

Character In Action
Month-By-Month Theme
Grade 7

Ideas for Resources

The 7 Habits of Highly Effective Teens by Sean Covey ISBN 0-684-85609-3 (one per teacher)

Me to We by Craig Kielburger and Mark Keilburger ISBN - 10:0470153644 (one per teacher)

Worse Than Boys by Catherine MacPhail ISBN - 10:0747582769 kit of 10 copies at Central Library

Mind Over Manners, Poems, Discussion and Activities about Responsible Behaviour ISBN 1-57310-186-9

<http://www.forbetterlife.org/pass-it-on/downloads> This site has posters and bookmarks that are free.

www.goodcharacter.com

Chicken Soup for the Teenage Soul by Kimberly Kirberger ISBN - 10:1558746374

www.cyberbully.org

www.filmcliponline.com has excellent ideas for using clips from movies to teach specific traits. You have to purchase the videos, but the teacher guide is free for download.

Sites for Kids

www.bullying.org/public/frameset.cfm

www.kidshelpphone.ca/en/

1-800-668-6868

www.stopbullyingnow.hrsa.gov/index.asp?area=main Great website, with games and webisodes for the kids to watch—very geared toward youth 9-13.

<http://library.thinkquest.org/TQ0312169/intro.html> Posters and "TEST" to see if you have tendencies to be a bully.

<http://wilderdom.com/games/InitiativeGames.html> games to build character

<http://nie.honoluluadvertiser.com/12-Character-Education/Proj.%20Solution%20Gr.%203-7/Taking%20Initiative2.pdf>

The Giving Tree by Shel Silverstein ISBN - 10:0060586753

Mirror Image Computer Program <http://www.cybercops.net/cybercops/games/>

As well, novels are included in the based on a theme: *Misfits* - Joseph Howe ISBN 0689839553 - kit in Central Library

Colder than Ice - David Peteneau ISBN 0807581356 *The Hatchet* - Gary Paulsen - kit in Central Library

Month	Character Attribute	Suggestions for Activities
September	Respect Habit 4: Think Win-Win	<ul style="list-style-type: none"> Lesson 5 from the Anti-bullying Curriculum, Grade 7 (Anna's Story) Fairness and Friendship unit from the Anti-bullying Curriculum, Grade 7 Thumb through magazines and newspapers to find pictures of people who, by their appearance, seem to have an unpleasant or superior facial expression. Though you cannot really tell by a picture, it can be interesting to see what impresses you as being arrogant. Cut these pictures out and write a fictional sketch of these characters. What are their names? How do they earn a living? What are their interests? (<i>Mind Over Manners</i>)

		<ul style="list-style-type: none"> • Write about a time when you were disrespectful to someone. Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? What did you learn from the experience? • Describe three things you could do to be a more respectful person. How would that affect your relationships with others? How does it benefit you to be a respectful person? • Create a <i>Classroom Bill of Rights</i>
October	Initiative Habit 1: Be Proactive	<ul style="list-style-type: none"> • The Seven Habits of Highly Effective Teens, by Sean Covey, <i>Habit 1 Be Proactive</i> pages 63 - 65. Page 71 Choose from the <i>10 Baby Step Activities</i> • http://nie.honoluluadvertiser.com/12-Character-Education/Proj.%20Solution%20Gr.%203-7/Taking%20Initiative2.pdf <p>Activities from website:</p> <ol style="list-style-type: none"> 1. Try to think of a situation where you saw something that needed fixing or changing to make it better. What did you do about it? Did you ignore it or did you tell someone, or did you do something about it? 2. Go through a newspaper, find items that make our lives easier. 3. Think of a solution or invention that would make something you do easier. Write about something you do that is very difficult and challenging. Then come up with a way to get the job done.
November	Courage (Bravery) Helen Keller, soldiers, Habit 3: Put First Things First	<ul style="list-style-type: none"> • What does it take to stand up against negative peer pressure? As a class, discuss the kinds of peer pressure that exist at your school. What makes it difficult to resist these pressures? Develop some good strategies for standing up to them. Compile this into a written report for the students in your school. • Consider the following behavioral definition of what courage means: <ul style="list-style-type: none"> - Stand up for what is right, even if you stand alone. - Don't cave in to negative peer pressure. - Don't avoid trying something for fear of making a mistake or failing. - Don't be afraid to express yourself just because some people might disapprove. • Have you ever gone along with the crowd even though you knew it was wrong? How did you feel about yourself? What did you learn from it? http://www.goodcharacter.com/ISOC/Courage.html • The Seven Habits of Highly Effective Teens, by Sean Covey, <i>Habit 3 Put First Things First</i> page 117. Page 128 Choose from the <i>8 Baby Step Activities (7 and *)</i> • Debate: Is courage something you have to be born with, or can you develop it?

