



# Character Education

*Suggested Activities  
High*

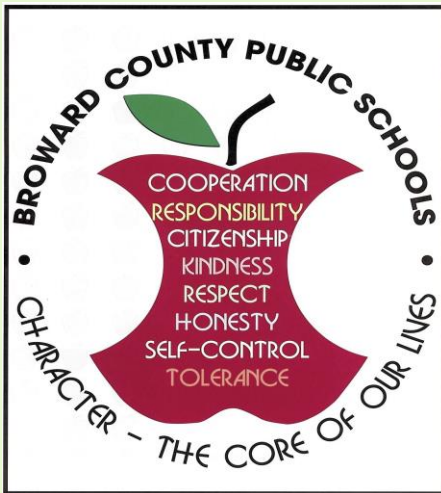


## CHALK 4 PEACE

## September

# Cooperation

## Prevention Calendar



### 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:

- [Fruit and Veggies More Matters](#)
- [Hispanic Heritage \(Ends Oct. 15\)](#)
- [National Cholesterol Education](#)

### Weekly Observances:

- [National Suicide Prevention \(September 5 -11\)](#)
- [Choose Peace/Stop Violence \(September 19 -23\)](#)

### Day Observances:

- September 10 – [World Suicide Prevention Day](#)
- September 11 – [Patriotic Day](#)
- September 16 – [Citizenship Day/Constitution Day](#)
- September 21 – [International Day of Peace](#)
- September 24 – [Family Health & Fitness](#)
- September 29 – [World Heart Day](#)

### Monthly Observances:



## 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.

Demonstrating good cooperation is being a person who understands that the good of the group is more important than the good of the one. Learning how to cooperate will help with success in school, in relationships with friends and in life over all. Listening carefully to others is the first step in demonstrating cooperation. It is essential to remember that cooperation is a basic life skill that assists us in working together so that collaboration and creativity will ultimately bring about success.

### Definitions:

- A willingness and ability to work with others to accomplish a common goal.
- The process of working together to the same end.
- Joint operation or action.
- Assistance effort or labor.
- Voluntary arrangement in which two or more entities engage in a mutually beneficial exchange instead of competing.

## 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.

“We may have all come on different ships, but we’re in the same boat now.”

– Martin Luther King Jr.

“Now join your hands, and with your hands your heart.”

– William Shakespeare

“We are all dependent on one another, every soul of us on earth.”

– George Bernard Shaw

“We are not put on this earth to see through one another, but to see one another through.”

– Unknown Source

“A hundred times every day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving.”

- Albert Einstein

“It is literally true that you can succeed best and quickest by helping others to succeed.”

– Napoleon Hill



# Book List

## Activities

### *Huckleberry Finn* by Mark Twain

- Read *Huckleberry Finn* by Mark Twain
- Have students write essays or discuss the ways Huck and Jim cooperated with each other to survive the river and the people they encountered who would have turned Jim over to the authorities or returned Huck to civilization.

### *The 7 Habits of Highly Effective Teens* by Sean Covey

- Divide class into groups of 3-5; give groups three blank index cards; students brainstorm and write down as many solutions as possible to a problem.
- Teamwork activity using cooperative learning. (See Attached lesson plan)

<https://www.education.nv.gov/bnjet/pdf/ml/interactiveactivities-teamwork.pdf>

### *13 Thirteen Reasons Why* By Jay Asher Curriculum Guide

### 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 Hunger Games* by Suzanne Collins - Katniss is a 16-year old girl living with her mother and younger sister in the poorest district of Panem, the remains of what used to be the United States. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, “The Hunger Games.” The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed. When Kat’s sister is chosen by lottery, Kat steps up to go in her place.

*Maze Runner* by James Dashner - When Thomas wakes up in the lift; the only thing he can remember is his first name, his memory is blank. But he’s not alone. When the lift’s doors open, Thomas finds himself surrounded by kids who welcome him to the Glade – a large, open expanse surrounded by stonewalls. Thomas might be more important than he could ever guess. If only he could unlock the dark secrets buried within his mind.

