

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

MARCH 2010

“Do not lengthen the quarrel while there is an opportunity of escaping.”

-Chinese Proverb

“Even a fool is thought wise if he keeps silent and discerning and holds his tongue.”

-Proverb

“A crowd will never follow the man who follows the crowd!”

-Collection of Pearls

“Ninety percent of the friction of daily life is caused by the wrong tone of voice.”

-Anonymous

“It is not only for what we do that we are held responsible, but also for what we do not do.”

-Molière

“Everyone has patience; successful people learn to use it.”

-Ignace Paderewski

“Tact is the unsaid part of what you think; its opposite, the unthought part of what you say!”

-Collection of Pearls

“There’s only one corner of the universe you can be certain of improving, and that’s your own self.”

-Aldous Huxley

“You can win more friends with your ears than with your mouth.”

-Anonymous

“Lack of will power has caused more failure than lack of intelligence or ability.”

-Flower A. Newhouse



SELF-CONTROL

CHARACTER — THE CORE OF OUR LIVES

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

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READ / WRITE / DISCUSS



- Have students read chapter fourteen of B. F. Skinner's *Walden Two*. Discuss the ways that the children in this fictional utopia are taught self-control. Do the students believe that the methods used are an effective way to "train" children? Discuss with the class what students can do to develop self-control and self-discipline.
SS.912.A.3.2, SS.912.C.2.2
- Assign students to read the biography of a professional athlete. Have them write about how this person utilized self-control in his/her life and discuss the importance of self-discipline as it relates to his or her success. **
SS.912.A.1.2, SS.912.A.1.2
- Ask students to visit the website "Do You Want Better Grades?" at http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=13289. With the class, review the advice offered on studying, stress management, etc. Discuss which of these suggestions students would find helpful and why.
SS.912.A.1.2, SS.912.A.1.5
- Using the quotations listed on the front page of this activity sheet, have students choose one to discuss or write about, citing examples of what the quotation means from their own lives, from history, current events, or from books or stories they have read. **
SS.912.A.1.2, SS.912.A.1.5
- Read the following scenario to the class: "Sir Isaac Newton discovered three Laws of Motion. His first law states that an object remains at rest until something or someone moves it." The object will keep on going until something or someone stops it. Discuss with the class how a bad temper can be compared to Newton's First Law of Motion. (For example, something or someone usually helps to cause a person to lose his temper. A temper will not flare unless the person having it allows it to happen. Having good self-control helps one to not lose his temper.)
SS.912.A.1.6, SS.912.A.1.7
- Read the following scenario to the class: "Jason was an excellent athlete. Every year he signed up for the city's recreational sports programs. He loved to play soccer, football and baseball. He excelled in all sports and was a coach's dream except for one thing: he had little self-control. If the team lost the game, he would ridicule the other players and blame them for losing. He would get into fights with players from opposing teams. He even walked off the field one day because he didn't score a goal. Jason knew that he had little self-control. He did not like it when he lost his temper; in fact, he felt terrible. He wished he could control his emotions." Have the class brainstorm ways in which Jason can learn to control his emotions.
None
- Ask the class to think about an incident that occurred this year that demonstrated a person's lack of self-control. Have the students describe the causes and the effects of the event. If they could write a letter to the person involved in the incident, what would they say? Have students write the letter. **
SS.912.C.2.7, SS.912.C.2.10
- Explain to students that some people, no matter how hard they try, cannot seem to overcome an addiction. In some instances, they do not have the self-control that is needed to stop overeating, smoking or participating in some other addictive behavior. There may also be other reasons why they have these addictions. There are many agencies that can help people in these situations. Have students locate one of these agencies in the yellow pages of the telephone book, through First Call for Help or on the Internet. Have students research and write about how this agency can help individuals with addictions. **
SS.912.C.2.7, SS.912.C.2.10



