

OCTOBER 2013

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

October 2013

This Month's Character Trait is

Responsibility

The only thing necessary for the triumph of evil is for good people to do nothing."

–Edmund Burke

"The price of greatness is responsibility."

–Winston Churchill

"The one with the primary responsibility to the individual's future is that individual."

–Dorcas Hardy

"It is my firm belief that I have a link with the past and a responsibility to the future."

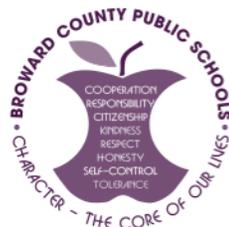
–King of Jordan

"You cannot escape the responsibility of tomorrow by

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

Inside this issue you will find:

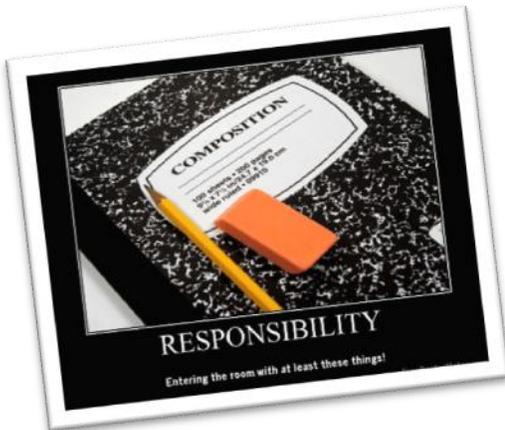
- A variety of lessons and activities for all grade levels.
- Common Core State Standards alignment
- Links to multiple additional resources and helpful websites



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Classroom Activities

Activities for Grades K-5



1. Discuss with the class and list duties students have at home. Do they do them or try to get out of doing them? Should kids have responsibilities at home? Why?
2. Ask students to write about the way they feel when they are doing the tasks that they have to do (not necessarily the things that they want or like to do).
3. Discuss the following scenario with the class. "Last week Fran found a newborn kitten under a tree. What would be a responsible thing for Fran to do?"

Activities for Grades 6 - 8

4. Ask students to choose one of the quotes listed on the front of the activity sheet and describe what this quotation means and how it can be applied to their lives.
5. In today's society, students find it difficult or unnecessary to report a friend's threat of using a gun or drugs. Discuss with the class how a person can be responsible in a situation where a friend tells him/her that he/she has a gun or is using drugs.
6. What does responsibility look like (actions and behavior)? Brainstorm ways people are responsible.

Activities for Grades 9 - 12

7. Discuss opportunities where the students can demonstrate responsibility as role models for younger students/siblings both in and out of school. Discuss what the possible outcomes would be if the students were positive or negative role models. Possibly set up a program with a younger class where older students can work responsibly with younger students.
8. Have students read the interview with Aidan White. Then have students answer the discussion questions. Both the article and questions are included in this newsletter (pages 3 and 4).

SHARE YOUR GREAT IDEAS & BEST PRACTICES

If you have feedback regarding any of the previous activities or have successfully implemented an activity which is not listed that you would like to add, e-mail this information to Renee Brown,

**Interview with Aidan White:
“Without ethical journalism,
democracy will be fatally
undermined”**

In the current media ecosystem of Twitter, News of the World, a failing news economy, and a rise of sensationalist news, how can your newsroom maintain credibility while everyone else seems to be losing theirs? Aidan White, Director of the Ethical Journalism Network (EJN), insists the answers to maintaining a journalism worthy of democracy’s highest ideals can be found in reassessing ethics standards – a task which is much harder to implement in practice. For the last two years, the EJN has helped journalists and media in some difficult countries develop practical ways to promote ethics in the news, with outreach efforts including Pakistan, Egypt, Hungary, Albania, and Turkey. In the below exclusive GEN interview, Aidan White outlines the major pitfalls in media ethics and how news organizations can uphold ethical practices on a daily basis.

GEN: What do you think are the best strategies for modern news organizations to maintain ethical standards?

