



Character Education

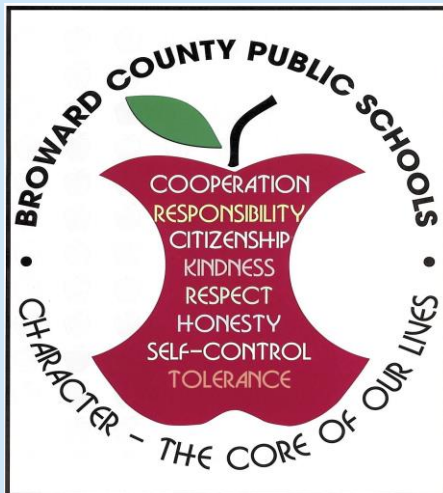
*Suggested Activities
Middle*



October

Responsibility

Prevention Calendar



Inside this issue you will find:

- Alignment to Prevention Calendar.
- A variety of lessons and activities for all grade levels.
- Links to multiple additional resources and helpful websites.
- Social Emotional and Learning alignment.

Monthly Observances:

- [National Diversity Awareness](#)
- [National Crime Prevention](#)
- National Family Sexuality Education
- [National Bullying Prevention Awareness](#)
- [LGBT History Month](#)
- [National Disability Employment Awareness](#)

Weekly Observances:

- [America's Safe Schools](#) (3rd full week)
- [Character Counts](#) (3rd full week)
- [International Infection Prevention](#) (3rd full week)
- [National Health Education](#) (3rd full week)
- [National School Bus Safety](#) (3rd full week)
- [Red Ribbon Week](#) (October 23 -31)

Day Observances:

- October 1 – [International Day of Non Violence](#)
- October 5 – [Walk to School Day](#)
- October 10 – [Indigenous People's Day](#) (Native American Day)
- October 11 – [Coming Out Day](#)
- October 12 – Stop America's Violence Everywhere
- October 16 – [World Food Day](#)
- October 17 – [International Day for the Eradication of Poverty](#)
- October 22 – [Make a Difference Day](#)
- October 24 – [United Nations Day](#)
- October 25 – [National Mix It Up at Lunch Day](#)

Monthly Observances:



DEFINITIONS & QUOTATIONS

DEFINITIONS

Ideas on How to Use:

- Post character trait & definition around the school campus.
- Teachers use definitions to help students understand the meaning of the character development trait.

Demonstrating good cooperation is being a person who understands that the good of the group is more important than the good of the one. Learning how to cooperate will help with success in school, in relationships with friends and in life over all. Listening carefully to others is the first step in demonstrating cooperation. It is essential to remember that cooperation is a basic life skill that assists us in working together so that collaboration and creativity will ultimately bring about success.

Definitions:

- Meeting obligations by being reliable, accountable, and dependable to self and others
- The state of being the person who caused something to happen
- A duty or task that you are required or expected to do
- Something that you should do because it is morally right, legally required, etc.
- Able to be trusted to do what is right or to do the things that are expected

QUOTATIONS

Ideas on How to Use:

- Display a quote each week. Share on morning announcements.
- Teachers post quotes in classrooms.
- Have students write about what the quote means to them.
- Have primary students draw a picture to go with the quote.
- Encourage students to create their own 'quote' that promotes monthly trait.

“Always think in terms of what the other person wants.”
– Unknown

“The more you prepare, the luckier you get.”
– Unknown

“I believe that you can get everything in life you want if you will just help enough other people get what they want.”
– Zig Zigler

“Coming together is a beginning, working together is success.”
– Henry Ford

“You cannot escape the responsibility of tomorrow by evading it today.”
– Abraham Lincoln

“The prize of greatness is responsibility.”
– Winston Churchill

“Make it a point to do something every day that you don’t want to do.”
– Unknown

“This is the golden rule for acquiring the habit of doing your duty without pain.” – Mark Twain



Book List

Ideas on How to Use:

- In media center, designate a character trait “Featured Readings” section where books promoting the month’s theme are displayed and available for checkout.
- Have students read books, and then depict how the book exemplified the character trait.

Across Five Aprils by Irene Hunt

How the events of the civil war changed life on a family’s farm in Illinois.

