

Character and Life Skills

Advisory Guide: **Art** Grade Level: **High School**

Note to the Teacher	2
Responsibility	3/4
Togetherness	6/7
Self-Control	8/9
Justice/Fairness	10/11
Caring/Compassion	12/13
Setbacks Make Us Stronger	14/15
Diligence	17/18
Convictions #1	19/20
Convictions #2	21/22
Trustworthiness	23/24
Courage	25/26
The Empathy Deficit	28/29
Cooperation	31/32
Courtesy	34/36
Generosity #1	38/39
Civility	40/41
Generosity #2	42/44
Citizenship	45/46
Freedom	50/51
Helpfulness	55/57
Honesty	58/59
Peace #2	60/61
Peer Pressure	63/64
Integrity	65/66
Honor	67/68
Peace #1	69/70
Overcoming Issues at Home	71/72
Respect	73/74
Plagiarism	75/76
Justice	77/78

Character and Life Skills

Grade Level: High School

A Note to the Teacher

Experts in character education and life skills have identified a long list of qualities that define our 'character' and how we deal with challenges. In this unit, we will look at short videos that feature a wide variety of young people who exemplify specific character traits or life skills. After viewing we will discuss the videos and your thoughts about the issues and feelings they raise. Finally, you will participate in a visual activity to further explore each topic.

Responsibility

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

How do you apply the concepts of responsibility to your life?

Note: The art activity in this lesson is the first in a series of five: *Responsibility, Togetherness, Self-control, Justice/Fairness, Caring/Compassion.*

Teacher

Begin by explaining that the lesson is going to focus on responsibility.

1. Read the summary of the video: When Rafael Posada decided to “go for it” and race the car that pulled up next to him, he didn’t think about any consequences. Rafael didn’t expect to find a cop also pull up beside him. He didn’t expect to be arrested.
2. Ask the students: What is your definition of responsibility? Write answers on the board.
3. Provide the following definition for students: **responsibility (n.):** being accountable for something that is within one’s control
4. View the video segment about responsibility.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why do you think “good” kids do crazy things? What do you think might cause them to stop and think before they act irresponsibly?
2. How much of kids’ risky behavior do you think rests in brain development? In your opinion, how much of it is a choice? What can make the difference?
3. Have you ever taken a chance because of a dare? If you did, why do you think you did? If you didn’t, what stopped you?
4. When you feel the impulse to act in ways others consider irresponsible, what do you think about? Do you consider the consequences, or do you sometimes act impulsively?

Activity: Group Drawing #1: Bag Drawing

Material

- Paper
- Pencils/erasers
- Hard surface for drawing (desk top, clipboard, book, etc.)
- Unbreakable objects in cloth bags; the bags should be thin enough for students to feel the objects and identify their shapes and characteristics, but no one should be able to see through or into the bags. (Taping them shut with duct tape is a good idea!)

Teacher

A group drawing is a drawing by a group of two or more people. It is working together towards an end product, giving and taking, taking the lead and allowing oneself to follow depending on what is needed at the time.

1. In the next five lessons, we will explore group drawing and how it relates to several character education terms. We will create a group drawing today based on the video clip we just watched, *Responsibility*.
2. Discuss the element of art: form (a three-dimensional object that takes up space).
3. Ask students to find a partner and give each pair two pieces of paper, a pencil, and an object in a bag. Tell them not to look in the bags. Each object in a bag has a form; it is three dimensional, and it takes up space.
4. One student will be the describer, and one will be the artist.
 - The artist's responsibility is to listen and draw. He/she looks only at his/her paper and listens to and draws whatever the describer says. It is okay to ask for clarification, but the artist must follow directions as carefully as possible.
 - The describer takes responsibility for the object in the bag. Keeping the object wrapped in the bag, the describer feels the object and describes the form the artist must draw. If the describer immediately recognizes the object by its feel, he/she will need to describe the way it is to be drawn without identifying the object.
 - An example might be, "This is a 6-inch long, narrow, hard item. Like a straight stick. It has ridges going down the length of it. There is a softer part at one end, and there is a point at the other."
5. Give the pairs 5-10 minutes to complete their group drawing. At the end of the time, ask them to keep the bag closed; however, let them discuss the drawing and the process. Do they think they were successful?
6. Have the describer of each pair pass their bag two (2) times to the right. With the new bag, swap roles so the artist becomes the describer and vice versa. Follow the same instructions.
7. At the end of the 10 minutes, collect all the bags while the pairs discuss their drawings. Open each bag and place the items in a space where everyone can see.
8. Ask the pairs to identify, compare, and contrast the objects they drew to the real objects.

Conclusion

Togetherness

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

Why does the concept of togetherness fall under the category of Character Education?

Note: The art activity in this lesson is the second in a series of five: *Responsibility, Togetherness, Self-Control, Justice/Fairness, Caring/Compassion.*

Teacher

Begin by explaining that the lesson is going to focus on togetherness.

1. Read the summary of the video: When Melissa Gerjoi's father died in a car accident, she tried to distance herself from everyone who loved her. But her older twin brothers taught her the importance of family unity by giving her unconditional love and support.
2. Ask the students: What is your definition of togetherness? Write answers on the board.
3. Provide the following definition for students: **togetherness (n.):** a feeling of closeness with other people
4. View the video segment about togetherness.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How did Melissa initially cope with her father's death? How could she have handled her grief more constructively?
2. When you think about your future, what are the most significant events that come to mind? With whom would you like to share these events? Why is it important to be together with these people?
3. Have you ever isolated yourself from friends and family because you were hurting on the inside? Why did you do this? Would you say it was an effective way of handling the problem?
4. How does being together with this person make your life better?

Activity: Five Lines

Materials

- One piece of drawing paper per person
- Sets of two different colored markers (or colored pencils or crayons, etc.) per pair
- Flat surfaces for drawing

Teacher

1. Review group drawing and how students created a group drawing with objects in bags in relation to *Responsibility*. Today we will create another group drawing based on the video clip we just watched, *Togetherness*.
2. Discuss the element of art: line (a dot that kept on going) and ask students to describe and demonstrate different kinds of lines.
3. Ask students to find a partner different from the person they worked with in the last lesson. Give each person a piece of paper and a marker, being sure each partner in the pair has a different color.
4. Each student will draw five (5) different lines that DO NOT TOUCH on his/her paper. The lines can be of any size or type or shape, but they may not touch.
5. Have the students swap papers with their partners. They should keep their colored marker. Each person must use all five lines to create a drawing using only their own marker. It doesn't matter what the drawing is about, just as long as all five lines are part of the final product.
6. Give them 10 minutes to work on/complete their drawings.
7. At the end of the time, post all of the drawings around the room with tape. Ask them what they notice in the drawings. How were the lines used? What objects do they see? What themes do they notice? Do not concentrate on how 'good' or 'bad' a drawing is, only concentrate on how the lines were used to create something.

Conclusion

Reflect on the group drawing as it relates to the documentary *Togetherness*. How did each pair work together? How did the individuals work alone? Could this activity have been done alone? How did working together change the product? In what other ways did this group drawing represent togetherness?

In the next lesson, we will create a different type of group drawing based on a different character word.

Notes

Self-Control

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

What are the areas in your life that require self-control?
Why?

Note: The art activity in this lesson is the third in a series of five: *Responsibility, Togetherness, Self-control, Justice/Fairness, Caring/Compassion.*

Teacher

Begin by explaining that the lesson is going to focus on self-control.

1. Read the summary of the video: A lack of self-control led Dan O'Brian down the dark path of drug and alcohol addiction, but now he is learning new strategies to combat the daily struggle with his obsession.
2. Ask the students: What is your definition of self-control? Write answers on the board.
3. Provide the following definition for students: **self-control (n.):** showing restraint in one's actions or emotions
4. View the video segment about self-control.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What are some ways in which Dan's lack of self-control with drugs and alcohol affected his life at school and at home?
2. What are some ways in which Dan learned he could take control of his life?
3. Dan's failure to show self-control began to take its toll in his life. What are some ways in which you've seen others' lives affected by a failure to show self-control?
4. Why is it important to practice self-control in all areas of your life, not just some?
5. Why is it harder for some people than others to show self-control at school, at home, in their communities, etc.?

