

CHARACTER EDUCATION

SUGGESTED ACTIVITIES

MARCH 2012

“Character is revealed by how we behave when we are sure we won’t be found out.”

- Thomas Babington Macaulay

“Never depend on anyone except yourself.”

- La Fontaine

“What is right is right, even if no one is doing it. What is wrong is wrong, even if everyone is doing it.”

- Unknown

“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

“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



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



- 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. **

ELEMENTARY: LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2

MIDDLE: LA.6.6.2.2, LA.7.6.2.2, LA.8.6.2.2

HIGH: LA.910.6.2.2, LA.1112.6.2.2, 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.

ELEMENTARY: LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.4, LA.3.1.7.4, LA.4.1.7.4, LA.5.1.7.4, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

HIGH: 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. **

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, SC.2.P.10.1, SC.3.P.10.1, SC.4.P.10.1, SC.4.P.10.2, SC.4.P.10.4, SC.4.L.17.4, SC.5.P.10.1, SC.5.P.10.2, SC.5.P.10.3, SC.5.P.10.4, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, SC.7.L.17.3, SC.8.N.4.1, SC.8.N.4.2

HIGH: LA.910.5.2.1, LA.1112.5.2.1, SC.912.L.17.8, SC.912.L.17.11-20, 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?"

ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1

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

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

- 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.

ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.6.2, LA.3.6.2, LA.4.1.6.2, LA.5.1.6.2, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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

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



- 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. **

ELEMENTARY: LA.3.6.4.1, LA.4.6.4.1, LA.5.6.4.1, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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, SC.912.L.14.6, SS.912.C.2.7, SS.912.C.2.10

- 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.

ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.1.6.2, LA.3.1.6.2, LA.4.1.6.2, LA.5.1.6.2, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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.1.4, 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.

ELEMENTARY: LA.K.2.1.2, LA.1.2.1.3, LA.2.2.1.2, LA.3.2.1.2, LA.4.2.1.2, LA.5.2.1.2

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

HIGH: LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1, LA.1112.4.2.1, SS.912.A.1.2, SS.912.A.1.5

- "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.

ELEMENTARY: LA.K.1.6.2, LA.1.1.6.2, LA.2.6.2, LA.3.6.2, LA.4.1.6.2, LA.5.1.6.2

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.1.3, SS.912.A.1.6

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



- 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.

ELEMENTARY: LA.K.2.2.2, LA.1.2.2.3, LA.2.2.2, LA.3.2.2, LA.4.2.2.2, LA.5.2.2.2, MA.3.S.7.1, MA.5.A.4.2, MA.5.A.7.2, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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

- 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. **

ELEMENTARY: LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.4, LA.3.1.7.4, LA.4.1.7.4, LA.5.1.7.4

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

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

ELEMENTARY: LA.3.6.4.1, LA.4.6.4.1, LA.5.6.4.1, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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, SC.912.L.14.6, SS.912.C.2.7, SS.912.C.2.10

- 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. **

ELEMENTARY: LA.K.1.6.6, LA.1.1.6.5, LA.2.1.6.5, LA.3.1.6.6, LA.4.1.6.5, LA.5.1.6.6

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

HIGH: LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1; LA.1112.4.2.1, SS.912.A.1.2, SS.912.A.1.5

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



HANDS-ON ACTIVITIES & PROJECTS



- 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.

ELEMENTARY: LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1

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

HIGH: LA.910.5.2.1, LA.1112.5.2.1, SC.912.L.16.8

- 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. **

ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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

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

ELEMENTARY: LA.K.6.2.3, LA.1.6.2.3, LA.2.6.2.2, LA.3.5.2.2, LA.4.5.2.5, LA.5.5.2.2, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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

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

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

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

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

- 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. **

ELEMENTARY: LA.K.3.2.1, LA.1.3.3.1, LA.2.3.2.1, LA.3.3.2.1, LA.4.3.3.1, LA.5.3.2.1

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

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

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



HANDS-ON ACTIVITIES & PROJECTS



- 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. Ask students to 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. **

ELEMENTARY: LA.K.1.6.1, LA.1.1.6.1, LA.2.1.6.1, LA.3.1.6.1, LA.4.1.6.1, LA.5.1.6.1, MA.K.G.2.2, MA.4.G.5.1

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.1.6.1, LA.7.1.6.1; LA.8.1.6.1

HIGH: LA.910.5.2.1, LA.1112.5.2.1, LA.910.1.6.1; LA.1112.1.6.1, 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.

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.A.7.2

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

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

ELEMENTARY: LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.1, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2

MIDDLE: LA.6.6.2.2, LA.7.6.2.2; LA.8.6.2.2

HIGH: LA.910.6.2.2, LA.1112.6.2.2, 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.

ELEMENTARY: LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.1, LA.3.6.4.1, LA.4.6.4.1, LA.5.6.4.1

MIDDLE: LA.6.6.2.2, LA.7.6.2.2; LA.8.6.2.2

HIGH: LA.910.6.2.2, LA.1112.6.2.2, SS.912.C.2.5, SS.912.A.1.4

- Work with students to design an anger management program for the class or school.

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

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



HANDS-ON ACTIVITIES & PROJECTS



- 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.

ELEMENTARY: LA.K.5.2.5, LA.1.5.2.5, LA.2.5.2.1, LA.3.5.2.1, LA.4.5.2.1, LA.5.5.2.1, MA.3.A.1.1, MA.5.G.5.3

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 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.

