



Monroe County Schools

Character Education Outline

The Monroe County School District has developed a set of Character Education strands. The purpose of these strands is to integrate good character traits into the total school environment. Character education is the process of helping students develop and practice the core values that our diverse society holds important. It includes, but is not limited to respect, responsibility, citizenship, patriotism, caring, fairness and trustworthiness. The words, definitions and objectives focus on the attitudes and personal qualities that build a foundation for success in life and work.

Rationale: The need for a district Character Education outline was identified. Several successful programs are currently being implemented in Monroe County Schools. A survey was sent out and information from these programs was collected. A recommended Character Education Calendar with focus traits was created by grouping like concepts together. The focus traits became the Character Education Strands and objectives were created to meet Fl. St. Statue 1003-42(2)(q) and the needs identified by the district Safe and Drug Free Schools committee. This outline includes material from all of the programs currently being implemented across the district and those identified in State Statues.

Suggested strategies for implementation:

- Suggested and activities will be sent out each month for all levels.
- A web site will be created for the posting and sharing of activities for the Trait of the Month.
- Each school marquee would publicize the Trait of the Month.
- Information sharing could reduce school workload because information could be sent out through the media, on the district website and cable station and through newsletters.

Businesses and the community could become involved by:

- Displaying character education posters in locations where the general public and employees will see them.
- Incorporate character education logo in printed materials such as brochures, stationary, posters, etc.
- Participate in career days and other functions and discuss the importance of character traits in relation to the world of work.
- Provide recognition for employees' children who exhibit one of the traits in an exemplary manner.
- Recognize employees who demonstrate these traits.
- Provide funding for items such as pencils, stickers and folders with the character logo or traits for teachers to use for student recognition.
- Publicize the Trait of the Month on a business marquee.

Objective The student will... (K-5)	Suggested Activities
A. Be courteous and polite.	Identify and use polite words such as please, thank you and your welcome.
B. Treat other people the way you want to be treated.	Learn the Golden Rule and practice it.
C. Identify what is unique and special about yourself and others.	Identify both physical and personality traits that make an individual unique.
D. Recognize positive character traits in others.	List one positive trait of each classmate.
E. Identify the importance of family relationships.	Identify members in a family and how they depend on each other.
F. Listen to what other people have to say to gain an understanding of people's ideas and feelings. G. Identify ways to solve a conflict without violence.	Participate in role playing that depicts good communication skills. Use good communication skills as the first step to resolve a conflict.

Objective The student will... (6-8)	Suggested Activities
A. Treat people with civility, courtesy and dignity.	Discuss the importance of responsible lunchroom behavior and how an individual's behavior affects others around them.
B. Discriminate between considerate and inconsiderate behaviors.	Have students create posters that stress good manners and display them in common areas.
C. Assess personal strengths to deal with difficult situations such as conflict and resistance to drugs, alcohol and tobacco.	Identify a difficult situation and have the student write a personal essay on ways to deal with the situation.
D. Demonstrate ways to show respect for other's right to be different and make one's own choices	Hold periodic class meetings and compliment peers who have shown respect for others.
E. Analyze the importance of family relationships.	Ask students to interview family members about their responsibilities in the household. Look at the relationship of each member's contributions to each other.
F. Utilize effective interpersonal communication skills as both a speaker and a listener. G. Demonstrate peaceful conflict resolution	Encourage students to use communication skills to resolve conflicts reasonably.

Objective The student will... (9-12)	Suggested Activities
A. Treat people with civility, courtesy and dignity.	Create a code of behavior for the classroom.
B. Show consideration in words and actions.	Have students write their own sayings of consideration and display them on walls.
C. Specify positive resources for physical and emotional care of self and others.	Create a pamphlet for a resource that is available to assist high school students with emotional or physical care.
D. Acquire knowledge and skills to work effectively	Treat an ethical issue like an intellectual issue –

with people irrespective of race, ethnicity or culture.	get the facts, gather evidence, weigh consequences before making a decision.
E. Differentiate between situations that require peer support and situations that require adult help.	Given a conflict or personal decision situation, have student discuss pros and cons of using peer support versus adult support.
F. Listen to what other people have to say to gain an understanding of people's ideas and feelings.	Have a debate on a selected topic. Institute a peer mediation program.