Activity: One Line at a Time

Materials

- One piece of paper per pair
Sets of two different colored markers per pair
Flat surfaces

Teacher

1. Review group drawing and how the group created a group drawing to represent *Responsibility* and *Togetherness*. Today we will create a group drawing based on the video clip we just watched, *Self-Control*.
2. Have students select partners different from those they worked with in the last two (2) lessons. Give each set of partners a piece of paper and a set of two (2) different colored markers. Have partners sit next to each other at a flat surface and place the paper between them.
3. Review the elements of art the group has already worked with (line and form) and introduce shape: an area enclosed by a line. Discuss different geometric and organic shapes.
4. Tell the pairs to figure out who will be person A and who will be person B. Each team will have three (3) minutes to create a drawing of a unique, fictional character.
5. Person A draws a line of any kind on the paper. Person B waits until Person A finishes drawing and lifts his/her marker off the paper. Person B draws another line. Person A waits until Person B finishes drawing and lifts his/her marker off the paper. This pattern continues until lines connect and the shape of a character begins to form on the page.
6. Coach students that as soon as they begin to see the character on the page that they should begin to draw their lines faster, but the same rule remains: each person must wait until the other person lifts his/her marker off the page before drawing.
7. At the end of three (3) minutes, call time and drawing stops. Ask the pairs to talk about what they notice about their pictures, paying close attention to the shapes.
8. The next step is to name the character — one letter at a time. Using the same pattern as used to create the drawing, ask pairs to write one letter at a time to invent a unique name for the character.
9. When the characters are done and named, have partners build a brief description of the character. What does the character do for work and for fun? What is the character's top quality? Where does the character live?
10. Have the pairs present their character drawings to the class.

Conclusion

Reflect on the process of this group drawing. How did each person need to use self-control to complete this activity? Talk about how the group drawing relates to the documentary *Self-Control*. We will create another group drawing in the next lesson using a different technique.

Justice/Fairness

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

How do fairness and what is right differ?

Note: The art activity in this lesson is the fourth in a series of five: *Responsibility, Togetherness, Self-control, Justice/Fairness, Caring/Compassion.*

Teacher

Begin by explaining that the lesson is going to focus on justice and fairness.

1. Read the summary of the video: Even though Robert Layde and David Mullinax were both victims of unfair treatment, Robert took his anger and frustration out on other people while David went beyond mere fairness to demonstrate empathy for his tormentors.
2. Ask the students: What are your definitions of justice and fairness? Write answers on the board.
3. Provide the following definition for students: **justice (n.):** moral rightness **fairness (n.):** freedom from bias or injustice
4. View the video segment about justice and fairness.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does it mean to be just and fair?
2. Because Robert was abused as a child, do you think he should have received counseling instead of a jail sentence? Why or why not?
3. Do Robert and David have anything in common? How are they different?
4. Sometimes there is a difference in what people perceive to be fair and what is actually right. How did David illustrate this difference?
5. Is it fair to ask others to put themselves in danger in order to help someone else? Why or why not?

Activity: Trio Drawing

Materials

- One piece of paper per trio
- Pencils/erasers
- Individual copies of artwork: photographs, prints, and famous works (select artwork based on the skill levels of your students)

Teacher

1. Review the previous three group drawings/lessons. What did they all have in common? How did they differ? Today we will create a group drawing based on the video we just watched, *Justice/Fairness*.
2. Break the class into groups of three (3). One person is the Talker, one person is the Artist, and one person is the Silent Communicator. Arrange each team so the Silent Communicator is behind the back of the Artist, the Artist sits facing the Talker, and the Talker faces the Silent Communicator and Artist.
3. Give each Silent Communicator one of the photographs, prints, or copies of famous works of art. They do not show the artwork to anyone on their team. The communicator's job is to use gestures, facial expressions, and movement to communicate what is in the work of art.
4. The Talker's task is to interpret the movements of the Silent Communicator into words that describe what the Artist should draw.
5. The artist follows the Talker's instructions to draw a version of the team's work of art.
6. Give the teams five (5) minutes (or more if necessary) to recreate the work of art in their drawing.
7. At the end of the allotted time, let the teammates look at the product and discuss the process of the group drawing.
8. Was it a fair and just process? Why or why not? What would be more fair? If you could change things to make it fair, what would you change?
9. Make the adjustments and repeat the process with a new work of art.
10. Did this attempt work better? Does a fair and just system make the art better?

Conclusion

Reflect on the group drawing as it relates to the documentary *Justice/Fairness*. In what other ways did this group drawing represent justice or fairness? We will create one more group drawing in the next lesson using a different technique.

Notes

Caring/Compassion

Character and Life Skills

Grade Level: **High School**



WATCH ▶

Essential Question

Is compassion out of style? Explain your answer.

Note: The art activity in this lesson is the last in a series of five: *Responsibility, Togetherness, Self-control, Justice/Fairness, Caring/Compassion.*

Teacher

Begin by explaining that the lesson is going to focus on caring and compassion.

1. Read the summary of the video: Brandi Bratton and Marcus Peden act with compassion when they give up their time, space and privacy for the comfort of their live-in great-grandparents. Their caring nature has enabled them to love more and give more, instead of always waiting to receive
2. Ask the students: What is your definition of caring or compassion? Write answers on the board.
3. Provide the following definition for students: **compassion (n.):** a feeling of sympathy for another person who has suffered or has experienced misfortune
4. View the video segment about caring/compassion.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does it mean to be caring and compassionate? How do Brandi and Marcus display their caring and compassionate natures?
2. What difficulties does this living situation present for the family? How would you handle living with so many adults who were all giving you directions?
3. What are ways in which you could show compassion at school, in your neighborhood, in your home, etc.?
4. How would you respond to someone who says, "Compassion has gone out of style"?

Activity: Pass the Picture

Materials

- Paper
- Pencils/erasers
- Coloring implements (crayons, markers, etc.)
- Tables, around which students can sit in chairs

Teacher

1. Review the previous four (4) group drawings/lessons. What did they all have in common? How did they differ? Today we will create a group drawing based on the video we just watched, *Caring/Compassion*.
2. Break the class into groups of 5-6. This activity works best if students sit next to each other around a table, but if not possible, they should sit in groups, each with a flat surface. Give each person a piece of paper and a pencil and ask them to write their initials in small letters on the back of the paper.
3. Ask students to think of the video *Caring/Compassion* as a story. Who are the characters? What is the setting? What is the conflict? What are the plot points? How is it resolved?
4. Today's group drawing is called "Pass the Picture." For approximately two minutes each person will draw something based on the storyline of the video. At the end of the time, you will 'pass the picture' to the person on your right. Consider how you use line, shape, and form in your drawing.
5. This person will take a few moments to look at the picture, and then add to the drawing, taking care not to change anything that is already on the paper. Keep everything and add more – more details, more plot points, etc.
6. Continue this process until every person gets his/her original drawing back.
7. Take a few moments to review your drawing. How did the other artists add to your picture? What lines, shapes, and forms do you recognize? Did having other artists contribute to your drawing change your original intention? If so, how? If not, why do you think that is so?
8. Take a few moments to add details and/or color to your drawing. Again, you may not change anything that was added, you may only add to it.
9. Mount the pictures very close to each other, and as a class, discuss what you notice. What common story elements do you see? What common lines, shapes, and forms do you notice? How do the pictures differ?
10. How do we show caring/compassion when we look at other people's art?

Conclusion

Discuss how the activity reflects the story and theme of the video *Caring/Compassion*.