*Among the Hidden* (Series) By Haddix - Luke has never been to school. He’s never had a birthday party, or gone to a friend’s house for an overnight. In fact, Luke has never had a friend. Luke is one of the shadow children, a third child forbidden by the Population Police. He’s lived his entire life hiding, and now with a new housing development replacing the woods next to his family’s farm, he is no longer even allowed to go outside. Then, one day Luke sees a girl’s face in the window of a house where he knows two other children already live. Finally, he’s met a shadow child like himself. Jen is willing to risk everything to come out of the shadows.

*First Crossing: Stories About Teen Immigrants* by Donald R. Gallo - Whether there is transition is from Mexico to the United States or from Palestine to New Mexico, the characters in this anthology have all ventured far and have faced countless challenges. Each of these stories is unique, and each one has something to say to all of us.

*Borderline* by Allan Stratton - Stratton explores the genesis of and fallout from racial and religious discrimination in this thriller about a Muslim boy’s life, which is turned on its head when his father is accused of collaborating with Islamic terrorists in a plot to contaminate the water supplies in New York City and Toronto. But 15-year-old Mohammed ‘Sami’ Sabiri has more to worry about than the resulting media circus and his father’s incarceration. How can he avoid being bullied at school? How will his mother support the family after being fired? And are the allegations about his father true or are they the result of a scared community and a government embracing prejudice at its worst?



## Prevention Ideas

### Monthly Observances:

#### **Fruits and Veggies More Matters**

Link to multiple lesson plans for High School:

<http://johnstalkerinstitute.org/blog/jsi-resource-center/lessons->

[for-elementary-middle-and-high-schools/](#)

#### **Hispanic Heritage (Ends October 15)**

[Secondary Hispanic Heritage Instructional Resources](#)

[Hispanic Heritage Month Art Contest](#)

**Plant a Memory Forest:** Plant a tree in your community for each Hispanic hero your class selects. Tag each tree with a mini biography highlighting that hero's contributions.

[Five Artists of the Mexican Revolution](#)



### Weekly Observances:

#### **National Suicide Prevention (September 5 -11)**

##### Suicide Prevention and Awareness

Through lessons in Language Arts, Social Studies, Science, and Math, suicide prevention and awareness can be fully integrated into school

curriculum. The lessons provide a cross-disciplinary approach to teaching suicide prevention and awareness.

##### **Kids Health: Suicide Prevention:**

<https://classroom.kidshealth.org/classroom/9to12/problems/emotions/suicide.pdf>

##### **In The Mix: "Suicide Prevention:**

<http://www.pbs.org/inthemix/educators/lessons/depression2/>

#### **Choose Peace/ Stop Violence (September 19 - 23)**

[Join us for Choose Peace Week](#)

**Violence:** <http://www.sdca.org/office/girlsonlytoolkit/toolkit/got-06-violence.pdf>

### Day Observances:

#### **World Prevention Day (September 10)**

(See Suicide Prevention and Awareness)

#### **Patriotic Day (September 11)**

- [Islamist Extremism in the Last 20 Years](#)
- [First Fallen: Following Father Judge](#)
- [K-9 Eleven](#)
- [Days of Infamy: September 11 & December 7](#)



## 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**

#### **Student Interviews**

Have each student council member write a brief school spirit speech for the student body about the importance of cooperation. Have the student council members present to student body.

#### **Community Members Interviews**

Have community members speak to the student body on ways to build community. Have students take notes on the strategies learned and decide which strategies presented work for the school culture.

### 2 **School Displays**

#### **Making a Better School Display**

Display student photographs that focus on members of the student body working as a team. Create a recipe for cooperation.