Aidan White: The ways traditional media and journalism work and do business have changed, but what has not changed is the ethical imperative of good journalism. The benchmarks of quality journalism – accuracy, reliability, impartiality, respect for humanity and the audience – remain cardinal principles that make content credible and useful to the wider audience.

News media across all platforms should ensure that they have put in place structures for editing and reporting that produce high levels of quality. But they should also recognize that ethics and standards are also an essential part of the management and ownership process of media. Rules of good governance in management are as important to creating a culture of ethical journalism as are codes for staff in the newsroom.

Media need to carry out their own internal audits



that review the way they work in order to ensure both corporate social responsibility and ethical practice in the newsroom. Setting up internal monitoring structures to review performance and to improve the conditions for quality journalism is important.

How does the EJN use media audits to improve ethical conduct in the newsroom?

The media audits being developed by the EJN in Pakistan and elsewhere are designed to help media help themselves. They are a way in which media can review their own performance and establish benchmarks for improving how they do their journalism and their own forms of governance.

They involve a simple questionnaire in which the company asks itself the relevant questions about how it works and how it carries out its journalism. The answers can be analyzed to indicate strengths and weaknesses. The company can then see what it needs to do to improve its performance in future. The audits can be carried out on an annual basis and can help companies to set targets for the future, both in management and journalistic terms.

Importantly, these audits are not carried out externally. They are for internal use. A company may want to use the results to promote its business — by promoting its own ethical qualities to encourage more advertising, for instance. Or it may choose to keep the information confidential and use it for internal purposes. It's their choice.

“The benchmarks of quality journalism – accuracy, reliability, impartiality, respect for humanity and the audience – remain cardinal principles that make content credible and useful to the wider audience.”

Aidan White

After Leveson, do you think new rules need to be put in place to keep journalists honest?

There should always be rules in place that keep journalists honest. The question is should they be legally binding or not? My view is that the media response to Levenson is overblown. In fact, his Lordship made some modest proposals that call on the newspaper industry to get its act together and create a proper system of self-regulation that will be credible with the public at large.

Some form of legal underpinning on the appointment of who sits on the regulator is no great threat, certainly not in Britain, where democratic traditions are long and well established.

I remain committed to the notion of self-rule in the media, but we have to make it work, so far in Britain the press has not done itself any favors by using its special position to defend its own interests rather than the public interest. If the press can change then Leveson will have worked.

In your opinion, what are the major threats the Internet poses to ethical journalism?

Clearly the fragmentation of the information space – many, many more outlets and the influence of social media – has given a boost to pluralism. We have more opinions and ideas available than ever before and the audience is part of the news gathering and news dissemination process. That’s good, but there’s a downside. Unfortunately, the ethical protections that guard against inaccuracy, rumor, speculation and offensive speech are weakening. The rush to publish inevitably means problems over verification of news, images as well as external comments on journalistic work.



Class Activity

1. Now that you have read about the importance of journalistic responsibility, do you feel that the media is doing a good job reporting the news responsibly?
2. Have your students take the time to write some fake headlines. Encourage them to write the most unrealistic headline they can think of. Ask students to share their headlines with the class. Once all students have shared, discuss with the group the dangers of providing people with misinformation.
3. In order to strengthen their understanding of responsible journalism, students should research articles that were later proven to be inaccurate. Have them bring them in to share with the class.

Hands-On Activities and Projects

Grades K-5

Activity #1

Divide the class into groups of three. Give each group one sheet of paper and a box of crayons. Instruct them to decide on a picture of students in a class acting responsibly (e.g., sharing crayons, helping each other, keeping their area clean). Next, draw the picture. After they have finished, discuss how they got along and if they acted responsibly while drawing their picture.

Activity #2

Have students design a T-shirt that tells or shows how to be a responsible pet owner.

Activity #3

Design a RESPONSIBILITY bulletin board in the class or school. Have students list a responsible act and then draw a picture of someone depicting this action.



Grades 6-8

Activity #1

Read: "A TV producer wants to create a program that showcases responsible people. He wants you to create a list of criteria for selecting the most responsible people." Ask students to develop the list and explain why each trait is important.