Red Kayak by Priscilla Cummings

Living near the water on Maryland’s coast, 13 –year-old Brady and his best friend, J.T. and Digger, become entangled in a tragedy that tests their friendship and their ideas about right and wrong

Hatchet By Gary Paulsen

After a plane crash, 13-year-old Brian spends fifty-four days in the wilderness, learning to survive with only the aid of a hatchet given him by his mother, and learning also to survive his parents’ divorce.

A Day No Pigs Would Die by Robert Peck

To a 13-year-old Vermont farm boy whose father slaughters pigs for a living, maturity comes early as he learns “doing what’s got to be done,” especially regarding his pet pig who cannot produce a litter.

Code Talker by Joseph Bruchac

Based on fact, 16-year-old Ned Begay enlists in the Marines during World War II and becomes a Navaho Code Talker, engaging in a top-secret plan using his native language to send secret battlefield information and commands.

Hattie Big Sky by Kirby Larson

After years of being shuttled between relatives, orphaned Hattie is determined to homestead on her uncle’s land despite the hardships of blizzard, frost, and draught. She has less than a year to fence and cultivate the land if she is to keep it.

Nightjohn by Gary Paulsen

Twelve-year-old Samy’s brutal life as a slave becomes even more dangerous when a newly arrived slave offers to teach her how to read.

The Terrible Wave by Marden Dahlstedt

During the disastrous flood of 1889 in Johnstown, Pennsylvania, a spoiled teen-age girl learns to accept responsibility as she and her companions search for their families and friends.

Activities

The Diary of Anne Frank

- Assign students to read the book *The Diary of Anne Frank*.
- Ask students to list five items they would take with them if, like Anne Frank, they had to leave their home in a rush and could only take a limited number of belongings.
- Discuss with the class the items they selected.
- Ask students if they were responsible in their choices.
- Did they consider others when making their selection? Why or why not?

The 7 Habits of Highly Effective Teens

by Sean Covey

- Students will analyze the individual responsibility they have in their life to enhance their health.

<http://www6.gnafton.k12.wi.us/shs/teacher/awayner/7Habits.htm>

Thirteen Reasons Why by Jay Asher

[Curriculum Guide](#)

[Book of Virtue Responsibility](#)



Prevention Ideas

National Crime Prevention

[April Fools!](#)

[‘A Troubling Trend’: Discussing Bullying and Antigay Attitudes](#)

National Family Sexuality Education

[Sexual Pressures](#)

National Bullying Prevention Awareness

[Speak Up: A Video Lesson on Bullying](#)

[Bullied: A Student, a School and a Case That Made History](#)

LGBT History Month

[Z and Vielpunkt](#)

National Disability Employment Awareness

Despite the number of people with disabilities in the U.S. and the fact that they represent all races, classes and cultures, many people are unaware of the rich history of the disability movement. For an overview of major milestones in disability history and resources for educators to enhance awareness of it, see [Disability History: An Important Part of America's Heritage](#).

Weekly Observances:

America's Safe Schools

[Should it be considered a crime?](#)

[Introduction to Gender Identify and Gender Expression](#)

Character Counts, 3rd full week

[Words Hurt](#)

International Infection Prevention

[Disease Prevention](#)

National Health Education, 3rd full week

[Fuel Your Performance eLearning Kit](#)

National School Bus Safety

[National School Bus Safety Week & Poster Contest](#)

Red Ribbon Week (October 23 – 31)

[Speak Out About Drugs](#)

[Speak Out About Alcohol](#)

[Truth In Advertising](#)

[Reading Between The Lines](#)

[Fumble Fingers](#)

[Out Of Balance](#)



School-wide

[Ideas on how to use:](#)

- Use suggested school-wide ideas to create a culture of character and address your schools need for a RTI Tier I – universal strategy.
- Any teacher or staff members that work with students can incorporate classroom ideas.

1 PA Announcements

Responsibility PSA's

Write and perform a week-long series of public Service announcements on responsibility.

Random Acts of Kindness

Announce “Principal’s Random Acts” periodically. All students are recognized for good sportsmanship, being responsible, good behavior on the playground, etc.

2 School Displays

• Responsibility Portraits

Have students create a portrait of a person they know who is responsible. Ask students to consider what characteristics make that person special and how they can depict those characteristics in a visual way. Display student’s work.