- How did you show caring and compassion for the previous artist's work when it was your turn to add to the drawing?
- How does the theme of caring/compassion show in the individual works of art and in the entire exhibit?
- Why does it take responsibility, togetherness, self-control, justice/fairness, and caring/compassion to create a group drawing?
- How do these same qualities impact our everyday lives?

Setbacks Make Us Stronger

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

How do setbacks make us stronger?

Note: The art activity in this lesson is the first in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Trustworthiness*.

Teacher

Begin by explaining that the lesson is going to focus on how setbacks make us stronger.

1. Read the summary of the video: A study reported in the *Journal of Personality and Social Psychology* confirms that life's challenges... a little adversity, even mundane experiences, contributes to building resilience. What role does self-esteem play in academic success? How can a little failure serve each of us well?
2. Ask the students: What is your definition of setback? Write answers on the board.
3. Provide the following definition for students: **setback (n.):** a reverse of progress or defeat
4. View the video segment about setbacks.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why is self-esteem important?
2. How do "mundane setbacks" help a person build self-esteem?
3. What kinds of setbacks have you experienced? How did you feel at first? How did you move past them? How did those setbacks help you build resilience and self-esteem?
4. Discuss your opinions about the title of this section: *Setbacks Make Us Stronger*.

Activity: Tinfoil Sculpture

Materials

- Tinfoil (heavy duty)—This activity works best if pieces of tinfoil are precut in squares and rectangles
- Pipe cleaners
- Base squares of cardboard in a variety of sizes from 3x5 to 5X8 inches (heavier cardboard works best)
- Staplers/staples
- Black permanent markers

Introduction

In the next five (5) lessons, we will experiment with sculpture and relief sculpture using tinfoil as our medium. We will talk about the art elements of form, space, and texture in sculpture.

Sculpture is about carving, molding, bending, twisting, etc. different materials to create an artistic form—form being a three dimensional object. It exists in space and can be walked around, and often viewers are allowed to touch sculpture.

Alberto Giacometti was a Surreal and Existential sculptor whose works expressed “human beings alone in the world, turned in on themselves and failing to communicate with their fellows, despite their overwhelming desire to reach out.” They expressed the “melancholy, alienation, and loneliness” of the post WWII experience. His sculptures always have a strong relationship with their bases, giving them a grounded, weighed down feeling even though the sculptures themselves are elongated into the sky.

One can see this expressed in his *One Man Walking* and *Three Men Walking* series, photos of which can be found on the Foundation Giacometti website (www.foundation-giacometti.fr).

Source: www.theartstory.org

Teacher

1. Look at the aforementioned Giacometti sculptures using the Internet, reference books, or other resources and discuss what they notice. What forms do they see? How do they describe the texture of the piece? What would it feel like to touch it?
2. Ask students to compare these sculptures to the concept of ‘setbacks.’ Does this term apply to any of the Giacometti sculptures? Why or why not?
3. Explain that they are going to use pipe cleaners, tinfoil, and a cardboard base to create a Giacometti-style human sculpture that represents the concept of how a person feels when experiencing a setback.
4. Distribute pipe cleaners and explain how to use them as armature, the structure that will hold up the sculpture, by wrapping the ‘arms’ around the ‘torso’ of the body. Bend the pipe cleaners to create the position of the body. Think about the height of the sculpture. How tall can it be and still stand without support on the cardboard bases? What will the proportions be? Why?
5. Be sure at least one foot can be attached to the base. Why would we do this?
6. When they are ready, distribute one or two sheets of tinfoil and have them mold it around the armature. What techniques will they use to get the same kind of texture as Giacometti’s sculptures?
7. When ready, have students staple their sculptures to their bases. Somewhere on the base they should write the title of their sculpture and their initials.

Diligence

Character and Life Skills

Grade Level: **High School**



WATCH ▶

Essential Question

Agree or disagree and explain your answer: You are born with diligence.

Note: The art activity in this lesson is the second in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Trustworthiness*.

Teacher

Begin by explaining that the lesson is going to focus on diligence.

1. Read the summary of the video: Justin Papadakis' diligent efforts to perfect his athletic skills require daily sacrifices of both time and energy and afford him the opportunity to play professional soccer in Europe.
2. Ask the students: What is your definition of diligence? Write answers on the board.
3. Provide the following definition for students: **diligence (n.):** persistence in completing a task
4. View the video segment about diligence.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How does Justin exemplify the word diligence? How do you think Justin is able to work so hard when he knows it may not pay off?
2. What sacrifices are you willing to make at school, at home or in your neighborhood to achieve your goals? How will you demonstrate diligence?
3. How do you feel when you've worked diligently and you don't succeed? How do you react?
4. There is an old saying, "You can't teach an old dog new tricks." Many people think if one has not shown diligence as a young child, he/she will never be diligent. How do you feel about this statement? Explain your answer with examples.

Activity: Tinfoil Sculpture #2

Materials

- Tinfoil (heavy duty) – This activity works best if pieces of tinfoil are precut in squares and rectangles
- Pipe cleaners
- Base squares of cardboard in a variety of sizes from 3x5 to 5x8 inch (heavier cardboard works better)
- Staplers/staples
- Different color markers

Teacher

1. Review the Giacometti sculptures made in the last lesson.
2. Explain that students will use pipe cleaners, tinfoil, and a cardboard base to create a sculpture based on the concept of diligence.
3. Think about something at which you work diligently. It does not have to be a sport; it can be anything you really enjoy doing and to which you dedicate time and energy. Think about how this will affect the position of your sculpture: will it stand, sit, kneel, or take another position?
4. Distribute pipe cleaners and remind them to use them as armature, the structure that will hold up the sculpture. Bend the pipe cleaners to create the body position. Think about the height of the sculpture and the action you want it to illustrate. How will your sculpture use the space available on the base? Should you choose a base now?
5. Be sure some part of the sculpture can be attached to the base.
6. When students are ready, distribute one or two sheets of tinfoil and have them mold it around the armature. What techniques will they use this time?
7. Will your sculpture need a prop, something to hold? (E.g., a baseball bat, a book, or a dog?) Will you use tinfoil or another medium to create the prop?
8. Does the base need to be decorated? If your sculpture is about reading outside, does your base need to look like grass or a blanket? How will you do that? When ready, have students staple their sculptures to their bases.
9. When sculptures are done, set up an exhibition. How do these sculptures illustrate the concept of 'diligence'? Discuss the elements of form, space, and texture and how they support the theme.

Conclusion

Discuss how the activity reflects the story and theme of the video *Diligence*. How did you need to demonstrate diligence for this class period? What story do you imagine for your sculpture? What will be the next step for the character?

In the next lesson, we will begin a very different kind of tinfoil sculpture.

Convictions #1

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

Why is it important to live by strong convictions?

Note: The art activity in this lesson is the third in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Trustworthiness*.

Teacher

Begin by explaining that the lesson is going to focus on convictions.

1. Read the summary of the video: Lavale Lassiter voices his powerful convictions against youth-targeted tobacco advertising by participating in anti-tobacco campaigns at the national level.
2. Ask the students: What is your definition of convictions? Write answers on the board.
3. Provide the following definition for students: **convictions (n.):** firm beliefs
4. View the video segment about having convictions.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What are Lavale's convictions?
2. While believing is part of convictions, your actions must support these beliefs. What are your convictions? What are some ways you demonstrate your strong convictions? Why is it important to live by strong convictions?
3. How can your convictions cause problems in your life at home, at school, in your community, etc.? How would you handle confrontation concerning your convictions?