Activity #2

Have students brainstorm examples of responsibility that they exhibit every day. In cooperative learning groups, encourage students to create a Venn diagram to show the responsibilities they have in common.

Grades 9-12

Activity #1

Create a class Responsibility book or bulletin board by posting ways that members of the class are responsible to themselves, to each other, to the teacher and to others in the school community.

Activity #2

Using newspapers, magazines, online databases, or current publications, ask students to list examples of individuals or groups exhibiting acts of responsibility toward others. This could include pets and elders

SHARE YOUR GREAT IDEAS & BEST PRACTICES

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The lessons included in this newsletter are aligned with the Common Core State Standards.

More information regarding the CCSS standards can be found at:

<http://www.corestandards.org>

Common Core State Standards

Classroom Activities

Hands-on Activities:

Activities for Grades K-5

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (**CCSS.ELA-Literacy.SL.1.4**)

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (**CCSS.ELA-Literacy.SL.1.5**, **CCSS.ELA-Literacy.SL.2.5**)

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (**CCSS.ELA-Literacy.SL.3.6**)

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (**CCSS.ELA-Literacy.SL.4.1**, **CCSS.ELA-Literacy.SL.5.1**)

CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (**CCSS.ELA-Literacy.W.4.4**, **CCSS.ELA-Literacy.W.5.4**)

Activities for Grades 6-8

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (**CCSS.ELA-Literacy.SL.7.1**, **CCSS.ELA-Literacy.SL.8.1**)

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (**CCSS.ELA-Literacy.SL.8.4**)

Activities for Grades 9-12

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Common Core State Standards

Hands-On Activities

Grades K -5

Activity #1

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS.ELA-Literacy.SL.1.4, CCSS.ELA-Literacy.SL.2.4)

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.SL.2.5)

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.ELA-Literacy.SL.4.1, CCSS.ELA-Literacy.SL.5.1)

Activity #2

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.SL.2.5)

Activity #3

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grades 6 - 8

Activity #1

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.8.2a)

Activity #2

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-Literacy.SL.7.1, CCSS.ELA-Literacy.SL.8.1)

CCSS.ELA-Literacy.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.7.2a, CCSS.ELA-Literacy.W.8.2a)

Grades 9 - 12

Activity #1

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.SL.11-12.1)

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Activity #2

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-Literacy.W.11-12.2)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Helpful Resources



<http://www.browardprevention.org/character-education-grant/monthly-activities/>

This is where you have access to up-to-date character education resources, access to past activities, and much more!

<http://www.browardprevention.org/character-education-grant/reality-character-series/>

Reality Avenue and **REALITY Lane** are a series of engaging character prevention education television programs. The programs were made possible through the vision of the Broward County Public School's Department Of Diversity Cultural Outreach & Prevention with funding from the Partnerships for Character Education initiative. The Reality Lane programs are for grades K-5, while the Reality Avenue shows are for grades 6-12. All shows have class lessons and related exercises available online.

What is **Reality Avenue**?

Reality Avenue is for student grades 6 - 12 and has two show formats available:

1. Twelve, 30 minute shows on prevention topics such as Body Image, Addiction, Internet, Teen Stress, Self Injury, Diversity, Self Esteem, Depression/Anger, Bullying, Divorce, Character, and Relationships
2. Eight, 10-15 minute shows on the District's eight character traits, Anti-Dating Violence, and How to Choose Peace and Stop Bullying Violence

What is **REALITY Lane**?

Reality Lane shows are for students grades K-5, are 10-15 minutes long, and relate to the District's eight character traits:

- Cooperation (September)
- Responsibility (October)
- Citizenship (November)
- Kindness (December)
- Respect (January)
- Honesty (February)
- Self-Control (March)
- Tolerance (April)

To View the Shows: These shows are available through the School Board's broadcasting company BECON TV, on the Comcast cable station, non-cable/non-satellite homes view the show on Channel 63, and online at browardprevention.org