

Character Education

*Suggested Activities
Elementary*



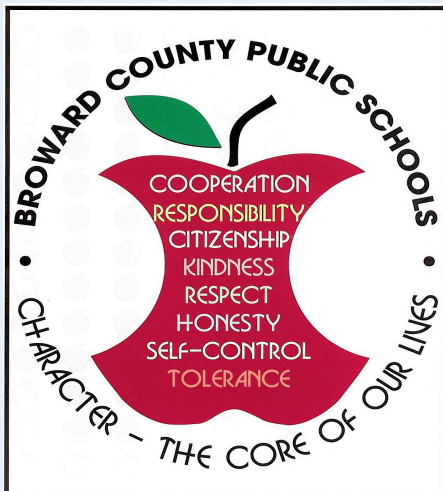
March is National Nutrition Month

LET US HELP YOU COMMIT TO CHANGE. ►

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.

Grades K – 2

“The time is always right to do what is right.”

– Martin Luther King

“With self-discipline most anything is possible.”

– Theodore Roosevelt

“If we don’t discipline ourselves, the world will do it for us.”

– Winston Feather

“The only discipline that lasts is self discipline”

- Burn Phillips

Grades 3 – 5

“Discipline is the bridge between goals and accomplishments.”

- Jim Rohn

“Do not consider painful what is good for you.”

– Euripedes

“In reading the lives of great men, I found that the first victory they won was over themselves... self-discipline with all of them came first.”

- Harry S. Truman

“Half of life is luck; the other half is discipline – and that’s the important half, for without discipline you wouldn’t you feel like it or not.”

- Brian Tracy



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.

Grades K – 2

It’s a Spoon, Not a Shovel by Caralyn Buehner

Children will learn proper etiquette while responding to silly questions about the right and wrong things to say and do in this brief book.

Piggy Monday: A Tale About Manners by Suzanne Bloom

“Pig Lady,” the manners expert, is called into class when the students behave so badly they are beginning to turn into pigs.

Shrinking Violet By Cari Best

Violet is the target of obnoxious Irwin and wants to shrink away, but learns to overcome her fears when she is cast in a backstage part in the school play.

Bully by Judith Caseley

After his baby sister is born, Jack begins to bully his friend Mickey. Using different tactics that his parents have suggested to help him get along with Jack, Mickey finds that kindness does the trick.

Hands Are Not For Hitting by Martine Agassi

Constructive uses for hands are offered with the refrain that “hands are not for hitting.” Readers will learn ways to handle strong feelings without hitting.

Grades 3 – 5

Amelia Takes Command by Marissa Moss

Amelia stands up to the class bully when she returns to school after successfully commanding the space shuttle mission during a week at Space Camp.

Miss Alaineus: A Vocabulary Disaster by Debra Frasier

The emotions of a fifth grader are revealed as she mistakenly spells a word in the spelling bee and is humiliated by the laughter of her class.

Understood Betsy by Dorothy Fisher

Elizabeth Ann, overprotected and sickly, moves in with her cousins and has to learn self-reliance and self-discipline in order to survive.

Escaping the Giant Wave by Peg Kehret

An earthquake and tsunami hit the Oregon coast while Kyle and his family are on vacation there. Kyle saves his sister and the boy who has tormented him for years, and finally learns to stand up to him.

Jake Drake, Bully Buster by Andrew Clements

When Jake and Link, known as “SuperBully”, are teamed for a class project, Jake could easily have his one-uppance, but through restraint discovers how to make peace.

Your Move by Eve Bunting

Anxious to prove himself to the neighborhood hang, 10-year-old James spray paints a sign, but realizes the dangers involved. Readers will get the message about making choices and resisting peer pressure.

Activities

The Grouchy Ladybug by Eric Carle

Read to the class *The Grouchy Ladybug* by Eric Carle. Discuss why he wanted to fight and how to use self-control when angry feelings get in the way.

The Hating Book by Ben Schecter

Read aloud *The Hating Book* by Ben Schecter or share another story stressing the importance of communication. Discuss how sometimes people act on their feelings or gossip before they find out all of the necessary information. Discuss how doing this often creates or escalates a conflict.

Gulliver’s Travel by Jonathan Swift

(Grades 3 – 5) In *Gulliver’s Travel*, Jonathan Swift sends his protagonist to the land of the Houyhnhms. 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.



