

## FOCUS: TRRFCC



### Collins Writing Options:

- ✓ What's the relationship between loyalty and trustworthiness?
- ✓ Does your dependability affect how people judge your trustworthiness?
- ✓ Are responsible and trustworthy the same thing?
- ✓ How is being honest related to being trustworthy?

**MAX Reading Activity:** This is an article about respect in the workplace. I have included the link. It could lead to a good character discussion. Explain how this relates to your field of study.

### **Respect: The Starting Point for Good Ethics**

By Mark S. Putnam

<http://www.globalethicsuniversity.com/articles/RespectStartingPoint.htm>

### Videos:

#### **What is Character? 3:02**

<https://www.youtube.com/watch?v=v-LqkH37mKc>

#### **Chipotle Pictures: The Six Pillars of Character 1:57**

<https://www.youtube.com/watch?v=snS4-z4In5Y&feature=youtu.be>

**Possible Discussion Questions:** Below are some ideas for teaching/discussing

- ✓ You could also use its Learning Discussion Board Feature.
  - ✓ Students could use each question for bell work.
  - ✓ Have an actual discussion with the class.
  - ✓ Use cooperative learning/group work to discuss and present ideas.
1. Why are character traits a “timeless” tool for any career field?
  2. What do you believe is the most important character trait of the six and why?
  3. If you were to start your own business, what would be the trait(s) most important to you when hiring workers?
  4. Why do you believe most people either gain or lose their jobs? Because of skill and knowledge or because of character and why?
  5. If you could use ONE word to sum up all six traits of the character listed, what would it be and why?

**Activity #1:** Group Treasure Hunt (See the attached worksheet). The directions are provided on the worksheet.

**Activity #2: “Get off the Gossip Train”**

1. In groups, give each group a paper and have them write the word “Character.”
2. Take a tube of toothpaste and have each student squeeze out some toothpaste to trace the word “Character.”
3. Make sure each student has a chance to squeeze the paste.
4. After each person in the group has had a chance, have the group try and put in back in the tube. Obviously, it will not work.

**Discussion Questions:**

1. How does this activity relate to gossip in schools and in the workplace?
2. Why is gossip hurtful?
3. Discuss with your students the power of words and the value of a person’s reputation. Your character represents you 24/7!!!



**RESPECT**

**(Sample Answer Key) – Groups should have a sheet of paper to record answers.**

- |    |     |
|----|-----|
| 1) | 6)  |
| 2) | 7)  |
| 3) | 8)  |
| 4) | 9)  |
| 5) | 10) |



## Concept: Introduction

Each person is unique. This uniqueness in what makes our society work. If we were all the same, with similar interests, backgrounds, skills, and characteristics, our society would be missing much of its creativity. This diversity allows for multiple points of view, with the end result being various perspectives to problems or situations.



## Activity:

Divide your group into teams of five (or whatever works best for your class). Give each group a pencil and scoring sheet. Each team should designate a recorder. This person will total the points for each question and keep a combined running total after each question is answered. Explain that scoring involves a team total which is the combined points for all members of the team. Read the questions one at a time. Allow time for the group to discuss answers. This allows the team to discover the uniqueness of the various team members. Don't play up the score too much since the object of the activity is not to produce a winning team, but to allow the team to interact and discover differences among them.

## Treasure Hunt Questions:

1. One point for each person living in your home.
2. One point for each button on your clothes.
3. One point for each team member who was born outside of the state.
4. One point for each pet in your family. (Fish only count as one pet.)
5. One point for each member with brown hair. Two points for each member with blonde hair. Three points for each member with black hair. Four points for each member with red hair. Five points for each member with a hair color not listed above.
6. One point for each shoelace hole or hook on one shoe of each team member.
7. One point for each team member who has been in a state other than this one.
8. One point for each team member who has flown in an airplane.
9. One point for each musical instrument team members know how to play.
10. One point for each organized sports teams that you have participated on in the past year.

## Discussion Questions:

Sometimes I have a class discussion or I give each group a question or two and have them report their answers.

1. List ways in which people are different.
2. Can all differences between people be seen when you look at someone? Why not?
3. Are differences among people important? Why or why not?
4. How do differences among people help our society?
5. What would happen if everyone was the same?
6. How did differences show themselves during this activity?
7. Are some differences more important than others?
8. Was everyone able to answer every question? Why not?
9. Are any two or more people the same? Why not?
10. How can people be similar but not the same?
11. How important is it to have many types of people in a workplace?
12. Why is it important to have people with various skills in a community?
13. What characteristics among people in our society do we perceive as more desirable than others?
14. How do society norms impact what we think about various individual differences or characteristics?