Objective The student will... (K-5)	Suggested Activities
A. Demonstrate reliability by following through on a commitment.	Develop a classroom helper chart that actively involves the student to carry out a duty.
B. Identify two important actions that reflect self-control as stop and think.	Make a poster that reflects the actions of stop and think.
C. Understand that perseverance is staying with a task or activity until it is finished.	Complete a project that has multiple steps.
D. Demonstrate the actions of stop and think before making choices.	Encourage students to role play scenarios that contrast outcomes when stop and think is used and when it isn't.
E. Conclude that decisions and actions have consequences.	List classroom rules and the consequences for not following the rules.

Objective The student will... (6-8)	Suggested Activities
A. Develop an appreciation of reliable behavior as a means of showing responsibility and earning trust and respect from others.	Make a list of six responsible behaviors and give examples of each.
B. Identify ways to exhibit self control in difficult situations.	Role plays a situation exhibiting self control.
C. Demonstrate persistence to complete an objective or task.	Identify and create a checklist of the steps necessary to complete a project.
D. Display knowledge that one is responsible for one's choices and one has control over those choices.	Design a Being Responsible poster illustrating positive behaviors and listing consequences if they are not followed.
E. Demonstrate the process of thinking through the consequences of one's actions.	Have a discussion about classroom responsibility and define student and teacher responsibilities. Identify the consequences of being irresponsible.

Objective The student will... (9-12)	Suggested Activities
A. Follow through on commitments	Have students visit www.goodcharacter.com to find opportunities to become involved in activities relating to personal and social responsibility.

B. Illustrate ways to exhibit self control in difficult situations.	Divide the class into small groups and have each group develop a list of do's and don'ts for being a responsible person, then share and discuss the lists.
C. Design an effective course of action for completion of a task.	Select a task that needs to be done and set the goal for achievement. Identify the steps necessary to reach achievement.
D. Assess choices and make a decision that will promote a positive outcome.	Write at least five things a student could say to them or do when they are tempted to act irresponsibly.
E. Use good judgment and think through the consequences of one's actions.	Have student write about something that was done that was irresponsible and identify the consequences from those actions and how it made you feel.

Objective The student will... (K-5)	Suggested Activities
A. List rules and actions that help ensure safety and well being.	Have the classroom establish class rules.
B. Discuss the importance of having and following rules and laws.	Discuss school rules and why it is important to have rules.
C. Identify traits of a good neighbor.	Identify another class and do a neighborly action for them.
D. Demonstrate responsibility for classroom duties.	Make a chart of classroom jobs, define the duties and rotate responsibility for them among the class.
E. List ways to take care of the environment.	Select one action the class could take to help the environment such as recycling paper or doing a playground cleanup.

Objective The student will... (6-8)	Suggested Activities
A. Describe the rights and responsibilities of self and others.	Have students make a word web that lists five responsibilities they have. Use the word web to write a personal essay about their fulfillment of the responsibilities.
B. Identify attributes of a democracy.	Discuss the attributes that make the United States a democracy. As a group project, create a poster that displays five of these attributes.
C. List the positive aspects that come from being a good neighbor.	Select another classroom and do a positive action for them. Discuss how it made both classes feel after the action was done.
D. Describe ways to improve a neighborhood, school and community.	Identify a problem in the community that needs to be fixed and list steps that could fix the problem.
E. Describe positive and negative impacts on the environment.	Make a poster depicting five things that help the environment and five things that hurt the

	environment.
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Objective The student will... (9-12)	Suggested Activities
A. Display responsible behavior in regards to school rules and society laws.	Make a Character Hall of Fame and recognize students that display correct behavior and positive character traits.
B. Participate in a democratic decision making.	Participate in a student election.
C. Examine the importance of laws to the rights of all citizens with a close look at laws specific to students.	Have students select a law and show its relation to a student's daily life.
D. Examine the advantages of volunteering as a way to make a difference in one's own life and the lives of others.	Participate in a community service event.
E. Describe positive and negative impacts on the environment.	Choose an environmental issue and explain three ways that a student could positively make an impact on the situation.

