

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

DECEMBER 2011



KINDNESS

CHARACTER — THE CORE OF OUR LIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

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



READ / WRITE / DISCUSS



- Discuss ways that students could perform community service hours that show kindness.
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, MA.5.A.4.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.5
- Discuss with the students how they feel when kindness is directed toward them. How do they react?
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1
- Have students keep a Kindness Journal. On a daily basis, allow students time to enter examples of kindness shown toward them and kindness they have shown toward others. **
ELEMENTARY: LA.K.3.2.2, LA.1.4.2.1, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, MA.5.A.4.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1
- Ask students to write a research paper or create a multimedia project on famous people in the past or present who have shown kindness to others. Consider scientists, educators, athletes, movie stars, philosophers, presidents and artists. **
ELEMENTARY: LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: SC.6.N.2.3, LA.6.2.2, LA.7.6.2.2, LA.8.6.2.2, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.6.2.2, LA.1112.6.2.2, SS.912.A.1.1, SS.912.A.1.2
- Discuss how students can show kindness to a new student who just immigrated to this country.
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.A.3.7, SS.912.A.7.16
- Discuss the connection between being kind to animals and being kind to people. Conversely, discuss the connection between cruelty to animals and how that can translate into violence towards humans.
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: SC.912.N.4.2, LA.910.5.2.1; LA.1112.5.2.1
- Have students write a poem, song/rap, or skit about kindness and then perform it for the class, school and/or community. **
ELEMENTARY: LA.K.4.1.2, LA.1.4.1.2, LA.2.4.1.2, LA.3.4.1.2, LA.4.4.1.2, LA.5.4.1.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.4.2.1, LA.7.4.2.1, LA.8.4.2.1, LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1; LA.910.4.2.1, LA.1112.4.2.1



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READ / WRITE / DISCUSS



- Discuss whether students think it is kind to force animals such as elephants in the circus or dolphins/whales in marine parks to perform for humans.
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: SC.912.N.2.1, LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.6
- Explain to the class that sometimes people speak before they think and say things to people that are not very kind. Then read: "One day you overheard Mary tell Sue that she had on an ugly dress. This hurt Sue's feelings." Discuss what they could do to make Sue feel better.
ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.1.7.3, LA.3.1.7.3, LA.4.1.7.3, LA.5.1.7.3, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1
- Read the following summary of a past newspaper article: "A young boy learned that he had cancer. His doctor told him and his family that he would need an operation and have to endure chemotherapy treatments. He would also lose his hair. The operation was a success. He had a hard time with the chemotherapy treatments. He began to lose his hair. One day when he came home from one of his treatments his brothers greeted him at the door. They had shaved their heads." Discuss this story. Ask the class how they think the boy felt when he saw his brothers. How did his brothers feel about him?
ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: SC.912.L.16.8, LA.910.5.2.1; LA.1112.5.2.1, SS.912.A.1.5, SS.912.A.1.6
- Discuss the following scenario: Phyllis is home alone until her parents get home from work. There are certain rules she must follow. Phyllis is very responsible but once she is home all she does is watch TV. Make a list of things Phyllis can do to show consideration and kindness to her parents. **
ELEMENTARY: LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.3
- An anonymous kind act is motivated by a true desire to do acts of kindness. Ask the class if they think it is valuable to be kind anonymously. What do they think about these anonymous acts of kindness?
 - o Put money in a parking meter for a stranger's car when you see that the time is running out.
 - o If a friend is hurt about not receiving an invitation to a party, call up the host to correct this oversight.
 - o Send an unsigned card saying, "We think that you are great and we wish you well."
 - o Send flowers with a note to a teacher: "As a token of appreciation from someone who respects you."
 - o Send someone a tape or CD of relaxing music.
 - o Send money to someone who is experiencing financial difficulties with a note: "Sometime in the future you will be able to repay this by doing this for someone else."ELEMENTARY: LA.K.1.2.5, LA.1.1.2.5, LA.2.1.2.5, LA.3.1.2.5, LA.4.1.2.5, LA.5.2.1.5, MA.4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5
MIDDLE: LA.6.5.2.1; LA.7.5.2.1; LA.8.5.2.1
HIGH: LA.910.5.2.1; LA.1112.5.2.1, SS.912.C.2.1, SS.912.C.2.3

SHARE YOUR GREAT IDEAS & BEST PRACTICES

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



HANDS-ON ACTIVITIES & PROJECTS



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

ELEMENTARY: LA.K.3.2.2, LA.1.3.1.3, LA.2.4.2.1, LA.3.4.2.1, LA.4.4.2.1, LA.5.4.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

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

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

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

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

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

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

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

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

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

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

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

ELEMENTARY: LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, MA.3.S.7.1, MA.5.A.4.2, MA.5.S.7.2, SC.K.N.1.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

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

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

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

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

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

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

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

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

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

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

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



HANDS-ON ACTIVITIES & PROJECTS



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

ELEMENTARY: LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

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

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

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

ELEMENTARY: LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2, MA. 4.A.1.1, MA.4.A.2.4, MA.4.G.3.1, MA.5.A.1.3, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

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

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

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

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

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

Saying only positive statements about others.