Activity: Tinfoil Sculptures: Bas-relief Part I

Materials

- Paper
- Pencils
- Pennies (one per student)
- Heavy cardboard bases

Teacher

1. Review the Giacometti *Setbacks* and the *Diligence* sculptures made in the last lessons.
2. Explain that today is the first of three lessons to create a bas-relief sculpture: a sculpture that is raised only slightly above the base.
3. Distribute pennies and ask students to tell you how they know each side has a bas-relief sculpture on it. What do they notice about the sculptures? How do they think they were made? What convictions, if any, did the artist — or the U.S. Government — hope to convey in the penny sculptures? Why?
4. Collect the pennies and distribute paper and pencils. Ask students to think about their convictions. What do they strongly believe? This does not have to be a religious belief; think about Lavale Lassiter's convictions in the video.
5. Their task is to draw a symbol or a representation of one of their personal convictions. If you were Lavale, you might draw a circle with a line through it over a cigarette. Your design should fit on one piece of paper, but it does not have to fill the paper. Make a few sketches, and when you are satisfied, you will copy the drawing in pencil onto a piece of cardboard.
6. The drawings on the cardboard should be completed by the end of the class.

Conclusion

How did you capture your conviction in a drawing? In the next lesson, students will continue to work with their cardboard drawings.

Notes

Convictions #2

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

Comment on the following statement: Young people today do not seem to hold any convictions.

Note: The art activity in this lesson is the fourth in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Trustworthiness*.

Teacher

Begin by explaining that the lesson is going to focus on a different view of convictions.

1. Read the summary of the video: After learning that the stream behind her school was polluted, Ashley Swandby's strong convictions compelled her to take action by searching for the source of the pollution and motivating others to get involved in this and other environmental issues.
2. Review the definition of convictions: **convictions (n.):** firm beliefs
3. View the video segment about having convictions.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Ashley's friend says he didn't realize how bad the pollution in the stream was until he saw it for himself. Have you ever developed a conviction about something to which you'd previously given little thought? Describe how this change happened.
2. Think about the most important areas of your life. Do you set your own standards of behavior or adhere to standards other people set for you at school, at home, in your community, etc.? Describe the standards you follow and explain why they are important to you.
3. What are ways in which the convictions we hold today could affect future generations?

Trustworthiness

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

How do you build trust?

Note: The art activity in this lesson is the fifth in a series of five: *Setbacks Make Us Stronger*, *Diligence*, *Convictions #1*, *Convictions #2*, *Trustworthiness*.

Teacher

Begin by explaining that the lesson is going to focus on trustworthiness.

1. Read the summary of the video: Jenny Champa's parents walk a fine line between trusting that their daughter will make the right choices in life and installing a tracking device in Jenny's car to monitor her movement. While Jenny feels the device is an invasion of privacy, her parents maintain they are only concerned with her safety.
2. Ask the students: What is your definition of trustworthiness? Write answers on the board.
3. Provide the following definition for students: trustworthiness (n.): reliable; dependable
4. View the video segment about trustworthiness.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Identify all of the trust issues involved in Jenny's situation.
2. Have you ever been in a situation where someone didn't trust you? What happened? Based on your actions, do you honestly feel they should have trusted you? Why or why not?
3. What happens to a relationship when no trust exists? How do you build or rebuild trust?

Activity: Tinfoil Sculpture: Bas-relief Part 3

Materials

- Glue 'drawings' on cardboard from last session
- Tinfoil (Heavy duty)
- Glue sticks
- Cotton swabs
- Pencils with very dull points
- Paper towels
- If possible, black shoe polish

Teacher

Note to teacher: The word 'gently' has repeated emphasis in the directions; this is an important part of the end discussion. The directions can be used as a script, but it is fine to create your own way of over-using 'gently' in your facilitation of the lesson.

1. Review the work on the bas-relief sculptures done during the past sessions.
2. Explain that today will be the final step of the process.
3. Each student will cut a piece of tinfoil a few inches larger than his/her cardboard. They will need the extra inches to fold back around the edges of the bas-relief sculptures.
4. Apply the glue stick directly on top of the glue painting. Starting in the middle of the glue painting, press the tinfoil on top. Use your fingers to gently press the foil down so it sticks to the cardboard; pressing gently will keep the foil from ripping.
5. Use a cotton swab to gently press around the glue lines. This will enhance the visibility of the design.
6. If you wish to add details, use a very dull tipped pencil to gently press on the foil to add lines or other shapes.
7. If black shoe polish is available, gently cover the design in black shoe polish. Then use a paper towel or a soft cloth to gently wipe off the shoe polish from the raised sections. The shoe polish will highlight the details and the relief as well as give it an antique look.
8. Set up an exhibit space. Tell students to ask another classmate to place their artwork in the exhibit. In turn, they will bring someone else's artwork up for the exhibit.
9. How did the directions for today's lesson demonstrate my trust or lack of trust in you? What words or word in the directions signaled lack of distrust? Why? Was it easy or difficult for you to trust a classmate to place your artwork in the exhibit? Why or why not?

Conclusion

Discuss how the tinfoil sculpture activities reflect the character videos: *Setbacks Make Us Stronger*, *Diligence*, *Convictions*, and *Trustworthiness*.

Courage

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

Why does it take courage to live in today's world?

Teacher

Begin by explaining that the lesson is going to focus on courage.

1. Read the summary of the video: Glen Curtis illustrates courage by overcoming his extreme shyness in order to reach out in social situations.
2. Ask the students: What is your definition of courage? Write answers on the board.
3. Provide the following definition for students: **courage (n.):** the strength to face problems and difficult situations
4. View the video segment about courage.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. After viewing the video, is there anything to add to the list about the definition of courage?
2. Why did Glen need courage in order to make friends in high school?
3. Do you face situations at school that require you to demonstrate courage? What are those situations?
4. How important do you think courage is as a leadership trait? Why?
5. Who are people you think are courageous? What makes them courageous? Be specific.

Activity: Chronicles of Courage: Very Special Artists

Materials

- Information about Mark di Suvero from the J Paul Getty Museum www.getty.edu/art/collection/artists/18325/mark-di-suvero-american-born-china-1933/
- Information from Storm King Art Center www.collection.stormking.org/artist/mark-di-suvero
- Pen and paper

Teacher

1. Explain that courage is demonstrated in different ways. Sometimes, courage can be a heroic act, the way someone lives his/her life or a seemingly small gesture.
 - Give an example: Standing up for someone when others are bullying or teasing the person can be courageous.
 - Ask students for some other examples.

2. Today, the class will learn about a disabled artist who, despite the odds, lives a successful life. Share the following with the students:

Chronicles of Courage: Very Special Artists: *In 1993, Ambassador Jean Kennedy Smith and George Plimpton wrote a book that profiles 16 artists with disabilities. The book explores how the artists, despite disabilities, face the challenges in their lives and, more importantly, how art inspires their courage. One of the artists profiled is Mark di Suvero. In 1960, he broke his back, yet still continued his work.*

3. Read the following about the artist from the J Paul Getty Museum Website. www.getty.edu/art/collection/artists/18325/mark-di-suvero-american-born-china-1933/

Marco Polo di Suvero is an American sculptor, born in Shanghai, China, in 1933 to Italian expatriates. He came to San Francisco, California in 1941 with his father. From 1953 to 1956, he attended the University of California, Berkeley to study fine arts, although he ultimately earned a degree in philosophy. He then moved to New York City, where he was surrounded by the work of abstract expressionist artists and was influenced by sculptor David Smith. In this period, di Suvero was working primarily in wood. In 1960 di Suvero was injured in a freight elevator accident that changed the course of his art. During the rehabilitation of his legs and back, he began to orchestrate large-scale constructions in steel. His exploration of steel gave way to the use of I-beams and heavy-gauge metal pieces that no longer fit inside gallery walls. Many of the pieces contain sections that are allowed to swing and rotate, giving the overall forms a considerable degree of motion. Today, di Suvero's monumental sculpture can be found around the world. Di Suvero's large-scale, seemingly impersonal works made of industrial materials may seem beyond human scale, but the titles that di Suvero gives his works often allude to poetry, music, or literature.

4. Think Pair Share: Divide students into pairs and have them answer the following questions based on the excerpt about Mark de Suvero.
 - Are people with disabilities courageous? Explain your answer.
 - How might art encourage the development of courage in individuals with disabilities?
 - Do you think this artist is courageous? Why?

