COMMIT TO CHARACTER

Grades K - 5

OBJECTIVES

- To teach attributes of good character
- To develop vocabulary
- To introduce students to the concept of alliteration

MATERIALS

- Heavy stock paper
- Markers
- Crayons
- Other coloring tools

PROCEDURE

1. Ask students what characteristics or words describe a person of good character. Brainstorm ideas and write them on the board.
2. Tell students to think of a word that matches a character attribute and that begins with the same letter as their first name. This can be done individually, in pairs, or in groups with others whose first names begin with the same letter. Share an example using your own name. For example: Patient (Miss) Penny. Circulate the room and help students or groups as necessary.
3. Once students have chosen their attribute, have students say the word and their name together. For example, student Allie may choose the word altruistic. She would say aloud, “altruistic Allie.”
4. Tell students they just created alliteration. Explain that alliteration is what you get when a group of words begins with the same letter, (e.g., funny Frida; slow, silly snail).
5. Tell students that one of the best ways to develop a habit or practice a behavior regularly is to be reminded of it often. To remind each other to be more like their chosen attribute, the students and teacher should call each other by their alliteration nicknames.
6. To remember everyone’s new nicknames, tell students they will create nameplates.
7. Distribute a sheet of heavy stock paper and coloring utensils to each child and have the students create nameplates to place on their desk.
8. Give students time to write their nickname on their nameplates and decorate.
9. Call students by their nicknames for the day (or the week, month, or school year) and remind them to think about living up to their chosen nicknames.

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MODEL CHARACTER

Grades K - 5

OBJECTIVES

- To introduce and encourage living out the Six Pillars of Character
- To practice self-reflection through writing and art
- MATERIALS
- Paper
- Pencils
- Coloring utensils (e.g., crayon, markers, paint, colored pencils)

PROCEDURE

1. If the students are unfamiliar with the Six Pillars of Character, begin with a discussion introducing the Pillars and what each one means. For more information, visit our website: http://charactercounts.org/program-overview/six-pillars/. As you introduce the Six Pillars to the students, explain how they could show and model the Pillars in the classroom.
2. Have the students vote which Pillar they feel is most important to display in the classroom.
3. Once the class has selected a Pillar, invite students to comment and share their thoughts on what the Pillar represents and how the Pillar could be modeled in the classroom.
4. Together decide two ways the class will actively model the Pillar (e.g., say hello and greet others and open doors for people behind you to model the Pillar of Respect).
5. Remind students periodically of this commitment they have made to model the chosen Pillar, especially if they display behavior or attitude contrary to the Pillar.
6. At the end of the day, allow students to reflect and journal about what they did, how they felt, and how others responded when they were living out the selected Pillar. Note: For younger students, reflection by drawing may be more appropriate than writing.
7. Invite volunteers to share their reflection pieces with the class.
8. Display student reflections in the classroom.

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CONSTRUCTING THE PILLARS OF CHARACTER

Grades K - 5

OBJECTIVES

- To solidify understanding of the Six Pillars of Character
- To encourage participation and promote teamwork
- To practice public speaking
- Banner paper (red, orange, yellow, green, blue, purple)
- Letter stencils (large)
- Construction paper (black)
- Magazines (many)
- Glue
- Scissors
- Pencils

PROCEDURE

1. Divide the students into six small groups and assign each group a Pillar. You could get really creative and play character trivia, allowing groups to choose their preferred Pillar by descending score from the trivia game.
2. Provide a long sheet of color banner paper (floor to ceiling length of classroom) that corresponds to the color of the assigned Pillar for each group.
3. Distribute a set of materials (i.e., letter stencils, colored paper, magazines, glue, scissors, pencils) to each group.
4. Each group convenes to discuss and learn about their Pillar.
5. Each group is tasked to cut the banner paper into a shape of a Pillar.
6. Each group is to cut out the letters spelling out their assigned Pillar using black construction paper, letter stencils, and paper.
7. Students work together, looking through magazines and cutting out words and visuals related to their assigned Pillar.
8. Each group assembles their Pillar. The Pillar name gets glued vertically on the Pillar-shaped banner paper. In the empty spaces, glue all the magazine clippings that represent and relate to the Pillar.
9. Set aside time to bring all the students together.
10. Select a few students to be spokespersons to describe their assigned Pillar to the rest of the class.
11. Post the Pillar around the classroom once the spokespersons finish their presentation.
12. Have each group present and post their Pillars.
13. You could expand this exercise into a school-wide contest and assembly!

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CHEER ON CHARACTER!

Grades K - 5

OBJECTIVES

- To practice writing skills
- To learn about rhyming
- To practice working collaboratively
- To foster good sportsmanship and encourage healthy competition

MATERIALS

N/A

PROCEDURE

1. Announce that the students will be divided into groups for a character cheer contest. At the end of the contest, the winning character cheer will become the official class character cheer, which can be used at sporting events, field day, spirit week, etc.
2. Students collaborate with their group-mates to create a simple rhyming cheer. Teacher circulates the room and helps groups as needed. Note: In the younger grade classrooms, teachers may need to explain what rhyming is.
3. Once each group has finalized its character cheer, the class meets to perform and evaluate the character cheers.
4. Students vote for their favorite character cheer. Students may not vote for their own group's character cheer.
5. Tally the votes and announce the winning character cheer. Note: This is a great opportunity to discuss the importance of character development and education with the students.
6. Sing it, shout it, chant it, say it as often as you wish to help promote a positive school climate and spirit.
7. You could expand this exercise into a school-wide contest!

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