

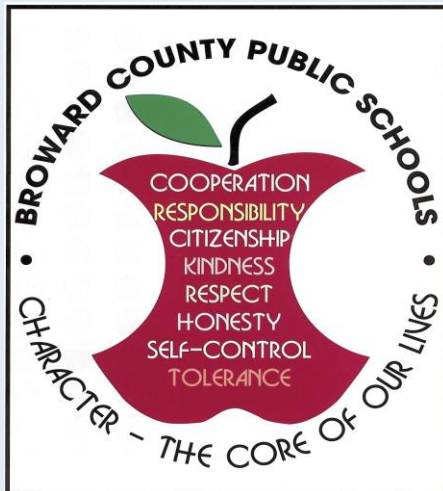
# Character Education

*Suggested Activities  
Elementary*



## OCTOBER

## RESPONSIBILITY



### 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.

## Prevention Calendar October 2016

### 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](#) (3<sup>rd</sup> full week)
- [Character Counts](#) (3<sup>rd</sup> full week)
- [International Infection Prevention](#) (3<sup>rd</sup> full week)
- [National Health Education](#) (3<sup>rd</sup> full week)
- [National School Bus Safety](#) (3<sup>rd</sup> 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](#)



## 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.

Responsibility is essential for becoming a healthy, happy, and productive person, and it is the basis for a free and civil society where each person does what he or she is expected to do. This begins at home where children learn to take care of their belongings, clean up after themselves, do chores with good attitude, finish their homework, and resolve conflicts peacefully. Encourage children to take responsibility in “little things” so they are ready for greater opportunities in the future!

#### 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.

#### Grades K – 2

“We are judged by what we finish, not by what we start.”

– Anonymous

“Every job is a self portrait of the person who did it.”

– Claude Bristol

“The price of greatness of responsibility.”

– Winston Churchill

#### Grades 3 – 5

“If you want children to keep their feet on the ground, put some responsibility on their shoulders.”

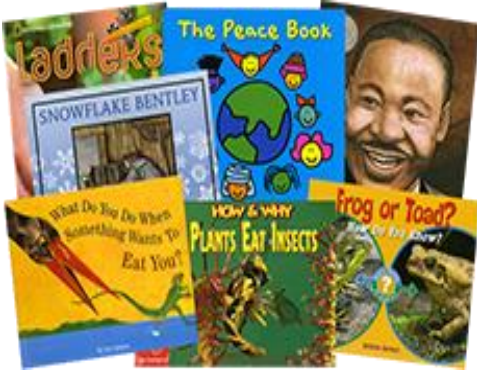
– Abigail Van Buren

“If you don’t have time to do it right, when will you have time to do it over?”

– Anonymous

“The one with the primary responsibility to the individual’s future is that individual.”

– Dorcas Hardy



# 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.

## Activities

### *The Ant and the Grasshopper* by Aesop

Read orally to the class the Aesop’s fable *The Ant and the Grasshopper*. Discuss with the class the meaning of “responsibility”. Have the class discuss what the grasshopper should have done. Have the students relate this to an incident when they did not show responsible behavior and what they should have done to be responsible. As a follow-up to discussing, have the students write their own fables, with a lesson or moral at the end. Share these orally with the class.

### *Passage to Freedom: The Sugihara Story* by Ken Mochizuki

Read *Passage to Freedom: The Sugihara Story* to the class. Why would this be a story about responsibility? Why was Mr. Sugihara responsible? What responsibilities did he have?

### *The Hundred Dresses* by Michele Higgins

[Lesson Plan from Scholastic](#)  
[Lesson Plan from Character.org](#)

### [Various Books with General Lesson Plans K-5](#)

## Grades K – 2

*Alia’s Mission: Saving the Books of Iraq* by Mark Stamaty

Based on a true story, this book describes how the chief librarian of the Basra Central Library, anticipating the invasion of Iraq, worked to save more than 30,000 books before the library was destroyed.

*All By Myself!* by Harper Alik

A child shows all the things he has learned to do all on his own – dress, undress, button, zip, scrub, rub, paint, and write.

*Arthur’s Pet Business* By Marc Brown

Arthur’s determination to prove he is responsible enough to have a puppy brings him a menagerie of animals to care for.

*Marvelous Mattie: How Margaret E. Knight Became an Inventor* by Emily McCully

“The Lady Edison” created many inventions, from a foot warmer for her mother to a metal guard that kept loom shuttles from injuring mill workers. She started when she was a child and became the first woman to earn a patent.

