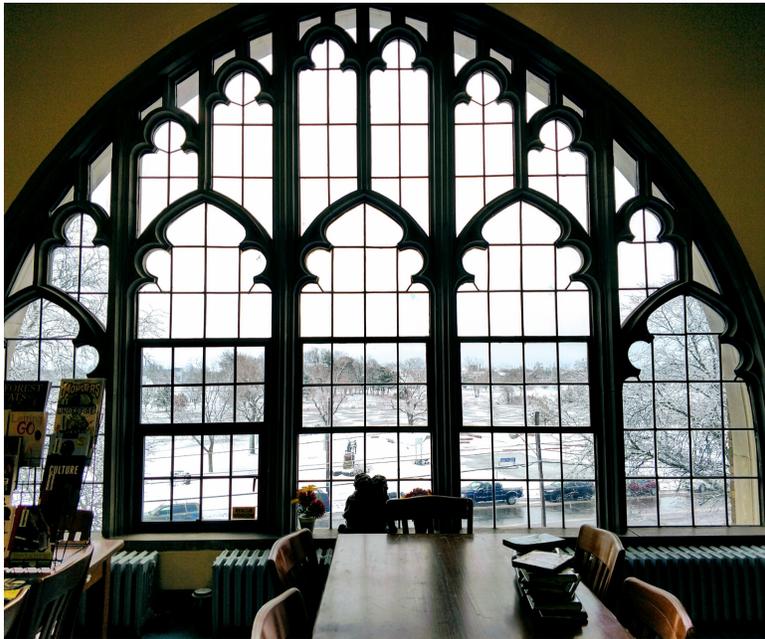


# CHARACTER EDUCATION NEWSLETTER



## IN THIS ISSUE

- A variety of lessons and activities for all grade levels.
- Links to multiple additional resources and helpful websites.
- Social Emotional and Learning alignment

## DEFINITIONS/ QUOTATIONS

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.

Responsibility is meeting obligations by being reliable, accountable and dependable to self and others.

Definitions:

- Meeting obligations by being reliable, accountable, and dependable to self and others
- The state of being the person who caused something to happen
- A duty or task that you are required or expected to do □  
Something that you should do because it is morally right, legally required, etc.
- Able to be trusted to do what is right or to do the things that are expected

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.

"Few things help an individual more than to place responsibility upon him, and to let him know that you trust him." – Booker T. Washington

"Success on any major scale requires you to accept responsibility... in the final analysis, the one quality that all successful people have... is the ability to take on responsibility." – Michael Korda

"Stop blaming others. Take responsibility for every area of your life." – Unknown

"I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do something I can do." – Helen Keller

## RESPONSIBILITY



*"It's the one thing you can control. You are responsible for how people remember you—or don't. So don't take it lightly."*

*-Kobe Bryant*



## SCHOOL – WIDE

### 1. PA Announcements

**Responsibility PSA's** Write and perform a weeklong series of public Service announcements on responsibility.

**Random Acts of Kindness** Announce "Principal's Random Acts" periodically. All students are recognized for good sportsmanship, being responsible, good behavior on the playground, etc.

### 2. School Displays

**Responsibility Portraits** Have students create a portrait of a person they know who is responsible. Ask students to consider what characteristics make that person special and how they can depict those characteristics in a visual way. Display student's work. □

**"Be Healthy"** People have a responsibility to themselves to stay healthy. Design a bulletin board display called "Be Healthy."

### 3. Special Events & Programs

**Assisting in the Community** Encourage students, along with parents or guardians, to survey their neighborhoods and find out if there are any elders who need help with such things as repairing fences, shopping for groceries, painting, doing minor repairs, caring for their lawns, etc. Encourage students to take responsibility and offer assistance with parent or guardian permission/supervision.

### 4. Class Activities

**Game:** Play a "What's Their Responsibility?" Game. Make a list of roles or careers in society. Use some of the following examples: artist, bank teller, mother, cafeteria worker, child, coach, weather forecaster, veterinarian, students, teacher, etc. Divide into two or more teams. Give each team the list of roles/careers. The object of the game is for students to list four different or unusual responsibilities for each role or career.



## HANDS ON ACTIVITIES/ PROJECTS

**1. Human Knot** Divide the class into two groups of about fifteen students each. Have the students in each group form a tight circle facing inward. Each person is to reach across the circle and take the right hand of someone in the circle not next to him or her and then the left hand of someone else not next to them. No one should be holding both hands of another person and no one should have his own arms crossed. The cooperative task is to untangle himself or herself without anyone in the circle letting go of a hand. They will end up back in a circle if they are successful. Some of the participants may be facing out instead of in. If they succeed, ask if a natural leader emerged and why the group automatically followed or challenged the natural leader. If no natural leader took over, ask the group to describe the process of untangling through equal suggestions.

### 2. Check out

**The 7 Habits of Highly Effective Teens** by Sean Covey Students will analyze the individual responsibility they have in their life to enhance their health.  
<http://www6.grafton.k12.wi.us/ghs/teacher/awagner/7-Habits.htm>