December	<p>Compassion (Empathy)</p> <p>Habit: 5 Seek First to Understand, Then to Be Understood</p> <p>Habit 6: Synergize</p> <p>Possible Role Models: Mother Teresa, Team Hoyt (teamhoyt.com), Craig and Marc Kielburger</p>	<ul style="list-style-type: none"> • Read The Giving Tree to your class, then have a giving tree in your class as a Bulletin Board for Christmas. Have students recognize the "gifts" of others—things students have done for them. When a student has performed an act of kindness, the student receiving it can put a gift on the tree with that person's name on it. • Develop a class project designed to help someone in the community. • Create a bulletin board for class news. Have students bring in clippings from the community that show people helping others. • http://charactercounts.org/pdf/Exercising-Character/Exer-Char_teens-caring.pdf • Art Idea - Caring Collage - Show on one side what makes it a caring world and on the other side how the world is uncaring? Then have students write or discuss, what each of us could do to make this a more caring world?
January	<p>Optimism</p> <p>Habit 2: Begin With The End in Mind</p>	<ul style="list-style-type: none"> • List all the things you do for yourself and others that make you feel good about yourself. • The 7 Habits of Highly Effective Teens, pages 86 - 89, Mission Statement
February	<p>Honesty</p> <p>The Personal Bank Account</p> <p>Habit 1: Be Proactive</p>	<ul style="list-style-type: none"> • The 7 Habits of Highly Effective Teens, p. 24, discusses "principles." • As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them? • http://nie.honoluluadvertiser.com/12-Character-Education/Proj.%20Solution%20Gr.%203-7/Honesty2.pdf <p>Activities from website:</p> <ol style="list-style-type: none"> 1. Think about the last time you almost told a lie, but decided against telling it. What made you change your mind? How did you feel when you told the truth? How do you think you would you have felt if you had lied? 2. A TRUE FRIEND—What makes a true friend.
March	<p>Integrity</p> <p>Wayne Gretzky</p> <p>The Relationship Bank Account</p>	<ul style="list-style-type: none"> • Mirror Image unit (Grade 7) http://www.cybercops.net/cybercops/games/ • How do you want to be remembered after you die? Write your own obituary. • Bring in some newspaper articles about people who you think have integrity and people who you think who do not. What distinguishes one from the other? Who gets more play in the media? • Divide the class into small groups. Have each group develop a list of do's and

		<p>don'ts for being a person of integrity. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does integrity and lack of integrity affect our community and society? In what ways can/do young people demonstrate integrity?</p> <ul style="list-style-type: none"> • Objects are scattered in an indoor or outdoor place. In pairs, one person verbally guides his/her partner, a blindfolded person, through the mindfield.
April	Fairness	<ul style="list-style-type: none"> • Fairness and Friendship unit from the Anti-bullying Curriculum, Grade 7 • http://charactercounts.org/pdf/Exercising-Character/Exer-Char_11-13-fairness.pdf <p>Students will apply fairness do's to four family situations, and will focus on being fair to others in the family. (activity is from previous website)</p>
May	<p>Perseverance (Resilience, persistence)</p> <p>Habit 2: Begin With the End in Mind</p> <p>Abraham Lincoln, Thomas Edison, Albert Einstein, Terry Fox</p>	<ul style="list-style-type: none"> • The novel <i>Hatchet</i> • Ask students to watch for examples of persons who show enormous perseverance—such as a person injured in an accident who must learn to walk again—or a baby learning to walk for the first time. Discuss the rewards these people will realize because of their determination. • Tell students about Thomas Edison, who tried 1,000 different combinations before he found the right materials for the light bulb. (For a resource, use the book <i>The Wizard of Sound</i>, by Barbara Mitchell.) Talk about the importance of trying out an idea, sometimes over and over again. • Talk about goals. Why are they important? What are they for? Ask students, if we don't know where we are going, are we likely to get there? • Summarize <i>The Seven Habits of Highly Effective People</i>, by Steven Covey. Share these habits with your class and briefly describe how each habit can lead to accomplishing goals. • Select someone in your community who exemplifies the quality of diligence. Invite this person to speak to your class about his/her own background, any obstacles overcome, and the factors that led to his/her success.
June	<p>Responsibility</p> <p>Romeo Dallaire,</p>	<ul style="list-style-type: none"> • Responsibility List - Have students make up a list of responsibilities he or she has at home, in school, and in the community. Then make a general list on the board of the responsibilities of students their age. Then ask how they feel about the items on the list. • http://nie.honoluluadvertiser.com/12-Character-Education/Proj.%20Solution%20Gr.%203-7/Responsibility2.pdf