
MIDDLE: SC.8.N.4.1, SC.8.N.4.2
HIGH: SS.912.C.2.5, SS.912.C.2.12, SC.912.L.17.8, SC.912.L.17.11-20
- Using the online and print resources in the media center, ask students to locate a wildlife refuge in the South Florida area. Using a word processing or a database program, develop a Plant and Animal Checklist for visitors to this refuge. Include a variety of mammals, birds, insects, plants, trees, reptiles, fish, mollusks, and arachnids. **
ELEMENTARY: LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.2, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2, SC.K.L.14.3, SC.1.L.14.3, SC.1.L.17.1, SC.3.L.15.1, SC.5.L.17.1
MIDDLE: SC.6.L.15.1, SC.7.L.17.1, SC.7.L.17.3, SC.8.N.4.1, SC.8.N.4.2, LA.6.6.2.2, LA.7.6.2.2, LA.8.6.2.2
HIGH: SC.912.L.17.8, SC.912.L.17.11-20, LA.910.6.2.2, LA.1112.6.2.2
- Have students prepare a database of endangered species. They should include basic information such as their habitat, the reason for their near extinction, and laws protecting them. How do we show respect for endangered species? Students can create an informational brochure explaining the importance of their animal on the environment. **
ELEMENTARY: LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.2, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2, MA.3.S.7.1, MA.5.S.7.2, SC.K.L.14.3, SC.1.L.17.1, SC.3.L.15.1, SC.3.L.15.1, SC.5.L.17.1
MIDDLE: SC.7.L.15.2, SC.7.L.15.3, SC.7.L.17.3, SC.8.N.4.2, 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.2.5, SS.912.C.2.7, SC.912.L.15.13, SC.912.L.17.5-20, SC.912.N.4.2, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Have the class conduct an analysis of the media's portrayal of authority figures. Examine newspapers, magazines, advertisements, movies, television, and song lyrics. Students can tabulate their findings in a spreadsheet and explain the significance of the data. **
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, MA.3.S.7.1, MA.5.S.7.2
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.2.12, LA.910.5.2.1, LA.1112.5.2.1
- Assign students the task to research another countries or culture's rules of courtesy and methods of showing respect to each other, to elders, to authority figures, to family members, etc. Ask students to use a graphic organizer program, such as Inspiration, to illustrate the similarities and differences between the student's own familiar culture and the one they researched. **
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.A.4.1, MA.3.A.6.2, MA.4.A.4.1, MA.3.A.1.1, MA.5.G.5.3
MIDDLE: LA.6.6.2.2, LA.7.6.2.2, LA.8.6.2.2
HIGH: SS.912.C.2.12, SS.912.A.7.14, LA.910.6.2.2, LA.1112.6.2.2