(Continued)

### Citizenship Day/Constitution Day (September 16)

- [Abraham Lincoln and the U.S. Constitution](#)
- [Citizenship and the U.S. Constitution](#)
- [Responsibility and the U.S. Constitution](#)
- [On American Identity, Diversity, and Common Ground](#)
- [How Does Government Secure Natural Rights?](#)

### International Day of Peace (September 21)

#### *Pinwheels for Peace:*

[http://www.educationworld.com/a\\_lesson/daily1p/daily1p/daily1p006.shtml](http://www.educationworld.com/a_lesson/daily1p/daily1p/daily1p006.shtml)

**Chalk4Peace:** (Register: to receive a starter kit with chalk register online with <http://www.choosepeacestopviolence.org>. Chalk availability is limited! When buying additional chalk, talk to your local art store, tell them it's for Chalk4Peace, or check with your Dollar Stores.) **Group Project:** Take some rope and a big piece of sidewalk chalk. Tie the chalk and have someone hold the end of the rope tight to a center point. Pulling the rope tight, draw one big circle, and then repeat a smaller circle 2-3 feet smaller. Get someone who can draw straight lines and create the inner lines with a long 2x4 or a surveyor's chalk line. Make these lines bold with chalk, white tempera poster paints or marking chalk spray. Scatter some loose chalk pieces inside the lines and watch it happen.

### Family Health & Fitness (September 24)

- [What or Who Influences Your Food Choices?](#)
- [Healthy Body Image](#)

### World Heart Day (September 29)

[How Can You Help Others Stay Tobacco-free?](#)



## School-wide [cont'd]

3

### Special Events & Programs

#### **Local Government Speakers**

Have members of the community address classrooms with the emphasis on, how working together is a key for success.

#### **Debate Series**

Have a lunchtime debate series where students debate important social and political issues of the day. Define and debate partisan.

#### **Newspaper Series**

Bring in current events which are happening in our community which demonstrate how cooperation means success or how the lack of cooperation brought about negative consequences.

4

### Class Activities

**Communication:** Students make a list of actions that help people communicate well and actions that disrupt the ability to effectively communicate.

**Compromise:** Students will write an essay on the difficulty of reaching a consensus and why compromising is beneficial.

**Interview:** Students will interview other students to determine how cooperation has helped them in personal or professional relationships. Findings of the interviews will be shared with class.



## 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: Making People Think**

Art can make people think about things in different ways. Art can communicate important social messages about issues of justice, equality and fairness. Have students create a work of art that makes viewers think about the needs of people they may not usually think about (elderly, people in poverty, homeless, etc.) Hold an art exhibit of students' work that communicates concern for different groups. Let's motivate students to come together for a common cause!

- **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 "Cooperation", 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: Teamwork**

Have students make a list of the ways that a business can promote teamwork. Students will describe why teamwork in a business is important.

- **BUSINESS: Profile**

Have students write a comprehensive profile of a local business by interviewing the owner, employees, vendors, and customers. Have students write about how the business does or does not uphold the principle of cooperation.

- **Fictitious Business**

Have students create fictitious businesses that they feel could have a positive impact on promoting cooperation in our society.

- **Small Groups**

Have students research careers that they are interested in and have them break into small groups with students that are interested in the same career paths. Students will cooperatively work together to select one career that they will research and present to the class.

# COOPERATION



## Activities

- Discuss with students how individuals from different countries who worked in cooperation with each other and continues to do so even today created this country.
- Read to the class the story of how the government was established at the Constitutional Convention. Discuss the compromises made so our government could be founded. Discuss the role of William Sherman of Connecticut, also known as “The Great Compromiser,” during the Constitutional Convention.
- Discuss with the class how countries might cooperate to prevent extinction of animals. One example of this is how China and the USA cooperated on a project involving the giant panda bear. Research other examples of states or countries cooperating to preserve animals and/or their environments.

## Lesson Plans [cont’d]

### English

- **Letter to a Character**

Have students write a letter of advice to a character that refuses to cooperate with others in the story. Have students try to persuade the character with logic and reason to cooperate with others.

