

Character Education

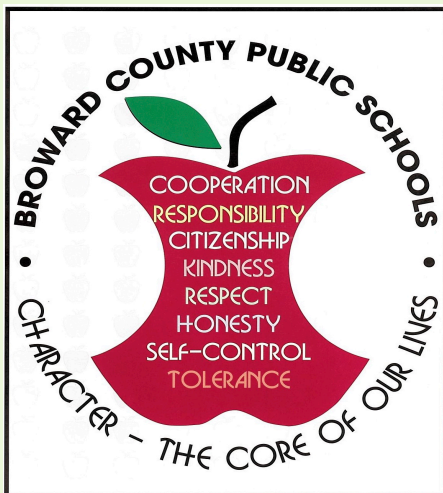
*Suggested Activities
High*



March

Self-Control

Prevention Calendar March 2017



Inside this issue you will find:

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

Monthly Observances:

- [National Nutrition](#)
- [National Women's History](#)

Weekly Observances:

- [National Inhalants & Poisons Prevention/Awareness](#), 3rd week
- [National School Breakfast Week](#), March 6th – 10th

Day Observances:

- March 8 – [International Women's Day](#)
- March 10 – [National Women & Girls HIV/AIDS Awareness Day](#)
- March 15 – [Kick Butts Day](#)
- March 21 – [International Day for the Elimination of Racial Discrimination](#)



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.

Self-Control is essential for helping us to stay safe, be successful, and create peace. Self-control means steering your life in a positive direction and doing what is right. When you say “no” to one thing, think of it as saying, “yes” to something better – something that can help you reach your goals. Self-control allows students to think before they act, control their temper, respect others and their belongings, sit still and be quiet and build healthy habits. It is the ability to make oneself do what you know you should do when you should do it, whether you feel like it or not.

Definitions:

- Having discipline over one’s behavior or actions.
- Choosing to do what is right, even when I don’t feel like it.
- Power to discipline one’s own feelings, desires, etc., especially with the intention of improving oneself.
- Training and control of oneself and one’s actions.
- Thinking about your words and actions, and then making choices that are right for you and others.
- Controlled behavior
- In charge of what I do and what I say

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.

“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”
– Leah Arendt

“Nature gave us one tongue and two ears so we can hear twice as much as we speak.”
– Epicetus

“For every minute you remain angry, you give up sixty seconds of peace of mind.”
– Ralph Waldo Emerson

“Do not lengthen the quarrel while there is an opportunity of escaping.” – Chinese Proverb

“There’s only one corner of the universe you can be certain of improving, and that’s your own self.”
– Aldous Huxley

“Self-Control is the quality that distinguishes the fittest to survive.” – George Bernard Shaw



Book List

Activities

Walden Two by B.F. Skinner

- Have students read chapter fourteen of B.F. Skinner's *Walden Two*. Discuss the ways that the children in this fictional utopia are taught self-control. Do the students believe that the methods used are an effective way to "train" children? Discuss with the class what students can do to develop self-control and self-discipline.

Hamlet

- Write the quote from *Hamlet*, "This above all, to thine ownself be true," on the board. Discuss the meaning of the quote. Ask the students to find a quote that deals with self-control. Write the quote on construction paper to present to the class.
- Read aloud to the class some of George Washington's *Rules of Civility*. These were rules of character education for an 18th century youth. Then, as a group, create *Rules of Civility* for the classroom, the athletic field, or for society in general.

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.

Another Way to Dacne by Martha Southgate

Vicki goes to the prestigious school of American Ballet in New York. She is expecting hard work but isn't ready for the racism she finds. The friends she makes while at the school, especially a teenage boy from Harlem, help pull Vicki out of her narrow views. She begins to face her daily frustrations realizes she cannot ignore the issue of race any more than her unhappiness with her parents' divorce.

Handbook for Buys: A Novel by Walter Dean Myers

Jimmy is about to be assigned to a youth facility for six months, until Duke offers to take him into his "community-mentoring program." Jimmy joins another kid named Kevin that is also in Duke's mentoring program. Jimmy works at the shop everyday to sweep, hang old photographs on the wall and polish spittoons. He finally begins to absorb Duke's advice. Jimmy attitude changes and his tenuous friendship with Kevin takes an unexpectedly poignant turn when Kevin falls back into trouble

The 6 Most Important Decisions You'll Ever Make By Sean Covey

The challenges teens face today are tougher than at any time in history: academic stress, parent communication, media bombardment, dating drama, abuse, bullying, addictions, depression, and peer pressure, just to name a few. And, like it or not, the choices teens make while navigating these challenges can make or break their futures.

Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cook in Stressful Times by Richard Carlson

Offers teenagers simple, helpful wisdom for coping with everyday issues.

What Do You Really Want?: How to Set a Goal and Go for It! A Guide for Teens (Dream It! Do It!) by Beverly K. Bachel

The next time you hear a teen complain, "There's nothing to do!" give him or her a copy of this book." – Psychology Today; "An excellent book for any teen seeking to set or meet a goal." – Youth worker; "An approachable volume to assist teens in defining their real interests, formulating and systematically pursuing workable goals, and celebrating their achievements." - Booklist

Violence: Opposing Viewpoints by Laura K. Egendorf

Students can develop critical thinking skills as they review the "opposing viewpoints" about domestic violence, youth violence, hate crimes, etc.



Prevention Ideas

Monthly Observances:

National Nutrition

[Heart 2: Changing Lifestyles and Heart Health](#)

National Women's History

[Women's History Month](#)

[Women's Words of Wisdom](#)

[Closing the Salary Gap](#)

[Who Did That?](#)

Weekly Observances:

National Inhalants & Poisons

Prevention/Awareness (3rd week)

[Mind Over Matter Series: Inhalants](#) (Grade 9)

[Drugs in the Cupboard: Brain Power!](#) (Grade 9)

[Inhalant Abuse Quiz and Lesson Plan](#)

[Inhalant Abuse Prevention Kit](#)



National School Breakfast Week (March 6th – 10th)

[Celebrate National School Breakfast Week](#)

[NSBW 2017 Toolkit](#)

Day Observances:

International Women's Day (March 8)

See National Women History for lessons

Kick Butts Day (March 15)

[Kick Butts Day Activities](#)

[Drugs and Health Blog: Tobacco, Nicotine, & E-Cigarettes](#) (Grades 9 – 10)

[E-Cigarettes: What You Need to Know](#)

[Legal Doesn't Mean Harmless: Brain Power!](#) (Grade 9)

[Mind Over Matter Series: Nicotine](#) (Grade 9)

International Day for the Elimination of Racial Discrimination (March 21)

[International Day for the Elimination of Racial Discrimination](#)

[Teaching Tolerance: International Day for the Elimination of Racial Discrimination](#)



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 works with students can incorporate classroom ideas.

1 PA Announcements

- Teach the students deep breathing techniques and have classes practice together as a way to relax.
- Celebrate students self-control through 'Most Improved Student' Awards.
- Have class contest to see how long students can practice self-control as a group in the halls or in the cafeteria.

2 School Displays

- Have students draw a picture of a time their felt out-of-control. Pair the children and have them share their pictures and display for others to see.
- Ask students to create a collage or draw a picture of a person at school or at home practicing self-control. Display for others to see.
- Ask students to draw a cartoon showing an example of self-control vs a lack of self-control.



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

ARTS

- **VISUAL ARTS: Exercise Self-Control**

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.

- **ART APPRECIATION: Art Analysis**

Many artists in the past 150 years have created works whose subjects are often people forgotten or neglected by the larger society. The artist attempts to focus on the beauty of ordinary people in ordinary situations. Have students analyze a work of art that highlights a person or group of people who are often at the fringes of society. Let's motivate students to come together for a common cause!

- **PHOTOGRAPHY: Cooperation**

Photo essays can be a unique way to communicate abstract concepts in visual ways. Have students create a photo essay entitled "Self-Control", in which they visually explore what the concept means to them. Have students use images, lighting and unique settings to communicate through their photographs what they believe "cooperation" is.

BUSINESS & CAREERS

- **BUSINESS: Money**

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?"

- **BUSINESS: Profile**

Have students develop their own "goal setting action plan." Have them create a flow chart of prioritized activities leading to their goals.

School-wide [cont'd]

3 Special Events & Programs

Classroom Presentations

Have the class produce a video using copyright-free music and original poetry regarding how students can solve problems without violence. This can be shown to other classes or at school/community events.

Peer Mediation

Establish a peer mediation program using peers to help resolve problems by helping the disputing parties understand the positive consequences of using self-control.