## Grades 3 – 5

*All By Herself: 14 Girls Who Made a Difference* by Ann Whitford Paul

Poems recount the stories of fourteen girls, some of whom later became famous, whom performed acts of daring, determination, and heroic courage at a young age.

*The Missing Manatee* by Clyde Bulla

Skeet discovers a manatee that’s been shot in the head and begins to unravel the mysteries surrounding the manatee’s apparent murder and his parents’ dissolving marriage.

*Shoeshine Girl* by Clyde Bulla

Determined to earn some money, ten-year-old Sarah Ida gets a job at a shoeshine stand and learns a great many things besides shining shoes.

*Dear Mr. Rosenwald* by Carole Weatherford

Julius Rosenwald, the president of Sears, Roebuck, challenged 5000 communities in the rural south to help raise money to build schools for the poor. Poems written in the voice of a 10-year-old tell a school built with such funds.

*Star in the Storm* by Joan Harlow

When Newfoundland dogs are outlawed in Maggie’s community, she hides Sirius in the woods. She risks his life when she allows him to save 100 passengers that are stranded on a capsized ship in a storm.



## Prevention Ideas

### Monthly Observances:

#### National Crime Prevention

Grades K -2

[Conflict Management](#)

[Bullying](#)

Grades 3 -5

[Conflict Management](#)

[Bullying](#)

#### National Family Sexuality Education

Grades K – 2

[Being Family](#)

[Belonging: Being Part of a Family](#)

Grades 3-5

[Family](#)

#### National Bullying Prevention Awareness

Grades K – 2

[Conflict is Inevitable, Bullying is Not](#)

[Telling an Adult about Bullying Is not Tattling](#)

Grades 3 – 5

[A Bad Case of Bullying: Using Literature Response Groups](#)

[No Place for Bullies](#)

#### LGBT History Month

Grades K - 5

[Z and Vielpunkt](#)

[Reducing Gender Stereotyping and Homophobia in Sports](#)

#### 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

Grades K – 2

[Chrysanthemum](#)

Grades K - 5

[Say Something](#)



## 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

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

### 2 School Displays

- Responsibility – a Key to Success

Create a bulletin board that uses student work. Under the caption “**We Know What**

**Responsibility Means**” post student responses to the statement, “Being responsible means...” They can write paragraphs, sentences or make drawings. Use colorful construction paper or cutouts as a background for each piece of work.

- Responsibility – Graffiti Board

Make a “graffiti” bulletin board. Place the title “**Responsibility is...**” in the center and allow the students to add their thoughts or pictures that they collect around it.

(Continued)

**Character Counts, 3<sup>rd</sup> full week**

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

**International Infection Prevention**

[Introduction to Infectious Diseases](#)

**National Health Education, 3<sup>rd</sup> full week**

**Grades K-3**

[Fueling My Special Body eLearning Kit](#)

**Grades 4 - 5**

[Food & Fitness Field Day eLearning Kit](#)

**National School Bus Safety, 3<sup>rd</sup> full week**

**Grades K -2**

[Car and Bus Safety](#)

**Grades 2-3**

[School Bus Safety](#)

**Red Ribbon Week (October 23 – 31)**

**Grades K-2**

[Humpty Dumpty's Feelings](#)

[Name That Feeling](#)

[What Would You Do](#)

[Choices](#)

[Feelings](#)

[Feeling Guess](#)

**Grades 3 -5**

[Avoid Trap](#)

[My Graduation](#)

[It's My Choice](#)

[Reading Between The Lines](#)

[Straight Walking](#)

[Making Up Your Mind](#)

**Day Observances:**

**International Day of Non-Violence (October 2)**

[Peace One Day](#)

**Walk to School Day (October 5)**

[Bicycle & Pedestrian Safety](#)

[Walking Safely Near Traffic K - 1](#)

[Walking Safely Near Traffic 2 – 3](#)

[Walking Safely Near Traffic 4 – 5](#)

**Indigenous People's Day [Native American Day]**

**(October 10)**

**Grades 3-5**

[What Was Columbus Thinking?](#)

**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 Decimals](#)

**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, 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 \(Grades 3 – 5\)](#)

**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 boundaries. Click here for more information:

<http://www.tolerance.org/mix-it-up/what-is-mix>





# 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

### Grades K - 2

#### 1. Characters who understand responsibility

Discuss how character in stories you are reading or have recently read, demonstrate the qualities of being responsible.

