

# KIDS OF CHARACTER

*The Sun Sentinel Kids of Character program, presented by Publix Super Markets, honors student who go above and beyond while exhibiting Character Traits.*



2017 - 2018

[SunSentinel.com/Character](http://SunSentinel.com/Character)

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Sun Sentinel  
**n i e**  
news in education



*Special  
"Take-Home" Poster  
Inside: Character  
Education Activities  
For Families*



# Kids of Character

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### About the Sun Sentinel News In Education program:

Throughout the school year, the Sun Sentinel NIE program provides electronic newspapers, to South Florida schools at no charge. Our goal has been to help teachers help their students, promote literacy, encourage hands-on learning using the newspaper, and assist students in staying up-to-date on the world around them. Another key focus of our program is providing curriculum materials, like *Kids of Character*, to enhance lessons in the classroom across all subject areas. These complimentary booklets are aligned with the Next Generation Sunshine State Standards and the Common Core State Standards.

**For more information about Sun Sentinel News in Education and to download educational materials, visit our website at: [www.SunSentinel.com/nie](http://www.SunSentinel.com/nie)**



### About this curriculum:

Kids of Character -- Using the Sun Sentinel to Promote Good Character, was written in response to the Florida Legislature Senate Bill 20E, a section of which mandated that character education be expanded to include grades K-12. The Broward County School District set the standard with their program which can be used as the state model for character education curriculum. If any school district would like a copy of the Broward curriculum, please e-mail: [kimberly.young@browardschools.com](mailto:kimberly.young@browardschools.com)

### About the Sun Sentinel Kids of Character program:

Sun Sentinel Kids of Character is a partnership with Broward County Schools and Publix Super Markets to honor students for doing exemplary deeds, at home, in school and in the community. As partners, we also feel strongly that health and wellness should be included in programs on character education. You will find these topics incorporated into this curriculum guide.

### A message from Broward County Schools:

Access to all monthly Character Education activity sheets is available only through the Diversity, Cultural Outreach, and Prevention website at [www.browardprevention.org](http://www.browardprevention.org). Click on "character" and "monthly activities." For any questions, please contact your Character Education Coordinator at [kimberly.young@browardschools.com](mailto:kimberly.young@browardschools.com)

## ACTIVITY: WHY ARE THEY FAMOUS?

- On several of these pages, you will see quotes by famous people.
- Choose one who interests you and do research to find out who the person is and for what he or she is most famous.

- Write a short article describing your findings. Use the 5Ws of writing: Who? What? When? Where? Why?

- Make some notes about your findings and do a short oral presentation to your class.



"Power consists in one's capacity to link his will with the purpose of others, to lead by reason and a gift of cooperation." - President Woodrow Wilson (1856 - 1924)

# Cooperation

...Working with others to accomplish a common purpose.

### Demonstrators:

1. When given the opportunity I offer to take responsibility for the portion of the project/assignment where my skills, talents and/or knowledge can be utilized.
2. When assigned a specific role or task, I ask what is expected of me to successfully complete my part of the project.
3. I listen to the ideas from the other members of the project to understand how my task will enhance what they are to do.
4. I encourage my partners or team members. I assist them in anyway I can to be sure we complete the assigned task, and by the appointed time.
5. By working cooperatively I can often accomplish more in the same amount of time than I could by working alone.
6. When working with others to complete a project from which we all benefit, I feel good about myself.



## ACTIVITY: TEAMWORK = COOPERATION

Why are some individual sports expanded to also be played in teams (Tennis, gymnastics, etc.)? Write a letter to the editor explaining your opinion on whether this is beneficial or not beneficial to the sport.

If you want to grow up strong and healthy, you must stay physically active. For most students that often means participating in a team sport. On any team, cooperation is the key to success. Yes, there is often one "leader," but to win or play correctly you must work together.

## ACTIVITY: GET MOVING!

Nike's slogan is "Just Do It." Your line should be "Sitting Around is Not an Option." Since 30% of Americans ages 3-17 are chronically overweight, it has become imperative to get moving. One of the best ways is to play a team sport. Another option is to exercise with another person.

Write down which team sport you might want to play and write a paragraph explaining why.

Make a pledge to yourself to join a team or exercise with another person. In a notebook or diary, set up a schedule keeping track of when and how long you practiced or participated each session. As you progress, describe the benefits of working with a group or partner.