Prevention Ideas

Monthly Observances:

National Nutrition

Super Kids Nutrition

[*The Very Hungry Caterpillar* by Eric Carle](#)

[*Jamberry* by Bruce Degan](#)

[*Pumpkin Soup* by Helen Cooper](#)

[Nutrition 1: Food and the Digestive System](#) (Grades 3 – 5)

[Nutrition 2: Good Food, Good Health](#) (Grades – 5)

[Nutrition 3: Got Broccoli!](#) (Grades 3 – 5)

National Women's History

[Women's History Month](#)

[This is My Life](#)

[Women's Words of Wisdom](#) (Grades 3 – 5)

[Honoring an Important Woman](#) (Grades 3 – 5)

[Women's History Lesson: They Also Serve](#) (Grades 3 – 5)

[Who Did That?](#) (Grades 3 – 5)



Weekly Observances:

National Inhalants & Poisons

Prevention/Awareness (3rd week)

[Mind Over Matter Series: Inhalants](#) (Grade 5)

[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](#)

[Mind Over Matter Series: Nicotine](#) (Grade 5)

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

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

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



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

Grades K - 2

1. **Characters Who have Self-Control**

Discuss how character in stories are reading or have recently read, show the importance of self-control.

Story	Character	How is he/she showing self-control?

2. **What is self-control?**

Have each student write a few sentences about what he/she could do to show what it means to have self-control when working with others. Compile students' writings into a booklet or display on a bulletin board.

Grades 3 – 5

1. **How a character demonstrates self-control?**

Have student choose a character in a book they are reading and write their own story about how that character demonstrated self-control.

2. **How does self-control help relationships?**

Have students in groups make a list of qualities of good, healthy friendships and the characteristics of negative relationships.

SOCIAL STUDIES

Grades K - 2

1. **Exchanging Ideas**

To develop relationships between students in class, have partner's exchange ideas with each other about self-control vs lack of self-control. Have students share what they learned with the class.

2. **Review of Inspiring People**

Review interesting people students have recently learned about and discuss how they show self-control with others to build positive relationships.

Grades 3 – 5

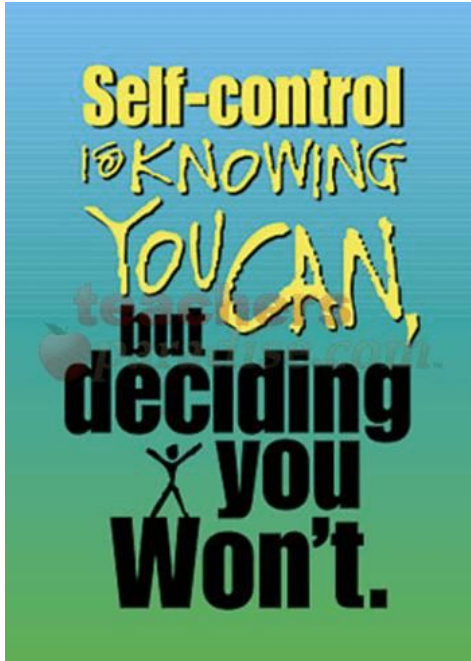
1. **Specific Skills**

Discuss the specific skills necessary to have self-control with others. Listening, sharing, taking turns, compromise and appreciation.

2. **Brief Biographies**

Have students write brief biographies of important people in history who showed self-control..

Lesson Plans [cont'd]



Activities

- Read to the class a short biography on Albert Einstein, who was born on March 14, 1879. Ask students to list ways Albert Einstein had to use self-control during his life. Discuss the student's responses.
- Read to the class information on the discovery of Florida on March 27, 1513. Ask students to respond in writing why it was necessary for explorers to have self-control. Discuss the students' responses.
- After a discussion of self-control, have students write a poem using the five senses as a guide; e.g. Self-control looks like..., Self-control feels like..., etc.
- Assign students to read the biography of a professional athlete. Have them write about how this person utilized self-control in his/her life and discuss the importance of self-discipline as it relates to his or her success.

MATH/SCIENCE

Grades K – 2

1. Working on Math Problems

Have students work together in groups on various math problems. Have each member of the group do one part of the whole problem.

2. Cooperating in Science

Have students in small groups on Science activity. Encourage cooperation and discuss how it went.

Grades 3 – 5

1. Scientists Need to have Self-Control

Make a list of some science occupations, what it is they do and how their work can benefit from self-control.

Occupation	Description	The Benefits of Self-Control

2. Math & Self-Control

Interview a professional who uses math daily in their job. Ask them to help you describe the self-control that it takes to train the mind to think about numbers.