• “Be Healthy”

People have a responsibility to themselves to stay healthy. Design a bulletin board display called “Be Healthy.”

(Continued)

Day Observances:

International Day of Non-Violence (October 2)

[Art Projects for Peace](#)

[What is non-violence?](#)

[Pledge of Non-Violence](#)

Walk to School Day (October 5)

[Unlocking Your Future](#)

Indigenous People's Day [Native American Day] (October 10)

[From the Land, of the Land: An Interdisciplinary Lesson on](#)

[Indigenous People](#)

[Columbus: Hero or Villain](#)

Coming Out Day (October 11)

[Treating People with Dignity](#)

Stop America's Violence Everywhere (October 12)

[Awareness Activities](#)

[Have you Filled a Bucket Today?](#)

World Food Day (October 16)

[The Hunger Tree](#)

[Introduction to Food Force](#)

International Day for the Eradication of Poverty (October 17)

[My Travelling Breakfast](#)

[Stone Soup](#)

[Playing with Deimals](#)

Make a Difference Day (October 22)

Make Coupon Books

This common parent present can also be a great idea for Make a Difference Day. Brainstorm a list of chores or services that young people can do, and then create a book of coupons for those services. These can be directed at families, grandparents, senior citizens or any other group that will benefit from your kindness and energy.

[Making the World a More Beautiful Place \(Grades K – 2\)](#)

[Making a Difference in our Community \(Grades 3 – 5\)](#)

United Nations Day (October 24)

[The United Nations Lesson Plan](#)

National Mix It Up at Lunch Day (October 25)

A national campaign launched by Teaching Tolerance in 2002, Mix It Up at Lunch Day encourages students to identify, question and cross social

[Get Started in Six Easy Steps](#)

[Mix It Up Activities](#)



School-wide [cont'd]

3 Special Events & Programs

Assisting in the Community

Encourage students, along with parents or guardians, to survey their neighborhoods and find out if there are any elders who need help with such things as repairing fences, shopping for groceries, painting, doing minor repairs, caring for their lawns, etc. Encourage students to take responsibility and offer assistance with parent or guardian permission/supervision.

4 Class Activities

Game: Play a “What’s Their Responsibility? Game. Make a list of roles or careers in society. Use some of the following examples: artist, bank teller, mother, cafeteria worker, child, coach, weather forecaster, veterinarian, students, teacher, etc. Divide into two or more teams. Give each team the list of roles/careers. The object of the game is for students to list four different or unusual responsibilities for each role or career.



SUBJECT AREA LESSON PLANS

Ideas on How to Use This Page: Integrate character trait lesson plans into all subject area instruction. Lesson plans are specific to language arts, social studies, math/science, arts, health & physical education

LANGUAGE ARTS

- **School or Community Unity**

Have students write essays, which suggest ways, their school or community could be more responsible.

- **Resolving Conflicts**

Have students write stories where characters are working responsibly to resolve a conflict.

SOCIAL STUDIES

- **Responsibility in History**

Discuss a historical issue or problem students have been studying and how that issue relates to the principles of responsibility, trust and leadership.

- **Current Events**

Have students' research and share about current events where people are showing responsibility.

MATH

- **Solving Difficult Math Problems**

Have students work together in small groups to solve a difficult math problem. Have students assign people different responsibilities as they work together to solve the problem. After the groups solve the problem, discuss how well students cooperated. Have students explain how the principles of cooperation allowed them to problem solve.

ARTS

- **VISUAL ARTS: Responsibility Collage**

Collages are powerful ways to visually communicate ideas and principles. After students have discussed and understood the concept, have them use images from newspapers and magazines to design a collage on the theme of responsibility. Have them discuss in small groups their collage and describe to each other the feelings communicated in each collage.

- **VISUAL ARTS: Responsible Teens**

Have students create short, 2-5 minute street theater pieces that in a humorous entertaining way highlight the importance of being a responsible teen. Pieces should be funny, high-action and engaging. Have students perform the pieces in high-traffic areas around the school at lunch and during breaks.

- **VISUAL ARTS: Analyze the Masters**

Have students analyze two works of art from great masters that depict responsibility. Ask students to evaluate the works in terms of their own personal reaction. Have them describe how the works reflect responsibility and what they imagine the artists were thinking when they were created.