## ACTIVITY: WHICH TEAM SPORT IS BEST?

Divide the class into five groups. Each group will research one of the following team sports: baseball, basketball, football, hockey, and soccer.

Which sport appears to get the most coverage in the *Sun Sentinel*? Why?

Hold a class debate about which sport requires the most cooperation between teammates and which is the most strenuous. Use specific facts to support your argument.

## ACTIVITY: CHOOSE A TEAM SPORT

Make a list of as many team sports as you can think of. Write a short paragraph about which two most demonstrate cooperation.



\*The following Reading standards apply to the entire tab grades 3 - 12 unless otherwise noted. The levels of competency will vary depending on the specific Common Core Standards for each grade.

RI.4, RI.5.3, RI.6, RI.7.(3-6) RF.4 (3-5) L.1, L.2, L.3.(3-8), L.4, L.5

\*Florida Standards: W.2. (3-12), W.4.(3-12), W.7.(3-12), W.8.(3-12) SL.4.(3-12), SL.6.(3-12)

Florida Standards: W.1.(3-12), W.4.(3-12), W.7.(3-12), W.8.(3-12)  
SL.1.(3-12), SL.3.(3-12), SL.4.(3-12), SL.5.(3-12), SL.6.(3-12)

"Do your share. Help with healthy meal preparation at home."





“The price of greatness is responsibility.” - Sir Winston Churchill, British politician (1874 - 1965)

# Responsibility

... Meeting obligations by being reliable, accountable and dependable to self and others.



## ACTIVITY: RESPONSIBILITY COLLAGE

You have responsibilities at home, school, and in the community. Cut out pictures, words, headlines, and phrases from the *Sun Sentinel* that show your other responsibilities. Create a collage with your words and phrases, and write an explanation of how/why these demonstrate responsibility.

### BE RESPONSIBLE FOR YOU

You already know the importance of physical activity. In order to have a sense of well-being and to remain healthy, you must also take direct responsibility for what you eat. That means eating a variety of foods and making super healthy choices.

### START WITH FRUITS AND VEGETABLES

How do you make those choices? One good place to look is the produce (fruit and veggie) section of your local Publix. Admire the beautiful colors – juicy red tomatoes, crisp green beans, shiny oranges, purple grapes. This is nature’s way of pointing you in the right direction toward better eating. The brighter the colors, the more nutrition each food contains.

## ACTIVITY: MAKE RESPONSIBLE FOOD CHOICES

There are countless choices in the fresh produce department. Make a list of the ones you have never tried. Pledge to go to a nearby Publix & select one new fruit or vegetable each week. Keep a record of which ones you like best.

### Demonstrators:

1. Being a person of my word. I do what I say I am going to do.
2. Using a check off list, I am sure that I will always have the tools I need to complete a task, job or assignment.
3. Doing my part to be sure that a team project is completed on time.
4. Doing my share, my part, to make sure this is the best place in which to learn, to live, to work, and to play. It makes me feel valuable.
5. Accepting the consequences, as well as the benefits, of my words, actions and behaviors.
6. Making choices that insure I lead a healthy and productive life while supporting others to do the same.



You know the drill. Don’t overeat. Don’t take drugs. Don’t abuse alcohol. Don’t watch too much TV. Don’t, don’t, don’t! It sounds like you have no control over anything, right? Truth is, you do have control. By taking responsibility for your actions and thinking through consequences you put yourself in charge.

## ACTIVITY: DO AN INTERVIEW

Look thought the *Sun Sentinel* for an article about a person who interests you. Note the specific facts and quotes included in the article and how the article is written to include the 5W’s -- who, what, when, where, and why.

Choose someone you know well enough to interview about a time they acted in either an irresponsible or responsible manner. This person can be a friend, adult, parent, teacher or coach. Prepare questions to ask beforehand and make sure to include the 5W’s. Also, write down exact words for direct quotes. What were the results of their actions? Write a short article about what you learned. Make sure you have permission to use names, dates, etc.

“... the practice of listening to opposing views is essential for effective citizenship. It is essential for our democracy.” – President Barack Obama (1961 - )

# Citizenship

... Knowing, understanding and displaying a high regard for rules, laws, government, heritage, and for those who have served and sacrificed for community and country.



## ACTIVITY: BE A CREATIVE CITIZEN

Complete one of the following using a theme of Good Citizenship: draw a picture or comic strip, write a poem, create a song or jingle, make a video, or write a play. Share your project with your class.