- **Social Issues in Literature**

Often literature addresses important social concerns and issues using the backdrop of a dramatic story. Have students look at the social issues that are addressed in the piece of literature they are reading. Have students work in groups to decide the position they think the author is taking on those issues. Have groups present their ideas to the class.

- **“Good For All” Action**

Have student write about a time when they participated in a situation where the “good for all” took precedent over the “good for one”.

### FOREIGN LANGUAGE

- **Vocabulary**

Introduce students to the following words, which can be used in your daily discussions in class:

- |                 |           |             |              |
|-----------------|-----------|-------------|--------------|
| * collaboration | * harmony | * mutuality | * compromise |
| * fellowship    | * unison  | * agreement | * community  |

- **Cooperation at School**

Have students write a short essay about a time at school where they experience cooperation among students.

- **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 cooperation.

### MATH

- **Cooperative Problem Solving**

Have students work together in small groups to solve difficult math problems. Have students assign people different responsibilities as they work together to solve the problem. After the groups solve the problem, discuss how well students cooperated. Have students explain how the principles of cooperation allowed them to problem solve.

- **Math at Work**

Have students write about how a person in a math related occupation needs to show cooperation on the job.

# Lesson Plans [cont'd]

## PHYSICAL EDUCATION

- **Athletes and Cooperation**

Discuss why professional athletes have to demonstrate cooperation/teamwork to be successful.

- **Cooperation and Hope**

Ask students what makes them want to give up when they are participating in a competitive team sport and are not being successful. Have them discuss when the team needs cooperation among members. Have them brainstorm what specifically is needed so that a team is working together for the greater good of the entire group and not just one individual.

## SCIENCE

- **Science & Cooperative Highlighting**

Have students in cooperative groups go through the chapter and highlight the main important topics that they will need to learn so that they can master the work read. Teacher will do a highlighting overview of the chapter and this will allow students to learn from both their group experience and the teacher lecture.

- **Science & Character**

Have students in groups come up with specific ways that successful scientists need to demonstrate cooperation, honesty and courage in the work that they do. Students will need to create columns for the three character traits listed. Students will select a recorder and presenter for this activity and the end results will be presented to the entire class.

## SOCIAL STUDIES

- **Cooperation vs. Exploitation**

Discuss how the principle of cooperation is essential in all human societies. Discuss how cooperation can often be replaced by exploitation.

- **Science & Problem Solving**

Have students in groups write reports about how science material they have been studying can be used to solve particular social issues. Have the individual groups arrive at a consensus of what social issues they will address.

## LEAPS

Click here for LEAPS lesson plans!

## SEL

[Access SEL related lessons and tools.](#)





## 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.

# 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.
- **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

#### • **Relationships with Younger Students**

Throughout the year, have students build buddy relationships with younger students in the school. Have students tutor, read with students and lead games.

#### • **Sponsor a Child**

Have the class sponsor a child in a developing country, learning about the child’s needs, culture, and background. Have students write to the child. Have students in small cooperative groups determine which child sponsorship they want to pursue. Class consensus is obtained.

#### • **Conflict Resolutions Lessons**

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

#### • **Working with Local Group**

Have a guest speaker who works for a local non-profit agency describe specific needs the agency has. Then set a goal for how the class can help and together meet that goal.

### Community Service Learning

Promote the following quote at school, “*One thing I know: The only one’s among you who will really happy are those who will have sought and found how to serve*”. Have students discuss this quote by answering the following questions: Why does serving others produce happiness? Why is there emphasis in our society on community service? What community service project can we agree upon and work cooperatively together, so that we can make the greater difference?

## Hands-on Activities/Projects

### **Changing the Rules**

Have the class discuss, debate, and compromise on rules they would like to see enforced in their schools. Is a rule they want to change in School Board Policy? If so, have them determine what needs to be done to get the rule changed.