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### Collins Writing Options:

## *Respect*



Respect is very important for all students to understand. Students must recognize that while we share many similar qualities, we are all still very different and unique.

- Respect is thinking and acting in a positive way about yourself or others.
- Respect is thinking and acting in a way that shows others you care about their feelings and their well-being.

Using Collins Writing, please respond to the following questions in a Type 1 format (getting ideas on paper-brainstorming). Type 1 questions are timed and requires a minimum of items or lines. Questions and/or guesses are permitted. Evaluated with a "check" or a "minus").

1. Please share and describe in written form, 2 ways that respect are shown in each area; classroom, hallway, with peers, and with adults (5 minutes).
2. Read the quote by Confucius. What does this quote mean? Using 3-5 complete sentences, explain and give an example.
3. 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?

**Respect yourself and  
others will respect you.**

Confucius

**MAX Reading Activity:** Below are some articles about cheating and character education in general. I have included the link for each article. It could lead to a good character discussion. Explain how this relates to your field of study.

**Article #1:** I Cheated All Through High School

Author: Jessica Lahey

Date: December 24, 2013

Website: <http://www.theatlantic.com/education/archive/2013/12/i-cheated-all-throughout-high-school/282566/>

**Article #2:** Shaping Students of Character: Activities and Adult Role Models Are Essential Elements in the Education Equation

Author: Kathleen Wilson Shryock

Date: March 2015

Website: <http://alliance4studentactivities.org/article/shaping-students-character-activities-and-adult-role-models-are-essential-elements-education>

**Videos:**

**Video #1:** 2011 Kona Ironman Triathlon - FINISH (10:22)

[www.youtube.com](http://www.youtube.com) (use information to search) or use the following link:

<https://www.facebook.com/l.php?u=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D3J0706dViHo&h=xAQGadQFi>

**Many lessons with this one video:**

- ✓ Finish what you start- Responsibility
- ✓ Always be working towards a goal
- ✓ Make goals that are challenging, (whether it is in education, sports, or professional) an easy goal has no real sense of accomplishment.
- ✓ Make your goals personal!!

**Video #2:** RSD – A Lesson on Caring (7:03)

<https://www.youtube.com/watch?v=hX5jkrpjBGg>



## **Activity #1: Animals “R” Us**

**From the book “More Activities That Teach” – pg. 88**

**Concept:** “Each of us is unique. This uniqueness sets us apart from everyone else. If we were all the same, we would lose many of the contributions that make our society special. Each person has some qualities that are special just to that person. A particular quality may be found in abundance in some or it may be found in a small dose. It doesn’t matter how much of each quality we have or don’t have, because each and every quality is not in every person. It is the mix of qualities that we find in the individual and how they use those qualities that makes each individual unique, special, and a valuable member of our community.”

**Activity:** Divide your group into teams of three. Give each team one piece of paper and pen. Explain that you will write the name of a person on the board. Choose a name with some vowels, but no duplicate letters and around five letters. (i.e. SHARON, BRENT).

Each team is to write the name in large letters across the top of the paper. Leave room between each letter. Draw lines between the letters in the name. Have the lines extend from the top to bottom so that you have created columns for the teams to write in.

When the activity begins, you will give each team 8 minutes to list as many animals as they can that begin with each letter that is in the name. They are to write the animal names in the columns on their paper under the corresponding letter from the name that you gave them. Explain that they will be scored in two ways. The first scoring will be the total number of animals that they have listed. They will then receive bonus points for each animal they have listed that no other team has listed. Knowing this, they will want to balance out quantity with creativity.

When time is up, have them count up the total number of animals they have listed. Put the figure at the top of the paper. Now have each team read their list of animals aloud. Have the first team read their list under the first letter. If another team has the animal listed, they need to raise their hand and neither team receives a point in the second round of scoring. The only names that score bonus points are the ones that no other team has on their list. These animal names are worth two points each. Continue this scoring for each column. When scoring is complete, the teams will total up the animal names they had listed that no other team read out. Add these points to the points they received for each animal.

\*\*You could repeat this with a different name, different letters or change the topic from animals to food. However, you could be creative. You could even use tools and equipment from your program.

### **Discussion Questions for Activity #1:**

1. How hard was it to think up the animal (category) names?
2. Did your team go for quantity or creativity with their names? How well did your strategy work? Did you even have a strategy?

