

# Character Education

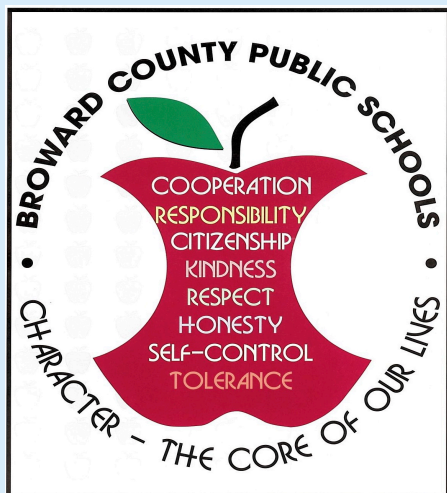
*Suggested Activities  
Middle*



## 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](#), 3<sup>rd</sup> week
- [National School Breakfast Week](#), March 6<sup>th</sup> – 10<sup>th</sup>

### 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.

“Self-discipline begins with the mastery of your thoughts. If you don’t control what you think, you can’t control what you do. Simply, self-discipline enables you to think first and act afterward..”

– Napoleon Hill

“If you take responsibility for yourself you will develop a hunger to accomplish your dreams.”

– Les Brown

“Self-discipline is when your conscience tells you to do something and you don’t talk back.”

– W.K. Hope

“Hold yourself responsible to a higher standard than anybody else expects of you. Never excuse yourself. Never pity yourself. Be a hard master to yourself- and be lenient to everybody else.”

– Henry Ward Beecher

“A journey of a thousand miles must begin with a single step.”

– Chinese Proverb



# 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.

### The Goats by Brock Cole

Howie and Laura, the misfits at summer camp, have to learn how to survive after they are stripped and left alone on a deserted island.

### Here Today by Ann M. Martin

Eleanor Roosevelt Dingman finally learns to overcome the bullying and physical abuse by her classmates when she reaches sixth grade.

### The Misfits By James Howe

Tired of being the target of cruel name-calling, four classmates start the “No-Name” party and put an emphasis on learning to understand others.

### Crash by Jerry Spinelli

Crash, an obnoxious jock and bully, learns to appreciate friends and family with the help of his neighbor Penn Webb, the boy he has previously bullied.

### Touching Spirit Bear by Ben Mikaelson

As punishment for his violent temper that has left a boy with permanent damage, Cole is banished to a remote Alaskan island. While there, he is mauled by a giant white bear that leaves him thinking about how to reconcile with his past.

### The Young Man and the Sea by Rodman Philbrick

Despite his young age, Skiff is determined to provide for himself and his alcoholic father, who has given up on life and spends his days lying on the couch. Despite the cruel actions of a bully, Skiff repairs their boat and takes to the sea.

### How to Take the GEE Out of Anger by Elizabeth Verdick

Clever cartoon characters and dialogue bubbles help kids work through anger and threatening situations.

### Izzy’s Place by Marc Kornblatt

Because ten-year-old Henry has fits of rage over his parents’ constant fights, they send him to live with his grandmother for the summer, but that doesn’t cure his problems.

## Activities

### Declaration of Independence

- In *Gulliver’s Travels* Jonathan Swift sends his protagonist to the land of the Houynhms. In this country, horses are the highest beings. They are intelligent, rational, and fair. In contrast, human beings are called Yahoos. They are crude, ignorant, savage, and totally lacking self-control. Read this section of *Gulliver’s Travels* with your class and discuss the points that Swift is making about human nature and self-control. You might choose to show the film version of *Gulliver’s Travels* instead of reading the novel.
- Read Aesop’s fable *The Boy and the Nuts* to the class. Stop at the point where the boy was crying because he could not get his hand out of the jar. Ask the class what the boy could have done to get his hand out. Read the remainder of the fable to the class. Discuss the moral: if we do not control ourselves, we may end up with nothing at all. Ask the class to provide other examples of the moral.