# Family Newsletter

Dear Parent:

Cooperation is the character trait of the month of September. This newsletter offers you activities and ideas, which will assist you with helping your child to understand the importance of cooperation. Learning how to cooperate will help with success in school, in relationship with friends and in life over all. It is essential to remember that cooperation is a basic life skill that assists us in working together so that collaboration and creativity will ultimately bring about success.

## Ideas to Do as a Family

- Have your child share with you about times they worked with someone else to make or do something. Emphasize that working together requires compromise and listening to others' ideas.
- Share with your child about something you did that required cooperation. Explain how you worked together with others.
- Schedule household chores at a time when all members of the family can work together to finish them.
- "Catch" your child cooperating and offer your encouragement by verbally showing your appreciation.
- Initiate a family project or activity that all family members can have a role.
- Select a hobby that interests the family and invite all family members to work together.
- Watch a movie or TV program together and discuss how the characters cooperated with each other.
- 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: High

September



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

## Dinner Discussions

Plan a family meal, using a recipe and letting all family members help with preparation.

In planning a social gathering for your child introduce the potluck idea. The host requests that all in attendance bring a food or drink item to share.

## Character Check

- What is important to do so that you listen carefully to others?
- Can you name a time that you compromised during conflict?
- How can you encourage your child to do the very best?
- Ask yourself; is my child able to get along with others? How can I help him/her approve?

*"Personal Relationships are the fertile soil from which all advancement, all success, all achievement in real life grows." - Ben Stein*

Grades K-3 Lessons	Leaps Modules
Being a Caring Classmate (B)	K - 3 / Beginners - Emotions and Actions
When I Hurt Someone's Feelings (B)	K - 3 / Beginners - Emotions and Actions
Having a Good Attitude (B)	K - 3 / Beginners - Respecting Myself and Other
Talking Respectfully (B)	K - 3 / Beginners - Respecting Myself and Other
Why I Share (B)	K - 3 / Beginners - Respecting Myself and Other
How to Make a Good Decision (B)	K - 3 / Beginners - Making Good Decisions
Stop the Tattling (B)	K - 3 / Beginners - Making Good Decisions
Communicating with Classmates (B)	K - 3 / Beginners - Talking and Listening
Listening to My Teacher (B)	K - 3 / Beginners - Talking and Listening
Talking to My Teacher (B)	K - 3 / Beginners - Talking and Listening
This is My Space (B)	K - 3 / Beginners - Talking and Listening
When Someone Says No (B)	K - 3 / Beginners - Talking and Listening
Being a Caring Classmate (B)	K - 3 / Beginners - Emotions and Actions
When I Hurt Someone's Feelings (B)	K - 3 / Beginners - Emotions and Actions
Having a Good Attitude (B)	K - 3 / Beginners - Respecting Myself and Other
Talking Respectfully (B)	K - 3 / Beginners - Respecting Myself and Other
Why I Share (B)	K - 3 / Beginners - Respecting Myself and Other
How to Make a Good Decision (B)	K - 3 / Beginners - Making Good Decisions

Grades 4-12 Lessons	Leaps Modules
Helping a Friend in Need	Friends
The Rights and Responsibilities of the Student	School Rules
Understanding Respect	Respecting Self & Others
Using Language to Convey Respect	Respecting Self & Others
The Process of Sharing	Respecting Self & Others
How Your Appearance Communicates Your	Communication & Presentation
Communicating One-on-One	Communication & Presentation
Communicating With a Teacher	Communication & Presentation
Communicating With the Opposite Sex	Communication & Presentation
Body Language	Communication & Presentation
The Process of Group Communication	Communication & Presentation
Reading Body Language	Communication & Presentation
Receiving Instructions	Communication & Presentation
Receiving Criticism	Communication & Presentation
How Other People's Perceptions Affect Your Social	Social Life
Finding Common Interests With Others	Social Life
Asking for a Date	Social Life
Reading the People Around You	Social Life