READ / WRITE / DISCUSS



- Read the following to the class: "It is time for your class to do a science lab. You are sitting at a table with your partner. Today you will be learning how bubbles are made. Your teacher explains that she will be placing all the materials you need to do the experiment on your desk but you may not touch the materials until you are told. Also, she explains there are certain safety rules that you must follow. Your teacher places a dishpan full of bubble water on each table and a bag with bubble wands for you to test. Before she can give directions regarding what you are to do, your partner grabs the bag, takes out a wand and begins to blow bubbles." Ask the class how they think this behavior demonstrates a lack of self-control. Discuss with the class what would be appropriate to say and do in this situation.
SS.912.A.1.4, SS.912.A.1.6
- In small groups, have students write a group story with members deciding on a conflict to be presented, ideas for characters, and how to resolve the conflict. Using a computer writing program, have students add illustrations. Publish the best stories and donate them to the media center. **
SS.912.A.1.2, SS.912.A.1.5
- Brainstorm with the class ways to exercise self-control when their pet misbehaves and upsets them. Have students write an essay on how they can use these same techniques when upset with a young child, friend or their parent. **
None
- "Hardship has a purpose - to teach discipline, punish, or accomplish." Ask students to discuss what they think this statement means. Students should describe a time when they felt they had a hardship and how they learned self-control from it.
SS.912.A.1.3, SS.912.A.1.6
- Assign students to read about the following people: Mahatma Ghandi; Martin Luther King, Jr.; and Nelson Mandela. For a report, have students compare and contrast the three individuals. Students should address how self-control helped each person achieve his ultimate goal and what other part self-control played in each of their lives. Students should answer the question, "Could these men have succeeded had they not possessed the quality of self-control?" Explain the answer in the report by citing supporting evidence from their research. **
SS.912.A.1.1, SS.912.A.1.2
- Write "STOP, THINK, CONSIDER CHOICES, EVALUATE, ACT" on the board. Teach students the following: "When you get mad, STOP. Don't act yet. THINK. What CHOICES do I have? EVALUATE the choices. Then you can ACT." Give students this example: "Another student puts you down. How can you use this technique? Stop and think: I could put him down or I could walk away. If I put him down, I could get into trouble. If I walk away, I could stay out of trouble. What do I want? Act on it." When problems occur in the classroom, encourage students to problem solve using this process.
SS.912.A.1.7, SS.912.C.2.9
- Discuss with the class the self-control needed to conserve energy and environmental resources. Brainstorm how students can conserve energy. Consider different areas (e.g., in the home, traveling, etc.) After brainstorming, have students write a paper on how they personally can conserve energy. **
SS.912.C.2.5, SS.912.C.2.10
- Discuss with the students the following questions: "How are you at controlling your money? Do you stop and think before you buy? Do you shop around for the best buy? Do you ask yourself if you really need the item? Do you shop to make yourself feel better? What are some ways you could use self-control when you are shopping?"
None
- Brainstorm with the students to decide upon a working definition for self-control. Display the definition on the board or elsewhere in the classroom. Refer to it as needed.
None



HANDS-ON ACTIVITIES & PROJECTS



- Ask the class the questions: "Have you ever started working on a project with a friend and gotten into a disagreement? What caused the disagreement? What could you have done differently?" Have students divide a sheet of paper in half, draw a picture on one side of the paper showing the conflict and on the other side of the paper draw the solution. Display the pictures in the classroom. **
None
- Choose a different vignette each day from the book *Feelings* by Aliko and have students act it out. Lead the class in a discussion about their feelings.
SS.912.C.2.4, SS.912.A.1.4
- Have students do a subject search in an online database to locate an article on self-control. Ask students to read an article that offers advice on anger management and to summarize and evaluate the information presented. **
SS.912.C.2.12, SS.912.A.1.5
- Have students research attitudes towards self-control and self-discipline as they are taught by different religions. Ask students to write a compare/contrast essay discussing two or more religions. ** (Students can then present these to the class.)
SS.912.A.1.3, SS.912.A.1.6
- Have students develop their own "goal-setting action plans." Have them create a flow chart of prioritized activities leading to their goals. If available, students can use graphic organizer software such as Inspiration or Kidspiration. **
SS.912.A.1.4, SS.912.C.2.11
- Discuss with the class how parents teach small children self-control. Have students research the theories of different child psychologists and locate magazine articles or web sites that offer advice to parents on this topic, such as www.parentcenter.com and kidshealth.org/parent. Students can also write their own theories about how to teach a child self-control. **
SS.912.C.2.12, SS.912.A.1.5
- Scott Hamilton is an Olympic winner in skating. His self-discipline enabled him to spend hours practicing and training for this event. Not long ago he was diagnosed with cancer. He fought this battle and returned to skating. He recently completed a skating tour throughout the United States. Ask students to pretend they are Scott Hamilton and tell the class how self-control and discipline helped them win the Olympics and the battle against cancer. Ask what other character traits they think Scott Hamilton exhibits. Explain.
None
- Ask students to create a self-control pamphlet with ideas and things that people could do when they are on the verge of losing their temper or performing another act that demonstrates poor self-control. **
SS.912.C.2.5, SS.912.A.1.7
- Some people have a hard time with self-control at sporting events. They yell at the umpires or referees, boo the players, and sometimes they will even throw things onto the field. Have the class design a booklet explaining how people should behave at sporting events. **
SS.912.C.2.5, SS.912.A.1.7
- Ask students to create a bumper sticker to remind people how important self-control is when driving. **
None