## Prevention Ideas

### Monthly Observances:

National Nutrition

[My Plate Food Guide](#)

[Obesity](#)

[Skin and Sports](#)

### National Women's History

[Suffrage Strategies: Voices for Votes](#)

[Oral History and Social History](#)

[Nineteenth Century Women: Struggle and Triumph](#)

[Women's Words of Wisdom](#)

[Closing the Salary Gap](#)

[Women's History Lesson: They Serve](#)



### Weekly Observances:

National Inhalants & Poisons Prevention/Awareness (3<sup>rd</sup> week)

[Just Think Twice](#)

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

[Mind Over Matter Series: Inhalants](#)

National School Breakfast Week (March 6<sup>th</sup> – 10<sup>th</sup>)

[School Nutrition Association](#)

[Celebrating National School Breakfast Week](#)

### Day Observances:

International Women's Day (March 8)

See National Women History for lessons

Kick Butts Day (March 15)

[Kick Butts Day](#)

[Smoking](#)

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

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

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

[Mind Over Matter Series: Nicotine](#)

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 work 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

### LANGUAGE ARTS

- **Self-Control**

Have students write a story about a time when either they or someone they knew didn't use self-control. What actions or words led up to the loss of control? What actually happened? Were there any consequences? How could using self-control have changed the situation?

### SOCIAL STUDIES

- **Self-Control and the Military**

Read to the class information about the branches of the military. Discuss the function of the military with the class and have students write why it is important for persons in the military to have self-control. Share these with the class and discuss.

- **Current Events**

Have students research current events in the newspaper where self-control was or was not used to avoid a conflict. Have students read and discuss these with the class.

### MATH

- **Self-Control and Budgeting**

Discuss with students the importance of budgeting money so they can afford all they want. Discuss how self-control relates to budgeting and spending.

### ARTS

- **VISUAL ARTS: Portrait**

Have students fold a 9" x 18" piece of oaktag in half. Illustrate what a child with self-control looks like. On the other half, illustrate what a child with no self-control looks like. Write a caption for each illustration.

### 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

- Have the students list older people's prejudices or objections to teenagers and discuss how teens can combat these objections in ways that demonstrate self-control.
- Have students brainstorm a list of literary characters or real historical or current public figures who demonstrated self-control in tough situations. Ask how the outcome of the story, history, or current events would have been different had the character or person reacted instinctively rather than having exerted self-control. Follow up by exploring through discussion how some of the students have exercised self-control or reacted hastily to situations of their own and how the outcomes was affected.

### HEALTH & PHYSICAL EDUCATION

- **Resolving Conflicts**

In small groups have students discuss conflicts they have resolved while playing a sport or game. Emphasize self-control strategies used.

- **Self-Control and Sportsmanship**

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.

### FOREIGN LANGUAGE

- **Current Events**

Have students research a current social issue or problem in the country whose language they are studying. Have students include information about where self-control was or was not used to avoid a conflict.

### LEAPS

[Leaps Lessons on Self-Control](#)

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

## Classroom Ideas

### Class Discussion Topics

- Lead a discussion and brainstorm various ways kids demonstrate self-control. List them on the board. Let each student make a “Top Ten” poster using oaktag and markers. Share and display in the classroom.
- Discuss verbal and nonverbal communication (body language). Include in the discussion how it is possible for nonverbal communication to stir a strong emotion in others. Ask students to present, and possibly role-play, examples of this. Is it more difficult to control verbal and nonverbal communication? Explain.

### Creative Expression

- Students will explore how conflict can be negative and positive. Have students do this in small groups and present to the entire class. Students will create a class mural, which shows how conflict can be beneficial or detrimental.

# Service Learning

### 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

- **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 storefronts 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 student 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: Middle

March



Diversity, Prevention & Intervention  
Lauderdale Manors Early Learning &  
Resource Center

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Fort Lauderdale, FL 33311

(754) 321-1655

Fax: (754) 321-1691

[www.browardprevention.org](http://www.browardprevention.org)

Email:

Kimberly.Young@browardschools.com

### 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