Story	Character	How is he/she is being responsible?

#### 2. What is responsibility?

Have each student write a few sentences about what he/she can be responsible with others. Compile students' writings into a booklet or display on a bulletin board.

### Grades 3 – 5

#### 1. How can a character demonstrate responsibility?

Have student choose a character in a book they are reading and write their own story about how that character demonstrate responsibility.

#### 2. Being Responsible

Discuss how characters in stories students are reading demonstrate responsibility.

## SOCIAL STUDIES

### Grades K - 2

#### 1. Caring About People in Our Community

As a class, discuss reasons why students should care about other people in their community. Example: Why we care about senior citizens.

#### 2. What my family thinks of responsibility

Have students write the word responsible on a piece of paper. Have family members write words that describe the meaning of responsibility for them on the paper. Discuss as a class.

### Grades 3 – 5

#### 1. Character Biographies

Have students write biographies of people they are studying and how those people showed that they are responsible during their lives.

#### 2. 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.

# Lesson Plans [cont'd]



## Activities

- Pair the students. Tell them they are to interview their partner to learn what responsibilities that person has at home, school and in the community. Have the teams use Venn Diagrams to show their similar and dissimilar responsibilities and discuss with the class their common responsibilities.
- After having a group discussion on “how being responsible can affect how people view you,” have students write essays on how character is defined by living up to and taking responsibility.
- Ask students to write a letter to someone in their lives whose responsibility has impressed them. They should include the reasons for why they are impressed.
- Write the Pledge of Allegiance on chart paper and display it in front of the class. Help students define the actual meaning of each line of the pledge and their responsibilities as citizens. (Vocabulary to explore: allegiance, indivisible, justice, liberty, pledge, and republic.)

## MATH/SCIENCE

### Grades K – 2

#### 1. Math Rules/Science Concepts

Have students work in cooperative learning groups while reviewing math and science concepts

### Grades 3 – 5

#### 1. Science Solution

Have students list ways that mankind can demonstrate responsibility to the Earth.

#### 2. Math Pairing

Have students work in pairs so that you can have one student assisting another who may be struggling.

## ARTS

### Grades K - 2

#### 1. Visual Arts: Responsibility

Have students draw themselves doing actions that show that they are being responsible. Display drawings on a bulletin board.

#### 2. Visual Arts: People we Respect

Have students in draw two or three people in their lives that show responsibility. Put the drawings on a bulletin board titles, “People Who are Responsible”.

### Grades 3 – 5

#### 1. Visual Arts: Responsibility Collage

Have students create a class collage, which shows things in their life that they are responsible for.

#### 2. Visual Arts: Showing Leadership in a Picture

Have students draw or paint a picture of an individual showing leadership.

## HEALTH

### Grades K - 2

#### 1. Showing Responsibility

Discuss with students how they feel when people are unkind to them. Facilitate the discussion so that the feelings identified by students are understood.

#### 2. Showing Responsibility=Health

Discuss how showing the quality of responsibility builds healthy friendships. Have student write a few sentences about how showing responsibility and trust about yourself and others will help you be healthy.



## Lesson Plans [cont'd]

### Grades 3 – 5

#### 1. Interview: Dependability & Health

Define and discuss the meaning of dependability. Have students interview three adults, asking them how being dependable allows them to form health relationships. Have students write a short summary of what people they interviewed said. Have them present their findings in a small group setting. In their small groups have students look at similarities and differences.

## PHYSICAL EDUCATION

### Grades K - 2

#### 1. Rules of One Sport

Make a list on the board of the main rules of one sport that children play. Have students discuss why it is important to be responsible about the rules.

#### 2. Responsibility & Teamwork

Before students play a game, encourage them to build healthy relationships by showing good sportsmanship and responsibility with their teammates and other teams. As they are playing affirm students who are showing good sportsmanship and responsibilities.

### Grades 3 – 5

#### 1. Winning the Game

Discuss with students the meaning of competitive behavior in sports. Upon completion of the discussion have students break into small groups and list what the rules are in sports, which show responsibilities, and to the rules of the game.

#### 2. Caring in Sports

In small groups have students select a specific sport. Students will list all the rules that are related to that sport. Have students write next to each rule why it is important to be responsible about specific rules and the consequences of not caring about the rule they identified



## LEAPS

[Leaps Lesson on Responsibility: Beginners](#)

[Leaps Lessons on Responsibility](#)

## SEL

[SEL Responsibility](#)



## School-wide [cont'd]

### 3

### Special Events & Programs

- **Peer Presentations**

Have older students present to younger students': examples in their life where responsibility has assisted them in being successful.