3. Was the second round any easier than the first? Why or why not?
4. In what ways do people act differently from another?
5. Do the differences in people make them good or bad? Why?
6. How does this uniqueness make our society better? What would happen if we were all the same?
7. What should we do if we

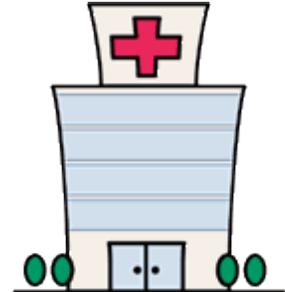
### **Activity #2:**

**Video:** <https://www.youtube.com/watch?v=ye27aIJD6qg> (5:05)

Mr. Bean -- The Hospital Visit

Discussion Questions:

1. What did Mr. Bean do to demonstrate poor character?
2. What is the one thing that makes you most impatient? How do you act when you are impatient?
3. Who shows patience to you, and how can you imitate him or her?
4. Does patience require self-control? Why or why not?
5. In your field of study, is it important to be patient and to



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### **Collins Writing Options:**

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4. **RESPECT:** Some holidays celebrate religious, historic, and traditional events, objects, or people? Imagine that you can create a new holiday. Who or what would you honor with your holiday? Describe the type of celebration or events that would mark this holiday. Explain why your subject is worthy of such respect.
5. **CITIZENSHIP:** Make three columns on your paper. In the first column, list your rights as a student. In the second column, list the privileges you enjoy as a student at your school. In the third column, list your responsibilities as a student. Then, compare your lists with those of classmates.
6. **CARING:** The word “care” appears in many phrases. List two things you care about. List two things you care for. List two things that must be handled with care.



**MAX Reading Activity:** Below is an article on honesty and friendship. I have included the link for the article. It could lead to a good character discussion. Explain how this relates to your field of study.

[www.examiner.com/article/honesty-and-friendship](http://www.examiner.com/article/honesty-and-friendship)

## Honesty and friendship

by Susanne Parks

### **Videos:**

**Video #1:** Respect Your Mother – Always! <https://youtu.be/1wFSTLf4jBA> (4:27)

**Video #2:** That Thing Called Respect (3:33)  
<https://youtu.be/b1ug9VtE8Fw?list=PLIyciPJGoQ9VcMmYm3211lvvMMMazpHRE>



### FOCUS: TRRFCC



### **Collins Writing Options:**

- ✓ How does it benefit you to show respect for others?
- ✓ In what ways can you show respect for the earth?
- ✓ Explain the importance of making a “good” first impression.

**MAX Reading Activity:** This is an article about responsibility in the workplace. I have included the link. It could lead to a good character discussion. Explain how this relates to your field of study.

What it means to be **Responsible** and **Accountable** in the Workplace

By Laurie Reeves

<http://woman.thenest.com/means-responsible-accountable-workplace-11051.html>

## **Videos:**

### **Responsibility**

<https://youtu.be/-QRqIGznHvU> (1:42)

### **Kid President's Pep Talk to Teachers and Students**

<https://youtu.be/RwlhUcSGqgs> (3:54)



**Possible Discussion Questions:** Below are some ideas for teaching/discussing

- ✓ You could also use its Learning Discussion Board Feature.
  - ✓ Students could use each question for bell work.
  - ✓ Have an actual discussion with the class.
  - ✓ Use cooperative learning/group work to discuss and present ideas.
6. What are you “teaching” the world? Who are you “learning” from? **(This question goes with Kid President’s video)**
  7. In what ways, do you show responsibility in your personal life? School? Work?
  8. Discuss the phrase “Better late than never.” When is this true? When is this not true?
  9. How does being punctual show responsibility?
  10. Can my teachers rely on me? Why should they?



### **Activity #1:**

**Video: " Front Desk – First Impressions –Front Desk unprofessional segment" (6:45)**

<https://youtu.be/s3aR3yP4aKg>

During the video, have the class list 25 things the front desk help did that was unprofessional. **If you stop the video at 4:16, you can review the 25 things that were wrong before the video gives the answers.**

Have a discussion once the video and the list is complete.

### **Activity #2:**

Companies create logos so everyone will recognize them and buy their product. See, if your students can identify these famous slogans. You decide...You could read these aloud or create a worksheet or a matching activity.