HANDS-ON ACTIVITIES & PROJECTS



- Ask students to keep a self-control diary. Each day they should write one thing in their diary that they did to practice self-control. **
None
- Self-control means taking control of one's life, becoming independent, and knowing what to do. Ask students to fold an 8 x 11-inch sheet of paper into six parts. Have them draw in each rectangle things they now do for themselves that formerly someone else had to do for them. Then following the same procedure, ask students to draw what things they look forward to doing for themselves as they grow older. **
SS.912.A.1.4, SS.912.C.2.4
- Ask students, "If you could choose to be anything in the world, what would you choose? Do you expect to accomplish this goal? If so, what steps will you need to take?" Have students use their paper and pencil to list the steps to achieve their goals. If this includes a college education, students may choose to research state colleges' admission requirements at www.collegeview.com.
SS.912.C.2.5, SS.912.A.1.4
- Using the computer, students should make a list of things they could say to themselves to "keep cool" during a conflict. If available, use the Poster Maker to create and enlarge the poster to display in the classroom. **
SS.912.C.2.5, SS.912.A.1.4
- Visit the site www.goodcharacter.com to get ideas to enhance lessons dealing with self-control.
SS.912.C.2.5, SS.912.A.1.4
- Work with students to design an anger management program for the class or school.
None
- In class, have students role-play ways to exercise self-control through such non-violent techniques as expressing one's feelings, sharing, compromising, ignoring, getting help, postponing, apologizing, and using humor.
None
- Have students practice expressing their opinions regarding something about which they feel very strongly without showing anger. Role-play with others, having the class provide feedback and suggestions for improvement.
None
- Give each student two legal-size manila folders. Staple or tape the two inside parts together. They now have a three-sided carrel that they can put up on their desks. Have the students decorate and name the carrels (e.g., Steve's Study Place, Karen's Study Camp, etc.) Have the students use the carrels in class when they are doing independent work. After about a week's time, have the students take the carrels home to keep and use in their homework area. Tell them that it will help them focus their attention when they need to do their homework. **
SS.912.C.2.2, SS.912.C.2.5

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.org 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 and any questions you may have directly to him at jchace@communitycc.com. He will then evaluate these stories and let you know if that student has been selected.
- Stories should be about 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.



SELF-CONTROL AND CYBERBULLYING

By Aimee Wood



The relationship between self-control and bullying is absolute. If we discipline our tongue and control our actions, we manage to maintain our self-respect and keep from harming others. Nowhere is the connection between bullying and self-control more apparent than in the cyberworld. Both bullying and cyberbullying are defined as **repeated**, involving an **imbalance of power**, and **purposeful** in the aggressor's attempt to do harm. The key difference is that cyberbullying doesn't happen face-to-face, but electronically through technology or online. Statistics vary, but it is widely accepted that cyberbullying happens much more frequently than face-to-face bullying – and in part, this is due to the increased need for self-control while online. It takes much more self-control in the cyberworld than in the real world to hold your tongue (or typing) and not say or do unkind things. In the cyberworld, with cyberbullying:

- The perpetrator is often unknown. In one study, close to half of the targets did not know the identity of their tormenter. It is a true measure of self-control to know we are unlikely to be “found out” and yet we still act in ways that keep everyone feeling safe.
- Targets are accessible 24 hours a day, 7 days a week. A text can be sent to a cell phone, posted on a blog, or sent via e-mail anytime, anywhere, and during any mood. At all times, it becomes solely your choice to cyberbully or not, to use the power of your thoughts to control your actions and what you send.
- The Internet's lack of parental awareness and anonymity has resulted in a lack of inhibition and an increase in the magnitude and severity of online insults and threats. Those who choose not to participate are using self-control to stop and ask themselves, “How does this choice help me to fulfill my potential to be a better and healthier person?”
- In the virtual world, we can't see another's emotional response to our actions. This is where we can take the time to turn a possibly hurtful or angering situation into one that is positive and productive with a little time spent stopping and thinking.
- Impulse control – one click and it's gone and around the world in 60 seconds! Online, it really pays to take time to think and assess how my words and actions will affect myself and others, for years to come.