Lesson Plans [cont'd]

RESPONSIBILITY

"You cannot escape the responsibility of tomorrow by evading it today."

~ Abraham Lincoln ~



Activities

- Discuss with students how individuals from different countries who worked in cooperation with each other and continues to do so even today created this country.
- Read to the class the story of how the government was established at the Constitutional Convention. Discuss the compromises made so our government could be founded. Discuss the role of William Sherman of Connecticut, also known as "The Great Compromiser," during the Constitutional Convention.
- Discuss with the class how countries might cooperate to prevent extinction of animals. One example of this is how China and the USA cooperated on a project involving the giant panda bear. Research other examples of states or countries cooperating to preserve animals and/or their environments.
- Have students interview community leaders about their responsibility for maintaining or improving the local infrastructure.

HEALTH & PHYSICAL EDUCATION

- Each day highlight a different word from the list below that has to do with responsibility. Have students define each word and come up with specific way the word applies to playing sports.
 - Loyalty Honesty Dependable
 - Reliability Trust Faithful
 - Diligence Integrity Courage
- Discuss how sportsmanship and responsibility relate. Have students come up with specific ways they can show sportsmanship. Discuss the times when it is the hardest to show respect or be positive towards others while playing.

FOREIGN LANGUAGE

- Include students to the following words, which you can use in daily discussion using the second language they are learning: trustworthiness, honesty, reliability, commitment, integrity, loyalty, dependability, and character.
- A responsibility is a broad word that encapsulates different concepts. Have students work in small groups to come up with a list of English words to describe the characteristics of a responsible person. Then teach them some of these words in the foreign language.
- Everyone has a little different understanding of what responsibility means. Have students interview three people outside of school for their definitions of responsibility. Have students translate people's responses and write them in complete sentences.

LEAPS

[Click here for LEAPS lesson plans!](#)

SEL

[Access SEL related lessons and tools.](#)



Classroom Ideas

Class Discussion Topics

- Have students share about projects they have worked on where they successfully cooperated with others.
- Discuss the specific skills necessary for cooperating with others.

Creative Expression

- Students will explore how conflict can be negative and positive. Have students do this in small groups and present to the entire class. Students will create a class mural, which shows how conflict can be beneficial or detrimental.
- Make a “graffiti” wall, bulletin board with the title “Responsibility is...” Ask students to add pictures and their thoughts. Sections can also be added for the traits of the other months.
- Assign students to create a work of art such as a collage or picture that depicts some manner of responsibility. It may represent the relationship between a child and his or her pet, parent and child, teacher and student, or even responsibility to self.

Service Learning

Ideas on How to Use this Section:

- Promote school-wide service learning initiative/campaigns using provided ideas. (Do a ‘service day’; encourage classes to do random service acts of kindness to other classes/staff, etc.)
- Engage school clubs/student council to lead service projects.

School Service-Learning

• **Relationships with Younger Students**

Throughout the year, have students build buddy relationships with younger students in the school. Have students tutor, read with students and lead games.

• **Sponsor a Child**

Have the class sponsor a child in a developing country, learning about the child’s needs, culture, and background. Have students write to the child. Have students in small cooperative groups determine which child sponsorship they want to pursue. Class consensus is obtained.

• **Conflict Resolutions Lessons**

Have students prepare and teach to younger students lessons about powerful conflict resolution. Students can include role-plays about cooperation in their lessons.

• **Working with Local Group**

Have a guest speaker who works for a local non-profit agency describe specific needs the agency has. Then set a goal for how the class can help and together meet that goal.

• **Building Bridges**

Have classes get involved with an ongoing service project where they are building relationships with people who are different from them, such as the elderly, disabled, etc.

Hands-on Activities/Projects

Human Knot

Divide the class into two groups of about fifteen students each. Have the students in each group form a tight circle facing inward. Each person is to reach across the circle and take the right hand of someone in the circle not next to him or her and then the left hand of someone else not next to them. No one should be holding both hands of another person and no one should have his own arms crossed. The cooperative task is to untangle himself or herself without anyone in the circle letting go of a hand. They will end up back in a circle if they are successful. Some of the participants may be facing out instead of in. If they succeed, ask if a natural leader emerged and why the group automatically followed or challenged the natural leader. If no natural leader took over, ask the group to describe the process of untangling through equal suggestions.

