

Grades 6-8

CHARACTER EDUCATION

INSTRUCTION • ACTIVITIES • ASSESSMENT



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Character Education

Character Education introduces and develops the knowledge, skills, attitudes and values that will help students lead healthy and fulfilling lives. Students will consider what it means to be healthy—socially, mentally and emotionally—and will be given experiences to assist them to become responsible, caring members of society.

The book focuses on character building and values. Most experts agree that people with defined values and a good self-image are better equipped to deal with challenging situations. The activities encourage students to consider their own values and develop a sense of self-worth. It also focuses on the importance of showing respect for and tolerance towards others and valuing diversity in our society.

Character Education provides a comprehensive coverage of values content, supports teachers in planning and implementing lessons and, through collaborative learning and thoughtful discussion, promotes a lifelong commitment to a healthy value base.



Other titles in this series:

- Character Education, Grades 2-4*
- Character Education, Grades 6-8*

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Indicators

- Recognizes actions that are disrespectful.
- Considers ways to act respectfully towards others.
- Identifies ways of showing respect to other people.

The Lesson

Discussion points:

- What does “respect” mean?
- Whom do you respect the most? Why?
- Who shows you respect?
- “It is important that we respect ourselves.” Discuss.

What to do:

- Divide the class into small groups. Each group reads the poem together.
- Students discuss Questions 1 to 3, then write responses independently.
- Students can work in pairs or small groups to create their piece for Question 4. Discuss each option with the class. Explain that their responses will be displayed around the school (or if a role-play or debate, presented in front of the class).
- Students will need time to work on their piece, and to polish and perform it.
- After each piece has been displayed or performed, discuss it with the class. Ask the students what they have learned from each piece of work.

Answers:

Answers will vary

Additional Activities

- Students write a poem about respect. They can focus on respecting others or respecting themselves.
Poems can be acrostic, rhyming, narrative, haiku, etc.
- Discuss with the class what can be done if you feel you are not being respected. How can a person change to receive more respect from others?
 - Show respect to others (being considerate, caring, tolerant, etc.).
 - Try being more assertive (use “I” statements, etc.)

Display Ideas

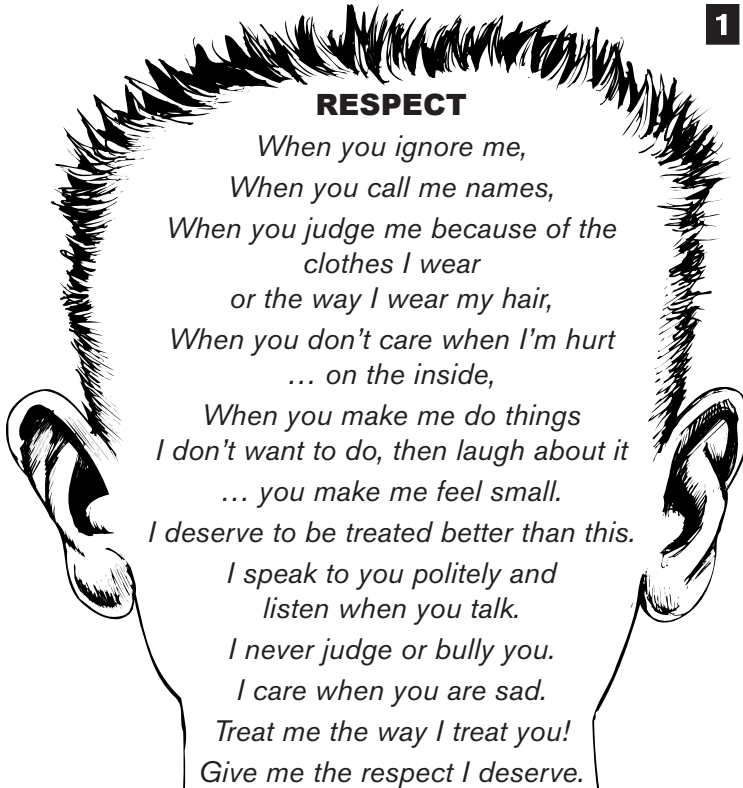
- Groups who have completed work for Question 4 that can be displayed should ask if their work can be put on show in a public area, such as the library or office entrance.
- Groups who have performance pieces could repeat their performance to a wider audience, such as a class in the upper levels or, if appropriate, the whole school.

Background Information

Treating others with respect makes the world a nicer place. We show respect to others when we treat them the way we would like to be treated.

A respectful person:

- *is courteous and polite.*
- *listens to what others have to say.*
- *doesn't insult, judge, make fun of people, call them names, or bully them.*
- *doesn't judge people before getting to know them.*
- *is sensitive to the feelings of others.*
- *doesn't put pressure on people to do something they don't want to do.*



1 Read the poem.
Who do you think the writer is speaking about?
What makes you think that?

2 What type of person do you think the writer is? Write adjectives to describe him/her.

3 In the poem, the writer says that he/she feels “small.” Have you ever felt like this? Describe your experience.

4 We show respect to others when we treat them the way we would like to be treated.

Treating others with respect makes the world a nicer place.

- (a) Read the phrase above. In your groups, choose a way to present this message to an audience. There are some ideas on the right.
- (b) Plan your piece. Speak to your teacher about the resources you might need (such as the Internet, craft materials, video camera, or costumes).
- (c) Prepare your piece.
- (d) Polish your piece until it is ready for display or performance.
- (e) Evaluate your work. How happy are you with the finished product?

- poem
- short play
- poster
- news report/article
- creative story
- children's book
- web page
- debate
- historical piece
- documentary