The Empathy Deficit

Character and Life Skills

Grade Level: **High School**



WATCH ▶

Essential Question

Can empathy be developed? Explain your answer.

Teacher

Begin by explaining that the lesson is going to focus on empathy.

1. Read the description of the video: This brief video examines the impact social media has on today's youth and their capacity for empathy.
2. Ask the students: What is your definition of empathy? Write answers on the board.
3. Provide the following definition for students: **empathy (n)**: the capacity to recognize and, to some extent, share feelings (such as sadness or happiness) that are being experienced by someone else.
4. View the video segment about empathy/empathy deficit.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Describe a time when you felt empathetic toward a friend or someone close to you. What was that experience like?
2. Describe a time when you felt someone demonstrated empathy towards you.
3. Do you think some people are more empathetic than others? Explain your answer.
4. Are people born with empathy? Explain your answer.
5. How does social media affect students and their sense of empathy?

Activity: Social Documentary Photography and Empathy

Materials

- Information about Dorothea Lange from the Education section of J Paul Getty Museum Website: www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/background1.html
- Pen and paper

Teacher

1. Explain that empathy toward others is an essential social and emotional skill. Research has demonstrated that while some people are born with a greater ability to empathize with others, empathy can be taught and developed.
2. Explain that all art is an expression of feelings. Artists either demonstrate their own feelings in their work or capture the feelings of others.
3. Using the photography of Dorothea Lange, students will explore photographs and describe the feelings that images evoke. Students will see if they can identify with the feelings portrayed in the picture. They will also see if the same photos evoke different feelings from other class members.

Background information on Dorothea Lange can be found on: www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/background1.html

4. Read the following:

Dorothea Lange was born Dorothea Nutzhorn on May 26, 1895. She was a photographer whose portraits of displaced farmers during the Great Depression greatly influenced later documentary photography.

After sharing some information about the artist and the social documentary photography, use the selected images from the image bank location on the same site. Have students analyze one of the images listed.

www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/lange_ib.html

- *White Angel Breadline*, San Francisco, Dorothea Lange, 1933
 - *Human Erosion in California/Migrant Mother*, Nipomo, California Dorothea Lange, March 1936
 - *Pledge of Allegiance*, Raphael Weill Elementary School, San Francisco Dorothea Lange, April 1942
 - *Richmond, California/It Was Never Like This Back Home*, Dorothea Lange, about 1943
 - *Dust Bowl Refugees Arrive in California*, Dorothea Lange, 1936
5. Divide the class into five groups. Assign each group a Dorothea Lange photograph.
 - Select a recorder and a reporter.
 - Have students answer the following:
 - Describe in detail what is going on in the picture.
 - Describe the emotions of the subjects in the picture.
 - Identify the emotions that the pictures evoke in each member of the group.
 - Compare and contrast how Dorothea Lange's photos portray emotions to how images on Instagram, Facebook and social media portray emotions.
 - Have each group report their answers to the large group.

Cooperation

Character and Life Skills

Grade Level: **High School**



WATCH ►

Essential Question

Why is cooperation essential to success in school? In a career? In life?

Note: The following three (3) lessons (*Cooperation*, *Courtesy* and *Generosity*) will use a community art project as a theme for the activities and should be completed in the above order.

Teacher

Begin by explaining that the next three (3) lessons will focus on cooperation, courtesy, and generosity. These three lessons will be linked together using one art project that will demonstrate the importance of these three (3) character skills. This lesson will focus on cooperation.

1. Read the description of the video: See kids band together to clean up their city and help the environmental effort to stop littering.
2. Ask the students: What is your definition of cooperation? Write answers on the board.
3. Provide the following definition for students: **cooperation (n.):** the act of working with someone else to achieve a goal
4. View the video segment about courage.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why was cooperating and working together so important to this project? Do you think that the same results could have been achieved if people had not worked together? Why or why not?
2. What gets in the way of people working together and cooperating to achieve a goal?
3. Describe a time when you were part of a group that cooperated and worked to achieve a common goal. Can you think about a time when you were part of a team or group and there was no cooperation? What was the difference?

Activity: Improving Communities Through Art

Material

- Information from www.muralarts.org
- Pen and paper

Teacher

1. Explain that the use of art can improve neighborhoods by bringing people together to work on common goals to improve their community (similar to the project in the video segment).
2. Using www.muralarts.org as an example of a community arts project, students will design a sample of mural that can improve their school community.
3. Read the following information about a mural art project from www.muralarts.org/collections/featured-murals:

Mural Arts was first established in 1984 as part of the Philadelphia Anti-Graffiti Network's effort to eradicate the city's graffiti crisis. Artist Jane Golden was hired to reach out to graffiti writers and redirect their energies to constructive public art projects. In addition to addressing the problem of graffiti, Mural Arts' collective mural-making processes proved to be a powerful tool for generating dialogue, building relationships, empowering communities, and sparking economic revitalization. In 1996, the Anti-Graffiti Network was reorganized and the Mural Arts Program became its own entity. Soon after, the nonprofit Philadelphia Mural Arts Advocates was established to raise additional funds for the program, making Mural Arts a unique public/private partnership.
4. Review the murals on the site with the class. Ask students to comment on the ways one or more of the murals would be that "powerful tool for generating dialogue, building relationships, empowering communities, and sparking economic revitalization," as intended by the Philadelphia Anti-Graffiti Network.
5. Working in small groups students will identify a space in their school community where a mural about cooperation, generosity, and courtesy could have an impact.
 - Explain that they will create a sample of a mural (small scale) to share the importance of these three character traits to the school community.
 - Break students in to groups. These groups will be together for this and the next two lessons.
 - Identify a recorder.
 - Have students begin to plan a mural for their school community. They must cooperate and work together to come up with one idea. The mural should capture one of the character traits that will be discussed over the next three lessons.
6. Write the following on the board to help students plan:
 - Identify and select a space where a mural could benefit the school community.
 - Discuss ideas about a theme for the mural. What should the message reflect?
 - What will the design look like?
 - Discuss what materials would be needed.
7. Ask students to keep notes about the discussion. After the next lesson about courtesy, they will complete their ideas and begin a sample of a mural.

Courtesy

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

Why does courtesy seem to take effort?

Note: The three lessons (*Cooperation*, *Courtesy* and *Generosity*) will use a community art project as a theme for the activities.

Teacher

Begin by explaining that this lesson will focus on courtesy. Remind them that last lesson focused on cooperation. This lesson along with the one on cooperation and one on generosity will be linked together using one art project that will demonstrate the importance of these three character skills.

1. Read the description of the video: Chuck Bailey possesses the necessary ingredients to succeed in the service industry: a strong work ethic, attention to detail, and a commitment to courtesy.
2. Ask the students: What is your definition of courtesy? Write answers on the board.
3. Provide the following definition for students: courtesy (n.): polite behavior that shows that a person has respect for other people
4. View the video segment about courtesy.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How do Chuck and the other servers show their guests courtesy?
2. Why is it important for the restaurant servers to be courteous?
3. On a scale from one to 10, rate yourself on the level of courtesy you are able to show when you are stressed or feel pressured to get something done. Are you less likely to be courteous when you are under pressure? Explain.

Activity: Improving Communities Through Art #2

Students will continue to work on the plan for their murals.

Material

- Information from www.muralarts.org
- Mural Arts Project Plan Handout
- Paper and pen
- Paint
- Markers
- Paper and other art material for the mural (Utilize what is available for the students)

Teacher

1. Explain that the class will return to their small groups and continue to plan and begin to create a mural (small scale).
2. Using www.muralarts.org as an example, students will design a sample of mural that can improve the school community by promoting cooperation/courtesy/generosity.
3. Have students explore www.muralarts.org/collections/featured-murals to see what murals in communities look like.
4. Working in small groups they will identify a space in the school community where a mural about cooperation, generosity, and courtesy could have an impact.
 - Explain that they will create a sample of a mural.
 - Have students review the ideas from the previous discussion. As a group, they must agree on the site for the mural, the design, and concept.
 - Complete the Mural Arts Project Plan Handout. They must cooperate and be courteous to each other to come up with one idea. The mural should capture of the character traits that have been discussed.
5. Ask students to share idea/plan with the class. Have other students give feedback.