Family Newsletter

Dear Parent:

Cooperation is the character trait of the month of September. This newsletter offers you activities and ideas, which will assist you with helping your child to understand the importance of cooperation. Learning how to cooperate will help with success in school, in relationship with friends and in life over all. It is essential to remember that cooperation is a basic life skill that assists us in working together so that collaboration and creativity will ultimately bring about success.

Ideas to Do as a Family

- Have your child share with you about times they worked with someone else to make or do something. Emphasize that working together requires compromise and listening to others' ideas.
- Share with your child about something you did that required cooperation. Explain how you worked together with others.
- Schedule household chores at a time when all members of the family can work together to finish them.
- "Catch" your child cooperating and offer your encouragement by verbally showing your appreciation.
- Initiate a family project or activity that all family members can have a role.
- Select a hobby that interests the family and invite all family members to work together.
- Watch a movie or TV program together and discuss how the characters cooperated with each other.
- Volunteer as a family to do a community service project together.
- Remember that the best teaching tool is to always model the behavior you want your child to learn.



Character Education: Middle

September



Diversity, Prevention & Intervention
Lauderdale Manors Early Learning &
Resource Center
1400 NW 14th Court
Fort Lauderdale, FL 33311
(754) 321-1655
Fax: (754) 321-1691

www.browardprevention.org

Email:

Kimberly.Young@browardschools.com

Character Check

- What do you have to do so that you listen carefully to others?
- Can you name a time that you compromised during conflict?
- How can you encourage your child to do the very best?
- Ask yourself; is my child able to get along with others? How can I help him/her approve?
- Observe or ask the teacher whether your child participates well in-group activities.

Grades K-3 Lessons

Leaps Modules

| | |
|---|---|
| Calming Down - Transitions (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Learning to be Patient (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Learning to do Schoolwork - Task Completion (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Paying Attention - Distractions (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Paying Attention - Listening (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Paying Attention to Instructions (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Self Control - What it Means (B) | (K - 3 / Beginners - Self Control & Confidence) |
| When you Become a Bully (B) | (K - 3 / Beginners - Friends and Classmates) |
| Friends in the Classroom (B) | (K - 3 / Beginners - Friends and Classmates) |
| Getting Along with a Group (B) | (K - 3 / Beginners - Friends and Classmates) |
| How Friends Should Treat You (B) | (K - 3 / Beginners - Friends and Classmates) |
| Making a New Friend (B) | (K - 3 / Beginners - Friends and Classmates) |
| Saying No to a Friend (B) | (K - 3 / Beginners - Friends and Classmates) |
| Standing Up to a Bully (B) | (K - 3 / Beginners - Friends and Classmates) |
| Being a Caring Classmate (B) | (K - 3 / Beginners - Emotions and Actions) |
| Conflict Resolution (B) | (K - 3 / Beginners - Emotions and Actions) |
| When I Hurt Someone's Feelings (B) | (K - 3 / Beginners - Emotions and Actions) |
| Where Problems Occur (B) | (K - 3 / Beginners - Emotions and Actions) |
| When Someone Hurts My Feelings (B) | (K - 3 / Beginners - Emotions and Actions) |
| Having a Good Attitude (B) | (K - 3 / Beginners - Respecting Myself and Other) |
| Respecting Other People's Stuff (B) | (K - 3 / Beginners - Respecting Myself and Other) |
| Talking Respectfully (B) | (K - 3 / Beginners - Respecting Myself and Other) |
| Why I Share (B) | (K - 3 / Beginners - Respecting Myself and Other) |
| When I Make a Mistake (B) | (K - 3 / Beginners - Making Good Decisions) |
| How to Make a Good Decision (B) | (K - 3 / Beginners - Making Good Decisions) |
| I am Responsible for Me (B) | (K - 3 / Beginners - Making Good Decisions) |
| Solving a Problem (B) | (K - 3 / Beginners - Making Good Decisions) |
| Stop the Tattling (B) | (K - 3 / Beginners - Making Good Decisions) |
| Appropriate Conversations (B) | (K - 3 / Beginners - Talking and Listening) |
| Communicating with Classmates (B) | (K - 3 / Beginners - Talking and Listening) |
| Listening to My Teacher (B) | (K - 3 / Beginners - Talking and Listening) |
| Talking to My Teacher (B) | (K - 3 / Beginners - Talking and Listening) |
| This is My Space (B) | (K - 3 / Beginners - Talking and Listening) |
| Using Manners (B) | (K - 3 / Beginners - Talking and Listening) |
| When Someone Says No (B) | (K - 3 / Beginners - Talking and Listening) |
| Calming Down - Transitions (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Learning to be Patient (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Learning to do Schoolwork - Task Completion (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Paying Attention - Distractions (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Paying Attention - Listening (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Paying Attention to Instructions (B) | (K - 3 / Beginners - Self Control & Confidence) |
| Self Control - What it Means (B) | (K - 3 / Beginners - Self Control & Confidence) |
| When you Become a Bully (B) | (K - 3 / Beginners - Friends and Classmates) |
| Friends in the Classroom (B) | (K - 3 / Beginners - Friends and Classmates) |