Because of these reasons and more, how I act online is one of truest measures of my self-control and the discipline I have over my behavior and actions. Self-control stops us and asks, “How do I choose to treat myself and others by what I am willing to send?” In the cyberworld, even more so than in the real world, self-control is key!



FROM THE CHAMPs CORNER

By Debra Rozsa



Remind the students that self-control means to be careful and think about what to do, and then choose to do the right thing.

Ask the students to design a Self-Control Bookmark.

Give them some examples of what to write on their design:

- In a conflict, use self-control,
- When you are angry, remember:
 1. Never hurt yourself.
 2. Never hurt someone else.
 3. Never damage anything.



Mental Health & Self-Control

By Lenny Mujica



How does self-control impact on mental health?

In the 1960s, Walter Mischel (*an American psychologist*) tested four-year-old children for self-control in "The Marshmallow Test."

The children were each given a marshmallow and told that they can eat it anytime they want, but if they waited 15 minutes, they would receive another marshmallow.

Follow-up studies showed that as teenagers the children who ate the marshmallow quickly (*showing less self-control*) seemed more likely to have behavioral problems, both in school and at home. They struggled in stressful situations, often had trouble paying attention, and found it difficult to maintain friendships.

Self-control is having discipline over one's behavior and actions. The *World Health Organization* defines **mental health** as:

"a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

Families play a crucial role in a child's ability to develop self-control. Educators also play an important role when they ensure students learn the rules of the classroom by offering guidance and discipline that is fair and consistent. They will take these social skills and rules and use them in other parts of their lives. Having good self-control helps a child to manage their emotions, interact with others in a positive manner, and gives them a sense of control over their own lives. In other words, having good self-control can make the difference in maintaining good mental health.

Here are some articles on:

Mischel's Marshmallow Study - http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer

Self-Control Might be Contagious - <http://www.medicinenet.com/script/main/art.asp?articlekey=110512>

Defining Locus of Control - http://wik.ed.uiuc.edu/index.php/Locus_of_control



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

Patriotic Quotes

"Without Freedom of thought, there can be no such Thing as Wisdom; and no such thing as public Liberty, without Freedom of speech"

— Benjamin Franklin, one of the Founding Fathers of the United States of America

"...in our country we have those three unspeakably precious things: freedom of speech, freedom of conscience, and the prudence never to practice either."

— President George Washington, 1st President of the United States of America

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

— John F. Kennedy, 35th President of the United States of American

Patriotic Activities

- Have students work in collaborative groups to decorate a shoebox into a mini-float on a theme in current curriculum in your classroom. In de-briefing the activity, question the students on how they had to exert self-control in speaking and acting with others.
- Ask students to pick an area of interest to write about and present a speech. Question students about how they were careful to frame their wording to get their point(s) across. **
- Read a hypothetical note from the principal to the class, which says that their class will not be able to participate in an activity enjoyed by other classes on their grade level. For example, an area of the playground is off-limits to them and the class must find other activities to do. Ask the class how they would individually respond to the principal.
- Have students play the role of a judge who is sentencing a criminal to time in jail. Students should craft their remarks in writing. At the end, have them write a reflection on their thought processes when they were writing their remarks. **
- Assign students to interview a person employed in the field they are interested in for a career. They are to pre-write questions and conduct the interview. During the interview there may be some other questions that arise that they may ask. Students will write a summary of their interview and experience. A mandatory component of the assignment will be a reflective piece for the students to consider their thought processes in creating the interview questions. Why did they word their questions the way they did? Did the students feel they had to present their questions or re-word anything they wanted to say during the interview? If so, why? **
- Have students debate a subject of interest that aligns with curriculum, as approved by the teacher. Students should verbally persuade and defend their position. At the end of the experience, allow time for an oral reflection period. Ask students to discuss why and how they made the particular comments they did. In addition, the teacher should question the students as to whether they were thinking how to state comments in a specific way in their attempts to persuade and defend their position.
- Have students analyze a speech and/or reading passage. Students should decide on the tone of the passage. In addition, the students should examine if there were any comments in the excerpt that may have had a double meaning. Students can re-write the passage in different words, but attempt to construe the same general meaning. **
- Ask students to provide a brief oral biography of a person. Upon reflection, the student should address the manner in which they chose to present the individual. What did the student choose to leave out of their oral biography? Did they choose to present the person in a positive or negative manner?
- Have students provide a brief oral history of a location. Upon reflection, the students should address the manner in which they chose to present the location. What did the students choose to leave out of their oral history? Did they choose to present the location in a positive or negative manner?