4 Class Activities

Make a "Solution Wall" where students, in pictorial or written form, can express their positive solutions regarding negative feelings/actions, which resulted in a conflict. Steps to take in doing this are:

- 1) Have students make a list of different situations in which they found themselves "losing control" of appropriate behavior or feelings.
- 2) Have students then write down what they said or did in response to what happened to upset them.
- 3) Have students write out a set of directions that they can say to direct themselves to stay calm and in control of their actions the next time the same thing happens. In doing this, ask students to think about, and include, what they could say to that person that would better let him/her know what caused them to get upset. Also, ask them to think about, and include, what they could do to make the situation better.

Lesson Plans [cont'd]



Activities

- Ask students to interview an adult to learn the role of self-control in preparing for his/her career and in doing his/her daily work.
- Have students write new lyrics about self-control to a song the students know.
- Have students debate artistic license and freedom of speech as it pertains to music lyrics. One side should debate that there should be some accountability and the other should debate that artists can write about whatever they want.
- Editorial cartoons often use humor to demonstrate important problems and issues. Have students research whether there are any rules or protocol that cartoonists are expected to follow. Discuss a recent political cartoon that has significance to the students. Ask them to create their own political cartoon.

English

• Debate

Have students debate a subject of interest that aligns with curriculum, as approved by the teacher. Students will verbally persuade and defend their position. At the end of the experience, an oral reflection period will be held. Students will discuss why and how they made particular comments as they did. In addition, the teacher should question the students as to whether they were thinking how to state comments in a specific way in their attempts to persuade and defend their position.

• Interpersonal and Intrapersonal Skills

Self-control is an intrapersonal skill, meaning that it originates within us. Yet, it is often demonstrated in interpersonal ways through our interactions with others. Dr. Howard Hardner, in his theory of “multiple-intelligence,” states that both intrapersonal and interpersonal skills are highly important for social success. Ask students to reflect upon their intrapersonal and interpersonal skills in a journal-style essay. Have them identify ways in which their self-control impacts them in social settings. How has the presence or lack of self-control affected their social and academic success?

FOREIGN LANGUAGE

• Cooperation at School

Have students write a short essay about a time at school where they experience a lack of self-control.

• Section Review

Review vocabulary words that students have learned in this section. Have students write short paragraphs about issues and areas related to the concept of self-control.

MATH

• “Self-Control”

We often hear about athletes who suffer consequences for not demonstrating “self-control” during a sporting event. Often fines are assessed for an athlete’s behavior. Ask students to research a recent episode in which an athlete was faced with a financial penalty for lack of self-control. How much was the fine? How will the fine impact the player? Using the assessed figure, have students calculate what the fine represents (e.g., what percentage of the player’s salary per game does the fine equal? How many hours would a worker have to put in at minimum wage to pay the fine? How many credits would the fine have paid for a student in a state college?) Have students create graphs to illustrate the financial impact resulting from the player’s loss of self-control.

Lesson Plans [cont'd]

PHYSICAL EDUCATION

- **Healthily vs Unhealthy**

Make a list of healthy and unhealthy foods that students frequently eat. Ask the class to keep a record of all the things they eat on a particular day. Encourage them to avoid unhealthy foods. Check the following day on what they students ate. Discuss their choices. Ask if or how self-control played a part in making these choices.

- **Sports and Self-Control**

Ask students to write an essay about what part self-control plays in sports – both as a participant and a spectator.

SCIENCE

- **Data Collection**

How many referrals to administration are written at your site for students who have exhibited poor self-control? Probably most, if not all of them. What is the hypothesis of your students? Have selected students “reporters” work with your administrators to collect data about the number of related referrals written with a particular timeframe (a grading periods, a month, etc.) and the time within the school day that the incidents occurred. Once the data is collected and reported, ask students to identify patterns within the data. Is there a particular type o behavior that is prevalent? Are more referrals written on particular days or times? Have students chart and graph their findings and share the results with administrators.

SOCIAL STUDIES

- **Self-Control in our Society**

Lack of self-control has had disastrous results in our society. For example, wars have been fought, leaders have been assassinated, and impulsive decisions have been made. Explore with students a particular episode in which a lack of self-control had series consequences for a society. What were the consequences? How might they have been avoided? Ask students to describe an incident in which their personal experience with a lack of self-control (theirs or others) had a negative effect. Did the incident have far-reaching and/or long-term effects? Parallel the students’ experiences with events in our culture that had deep or lasting impact.

- **Political and Business Leaders**

Use recent events to facilitate a forum that highlights how self-control plays a vital role in the decisions made by political and business leaders. How has the presence or lack of self-control affected the outcome of their decisions? Within the discussion, explore the impact of these decisions and what the outcome might have been if another decision had been made. Emphasize the foundation of self-control in decision-making and goal setting.