## ACTIVITY: BE AN EVERYDAY HERO

Look through the *Sun Sentinel* for stories about “everyday heroes” - people who practice citizenship by helping others in their school, neighborhood or elsewhere. As you read, ask yourself what it is that makes this person’s actions special.

1. Being a member of a community (common unit) family, class, school, village, town, city, county, state, country (nation), continent, world.
2. Knowing that with every right there is the responsibility to use that right in an appropriate and respectful manner.
3. Choosing to be part of the solution, rather than to be part of the problem.
4. Being in service to my community by doing my part to help others who are in need.
5. Whether in school or in my community I respect and abide by the rules and laws, which are designed to make it a better and safer community in which to learn and live.



## ACTIVITY:

With family, friends, or classmates, brainstorm an action or select one of the suggestions below that you can initiate to demonstrate what it is to be a good citizen. Make specific plans and goals towards accomplishing the project you select. Create a timeline for each step.

- Start a neighborhood or school garden for food or to beautify a blighted area.
- Cook something healthy to give to a friend or neighbor who is housebound.
- Set up an after school fitness or walking program.
- Play with a younger neighbor or small child who needs extra attention.
- Volunteer at a youth center or YMCA to coach a team.







“That best portion of a good man’s life, His little, nameless, unremembered acts of kindness and of love.” - William Wordsworth, English poet (1770 - 1850)

# Kindness



**Demonstrators:**

- 1. Doing something for someone without being asked.
- 2. Saying or doing something to make someone feel a part of my class or group.
- 3. Helping someone to solve a problem or to complete a task.
- 4. Thinking of someone else’s needs before my own.
- 5. Greeting everyone with a smile and a friendly word.
- 6. Saying and doing things that let others know I care about their feelings.

... Being helpful, thoughtful, caring, compassionate, and considerate.



Photo Credit: Debbie Rahamin



**ACTIVITY: THE GIFT OF KINDNESS**

Look through the *Sun Sentinel* for words and pictures that express kindness. Write a letter to a person that you would like to “give” these caring words to, and explain why you want to give these “gifts” to this person.

**ACTIVITY:**

As a class, brainstorm ways to demonstrate kindness. Break into small groups with each selecting one of the brainstormed items. Create a one-act play demonstrating your choice and perform it for your classmates or, if possible, as a public service for the school.

**ACTIVITY: START WITH KINDNESS TO OTHERS**

Look through the *Sun Sentinel* for an article about an organization, place or group that is in need of help. Develop a plan and write a letter to the organization explaining why you would like to assist and inquiring as to what you can do.

**ACTIVITY: CONTINUE BY BEING KIND TO YOU**

Eating less healthy foods, eating too much or too little, not drinking enough water... you have heard it all by now, and you have probably done one or all of these things. You aren’t alone. Americans in general are not always kind to themselves, and we are paying the price with many health problems.

Divide the class into groups to research these issues: anorexia, bulimia, childhood obesity, dehydration, sedentary life style, stress, sleep deprivation, and early onset diabetes. Do an oral report to your class on your findings. Include visual aids such as posters, drawings, graphs, statistics, etc. Include solutions to these problems and where to find help.

# TAKE-HOME POSTER



## WAYS TO PROMOTE GOOD CHARACTER

### AT HOME AND IN YOUR COMMUNITY



Sun Sentinel  
**nie**  
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Once upon a time...

there was a group of kids who were honest,  
compassionate, disciplined, and kind.



These kids changed the world.  
And everyone lived happily ever after.

Publix®

Congratulations to all the 2017/2018 Kids of Character from your friends and fans at Publix.®

“If you want to be respected, you must respect yourself.” -- Spanish Proverb

# Respect

... Showing consideration,  
understanding and regard for  
people, places and things.

## Demonstrators:

1. Saying and doing what makes people feel safe and valued.
2. Looking at and listening to the person who is speaking to me.
3. Saying “please,” thank you,” “please be quiet,” and when appropriate, “excuse me” and “I’m sorry”.
4. Leaving other’s belongings and property alone or receiving permission to borrow or use it.
5. Honoring everyone’s right to a safe environment in which to learn to the best of his/her ability.
6. Telling myself to be and to do my best at all times!