| | |
|-------------------------------------|--|
| Getting Along with a Group (B) | (K - 3 / Beginners - Friends and Classmates |
| How Friends Should Treat You (B) | (K - 3 / Beginners - Friends and Classmates |
| Making a New Friend (B) | (K - 3 / Beginners - Friends and Classmates |
| Saying No to a Friend (B) | (K - 3 / Beginners - Friends and Classmates |
| Standing Up to a Bully (B) | (K - 3 / Beginners - Friends and Classmates |
| Being a Caring Classmate (B) | (K - 3 / Beginners - Emotions and Actions |
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| Why I Share (B) | (K - 3 / Beginners - Respecting Myself and Other |
| When I Make a Mistake (B) | (K - 3 / Beginners - Making Good Decisions |
| How to Make a Good Decision (B) | (K - 3 / Beginners - Making Good Decisions |
| I am Responsible for Me (B) | (K - 3 / Beginners - Making Good Decisions |
| Solving a Problem (B) | (K - 3 / Beginners - Making Good Decisions |
| Stop the Tattling (B) | (K - 3 / Beginners - Making Good Decisions |
| Appropriate Conversations (B) | (K - 3 / Beginners -Talking and Listening |
| Communicating with Classmates (B) | (K - 3 / Beginners -Talking and Listening |
| Listening to My Teacher (B) | (K - 3 / Beginners -Talking and Listening |
| Talking to My Teacher (B) | (K - 3 / Beginners -Talking and Listening |
| This is My Space (B) | (K - 3 / Beginners -Talking and Listening |
| Using Manners (B) | (K - 3 / Beginners -Talking and Listening |
| When Someone Says No (B) | (K - 3 / Beginners -Talking and Listening |

Grades 4-12 Lessons

Leaps Modules

| | |
|---|------------------------------|
| Defining Serious Misconduct | School Rules |
| The Authority of the School | School Rules |
| Standards of Conduct: Dress and Personal | School Rules |
| School Discipline / Accountability | School Rules |
| Stress of the Classroom | Stress & Anxiety |
| Understanding Respect | Respecting Self & Others |
| Showing Respect for Other People | Respecting Self & Others |
| Using Language to Convey Respect | Respecting Self & Others |
| Respecting Someone Else's Property | Respecting Self & Others |
| Having a Better Attitude | Respecting Self & Others |
| Controlling Yourself | Anger & Emotional Management |
| Recognizing and Avoiding Potential Problems | Anger & Emotional Management |
| Personal Space | Communication & Presentation |
| Appropriate Conversation | Communication & Presentation |
| How Your Appearance Communicates Your | Communication & Presentation |
| Using Manners in a Crowd | Communication & Presentation |

| | |
|--|------------------------------|
| Being Aware of Other People | Communication & Presentation |
| Decision Making Process | Decisions & Consequences |
| Decisions & Consequences | Decisions & Consequences |
| Understanding Personal Responsibility | Decisions & Consequences |
| Reactions Leading to Consequences | Decisions & Consequences |
| Balancing Fun and Work | Managing Time & Attention |
| Goal Setting for Task Completion | Managing Time & Attention |
| Self Discipline | Managing Time & Attention |
| Setting Personal Goals for Social Life | Social Life |
| Public Expectations for Behavior | Social Life |
| Societal Expectations for Physical Communication | Social Life |
| Societal Expectations for Verbal Communication | Social Life |