LEAPS

[Leaps Lessons on Self-Control](#)

Service Learning

IT IS OUR
choices
 THAT SHOW WHAT
 WE TRULY ARE,
 FAR MORE THAN OUR
abilities.
 DUMBLEDORE

Classroom Ideas

Class Discussion Topics

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

Contest & Awards

Recognizing Students: It is critical that students are recognized for working well with others. Schools that reinforce this message within the school environment have a healthier school climate, which supports academic success. It is important to create a school environment where, the “good for all” is more important than the “good for one”. Utilize the quotes listed in this curriculum or have students identify other quotes, which depict cooperation. The school will then recognize students who have demonstrated cooperation associated with the chosen quote.

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.
- **Why Service Learning?** Students need to learn the importance of contributing to their school and community. Building cooperation skills helps students feel that they can be contributors to others and can do work that benefits their community. This shows them that their lives are important now and sets a foundation for becoming cooperative citizens in adulthood.

School Service-Learning

• 3 R’s (Recycle, Reduce, and Reuse)

Science and Social Studies students will study the 3 R’s (recycle, reduce, and reuse) and make posters for their room. They eventually will expand the use of their posters to the halls in the school and eventually to store fronts in the community.

• Conflict Resolutions Lessons

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

Hands-on Activities/Projects

Role-Play

Divide the class into four groups. Assign each group a number from one to four. Distribute copies of the following role-plays to the groups. Each group should read the information that matches their group’s number and discuss responses to the questions. A recorder in the group should record the individual responses. The group should then decide on a group response for each question and then present their role-play to the class.

1. Jackie wanted the lead in the School Play. At tryouts she felt she had done very well but another girl got the part. Jackie started yelling at the teacher and the girl who got the part and told them the choice wasn’t fair. The class should discuss what the outburst will get Jackie, such as that the drama teacher will not consider her for another part, the other kids will think she is a jerk, it might make her feel better for the moment, etc. Next discuss what Jackie could say to herself when it is announced she didn’t get the part (e.g., “Maybe I’ll get it next time,” “I’ll try for a lesser part,” etc.)
2. A student receives their scores for a school exam. The scores are low. The student starts to cry, yell and scream. A brother or sister says, “Stop and think!” What will the crying get you? What other choices do you have? What choices will help you get what you want? Have the students discuss this and give ideas to the role-players. Have the role-players choose the best answer and act it out.
3. A student’s little league team has just lost a game. The players are lining up to shake each other’s hands and to say something to the other players. How can the losers use self-control? Have a students use “Think Aloud” in the role-play: How did we do? How did the other team do? What can I say to the other players? How might they react? I will say,”... Have students in the class discuss what they would say.
4. Your best friend gets in a fight with another student in your class. They are fighting out on the basketball court but you don’t know what to do. Stop and think about whether you want to get into the fight. What will happen to me if I get into this fight? What choices do I have? What is the best way to handle this? Have the class discuss and give alternative choice. Have them act out their alternatives.

Family Newsletter

Dear Parent:

Self-Control is the ability to be in control of your actions so that you can make positive choices that benefit you and others. To be successful, our children need to learn from their experiences and develop self-discipline, which will help them keep their impulses and feelings from controlling them. Self-Control is a practical skill that gives our children tangible benefits in their lives and in their relationships with others.

Personal Thoughts for Parents

- In what ways do I show self-control?
- In what areas of my life is it hard for me to be self-controlled? Why?
- What can I do to be more self-controlled?

Modeling Moments

DISCUSS with your child the areas of your life where you show self-control.

ADMIT to your child when you do not show self-control.

CHALLENGE yourself and your child to be more self-controlled in areas where it may be hard.

Developing Self-Control through Service

- As a family, prepare and cook a meal together. Deliver the meal to a local homeless shelter or elderly facility. If you can, help serve the meal.
- As a family, learn how a local group helps people in your community. Have a family yard sale and donate the money to this group.



Character Education: High

March



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(754) 321-1655
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www.browardprevention.org

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Dinner/Car Discussions

- Have each family member explain ways that he/she has shown self-control that day.
- Have family members tell about how they have seen other family members show self-control.
- Have family members share about times when they did not show self-control.
- Have family members explain some of the benefits of showing self-control.

“The experience of a sense of guilt for wrong-doing is necessary for the development of self-control. The guilt feelings will later serve as a warning signal which the child can produce himself when an impulse to repeat the naughty act comes over him.”
- Selma H. Fraiberg