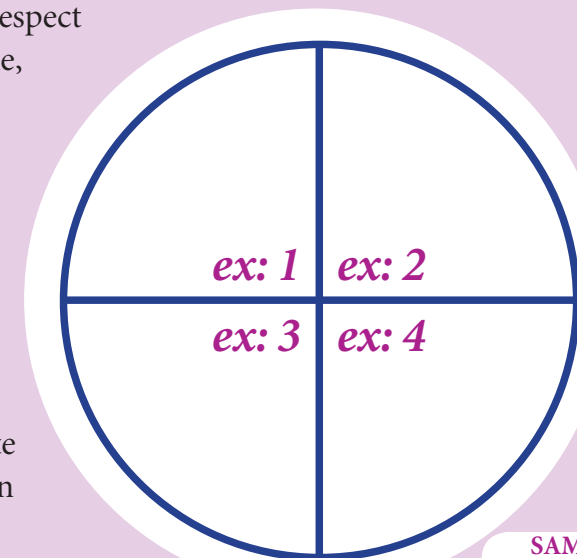


## ACTIVITY: START WITH YOU

Every year you learn about the negative effects drugs and alcohol have on your health. Research to find specific facts on how these are harmful and create a poster, song, video, or electronic presentation sharing these facts and providing positive alternatives.

## ACTIVITY: RESPECT THE WORLD AROUND YOU

Draw a large pie chart and divide it into four sections. Label each quarter with a specific way you can show respect for the environment (recycle, conserve water, alternate transportation, etc.). Search for articles in the *Sun Sentinel* or online demonstrating how others are practicing these actions and place them on the chart. In small groups, select one of these and create a plan for implementing it in your community.



SAMPLE  
PIE CHART

## ACTIVITY: SHOWING RESPECT FOR OTHERS

Interview a friend or relative. Create a list of adjectives that describe the qualities that you respect in that person. Write a short essay explaining your choice, using specific examples gleaned from your interview that convinced you that this is a person worthy of respect.

“Respect your body. You deserve the best. Be healthy.”

Florida Standards: W.2.(3-12), W.3.(3-12), W.4.(3-12), W.7.(3-12), W.8.(3-12) SL.1.(3-12), SL.4.(3-12), SL.5.(3-12), SL.6.(3-12) New Generation Sunshine State Standards: VA.(3,4,912).C.1.1, VA.912.C.1.2, VA.(3,4,5,68,912).S.1.1, VA.(3,4,5,68).S.1.2, VA.(3,4,5,68,912).S.3.1, VA.(4,5).O.3.1, VA.(3,4).O.2.1, VA.(4,5).3.1, VA.5.O.1.1, VA.5.O.1.2, VA.5.O.2.2, VA.68.O.1.3, VA.68.O.1.4, VA.912.O.2.3, VA.912.O.3.1





“No legacy is so rich as honesty.” - William Shakespeare (1564 - 1616)

“Self-control is the chief element in self-respect and self-respect is the chief element in courage..” - Thucydides (471 BC - 400 BC)

# Honesty

... Being truthful, trustworthy, and sincere.

## ACTIVITY: TRUTH VS. UNTRUTH

Read number 6 under the Honesty Demonstrators list on this page. Write and illustrate a short story defining the meaning of this sentence. If possible share your story as a lesson on honesty with younger children.



### Demonstrators:

1. Taking responsibility for what I say and what I do, even if it means there may be a consequence.
2. Sharing what I know about a situation that could be harmful to others or to property.
3. Returning anything I find to the person who lost it, or turning it into the proper authorities.
4. Knowing what I say and do can be counted on as true.
5. Doing all of my own work, unless collaborating on a group project or studying with a partner or friend.
6. Remembering that it is easier to tell the truth than to live a lie.

## ACTIVITY: DRAW A COMIC

Read the comic strips in the *Sun Sentinel*. Are there any characters that demonstrate honesty or dishonesty? Who are they? Which of their actions tell you that they are being honest or dishonest? Explain.

Think about what being honest means to you. Then draw a comic strip that demonstrates your ideas about honesty.



## ACTIVITY: TRUTH VS. MYTH

When asked if he chopped down a cherry tree, it has often been stated that our first President, George Washington, answered, “I cannot tell a lie.” This statement seems to support the fact that President Washington was a man of great honesty because he admitted his guilt.

As it turns out, this statement is what is known as a myth. Research to discover the answers to the following questions:

What is a myth?

In what way does a myth differ from a lie?