Conclusion

Review the definition of courtesy. Ask students for key takeaways about the lesson. Ask students to think about why being courteous is important when working on group projects.

Explain that the next lesson will focus on generosity. The activity for that lesson will be a completion of the mural. This can be done with large paper or several sheets of paper.

Remind students that this is a sample of what the mural would look. Share with students what material is available for them to use the class.

Mural Arts Project Plan Worksheet

Name _____

1. Why is this the best place for a mural?

2. What will be the message of the mural?

3. How will the design demonstrate the theme?

4. How will this benefit the school community?

5. What materials will they need to create a sample in the class?

Generosity #1

Character and Life Skills

Grade Level: **High School**



WATCH ▶

Essential Question

How is it in people's best interest to learn and practice generosity?

Note: This is the third in the series of lessons (*Cooperation, Courtesy and Generosity*) that use a community art project as a theme for the activities.

Teacher

Begin by explaining that this is the final of the three lessons on *Cooperation, Courtesy and Generosity*. These three lessons will be linked together using one art project that will demonstrate the importance of these three character skills. This lesson is going to focus on generosity.

1. Read the description about the video: Monique Swinger devotes her time and commitment to mentoring community youth.
2. Ask the students: What is your definition of generosity? Write answers on the board.
3. Provide the following definition for students: generosity (n): willingness to give money, time, etc., in order to help or please someone
4. View the video segment about generosity.

Group Discussion

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

1. Why is mentoring generous?
2. How does helping others benefit the person who is helping?
3. Describe a time when it was easy for you to be generous.
4. Describe a time when it was difficult for you to be generous.
5. Do you think it is in people's best interest to learn and practice generosity? Explain your answer.

Activity: Improving Communities Through Art #3

Material

- Information from www.muralarts.org
- Mural Arts Project Plan Handout
- Paper and pen
- Paint
- Markers
- Paper and other art material for the mural (utilize what is available for the students)

Teacher

1. Explain that students will return to their mural project group to complete the sample of their school community mural.
2. Once murals are complete, they can be displayed in the classroom. If time permits, students can share work with the class.

Conclusion

- Review the definition of generosity. Ask students for key takeaways about the lesson.
- Ask students if their mural represents *Cooperation*, *Courtesy* and *Generosity*.
- Have students identify how working together requires people to demonstrate cooperation, courtesy, and generosity.

Additional examples of community art projects and community arts planning can be found at:

- www.socialworkdegreeguide.com/25-most-amazing-community-arts-projects
- www.pps.org/reference/artsprojects
- www.artheals.org/resources/films.html

Notes

Civility

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

Is civility the norm in today's society? Explain your answer.

Note: The following two lessons focus on the videos *Civility* and *Generosity*. Both address the theme of bullying and hazing. After viewing these two lessons, students will create a digital poem about how civility and generosity can be an antidote to bullying and hazing.

Teacher

Begin by explaining that the next two lessons will focus on civility and generosity. This lesson is going to focus on civility.

1. Read the description of the video: Kevin Vogel, Drew Hindshaw and Walt Camp say popularity and group acceptance are not worth the price of being humiliated and hazed.
2. Ask the students: What is your definition of civility? Write answers on the board.
3. Provide the following definition for students: civility (n.): polite behavior that most people consider normal
4. View the video segment about civility.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Is hazing uncivil? Explain.
2. What motivates people to haze each other?
3. Would you report hazing incidents if you found out about them? Why or why not?
4. Do you agree with the statement that hazing is alright as long as no one gets hurt? Why or why not? What criteria would you use to determine whether or not you were being hazed?
5. What are some civil options to replace the tradition of hazing?

Activity: Digital Poem Part 1

Material:

- Information from the education section of the J Paul Getty Museum Website www.getty.edu/education/teachers/classroom_resources/curricula/poetry_and_art
- Paper and pen
- Scissors
- Markers

Teacher

1. Explain that students will create a visual poem to address the theme of civility and generosity as it relates to bullying.
2. If possible, use the J Paul Getty Museum education site, have students watch the video, “How to Make a Visual Poem.” If this is not possible, show images of visual poetry by artists such as Douglas Kearney (“Afrofuturism”), Carrie Mae Weems (series, “From Here I Saw What Happened and I Cried”), and/or Kansuke Yamamoto (“Reminiscence”).

You may want to watch the video first and assign a specific type of visual poetry.

3. Share the following with students:

Visual poetry is poetry or art in which the visual arrangement of the text, images and symbols is important in conveying the intended effect of the work. It is sometimes referred to as concrete poetry. Different forms of visual poetry include but are not limited to:

- **Cut Words:** Take a poem, an advertisement, a series of text messages — anything with words— and cut them up. Use elements of art to emphasize the important words (color, texture, etc.). Reorganize the words on paper to create a poem with another meaning.
 - **Juxtaposition:** Overlay words or phrases on a photograph or a copy of a picture. The words you choose and the space you choose to juxtapose the words should create a new meaning or a deeper insight into the picture.
 - **Collage:** Combine several pictures that do not go together and borrow a title and printed text from another source such as a movie or advertisement to create new meaning.
4. Have students write a poem or a paragraph, or use text messages, tweets, words or other social media posts to write a visual poem.
 - The message must be about civility and/or generosity.
 - They can begin this and complete it after the next lesson on generosity.

Conclusion

Review the definition of civility. Ask students for key takeaways about the lesson. Ask students to think about how they can communicate civility and generosity in visual poem.

Generosity #2

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

How does civility connect to generosity? Can you have one without the other? Why/why not?

Note: This is the second lesson on the videos *Civility* and *Generosity #2*. Both address the theme of bullying and hazing. After viewing these two lessons, students will create a digital poem about how civility and generosity can be an antidote to bullying and hazing.

Teacher

Begin by explaining that this lesson will focus on generosity. Review the previous lesson on civility. The video on civility looked at hazing as being uncivil. This video addresses how generosity can help someone who is bullied.

1. Read the summary of the video: Danielle Anzalone has been bullied since the third grade for being different. When she finally asked for help and began talking with the school counselor things at school became easier.
2. Ask the students: What is your definition of generosity? Write answers on the board.
3. Provide the following definition for students: **generosity (n.):** willingness to give money, time, etc., in order to help or please someone.
4. View the video segment about generosity.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why would this video that tells the story of how one student handled being bullied be about generosity?
2. When do you think it is important to be generous? Should it be spontaneous or intentionally planned? Explain your answer.

Citizenship

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

In today's society, what makes a person a good citizen?
Why?

Note: The next two lessons on the videos *Citizenship* and *Freedom* will analyze photography to explore and understand citizenship and freedom. Using information from the education section of J Paul Getty Museum Website about analyzing photographs, as well as photos from the Library of Congress Website, the students will examine photographs to explore example of the above traits.

Teacher

Begin by explaining that the lesson is going to focus on citizenship.

1. Read the summary of the video: Grayson Gunn talks about his experience joining the Marines and what he learned going through boot camp.
2. Ask the students: What is your definition of citizenship? Write answers on the board.
3. Provide the following definition for students: **citizenship (n.):** the quality of an individual's response to membership in a community
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does citizenship mean to you?
2. What are other ways people can demonstrate good citizen?
3. Have you ever been an example of being a good citizen? What did you do?
4. Being a good citizen in a community means standing up for your beliefs. What are some things you feel strong enough about to stand to stand up for?
5. Create a list of five criteria that define a good citizen and share your list with the group. Compare and contrast lists.