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.2.1, MA.4.A.2.4, MA.5.A.1.3

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

HIGH: LA.910.5.2.1, LA.1112.5.2.1

- Have students research 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.)

ELEMENTARY: LA.K.1.7.3, LA.1.1.7.3, LA.2.1.7.7, LA.3.1.7.7, LA.4.1.7.7, LA.5.1.7.7

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.910.4.2.1; LA.1112.4.2.1, LA.910.5.2.1, LA.1112.5.2.1, 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. **

ELEMENTARY: LA.K.6.4.1, LA.1.6.4.1, LA.2.6.4.1, LA.3.6.4.2, LA.4.6.4.2, LA.5.6.4.2, MA.3.S.7.1, MA.5.A.4.2, MA.5.A.7.2, MA.4.A.2.1, MA.4.A.2.4, MA.5.A.1.3

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.910.4.2.1; LA.1112.4.2.1, LA.910.5.2.1, LA.1112.5.2.1, 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. Students can also write their own theories about how to teach a child self-control. **

ELEMENTARY: LA.K.6.2.2, LA.1.6.2.2, LA.2.6.2.2, LA.3.6.2.1, LA.4.2.2.2, LA.5.6.2.2

MIDDLE: LA.6.5.2.1, LA.7.5.2.1, LA.8.5.2.1, LA.6.4.2.1, LA.7.4.2.1; LA.8.4.2.1, SC.6.N.3.1, SC.7.N.3.1, SC.8.N.2.1, SC.8.N.2.2

HIGH: LA.910.5.2.1, LA.1112.5.2.1, LA.910.4.2.1; LA.1112.4.2.1, SC.912.N.1.4, SC.912.N.3.4, SS.912.C.2.12, SS.912.A.1.5

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 John Chace at jchace@communitycc.com or (954) 604-3257. John Chace is back and will be handling nominations for SunSentinel starting this month.
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 John **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



The NEW Reality Avenue and Reality Lane Prevention Character Series Has Arrived!



Reality Lane and Reality Avenue 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 at browardprevention.org

What is Reality Avenue?

Reality Avenue is for students 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 each of 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

For more information contact the Department Of Diversity Cultural Outreach & Prevention (754) 321-2568 or go to www.BrowardPrevention.org



HELP MAKE OUR 12th Year THE BEST EVER



Sponsored by

Publix.

Help the Sun Sentinel recognize more students than ever before for their exemplary behavior and for being a true "Kid of Character."

SPOTLIGHTING DESERVING STUDENTS

The Broward County School Board Character Education program is supported by the Sun Sentinel through its Kids of Character program with a variety of high-exposure mediums and awards materials:

- Weekly news story every Sunday in the Sun Sentinel Community News section
- Monthly promotional ad in Society Scene
- Weekly story coverage on Sun Sentinel TV partner SFL-TV
- Monthly certificates and in-school posters
- Annual Kids of Character editorial section highlighting the year's honorees

TELL US ABOUT YOUR KIDS!

As the eyes and ears of character education in Broward County, we need your help in finding deserving children to be featured in the Sun Sentinel.

NOMINATE NOW

If you have a special story to share about a Kid of Character, please contact **John Chace** at jchace@communitycc.com or 954-604-3257.

NEED MATERIALS / HAVE QUESTIONS?

Please contact **Renee Brown** via CAB or Renee.m.brown@BrowardSchools.com.

Do you know who the Character Education contact is in your school? If not, please contact Renee.



Every month, teachers select one Kid of Character in their classroom to receive a certificate displaying a character trait. Additionally, schools may request a plaque from Edco (one per school) honoring the most deserving Kid of Character.

www.SunSentinel.com/character



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



To weave Patriotism throughout our Character Education Program, this month's suggested activities that can be integrated in the self-control trait are related to **Freedom** – Importance of self-control when exercising freedom of speech.

Patriotic Quotes

"Do not bite at the bait of pleasure till you know there is no hook beneath it."

- Thomas Jefferson, 3rd President of the United States of America

"If passion drives you, let reason hold the reins."

- Benjamin Franklin

Patriotic Activities

- Provide the students books and/or short stories about historical figures in our nation's history. Allow them to read (or read as a class) a story. Students will write a biographical essay of the historical figure. The essay will include specific events where the historical figure had to use self-control.
- Discuss with the class the differences between the two stories and why the stories where self-control was used was the best course of action.
- Have students debate artistic license and freedom of speech as it pertains to music lyrics. One side will debate that there should be some accountability and the other side will debate that artists can write about whatever they want.
- Write, "It is not what you say that counts, but how you say it." Have a class discussion about the meaning of this saying. Brainstorm ideas that can be used as examples of how this saying might be adhered to and times it is not exercised properly. For example, a person wants to exercise freedom of speech to tell his/her teacher, principal, mayor, governor or president something that he/she thinks is unjust. What are the proper ways to voice an opinion and what are the improper ways to voice an opinion? Assign groups to do skits about specific examples of maintaining self-control when exercising freedom of speech. They can do negative examples with consequences and positive examples with the appropriate outcome. The teacher can also use the saying "You can catch more flies with honey than vinegar" and discuss how that saying relates to self-control when exercising freedom of speech.

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 / 9781581960426 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.