Why do you think myths often become “truth”?

What purpose does a myth serve?

Based on the results of your research, explain whether you think it is acceptable to continue repeating this myth about our first President? Explain if you think it is acceptable to continue repeating any myth. Discuss your opinion with your classmates.

# Self Control

... Having discipline over one's behavior or actions.

### ACTIVITY:

#### MAKING BETTER CHOICES

Keeping in shape and eating well takes self-control. For example, it takes self-control to drink juice when you would prefer a soda. It is also easy to eat too much of even healthy foods. The chart you see here can help you control the size of your portions. Make copies and keep one at home. Take another copy with you when you go out to eat.

#### ONE SERVING

3 ounces of meat  
Medium piece of fruit  
1 ounce of low-fat cheese  
½ cup low-fat ice cream  
½ cup brown rice or pasta  
1 teaspoon peanut butter  
1 ounce of nuts

#### SIZE (thickness/size of)

a deck of cards  
a tennis ball  
4 stacked dice  
a tennis ball  
size of your fist  
tip of your thumb  
one small handful

### ACTIVITY:

Divide the class into groups to research and become experts on each of the following questions pertaining to food and nutrition:

What is a calorie?

What is a vitamin?

What is a mineral?

What is a trans fat?

What is a protein?

What is a carbohydrate?

What is polyunsaturated fat?

Have each group prepare for a panel discussion to share their information with the class. Allow time for a question and answer period after each presentation.

### Demonstrators:

1. Before I speak or act, thinking how my words and actions can have a positive effect on myself and others.
2. Knowing that I can learn how to turn a frustrating situation into one that will be positive and productive.
3. Understanding that rules and laws are in place so that everyone can be safe and productive.
4. Using the power of my thoughts to control the actions of my body, to include what I say to myself and others.
5. Being sure that what I say and what I do is appropriate for the time and place.
6. Always asking myself, “How will this choice help me to fulfill my potential to be a better and healthier person?”



Here are other ways to practice self-control when eating:

- Chew your food slowly. Don't rush.
- Drink a glass of water before a meal.
- Wait 20 minutes after eating before taking a second helping.
- Brush your teeth after dinner to discourage late-night snacks.
- Eat at least 5-7 servings of fruits and veggies each day to keep full.
- Eat small meals more often.



### ACTIVITY:

Read through the sports section of the *Sun Sentinel* to find an article where an athlete or other participant exercised self-control.

Write a letter to that person offering positive praise and reflecting on the effect that action had on the outcome and influenced others reading the article.



### ACTIVITY:

Reflect on some situations where you were angry or disappointed and reacted in a negative way. Focus on one, and write an essay on how you could have exercised self-control and turned the situation around.





“Laws alone cannot secure freedom of expression; in order that every man present his views without penalty there must be spirit of tolerance in the entire population.” - Albert Einstein (1879 - 1955)

# Tolerance

**TOLERANCE . . . Recognizing and respecting differences, values, and beliefs of other people.**

**Demonstrators:**

- 1. Knowing that each of us has the right to his/her own thoughts and beliefs.
- 2. Appreciating that no two people are exactly alike and yet we all share many of the same traits and needs.
- 3. Believing that when taking the time to understand our differences, there is always something more I can learn about myself.
- 4. Understanding that to recognize another’s beliefs still allows me the right to have my own.
- 5. Realizing that each person’s basic need is to feel safe and accepted as an ‘equal’.
- 6. I remind myself that “Differences can divide people while diversity can strengthen them!”

**ACTIVITY: WE ARE ALL DIFFERENT - OR ARE WE?**

Choose someone to write on the board. Have that person write two headlines: “On the Outside” and “On the Inside.” Next, hold up a Tootsie Roll Pop. Everyone should describe what the Pop looks like on the outside and what it looks like on the inside. Write down the comments under the correct headline.

**Continue class discussions to answer the following questions:**

- 1. How are Tootsie Roll Pops like people, on the outside and on the inside?
- 2. If you choose a Tootsie Roll Pop by the color of its wrapper, should you also select friends by their outer appearance, such as clothing or the way they wear their hair?
- 3. Talk about a time you judged someone by their “outside”, then later found out that the person was different on the inside.
- 4. Do you try different flavors of Tootsie Roll Pops or do you always stick with the same flavor or color? Why? In the same way do you try out new friends or always choose the same types of friends?
- 5. Tootsie Roll Pops have a hard exterior, but a soft center. People are often the same way. Why do you think that is?
- 6. Why is it important to be tolerant of outside differences or appearances?