Objective The student will...	Suggested Activities
A. Display proper flag etiquette.	Use morning announcements to show the proper etiquette towards the flag.
B. Participate in school and/or community patriotic events.	Plan a school wide patriotic event that each student can contribute to.
C. Identify attributes of a positive role model.	Select a person as a role model and list their positive attributes.
D. Define courage as doing what is right.	Identify situations in which courage was shown.
E. Identify significant people and symbols in our nation's history.	Hang pictures of famous people and symbols in the halls and classrooms.

Objective The student will... (6-8)	Suggested Activities
A. Display proper flag etiquette.	Display proper flag etiquette.
B. Understand the similarity between loyalty and patriotism.	Identify a famous American and list the ways he/she displayed loyalty and patriotism.
C. Discuss the influence a hero or role model may have on an individual.	Share about personal hero and tell why he/she is a hero.
D. Recognize and practice personal courage.	Develop a personal motto that helps to promote personal courage.
E. List courageous acts of famous Americans.	Write a report using three resources on a famous American.

Objective The student will... (6-8)	Suggested Activities
A. Display proper flag etiquette.	Display proper flag etiquette at all school events.
B. Understand the importance of personal sacrifice for the good of the country.	Study a war and denote the personal sacrifices people made for their country through an oral presentation.

C. Define the similarities and differences of a hero and a role model.	Identify a personal role model and a known hero. Compare and contrast the qualities of the two.
D. Recognize ways to display courage in difficult situations.	Participate in a peer mentoring program.
E. Compare and contrast modern and historical heroes.	Create a poster with a Venn diagram comparing and contrasting a modern and historical hero.

Objective The student will... (6-8)	Suggested Activities
A. Display kindness to others in a variety of settings.	In a journal, describe three acts of kindness you can do.
B. Define share and identify ways to share.	Role plays a situation that shows sharing.
C. Understand compassion as caring about how others feel and exercise compassion toward others.	Given a situation, state an activity that would show compassion.
D. Define the characteristics of a positive friendship.	Make a poster listing the ten most important qualities of a friend.
E. Define empathy as the ability to see things from another's point of view.	Role plays a situation that involves a student acting like a bully towards another student. Practice empathy as you role play and discuss feeling others in the play had during the situation.

Objective The student will... (6-8)	Suggested Activities
A. Generate a list of kind acts and practice acts of kindness.	Identify and practice five acts of kindness you can do for others.
B. Demonstrate sharing through interactive activities.	Given a limited amount of supplies, have students demonstrate different ways to share what is available.
C. Illustrate ways to show compassion toward others.	Watch a movie that involves a compassionate act. Discuss how the outcome would have been different without compassion.
D. Describe the benefits of a friendship and steps for making and keeping friends.	Write a letter to a friend and tell them the reasons they are a friend and tell about one incident in which their friendship helped.
E. Identify an understanding of another person's feelings in a situation.	Role plays a situation where someone is blind. List ways to show empathy and understanding for the differences that person may encounter from a person with sight.

Objective The student will... (9-12)	Suggested Activities
A. Describe how an act of kindness could impact a situation.	Have the student describe a situation that would have a different outcome if kindness were used.
B. Define a situation that would be improved through sharing.	Write an essay on how sharing could improve a task.
C. Describe an event in which compassion affected	Relate a personal story of compassion either

the outcome.	orally or in writing.
D. Summarize the impact friendships have in relation to peer pressure.	Write about an instance when a friend helped to resist negative peer pressure.
E. Demonstrate responsiveness to the feelings of others.	Volunteer as a peer tutor or mentor.

Objective The student will... (K-5)	Suggested Activities
A. Identify the attitudes and behaviors that lead to trust.	Make a chart of four specific trustworthy behaviors.
B. Recognize ways that students can be dependable.	Reward students for dependable behavior.
C. Understand the meaning of loyalty as being true to oneself and others.	Write a paragraph on one way to show loyalty to a friend.
D. Understand the meaning of integrity as knowing the difference between right and wrong and choosing what is right.	Give a situation and have the student select their response. Discuss the choices and what defines the right choice.
E. Define and practice honesty as telling the truth.	Have students keep an honest-dishonest journal for one week and have them examine it for a close look at their own behavior.