HANDS-ON ACTIVITIES & PROJECTS



- Hold a respectful listening session with the students by having two students prepare and present two different points of view on a hot issue. Ask the students to listen and summarize both points of view non-judgmentally. Lead a discussion about the difference between listening and hearing.
ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
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' research and present three great things they like about their culture to promote cultural respect. **
ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1,
MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1
HIGH: SS.912.C.2.9, SS.912.C.2.11, LA.910.5.2.1, LA.1112.5.2.1
- Have students create an etiquette book of respect for children. List all of the things children must do to show respect for people and property. **
ELEMENTARY: LA.K.3.5.1, LA.1.3.5.1, LA.2.3.5.1, LA.3.3.5.1, LA.4.3.5.1, LA.5.3.5.1, MA.3.A.1.1, MA.5.G.5.3
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.2.9, SS.912.C.2.12, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Have students write an editorial for a newspaper explaining why respect is important. **
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
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.2.12, SS.912.C.2.13, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Have students imagine that they have been asked by the President of the United States to be on his Respect Committee. He knows that people disagree. What he wants the committee to do is to discuss ways people can disagree and still show respect. Divide the class into committees to brainstorm ideas and prepare a skit or draw what their committee discussed.
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, MA.3.S.7.1, MA.5.S.7.2, MA.5.A.4.2, MA.5.S.7.1
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.2.13, SS.912.C.2.15, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Create a RESPECT bulletin board. Each day have students write down one thing that they did that showed respect for a person, animal, or property.
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.S.7.2
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: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- "Linking Up With RESPECT" - Give each student three strips of construction paper. On each strip, have students write one way to show respect at home, school, and to each other. Make a paper chain and display them around the room/school. Continue to add to the chain. **
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
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
- Select one or two poems from the book *Something Big Has Been Here* by Jack Prelutsky. Another option is to have students check the following web site:
<http://www.teacher.scholastic.com/writewit/poetry/index.htm>. Encourage each student to choose a favorite poem to memorize. If possible, have them create a multimedia presentation. **
ELEMENTARY: LA.K.2.1.3, LA.1.2.1.4, LA.2.1.2.3, LA.3.2.1.3, LA.4.2.1.3, LA.5.2.1.3, MA.3.A.4.1, MA.3.A.6.2, MA.4.A.4.1
MIDDLE: LA.6.6.2.2, LA.7.6.2.2, LA.8.6.2.2
HIGH: SS.912.C.2.5, SS.912.A.1.2, LA.910.6.2.2, LA.1112.6.2.2
- Have each student design a Certificate of Respect. Print several copies of the certificates and present them to students throughout the year when they demonstrate respect. (Students may use computer software programs to create the certificates.) **
ELEMENTARY: LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.1, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2
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.A.1.5, 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



HANDS-ON ACTIVITIES & PROJECTS



- Have each student make the following chart:
To what or to whom I show respect:

	Name	Action
Ex:	Classmates	Work quietly
	Teacher	Follow directions

Fill in as many categories as possible, including animals, objects, people and the environment. **

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, MA.3.S.7.1, MA.5.S.7.2, MA.3.A.4.1, MA.3.A.6.2, MA.4.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: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1

- Have each student write three positive "self-talk" statements about respect - one to address classmates, one for others in school, and one for family. For example: Today I choose to respect my __ by__ (fill in a specific action or group of words). **
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, MA.3.A.4.1, MA.3.A.6.2, MA.4.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: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Plan a field trip to a local park or historic site with the intention of improving the property (e.g., cleaning up, planting, weeding, etc.) to demonstrate respect for public areas.
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.A.1.1, SC.912.L.17.11, SC.912.L.17.14, SC.912.L.17.16, SC.912.L.17.18, LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Make mobiles where each string contains a word or a group of words that define or describe respect. Examples of words students might choose are please, thank you, telling the truth and being on time. **

- Role play: To dramatize a problem situation, have students assume a role in each of the following situations. Exchanges need not be lengthy, just a few sentences from each student. Then, as a class, discuss the following questions.

SITUATIONS:

- A new student is brought into the class who speaks very little English. A student whispers, "Oh no, not another immigrant!"
- As the new student begins to read, she/he mispronounces a few words. Other students start to laugh.
- The new student is asked to tell about activities at his previous school. Someone in the room shouts, "That's so stupid!"

QUESTIONS:

- How would they feel in this situation?
- What should be said to the student being disrespectful to help him understand that words can hurt?
- Can the class think of ways to make someone feel welcome in the classroom?
- List why it may be easier to go along with the wrong behavior instead of speaking up against something that we know is wrong.

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.A.4.1, MA.3.A.6.2, MA.4.A.4.1

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

HIGH: SS.912.A.7.16, SS.912.C.2.3, LA.910.5.2.1, LA.1112.5.2.1

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

SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of these activities or have successfully implemented an activity 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.



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 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.



PHYSICAL HEALTH & WELLNESS: RESPECT YOURSELF



by Patrick Chalmers

Students today face a barrage of difficult decisions whether it is abstaining from tobacco use, drugs, risky behaviors and even sexual activities. Broward County ranks number one in the state of Florida for new HIV cases and we wonder why those numbers have been steadily increasing. When you look around, we are being bombarded with the sexual message in the form of billboards, commercials, movies and music. We are living in a culture where sex has become the number one topic of discussion and oftentimes promoted in a negative way. No wonder why the rate of HIV and sexually transmitted infections has increased among our teens.