**ACTIVITY: BULLYING**

Bullying is a form of intolerance. Think of a real-life situation or read through the *Sun Sentinel* to find a human interest story about a bullying situation. Write a letter to the editor expressing how the situation could be turned into one of tolerance rather than intolerance.

**ACTIVITY: WRITE A STORY**

Write a short story or poem describing what the world would be like if everyone was the same.

**ACTIVITY: UNDERSTANDING CULTURAL DIFFERENCES AND SIMILARITIES THROUGH MUSIC**

Prior to facilitating this activity, offer students historical information about immigration and diversity issues and the importance of creating a welcoming environment for all. Suggested Procedures

- Place chairs in a circle with one fewer chair than there are students.
- Play music and have the children walk around the chairs. Use a variety of cultural music to enrich the game.
- Tell students that when the music stops, they should quickly find a seat.

After a few rounds of removing chairs, when one or two students don’t have a place to sit, challenge students to find safe and creative ways for everyone to have a seat. Students may connect the chairs, sit on each other’s laps and squeeze together. They will love “piling together.” Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creativity and kindness.

Continue on for a few more rounds. With each round, the students will have more contact with each other and will be challenged to work even harder to find ways to be inclusive.

After the game, interact in small group discussions comparing how students felt when they had no chair and were excluded, and how they felt when the group found a way to include everyone. Ask students what challenges they believe immigrants of all ethnicity and backgrounds might experience?” Follow up this discussion asking, “How can we help make someone who is new to this country feel welcomed?”

Teaching Tolerance lessons can be found at: <http://www.tolerance.org/classroom-resources>.



# Resources

**COOPERATION - SEPTEMBER**

**Elementary**  
Weird Friends – Unlikely Allies in the Animal Kingdom, Jose Aruego  
Space Challenger:  
The Story of Guion Bluford, James Haskins

**Secondary**  
Holes, Louis Sachar  
The Leftover Kid, Carol Snyder  
Animal Farm, George Orwell  
Freak the Mighty, Rodman Philbrick

**Websites**  
Between The Lions – [www.pbskids.org/lions](http://www.pbskids.org/lions)

**RESPONSIBILITY - OCTOBER**

**Elementary**  
Arthur’s Computer Disaster, Marc Brown  
Stone Fox, John Reynolds Gardiner

**Secondary**  
Hatchet, Gary Paulsen  
Tiger Woods, William Durbin  
Rough Waters, S.L. Rottman  
Michael Jordan, David Pietrusza

**Websites**  
The Academy Of Achievement – [www.achievement.org](http://www.achievement.org)  
U.S. Environmental Protection Agency – [www.epa.gov/students](http://www.epa.gov/students)

**CITIZENSHIP - NOVEMBER**

**Elementary**  
Halmoni and the Picnic, Sook Nyul Choi  
The Cabin Faced West, Jean Fritz

**Secondary**  
Johnny Tremain, Esther Forbes  
Mrs. Frisby and the Rats of NIMH, Robert C. O’Brien  
The March on Washington, James Haskins

**Websites**  
Ellis Island – [www.ellisland.org](http://www.ellisland.org)  
First Gov For Kids – [www.kids.gov](http://www.kids.gov)

**KINDNESS - DECEMBER**

**Elementary**  
The Teddy Bear, David McPhail  
Four Ugly Cats In Apartment 3D, Marilyn Sachs

**Secondary**  
The Life and Times of Mother Teresa, Tanya Rice  
Catwings, Ursula K. Le Guin  
Pay It Forward, Catherine Ryan Hyde  
Petey, Ben Mikaelson

**Websites**  
Stories To Grow By – [www.storiestogrowby.com](http://www.storiestogrowby.com)  
Center for Youth as Resources – [www.yar.org](http://www.yar.org)

**RESPECT - JANUARY**

**Elementary**  
I’m Sorry, Sam McBratney  
The Butter Battle Book, Dr. Seuss

**Secondary**  
The Yearling, Marjorie Kinnan Rawlings  
Jane Goodall, Paula Bryant Pratt  
Life In The Fat Lane, Cherie Bennett  
Out Of The Dust, Karen Hesse