Activity: Analyzing Photographs Part 1

Material

- Information from the education section of the J Paul Getty Museum Website: Analyzing Photographs www.getty.edu/education/teachers/classroom_resources/curricula/exploring_photographs/background1.html
- Photographs from the Library of Congress www.loc.gov/pictures
- Paper and pen

Teacher

Explain to students that they will explore the concept of citizenship by examining photographs to decide if they are examples of citizenship.

1. Think Pair Share: Divide students into pairs.
2. Using the photographs provided, allow each pair to select a photograph to examine. Be sure each photo has been selected by at least one group in the class.
3. Have each pair select a recorder and a reporter.
4. Ask the pairs to examine the photographs and complete the following:
 - Describe the image in detail.
 - Describe the emotions that the image evokes for the viewer.
 - Does the image reflect citizenship? Why or why not?

Conclusion

Review the theme of citizenship. Ask students for key takeaways about the lesson. Ask students to reflect on the different examples of how they can demonstrate citizenship. Tell them the next lesson will use photography to explore freedom.

Notes

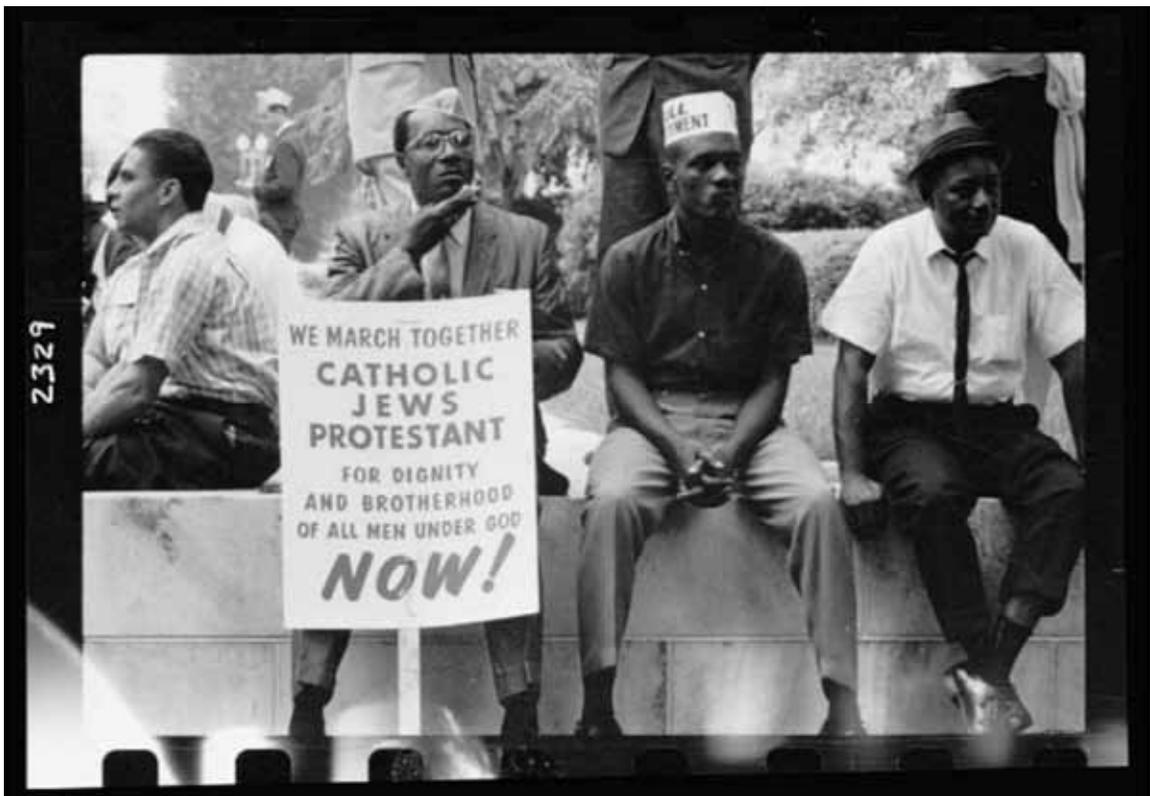


Youngest parader in New York City suffragist parade

Digital ID: (color film copy transparency) cph 3g05585 www.hdl.loc.gov/loc.pnp
cph.3g05585

Reproduction Number: LC-USZC4-5585 (color film copy transparency) LC-USZ62-10845 (b&w film copy neg.)

Repository: Library of Congress Prints and Photographs Division Washington, D.C.
20540 USA www.hdl.loc.gov/loc.pnp/pp.print



The Civil Rights March from Selma to Montgomery, Alabama in 1965

Digital ID: (b&w film copy neg.) cph 3d02329 www.hdl.loc.gov/loc.pnp/cph.3d02329

Reproduction Number: LC-USZ6-2329 (b&w film copy neg.)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA



Military group, Washington Monument in background, Washington, D.C.

Digital ID: www.loc.gov/pictures/item/hec2013000575

Creator(s): Harris & Ewing, photographer

Date Created/Published: between 1915 and 1923

Freedom

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

How does freedom come with responsibility?

Note: This is the second of the two lessons on lessons on the videos *Citizenship* and *Freedom*. Students will analyze photography to explore and understand citizenship and freedom.

Teacher

Begin by explaining that the lesson is going to focus on freedom.

1. Read the summary of the video. Hear the story of Andrew and Eric. Learn why one became a drug addict and the other didn't. Freedom in this video is demonstrated by exploring the idea of freedom of choice.
2. Ask the students: What is your definition of freedom? Write answers on the board.
3. Provide the following definition for students: freedom (n.): the quality of an individual's response to membership in a community
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What does freedom mean to you? Who or what limits your freedom? How?
2. What freedoms do students in your school have? How are these freedoms be abused?
3. Steven Covey, the author of *Seven Habits of Highly Effective People*, said, "We are free to choose our actions, we are not free to choose the consequences of our actions?" What does this mean and how does it relate to your life?
4. Do all freedoms come with responsibilities? Explain.

Activity: Analyzing Photographs Part 2

Material:

- Information from the education section of the J Paul Getty Museum Website Analyzing Photographs www.getty.edu/education/teachers/classroom_resources/curricula/exploring_photographs/background1.html
- Photographs from the Library of Congress www.loc.gov/pictures
- Paper and pen

Teacher

Explain that this lesson that will focus on analyzing photographs. Just as with citizenship and empathy, students will analyze photographs to understand concept of freedom.

1. Think Pair Share: Divide students into pairs.
2. Using the photographs provided, allow each pair to select a photograph to examine. Be sure each photo has been selected.
3. Have each pair select a recorder and a reporter.
4. Ask the pairs to examine the photographs and complete the following:
 - Describe the image in detail.
 - Describe the emotions that the image evokes for the viewer.
 - Does the image reflect freedom? Why or why not?

Conclusion

Review the theme of freedom and ask students to consider how freedom comes with responsibility. What are their responsibilities in the cause of freedom?

