

Character Education  
Grade Three Month-By-Month Theme

Month	Character Attribute	Grade Three Suggested Activity
September	Respect	Respect is when you show good manners, pay attention, treat others as you would like to be treated. See Lesson page 15; Watch Video “What’s Respect?” (Sunburst Video) with lesson plans and follow-up worksheets.
October	Initiative	Initiative means to act or to take a step. Students will apply the STAR decision-making, problem-solving model when role playing scenarios dealing with violence. Teacher will direct discussion to help children identify strategies that will help them to be safe. The three strategies are: (1) ignore and walk away, (2) get help (report, not tattle), and (3) confront. See subtask 4-page 23.
November	Courage (Bravery)	Courage is demonstrated by people who stand up for what they believe in their heart to be the right thing to do, even when others don’t support them. See subtask 4-page 2-Role playing scenarios. Go through the 4-step problem-solving model each time.
December	Compassion (Empathy)	At the core of compassion use the ability to really listen-to others. See page 14-Subtask 1-Page 2; The teacher will look for children’s ability to apply STAR in a structured environment. The children should be able to articulate what’s going on, how they feel, alternate ways of solving problems, and how they will assess the results.
January	Optimism	Optimism can be about making friends feel good about themselves, not be critical of others but rather look to improve myself. See subtask-1-page 13; “Dealing with Teasing” (book by Lisa Adams). See “No More Teasing” (Sunburst Video) with lesson plans and follow-up worksheets.
February	Honesty	Honesty is when you commit to being true to yourself and others. See subtask Real vs Fictional Subtask 3-page 1. The children will view video clips that depict both fictional violence (cartoons, tv programs etc.) and real violence (news clips). After a class discussion, the children will write about their experiences witnessing real and fictional violence.

March	Integrity	Integrity is demonstrated by people who do the right thing, no matter what the circumstances may be. See role-playing scenarios Subtask 4- page 1. Students will use a problem solving process to identify ways of obtaining support for personal safety in the home, school, and community (Health and Physical Education).
April	Fairness	Fairness is being consistent; fairness is playing by the rules. See Physical vs Verbal Subtask 2-page 2. Teachers can bring in police, youth workers, students, sport figures to speak to the group.
May	Perseverance (Resilience)	Perseverance encourages students not to become discouraged. See Physical vs Verbal Subtask 2- page 1. Conduct a brainstorming activity about what “violence” means to the children. Children should be able to differentiate between verbal and physical violence. They should be able to determine that these are both hurtful. Have children discuss how they feel when they witness violence.
June	Responsibility	Responsibility is when you do what you say you’re going to do; you keep your promises and you’re accountable for your actions. See lesson page 12 “What Should You do?” Students will complete the survey “What Should You Do When Someone Bullies You?”