SELF-CONTROL

RECOMMENDED RESOURCES

Primary



Help Me, Mr. Mutt!: Expert Answers for Dogs with People Problems

Stevens, Janet. Harcourt, 2008. 56p.
0152046283 / 9780152046286 Primary

Dogs across the United States write to Mr. Mutt, a people expert, for help with their humans. (*Children's Book Award* nominee)



I Know an Old Teacher

Bowen, Anne. Carolrhoda Books, 2008. 32p.
0822579847 / 9780822579847 Primary

In this take on the well-known cumulative rhyme, a teacher inadvertently swallows a flea, then follows it with an assortment of classroom pets while her students look on in surprise. (*Children's Book Award* nominee)



Recess Queen, The

O'Neill, Alexis. Scholastic, 2002. 32p.
0439206375 / 9780439206372 Primary

Mean Jean is the biggest bully on the playground until a new girl challenges Jean's status as the Recess Queen.

Intermediate



Fabled Fourth Graders of Aesop Elementary School, The

Fleming, Candace. Schwartz & Wade, 2007. 192p.
0375836721 / 9780375836725 Intermediate/Middle

An unlikely teacher takes over the disorderly fourth-grade class of Aesop Elementary School with surprising results. (*Sunshine State Young Readers Award* nominee)



Middle of Somewhere, The

Cheaney, J. B. Knopf, 2007. 224p.
0375837906 / 9780375837906 Intermediate/Middle

Ronnie loves organization, especially because her brother has attention-deficit hyperactivity disorder, but traveling with their grandfather who is investigating wind power in Kansas brings some surprises. (*Sunshine State Young Readers Award* nominee)



Punished

Lubar, David. Darby Creek, 2005. 96p.
1581960425 / 9781581960425 Intermediate/Middle

What did the strange old man mean when he said that Logan should be "punished"? Suddenly, he is speaking in really awful puns and he can't stop. Is he "smarting off" or is he under a curse? (*Sunshine State Young Readers Award* nominee)

Middle



Airball: My Life In Briefs

Harkrader, Lisa. Roaring Brook Press, 2005. 208p.
1596430605 / 9781596430600 Intermediate/Middle

Uncoordinated Kirby braves his coach's ire and becomes captain of the losing basketball team in order to help him prove that NBA star Brett McGrew is the father he has never known. (*Sunshine State Young Readers Award* nominee)



Go Big or Go Home

Hobbs, Will. HarperCollins, 2009. 192p.
0060741414 / 9780060741419 Intermediate/Middle

Fourteen-year-old Brady and his cousin Quinn love extreme sports, but nothing could prepare them for the aftermath of Brady's close encounter with a meteorite after it crashes into his Black Hills, South Dakota, bedroom. (*Sunshine State Young Readers Award* nominee)



Nobody Was Here: 7th Grade in the Life of Me, Penelope

Pollet, Alison. Orchard Books, 2004. 218p.
0439583942 / 9780439583947 Middle

Life in New York in the 1980s is made more difficult for a middle school girl by problems at home and at school.

High



Homeboyz

Sitomer, Alan. Hyperion, 2007. 288p.
1423100301 / 9781423100300 High

Seventeen-year-old Teddy Anderson decides to seek revenge on the person responsible for his little sister's death, which was caused by a stray bullet from a semiautomatic handgun. (*Florida Teens Read Award* nominee - for mature readers)



Shark Girl

Bingham, Kelly. Candlewick, 2007. 288p.
0763632074 / 9780763632076 Middle/High

After a shark attack causes the amputation of her right arm, 15-year-old Jane, an aspiring artist, struggles to come to terms with her loss and the changes it imposes on her life and her plans for the future. (*Florida Teens Read* nominee)



Three Little Words: A Memoir

Rhodes-Courter, Ashley. Atheneum, 2008. 320p.
1416948066 / 9781416948063 High

The author provides an honest account of her life, focusing on her years in Florida's foster care system and explaining why she speaks out against Child Protective Services. (*Florida Teens Read Award* nominee - for mature readers)

Sebastian's Roller Skates

<http://www.storylineonline.net>

Primary/Intermediate (Accessed 1/2/10)

Sebastian is very shy and never says anything until he finds a pair of skates in the park that changes his life forever. (You may have to click on "More Stories" at the bottom of the list of titles until you see this book.)

Close to Home Online: Overboard

<http://www.pbs.org/wnet/closetohome/overboard/menu.html>
High (Accessed 1/2/10)

This comic book is set up to take students through real life scenarios involving drug addiction. Each issue is animated, has dialogue, and allows students to click to learn more about the substances and their effects on the body.