Objective The student will... (6-8)	Suggested Activities
A. Demonstrate sincerity in words and actions.	Practice using good manners as they go through the lunch line.
B. Exemplify dependable behavior.	Identify one dependable behavior to work on and keep a chart for two weeks. Discuss the outcome and how it made them feel.
C. Identify situations when loyalty is appropriate.	As a class, discuss the differences between a group of friends and a gang and how loyalty is different in each situation.
D. Display integrity in their choices and actions.	Recognize students for good choices and display of character traits.
E. Understand the value of keeping their word and honoring their commitments.	Keep a journal and have student's record events where they kept their word and commitments and when they didn't. After one month, review the entries and discuss how the actions made them feel.

Objective The student will... (9-12)	Suggested Activities
A. Demonstrate the traits of truthfulness and sincerity.	Write a letter to someone who they did not tell the truth to and be honest and sincere about how they feel.
B. Explore the concept of dependability in relation to employment.	Look up career requirements on the internet and make note of the requirements that coincide with dependability.
C. Distinguish between the virtues and possible dangers of loyalty.	Discuss the concept of loyalty in relation to friendships and gangs. Identify situation in

	which loyalty would not be in one's best interest.
D. Understand the role of integrity in a societal setting.	Identify someone in public life who you think has demonstrated a lack of integrity. Write a letter to this person saying what you think of his/her behavior and what he/she should do to change.
E. Analyze the consequences of dishonest actions.	Find a newspaper article that depicts someone who has been dishonest and discuss the consequences of their actions.

Objective The student will...	Suggested Activities
A. Understand that patience is the ability to tolerate a delay calmly.	Student will list actions that show patience while waiting in the lunch line.
B. Understand that justice is a way that people are held accountable for their actions.	Describe a classroom where there were no rules. List the positive and negative things about having no rules.
C. Define equality as treatment of people without prejudice or favoritism.	Divide the class into groups and assign each group an area of the school. Have them create a mural of a person being fair and share it with the class.
D. Demonstrate fair play by following the rules.	Follow the rules of a game.
E. Accept that other people may have a different point of view.	Given a situation, let three students state how they would deal with the situation. As a class, note the similarities and differences and discuss how other's opinions may be different.

Objective The student will... (6-8)	Suggested Activities
A. Define a situation in which patience would be a virtue.	Describe how to be patient when you are waiting your turn. Describe negative actions if someone does not display patience.
B. Appreciate the importance of justice in society.	Write about a situation in which justice touched your life.
C. Discriminate between equality and inequality so that one treats others fairly.	Look up an event in history in which others were not treated equally. Tell how you would have changed the way people were treated.
D. Demonstrate the principles of fair play and sportsmanship.	Display good sportsmanship while playing a game.
E. Respect the individual differences, views and beliefs of other people.	Provide a statement and have the class each write a paragraph on their reaction to the statement. Share the statements with the class and note how each individual has their own thoughts and ideas and they should be respected.

Objective The student will... (9-12)	Suggested Activities
A. Exemplify patience.	Describe how to show patience to others when they are not being patient with you.
B. Examine the importance of justice in human interactions.	What if being fair and just to others means sacrificing something important of your own, like time, money, or even your job? Make a determination and give a situation when you had to choose between yourself and others.
C. Compare and contrast situations of equal and unequal treatment.	Give a situation in which it might be right to give someone a special advantage. Discuss the idea that there may be good reasons to give unequal consequences for the same offense. Cite examples.
D. Apply the principles of fair play and sportsmanship to everyday situations.	View a video of a sporting event and identify times when fair play or good sportsmanship was not used.
E. Discuss a situation that requires tolerance.	Write an essay on "What does intolerance have to do with unfairness?"