<b>Slogan</b>	<b>Company</b>
Life's Good	LG
Think Different	Apple
American By Birth, Rebel By Choice	Harley Davidson
Play On	Lego
Ideas for Life	Panasonic
I am what I am	Reebok
Save Money, Live Better	Walmart
The greatest tragedy is indifference	Red Cross
I'm lovin it!	McDonald's
When you care enough to send the very best	Hallmark
Quality never goes out of style	Levi's
Just do it!	Nike
Connecting people	Nokia
Make believe	Sony
Good to the last drop	Maxwell House Coffee
Does she...or Doesn't she	Clairol
Have it your way	Burger King
It's everywhere you want to be.	Visa
Twist cap to refreshment	Coca-Cola
Melts in your mouth, not in your hands	M&M
Buy it. Sell it. Love it.	eBay
Because you're worth it.	L'Oreal
Innovation	3M
There is no substitute	Porsche
When there is no tomorrow	Fed Ex
The happiest place on earth	Disneyland
Impossible is nothing	Adidas



### **Discussion Questions:**

People are constantly making first impressions in social, personal, and professional situations. What is a situation where you think it is especially important to make a positive first impression? How do you try to ensure you make a favorable first impression? How can what you do to make a positive impression differ from situation to situation? For example, what would you do differently, if anything, to make a positive first impression in a job interview than you would on a first date?

### **Possible Answers to Above Section:**

**What is a situation where you think it is especially important to make a positive first impression?**

- job interview
- meeting in laws
- visiting relatives
- going on a date
- visiting hospital
- getting married



**How do you try to ensure you make a favorable first impression?**

- polite
- considerate
- kind
- caring

**How can what you do to make a positive impression differ from situation to situation? For example, what would you do differently, if anything, to make a positive first impression in a job interview than you would on a first date?**

- style of clothes
- topic of conversation
- place to go
- type of people hang out with
- hairstyle
- makeup

**CHARACTER  
COUNTS!**

### **Additional questions:**

- ✓ Is it wrong to form a first impression of someone?
- ✓ Experts say we size up a person in 30 seconds to 2 minutes. Do you agree? Give an example.
- ✓ How do you want people to recognize you? What is your "logo" or "slogan"? Would people recognize you because of your high level of character in your professional and personal life?

### **Activity #1:** Citizenship: what's a good citizen?

Teachers need to open the attached PDF (Activity 4 – Citizenship Quotes) and follow the directions for the high school activity.

1. Pair students in groups of 2-3 and have them pick a quote (p. 10-11) in attachment.
2. Each group will then copy their quote, rewrite it in their own words, and write a brief explanation of the importance of the quote.
3. Each group will compare their quote with 2 other groups and get a variety of quotes from different eras, races, genders, and nations. Each group will create a universal definition of good citizenship.

### **Discussion Questions for Activity #1:**

1. What is the most important right of a citizenship?
2. What is the most important responsibility of a citizen?
3. What is one thing you can do to help your community?

### **Activity #2:** Defining Respect

#### Instructions:

1. Anticipatory Set Ask the students playfully if any of them can curl their tongue. (This is a genetic trait that only some people exhibit.) When some students can do this, act impressed and respectful of their ability. After a minute, ask students how they feel about your obvious bias toward people with this trait. Ask them whether your feelings about this are harmful.
2. Display the word respect [showing regard or esteem for]. Tell the learners that respect can apply to one's self (self-respect), can apply to others, and can apply to the environment. For the present time, they will be investigating aspects of self-respect and respect for others.
3. Under the word "respect," create a T-chart and label the two sides: "Looks Like" and "Does Not Look Like." Ask the learners to brainstorm words/phrases to complete the two chart sections.
4. Highlight or add the words bias [personal judgment], prejudice [preconceived judgment], stereotype [a mental picture of a simplified opinion], and racism [belief that racial differences determine superiority] under the heading "Does Not Look Like."
5. Arrange the class into four groups and give each group dictionaries. Assign each group one of the four highlighted words. Ask the group to agree on a definition for their word expressed in their own words, and to decide if any other words/phrases from the T-chart might fit their word's definition. (Words/phrases from the "T chart" may fit more than one word's definition.)

6. Have one person from each group share with the class the definition and the related words/phrases from the chart.

As a group, come up with examples of prejudice, stereotype, racism, and bias.

**Discussion Questions for Activity #2:**

1. Bullies are often trying to make people "respect" them. Is this really respect, or is it fear? What is the difference? How is bullying and violent behavior an act of disrespect?
2. 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?
3. 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?