Promoting people's well being.

Not gossiping or making fun of people.

Avoiding speaking badly even about yourself.

Not listening to gossip.

Giving others the benefit of the doubt.

Being tolerant of others.

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

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

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

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

ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, SS.K.C.2.2, SS.1.C.2.2, SS.2.C.2.2, SS.C.3.2.1, SS.4.C.2.2, SS.5.C.2.5

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

HIGH: LA.910.5.2.1; LA.1112.5.2.1

SHARE YOUR GREAT IDEAS & BEST PRACTICES

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

NEWS TO KNOW... CHARACTER CONNECTION

CHARACTER EDUCATION ACTIVITY SHEET:

Below you'll find very helpful information pertaining to our Character Education Program. Please take full advantage of these initiatives designed to get your school site off to a great new year in building a positive school culture of CHARACTER!

In addition, for archived activity sheets visit our Web site: www.browardprevention.org (under "Character")

ACTIVITY SHEET UPDATE:

Access to all monthly activity sheets with 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:

1. Each month, each teacher may choose a "Kid of Character" from his/her classroom. (Middle and high schools may decide if they want to do this by teams, department or other methods.) Those students should receive a certificate at the end of the month for the trait that is represented for that month. It's suggested that these awards be given out to students at an assembly or via morning/afternoon announcements.
2. 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.)
3. Certificates may be ordered through the Character Education Department, courtesy of the *SunSentinel*, or through EDCO. The ones from the *SunSentinel* must be filled in at the school site. The certificates from EDCO may be entered on-line and will be printed by EDCO. Please note: This takes an advance time of 1-2 weeks. Please contact Renee Brown at 754-321-2568 ext. 2748, or email her via CAB or at renee.m.brown@browardschools.com if you have any additional questions about this process.

LET'S HONOR OUR STUDENTS IN THE NEWSPAPER

ATTENTION TEACHERS... KIDS OF CHARACTER STORY SUBMISSION PROCESS

1. To see your student and school highlighted in the Sun-Sentinel, start by sending a paragraph or two about what makes your student special to Julie Landry Laviolette at julavio@gmail.com. Julie is handling nominations for the Sun-Sentinel.
2. Be sure to include specific details about actions your student takes to show their good character.
3. Remember this is not based on academic performance: Those students will be awarded through honor roll or other academic honors. These are **EXCEPTIONAL** students in other unique areas.
4. Once the stories are evaluated you will be notified directly. If your student is chosen, you will receive a short questionnaire to fill out and a form to give to the parents. Please email these completed forms to Julie **as soon as possible**. Thank you for your time!

WE DO APPRECIATE YOUR SUPPORT!!



<http://www.broward.org/Kids/CharacterEducation/Pages/CharacterEducation.aspx>
Pollution Prevention, Remediation and Air Quality Division

PROJECT BRIDGE SAFE SCHOOLS/HEALTHY STUDENTS GRANT UPDATE



KINDNESS AND BULLYING

by Aimee Wood



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

DISRESPECT ASSAULT DEATH

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

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

• **Schoolwide**

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

• **Classroom**

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

• **Individual**

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

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

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

www.randomactsofkindness.org



CHARACTER: THE CORE OF OUR LIVES PATRIOTISM: THE CORE OF OUR NATION'S STRENGTH



Patriotism

To weave Patriotism throughout our Character Education Program, this month's suggested activities that can be integrated into the kindness trait are related to compassion - philanthropy, responsibility to assist our fellow Americans and citizens of the world.

Patriotic Quotes

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

- Franklin D. Roosevelt

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

- Thomas Jefferson

Patriotic Activities

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

RECOMMENDED RESOURCES

Primary

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

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

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

**Pinduli**

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

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

**Zen Shorts**

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

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

Intermediate

**Dark Day in the Deep Sea**

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

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

**Moorchild, The**

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

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

**Randall's Wall**

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

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

Somebody Loves You, Mr. Hatch

<http://www.storylineonline.net>

Primary/Intermediate (Accessed 11/5/09)

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

Middle

**Alabama Moon**

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

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

**Andrew Carnegie: Industrial Philanthropist**

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

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

**Wing Nut**

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

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

High

**Chicken Soup for the Teenage Soul on Love and Friendship**

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

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

**Gift of the Magi and Other Stories, The**

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

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

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

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

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

Life on the Streets

<http://www.globalschoolnet.org/programs/lifeonthestreets/truestories.htm>

Middle/High (Accessed 11/5/09)

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