The voice of reason cries out with some simple strategies to help our students make the right decision as far as it relates to sexual activities. The key word is "Respect" which is one of the 8 character traits. Respect is defined as esteem: the condition of being honored (esteemed or respected or well regarded); to feel or show deferential regard for; it is something of great importance in everyday life.

Respect should help reduce the impact of HIV/AIDS, unintended pregnancy and sexually transmitted infections by simply utilizing the word respect in following ways:

- Respect for self
- Respect for your body
- Respect for others
- Respect for life

The media has its role and oftentimes it sensationalizes inappropriate behaviors for the sake of ratings. Respect your life and do not become a high rating in the form of risky behaviors that can have a lasting impact.

Let's all pause a minute, and take this month as an opportunity to help teach, educate, and empower our students to improve their decision-making options.

Always remember before you make any decision that can have a lasting impact. Think of the word "Respect." It will help secure a prosperous and safe future!

For additional information or resources, log onto:

www.browardprevention.org
(under Health & Wellness)

Fear does Respect

by Aimee C. Wood

In the United States, almost 16 million adolescents - including 70% to 95% of children in our inner cities - have witnessed some form of violent assault, including robbery, stabbing, shooting, murder, or domestic abuse. [AMA, Youth and Violence]

Violence and its precursor, bullying, have become a constant concern for many of our students and they often feel they are in a struggle for survival. One look at today's popular music videos and you see intimidation, weapons and violence used as a status symbol and a source of **respect**. Is it little wonder that today's generation has come to confuse fear with **respect**?

Many acts of violence are instigated by the aggressor feeling "disrespected." Violence is used to balance the scales. Bullying violence becomes a method to gain status or **respect** in the eyes of peers. Recent studies have shown that many of our "popular" students are the ones bullying the less powerful students to gain esteem and **respect** from their peers. Our students must be shown that there is **respect** and there is fear, but the two do NOT go together.

RESPECT is to "treat with esteem" or to "show consideration for." To have a climate of **respect**, there must be a sense of connectedness, trust and safety. This holds true in our classrooms and our homes. We must teach our children (our students) the difference, role model it, and give them the skills they need to use their power to be a RESPECTED leader – not someone others fear, avoid, or talk about behind their backs. True **respect** is when a person values and thinks positively of you, even when you are NOT there. How are you thought of when you leave the room?

We as teachers can be on the lookout for those "popular" students who misuse their power and re-channel their efforts. These students can easily be taught to redefine their self-**respect** to include **respect** toward others. When they do, they will soon feel the intrinsic rewards gained by their new actions. Focusing on character and self-respect creates the internal locus of control that insures our behavior becomes ingrained as a standard we set for ourselves and the person we choose to be. We treat others with **respect** and don't bully, not because someone we fear is watching or because we don't want to get in trouble, but because it makes us feel good.



NO NAME-CALLING WEEK JANUARY 25 -29, 2010



...is an annual week of educational activities aimed at ending '**Name-Calling**' of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.

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

For lessons & additional resources visit:

www.nonamecallingweek.org





OF SPECIAL INTEREST! – OPERATION RESPECT: DON'T LAUGH AT ME



The Don't Laugh at Me Project (DLAM) is a curriculum-based program designed to establish a climate that reduces the emotional and physical cruelty some children inflict upon each other by behaviors such as ridicule, bullying and sometimes even violence.

Founded by Peter Yarrow of the folk group Peter, Paul & Mary, DLAM utilizes inspiring music and video to support special curricula and lessons created for your classroom. DLAM is a gateway program designed to provide all educators with an entry point for year-round social and emotional learning. The program is designed to inspire children, along with their teachers and other educators, to transform their classrooms and schools into "Ridicule Free Zones."