**Website**  
My Hero – [www.myhero.com/home.asp](http://www.myhero.com/home.asp)

**HONESTY - FEBRUARY**

**Elementary**  
A Big Fat Enormous Lie, Marjorie Weinman Sharmat  
Lincoln: A Photobiography, Russell Freedman

**Secondary**  
Liars, P.J. Petersen  
The Skull Of Truth, Bruce Coville  
No Easy Answers: Short Stories About Teenagers  
Making Tough Choices, Donald Gallo

**Websites**  
Kids Can Do It – [www.kidscandoit.com](http://www.kidscandoit.com)  
University of Manitoba, Canada/Student Advocacy – [www.umanitoba.ca/student/advocacy](http://www.umanitoba.ca/student/advocacy)

**SELF-CONTROL - MARCH**

**Elementary**  
The Berenstain Bears and the Bad Habit, Stan and Jan Berenstain  
Nothing But Trouble, Trouble, Trouble, Patricia Hermes

**Secondary**  
Diary Of A Young Girl, Anne Frank  
Iron Ring, Lloyd Alexander  
Emily Post’s Teen Etiquette, Elizabeth L. Post  
The Ironman, Chris Crutcher

**Websites**  
Good Character – [www.goodcharacter.com](http://www.goodcharacter.com)  
CyberSmart – [www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org)

**TOLERANCE - APRIL/MAY/JUNE**

**Elementary**  
All The Colors Of The Earth, Sheila Hamanaka  
The Christmas Menorahs: How A Town Fought Hate, Janice Cohn

**Secondary**  
Gandhi, Great Soul, John B. Severance  
Daniel’s Story, Carol Matas  
To Kill A Mockingbird, Harper Lee  
The Devil’s Arithmetic, Jane Yolen

**Websites**  
Anne Frank – [www.annefrank.com](http://www.annefrank.com)  
Southern Poverty Law Center – [www.splcenter.org](http://www.splcenter.org)

**PATRIOTISM**

**Elementary**  
Our National Holidays, Patricia J. Murphy  
The United States Constitution, (Let Freedom Ring) Kristal Leebrick

**Secondary**  
Soldier’s Heart, Gary Paulsen  
Nothing But The Truth: A Documentary Novel, Avi  
The Man Without A Country, Edward Everett Hale  
African American Military Heroes, James Haskins

**Websites**  
Constitution Facts – [www.constitutionfacts.com](http://www.constitutionfacts.com)  
Kids Voting USA – [www.kidsvotingusa.org](http://www.kidsvotingusa.org)

**FOR MORE RESOURCES ON HEALTH AND NUTRITION:**

**Websites**  
[www.choosemyplate.gov](http://www.choosemyplate.gov)  
[www.kidsheartfelthealth.com](http://www.kidsheartfelthealth.com)  
[www.kidshealth.com](http://www.kidshealth.com)  
[www.shapingamericasyouth.com](http://www.shapingamericasyouth.com)  
[www.publix.com](http://www.publix.com)  
[www.floridajuice.com](http://www.floridajuice.com)  
[www.letsmove.gov](http://www.letsmove.gov)  
[www.epa.gov/students](http://www.epa.gov/students)

**Books**  
Honest Pretzels and 64 Other Amazing recipes for Cooks Ages 8 and Up,  
Good Enough to Eat: A Kid’s Guide to Food and Nutrition,  
The Children’s Kitchen Garden,  
Cooking with Children,  
Physical Fitness  
(My Health Series).



Photo Credit: Debbie Rahamin

**Of Special Interest!**  
**OPERATION RESPECT: Don’t Laugh at Me**

The Don’t Laugh at Me Project (DLAM) is a curriculum-based program designed to establish a climate that reduces the emotional and physical cruelty some children inflict upon each other by behaviors such as ridicule, bullying and sometimes even violence.

Founded by Peter Yarrow of the folk group Peter, Paul & Mary, DLAM utilizes inspiring music and video to support special curricula and lessons created for your classroom. DLAM is a gateway program designed to provide all educators with an entry point for year-round social and emotional learning. The program is designed to inspire children, along with their teachers and other educators, to transform their classrooms and schools into “Ridicule Free Zones.” For FREE materials and information go to [www.operationrespect.org](http://www.operationrespect.org)



Once upon a time...

there was a group of kids who were honest,  
compassionate, disciplined, and kind.



These kids changed the world.  
And everyone lived happily ever after.

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