ARTS

Grades K - 2

1. Visual Arts: Self-Control

Have students create a bumper sticker to remind people how important self-control is when driving.

2. Visual Arts: Performing

Have students act out a vignette from the book *Feelings* by Aiki and have students discuss about their feelings.

Grades 3 – 5

1. Visual Arts: Self-Control

Have students make a self-control banner. Ask students to brainstorm words dealing with self-control. Paint the words on bulletin board paper and hang the banner in the cafeteria, media center, or another eye-catching spot in the school.

2. Visual Arts: Role Play

Divide students into groups of four. Students, 1 and 2 will role-play a conflict situation. Students 3 and 4 will serve as the “good guy” of self-control and the “bad guy” of reaction by urging students 1 and 2 to behave accordingly. See which “guy” has more realistic influence on the outcome of the conflict. Have students discuss what the “good guy” could have said if the “bad Guy” had won.

HEALTH

Grades K - 2

1. Benefits of Self-Control

Make a list of jobs or responsibilities that students need self-control. Have students explain how they show self-control while working with others and the benefits of having self-control.



Lesson Plans [cont'd]

Grades 3 – 5

1. Self-Control

Have students create a log to monitor all the behaviors they consider “independent behaviors” (e.g., waking up on time, being prepared for class, doing chores without being told, etc.) At the end of the week, celebrate with certificates for “being independent.”

2. Self-Control Challenge

Challenge the class to show self-control when faced with opportunities to over-indulge while eating or shopping. Have the class log behavior-showing self-control. From the log, they should write a paragraph on how s/he was able to accomplish this task of using self-control in a selected situation.

PHYSICAL EDUCATION

Grades K - 2

1. Encouraging Self-Control and good Sportsmanship

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

Grades 3 – 5

1. Sportsmanship and Self-Control

Have students work together to sportsmanship and respect towards others.

2. Self-Control in sports

Have students make a list of specific ways team members need to show self-control when playing a sport. Discuss what negative consequences occur when not showing self-control as a team.

LEAPS

[Leaps Lessons on Self-Control K-3](#)

[Leaps Lessons on Self-Control 4-5](#)



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.



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 store fronts in the community.

• **Booklets (Kindergarten)**

Students develop booklets containing activities they did in their first year of school that required self control and felt that preschool children would like to hear about. The kindergarten children will read the booklets they produce to preschool children so that the preschool children can better understand what kindergarten is really like.

Community Service-Learning

• **Science and Art**

The children combine a science lesson (growing marigolds) with art (decorating pots) to produce unique gifts for senior citizens in a home. The students can present the gifts individually to the residents.

• **Paper Flowerpots**

Students learned how to make paper flowerpots, which they can give to "adopted grandparents" at area elder care communities. Then they use shredded paper to create paper pulp. They shape the pulp into starter pots and plant flowers in them. The students tell the recipients how they made the pots and talk to them about recycling.

Classroom Ideas

Class Discussion Topics

- Brainstorm with the class ways to exercise self-control when their pet misbehaves and upsets them. Write an essay on how students can use these same techniques when upset with a young child, friend or their parent.
- Discuss with the class the self-control needed to conserve energy and environmental resources. Brainstorm how students can conserve energy. Consider different areas (e.g., in the home, traveling, etc.) After brainstorming, have students write a paper on how they personally can conserve energy.

Creative Expression

- Ask students to create a self-control pamphlet with ideas and things that people could do when they are on the verge of losing their temper or performing another act that demonstrates poor self-control.
- Have students practice expressing their opinions regarding something about which they feel very strongly without showing anger. Role-play with others, having the class provide feedback and suggestions for improvement.

Hands-on Activities/Projects

Elephant Stampede

Grades K – 5

- The class will get to stamp their feet and make lots of noise in this one, but the teacher regulates it all. The teacher puts a hand to their ear and says "What's that I hear?" The class responds by saying "Elephant Stampede!" The teacher then says where are the elephants? I can barely hear them!" The class responds with "Far away!" and begin quietly stamping their feet on the floor to mimic the sound of elephants in the distance. The teacher repeats their lines, adjusting for how close the elephants are, until the herd arrives in the classroom. Now the students can make elephant trumpets and stamp their feet as hard as they can until the teacher begin to quiet them down by saying "Oh good, they're going away!" The children respond by stamping their feet more softly, and continue to respond to the teacher until the elephant herd has left the building.

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: Elementary

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

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