For FREE materials and information go to www.dontlaugh.org



MENTAL HEALTH STIGMA AND RESPECT



by Lenny Mujica

The number of young people and their families who are affected by mental, emotional, and behavioral disorders is significant. It is estimated that as many as one of every five children and adolescents (20%) may have a mental health disorder that can be identified and requires treatment.

All too often, those struggling to cope with excessive stress, sadness, and other emotional and/or mental challenges choose not to seek help because they are afraid of being labeled "unstable" or worse. Research suggests many people believe that someone who is depressed or hyperactive is likely to be dangerous. Many children and teens believe that by seeking help they will be rejected by their peers.

These beliefs are known as stigma. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier and discourages individuals and their families from getting the help they need due to the fear of being discriminated against.

*The reality is that seeking and getting help
is the best way to make sure that these
challenges are addressed successfully.*

To respect is to show consideration, understanding, and regard for people, places and things. We show our students respect when we take the time to consider and attempt to understand their behavior. Although it may be challenging, it is important to treat every student with positive regard. It is just as important to teach our students about the prevalence of mental health issues, stigma, and the importance of seeking help.

For additional information or resources, log onto:

www.browardprevention.org

(under Mental Health & Wellness)





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 can be integrated into the respect trait that is related to compassion, in relation to philanthropy, responsibility to assist our fellow Americans and citizens of the world.

Patriotic Quotes

"I'm not concerned with your liking or disliking me... All I ask is that you respect me as a human being."
– Jackie Robinson

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

Patriotic Activities

- Have a class discussion on how Americans identify their country and compare with people of other countries. Ask the students to consider what it would be like if all the states were actually their own country with their own language, food, etc. Discuss the importance of having state flags. As a class, observe pictures of a number of flags from states around the country. Discuss the symbols on the different flags. Discuss the importance of having a national flag. Have the students compare the American flag to that of one or more states. Have the students, in groups, design a different American flag and present their flag to the class. Essential questions for the student groups to address in their presentation should include: What do the flags show about the country as a whole? How do the flags represent the things that residents of the United States have in common? Do they think most people in the country would be proud of their new flags?
- Using library resources and/or academic internet sites, instruct students to create a timeline(s) illustrating the history of the U.S. flag. The timeline should include important events in the history of the flag and different pictures/illustrations of the flag throughout history.
- Question students as to why they are required to state the Pledge of Allegiance. Have the students re-write the pledge of allegiance using a dictionary and defining all the words.
- Read as a class the poem *The Flag* ("Red stripes, White Stripes, Stars on a sky of blue, the flag stands for freedom for me and for you!"). Using a small paper flag ask the students what they see and know about the flag.
- In cooperative groups, have student compute the number of times that they have said the Pledge of Allegiance (180 school days multiplied by the number of years in school). Discuss the Pledge of Allegiance and what it means. Analyze key words that are not clear to them (e.g., pledge, allegiance, republic, indivisible, liberty, justice). Instruct students to write a new and improved Pledge of Allegiance.
- Discuss with the class the First Amendment and Freedom of Speech. Ask students to align the First Amendment to the Pledge of Allegiance.
- Have students research pledges of other countries and use a Venn Diagram to compare the pledges.
- Ask students to brainstorm symbols they notice in the classroom or throughout the school. The American flag should be one of their choices. In a class discussion, use the guiding questions: (1) What are the colors of our flag? What do the colors represent? What are the parts of our flag called? How many stars can we count on the flag? What do the 50 stars represent? Where else do we see the American flag?

RESPECT

RECOMMENDED RESOURCES

Primary



Day's Work, A

Bunting, Eve. Clarion Books, 1994. 32p.
0395673216 / 9780395673218 Primary

Even though Francisco's grandfather cannot speak English, he has something even more valuable to teach him.