Objective The student will... (K-5)	Suggested Activities
A. Define skills of cooperation as listen, share, take turns, compromise, do your part and encourage.	Design a "How to Cooperate" poster that illustrates cooperative behaviors.
B. Understand the importance of working well with others to achieve a common purpose.	Name something at school that requires cooperating.
C. Accomplish a group task.	Break the class or group into small teams. Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.
D. Demonstrate flexibility when a situation does not go as expected.	

Objective The student will... (6-8)	Suggested Activities
A. Utilize the skills necessary to work cooperatively with a group.	What's good about cooperating? Make a list of all the benefits.
B. Identify situations where cooperation would be beneficial.	Think of a time somebody (a friend, classmate, family member, etc.) was very uncooperative with you. Write a pretend letter to that person describing what he or she did, how it made you feel, and what you want this person to do differently in the future.
C. Accomplish a cooperative assignment.	Assign a group the task of creating a new invention. Review the steps to working cooperatively. Have them share their final product.
D. Display flexibility when a routine or common procedure is disruptive.	Write about a time when you were working with a group and they did not want to do things the way you

	did. How did you react? How did it affect the outcome?
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Objective The student will... (9-12)	Suggested Activities
A. Analyze a situation that required cooperation and state positive and negative feedback.	Given a cooperative assignment, list the pros and cons of having to work with a group.
B. Assess a task or situation and determine if a cooperative method would promote a successful outcome.	Identify a school issue. Determine how a cooperative method would solve the issue and list the steps to take for positive action.
C. Identify careers that demand cooperation and flexibility.	Look up careers on the internet and list five that include flexibility and/or cooperation in their requirements.
D. Exemplify flexibility as a mature character trait.	Identify a time when your daily schedule was changed and list the positive ways you dealt with it.

Objective The student will... (K-5)	Suggested Activities
A. Identify a goal as a possible outcome that one wants to achieve.	Define what a goal is.
B. List the steps of goal setting as define, identify strategies to achieve and set deadlines.	Make a poster that lists the steps of goal setting.
C. Realize the benefits of settings goals and committing to them.	Identify a school goal and tell the actions that need to be taken to achieve it.
D. Participate in setting a class and personal goal.	Write a personal goal. List three things that one can do to achieve the goal.
E. Identify perseverance and motivation as a method of achieving a goal.	Define perseverance and motivation and list one example of each.

Objective The student will... (6-8)	Suggested Activities
A. Set a personal goal and work through the steps to achieve it.	Identify an academic goal. Make a task card that lists the steps that will be taken to achieve it.
B. Write concrete, measurable goals.	Write personal goal about career development.
C. Brainstorm methods to achieve a goal.	Set a class goal and brainstorm ways to achieve it. Put the ideas on a chart and then select the ones that will best promote success.
D. Define and display determination as the inner strength to pursue a goal.	Write about a time when it was difficult to achieve a goal and tell about the things or people that helped you achieve it.
E. Understand the importance of setting and reaching goals in achieving new successes.	List three goals that you have achieved in your lifetime, then list three that you would like to achieve.

Objective The student will... (9-12)	Suggested Activities
A. Participate in a large group goal setting process and examine the completion of each	Have the class set some group goals. For instance, they could decide they want to achieve a certain

step in relation to the success or achievement.	average score on an exam. Decide on how they will achieve these goals. Decide on a reward for achieving these goals, such as a picnic or some other fun payoff.
B. Apply the goal setting process to plans for the future.	Think of three things you'd like to accomplish in the next several months. These must be things that are truly important to you and within your power to accomplish. For each one, describe in detail what you will need to do in order to succeed and lay out a plan for doing it (including deadlines). Now that you have set three goals, try carrying out your plans.
C. Identify the motivation that will promote perseverance to achieve a goal.	Identify motivating factors that would push you to achieving a goal. Tell how you can use those motivators to achieve a current goal you have.
D. Define an effective course of action for achieving personal and academic goals.	Have everybody in the class declare two short term goals that can be accomplished during the semester. Have them present their goals to the class, including their plans, their deadlines, and why these goals are important to them. Then, have them track their progress giving periodic progress reports to the whole class. Set up some kind of a reward for people who achieve their goals.
E. Understand the importance of setting and reaching goals in achieving new successes.	Create a career outline.