- **Classroom Presentations**

Arrange for high school athletes to present to students why teamwork is important and how responsibility equates winning.

- **Role Play Presentations**

Have students create skits that will be presented and depict responsibility. Have older students write the role-plays.

### 4

### Class Activities

- Have students role-play a type of bullying situations that might take place in a crowded setting (e.g., cafeteria, hallway, and recess). Ask students to identify specific behaviors of the bully, the victim, and the bystanders. How is each responsible for the situation? What could each do to prevent/avoid the situation? Who are the "Trusted" responsible adults to whom students could turn for help?



# Service Learning



## Classroom Ideas

### Class Discussion Topics

- Initiate a discussion about bullying and/or violence on campus or in the neighborhood. Ask: “Who is responsible for these actions? Who is responsible for protecting the victims?” Facilitate a discussion illustrating that bullying/violence is everyone’s responsibility.
- Ask the class who has an alarm clock and is responsible for getting himself up and ready for school. Ask who has someone else wake them. Discuss with students the responsibility of getting to school on time.

### Creative Expression

- Responsibility Picture Book  
Have students in the class make a booklet or display with drawings of important things that they are doing that show they are demonstrating responsibility.
- Have students work together to create a mural depicting responsibility. Ask students to consider their own responsibilities in working together as a team to complete the task. Have them develop strategies to complete the task in a visual manner.

### 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

#### • Responsibility About our Planet

Discuss the importance of recycling because we are responsible for our planet. Have students collect these items and determine how to appropriately recycle.

#### • Responsibility and Working Together

Have each class take a survey developed by student government, which select which school service learning project students’ want to be responsible for. Once the results are tallied have student government announce to the entire school which project the school will do.

### Community Service-Learning

#### • Supporting Our Community

Invite an education representative from the Humane Society of Broward County (954) 266-6815, to discuss with your class the responsibilities of pet ownership. Have the class create a bulletin board of their own pets or hold a humane society drive and collect items for the Humane Society. Check out some more fun activities that you can do:

<https://humanebroward.com/programs/kids-teens/ways-kids-can-help/>

## Hands-on Activities/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 pictures.

#### *Activity #2*

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

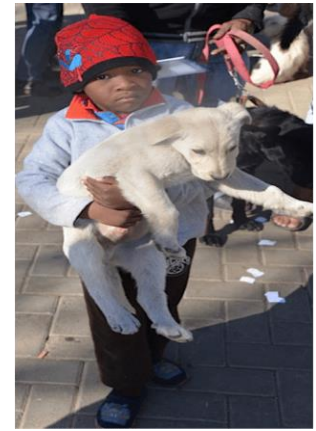
# Family Newsletter

Dear Parent:

Responsibility is the character trait of the month of October. This newsletter offers you activities and ideas, which will assist you with helping your child to understand the importance of responsibility. Responsibility is essential for becoming a healthy, happy, and productive person, and it is the basis for a free and civil society where each person does what he or she is expected to do. This belongs at home where children learn to take care of their belongings, clean up after themselves, do chores with a good attitude, finish their homework and resolve conflicts peacefully. Encourage your children to take responsibility in “little things” so they are ready for greater opportunities in the future!

## Ideas to Do as a Family

- Have your child share with you about times they are responsible. Emphasize that being responsible requires knowing what is expected and not making excuses.
- Share with your child about something you did that required responsibility. Explain how you are responsible.
- Schedule daily household chores that your child will be responsible for.
- “Catch” your child being responsible and offer your encouragement by verbally showing your appreciation.
- Watch a movie or TV program together and discuss how the characters are being responsible.
- 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: Elementary

October



Diversity, Prevention & Intervention  
Lauderdale Manors Early Learning &  
Resource Center  
1400 NW 14<sup>th</sup> Court  
Fort Lauderdale, FL 33311  
(754) 321-1655  
Fax: (754) 321-1691  
[www.browardprevention.org](http://www.browardprevention.org)  
Email:  
Kimberly.Young@browardschools.com

## Character Check

- Do your friends encourage you to be responsible?
- In what ways do you feel you are responsible?
- What are three ways you can be more responsible?

*“Parents can only give good advice or put them on the right paths, but the final forming of a person’s character lies in their own hands.”*  
- Anne Frank



Once a week at a family meal, have family members tell about their responsibilities.