Happiness Tree, The: Celebrating the Gifts of Trees We Treasure

Gosline, Andrea Alban. Feiwel & Friends, 2008. 40p.
0312370172 / 9780312370176 Primary

This celebration of one of Earth's most precious resources embraces the beauty of trees and brings them to life. (*Children's Book Award* nominee)



Seed Is Sleepy, A

Aston, Dianna Hutts. Chronicle Books, 2007. 40p.
0811855201 / 9780811855204 Primary

This book introduces children to a fascinating array of seed and plant facts, making it a guide that is equally at home being read on a parent's lap as in a classroom reading circle. (*Children's Book Award* nominee)

Intermediate



Elijah of Buxton

Curtis, Christopher Paul. Scholastic, 2007. 352p.
0439023440 / 9780439023443 Intermediate/Middle

In 1860, 11-year-old Elijah, the first free-born child in Buxton, Canada, uses his wits and skills to try to bring to justice the lying preacher who has stolen money that was to be used to buy a family's freedom. (*Coretta Scott King Award* winner and *Newbery Medal* Honor book)



Lemonade War, The

Davies, Jacqueline. Houghton Mifflin, 2007. 192p.
0618750436 / 9780618750436 Intermediate/Middle

Evan and his younger sister react very differently to the news that they will be in the same class for fourth grade and battle it out through lemonade stands. Includes mathematical calculations and tips for running a successful lemonade stand. (*Sunshine State Young Readers Award* nominee)



Me and the Pumpkin Queen

Kennedy, Marlane. HarperCollins, 2007. 192p.
0061140228 / 9780061140228 Intermediate/Middle

Although her aunt tries to interest her in growing up, Mildred is entirely focused on growing a pumpkin big enough to win the annual contest, as her mother dreamed of doing before she died. (*Sunshine State Young Readers Award* nominee)

Middle



Atalanta and the Arcadian Beast

Yolen, Jane. HarperCollins, 2003. 256p.
0060294558 / 9780060294557 Intermediate/Middle

This third volume in the *Young Heroes* series has 12-year-old Atalanta and her bear companion pursuing the winged lion that killed her father.



Bloomability

Creech, Sharon. HarperCollins, 1998. 288p.
006026996 / 9780060269937 Intermediate/Middle

Thirteen-year-old Dinnie discovers her world expanding and gains self-respect when her aunt and uncle take her from New Mexico to Switzerland to attend an international school.



Schooled

Korman, Gordon. Hyperion, 2007. 224p.
0786856920 / 9780786856923 Middle

Cap Anderson lives on a farm commune, but, after his grandmother's accident, is sent to a local middle school where his weirdness makes him a target for the school bully. (*Sunshine State Young Readers Award* nominee)

High



Last Exit to Normal, The

Harmon, Michael. Knopf, 2008. 288p.
0375940987 / 9780375940989 High

Yanked out of his city life and plunked down in a small town with his newly "outed" father and his father's boyfriend, Ben, angry and resentful, begins to notice something is not quite right with the boy next door and determines to figure out what is going on. (*Florida Teens Read* nominee)



Market, The

Steele, J. M. Hyperion, 2008. 336p.
1423100131 / 9781423100133 High

When Kate Winthrop learns that she is ranked 71st out of 140 girls on a popularity scale, she and her two best friends set out to change her from a "junk bond" to a "blue chip," and win some money in the process. (*Florida Teens Read Award* nominee)



Suck It Up

Meehl, Brian. Delacorte Press, 2008. 336p.
0385733003 / 9780385733007 High

A scrawny, teenaged vampire is given the chance to fulfill his childhood dream of becoming a superhero when he embarks on a mission to become the first vampire to reveal his identity to humans. (*Florida Teens Read Award* nominee)

EekoWorld

<http://pbskids.org/eekoworld>

Primary/Intermediate (Accessed 12/3/09)

EekoWorld is designed to help children learn about the important role they can play in taking care of the earth, using an interactive format that invites children to explore, experiment, and collaborate.

That's Not Cool

<http://www.thatnotcool.com>

Middle/High (Accessed 12/3/09)

The Family Violence Prevention Fund, the Office on Violence Against Women and the Ad Council use humor to teach teens how to be respectful with online communications to respect privacy and avoid harassment, peer pressure, rumors, etc.

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