Notes



Four Freedoms. Speech

Digital ID: (digital file from intermediary roll film) fsa 8e00992 www.loc.gov/item/owi2001045752/PP

Reproduction Number: LC-USW33-023856-C (b&w film neg.)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540
www.loc.gov/item/owi2001045752/PP

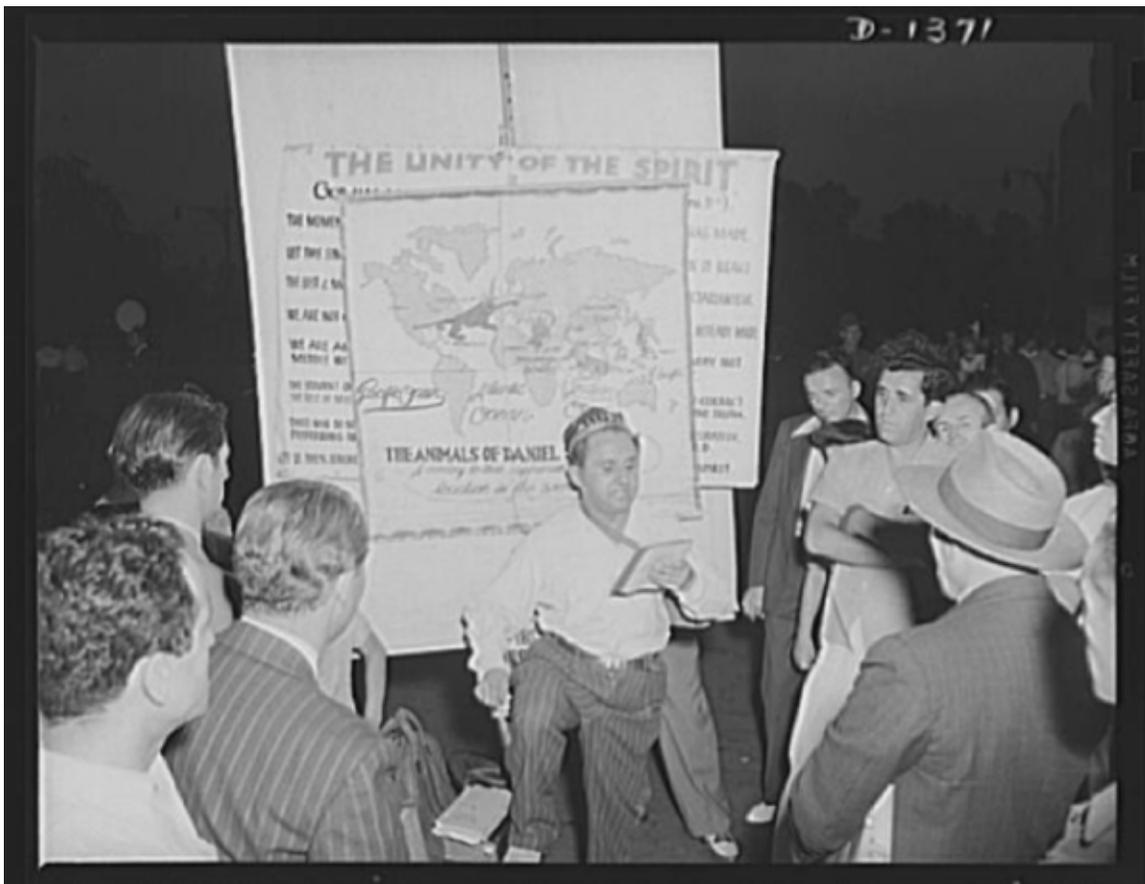


The Four Freedoms

Digital ID: (intermediary roll film) fsa 8b00795 www.loc.gov/pictures/item/2017699115

Reproduction Number: LC-USE6-D-001359 (b&w film neg.)

Repository: Library of Congress Prints & Photographs Division Washington, DC 20540 www.loc.gov/pictures/item/2017699115



Four Freedoms. Speech

Title: *The four freedoms.* Freedom of speech is still the way of the land. Here is Columbus Circle, famous New York promenade' a "soap box" orator is giving forth his theories. A few steps away may be another unsung genius who, likely as not, will proceed to tear down everything his predecessor has said.

Creator(s): Palmer, Alfred T., photographer

Helpfulness

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

How does the definition of helpfulness change as we age?

Note: This is the first of 11 Visual Verbal Journal lessons; the last of the grouping is based on the video JUSTICE. The other video lessons can be done in any order and added to the journal; the teacher can also choose to create Visual and Verbal Journal entries for other lessons as the year progresses.

Teacher

Begin by explaining that the lesson is going to focus on helpfulness.

1. Read the description of the video: Pam Laffin is a mom who suffers from emphysema, a lung disease caused by the cigarettes she started smoking when she was 10 years old. Because her illness confines her to a wheelchair, Pam's daughters, Amanda and Krystell, must help out around the house more than most of the kids their age. Sometimes, this extra work causes the sisters to miss out on spending time with their friends. At such a young age, they are already familiar with making tough self-sacrifices.
2. Ask the students: What is your definition of helpfulness? Write answers on the board.
3. Provide the following definition for students: helpfulness (n.): the act of giving service or assistance
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Whom do you think Amanda and Krystell talk to about their feelings? Why do you think they might be hesitant to share their fears or concerns with their mother?
2. If you were Amanda, what would you do to help Krystell? Do you think an older sibling is obligated to help a younger sibling cope with his or her fears?

Activity: Visual and Verbal Journals: An Introduction

Material

- www.visualjournaling.com
- www.slideshare.net/17hallh/art-journal-10241647?related
- Materials to make Visual and Verbal Journals: construction paper, newspaper, paper with print on it, tissue paper, paper cut in various shapes, photographs, pens, pencils, markers, etc. Since this is a journal, the pages should be held together in a manner of the students' own making.

Teacher

1. Ask students if they have ever made a scrap book or written in a diary. Visual and Verbal Journals are a combination of the two. Visual and Verbal Journals are like sketch books which can contain drawings, inspirational words, numbers, photographs, objects, shapes, etc. At the end of each lesson students will use their journal to express the themes in lessons, their emotional reactions, and personal thoughts and ideas.

The link provided in the Materials section will take you to several slide shows which explain the medium and gives examples of Visual and Verbal Journals. Watch one of the slide shows as a class to help students understand the medium, motivate them, and inspire their creativity in developing their journal pages. The use of grids, borders, cut out windows, folding pages, columns, and mixing words and images are reviewed in the slide shows. If the website is unavailable, discuss how Visual and Verbal Journals are like personal scrapbooks or hard copies of slides, mixing words and images with drawings and other media to express thoughts and ideas.

Questions to think about before beginning each page:

- What background material should be used?
 - What is the best way to express the theme of the video on a page?
 - Which images should be included?
 - How can we incorporate inspirational words?
2. Students should select and bind papers to create the interior pages of their Visual and Verbal Journals.
 3. Do not create a cover page as a cover can be added when the journals are complete. Tell students to work with a partner to create their first pages based on the video *Helpfulness*. Some ideas might include pictures of family, symbols to portray the family or ideas expressed, words and phrases about helpfulness, etc.

Conclusion

Encourage students to collect photos, printed pages, maps, and other printed materials for future pages. Ask how they can help each other with this project.

Honesty

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

What are the various forms of honesty?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on honesty.

1. Read the summary of the video: Chandler, a talented basketball player, struggled to maintain her dedication to the sport. Expectations, loss of passion and the knowledge that she had other interests and choices helped her make a difficult decision.
2. Ask the students: What is your definition of honesty? Write answers on the board.
3. Provide the following definition for students: honesty (n.): the quality of being truthful and sincere.
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Do you consider Chandler an honest person? Why or why not?
2. Shakespeare's character Hamlet says, "To thine own self be true." What do you think he meant by this? How does this apply to Chandler?
3. How do you remain true to yourself?
4. What are the obstacles you have to face in order to remain honest with yourself and with others?
5. Is honesty always the best policy? Explain.

Peace #2

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

Is violence more acceptable than peace in our society?
Explain your answer.

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on peace.

1. Read the summary of the video: Jordan Cook talks about being shot in the back on the way home from a party. He is now in a wheelchair and faces new obstacles every day.
2. Review the definition of peace. Ask the students: What was our definition of peace from the last section on peace? Write answers on the board.
3. Provide the following definition for students: peace (n.): a state of mutual harmony between people or groups of people, especially in personal relations
4. View the video segment about peace.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How common is Jordan's story? Do you know of anyone involved in gun violence? How does their story compare to Jordan's?
2. What are your concerns or opinions about guns?
3. Jordan says "some kids think it's cool to be shot." Do you think this is true? Explain.
4. Is violence more acceptable than peace in our society? Explain your answer.
5. What is Jordan's message to kids about guns? How does the message connect to the topic of peace?

Activity: Peaceful Graffiti

Material:

- Copies of article, "The History of American Graffiti: From Subway Car to Gallery"
- Students' Visual and Verbal Journals

Teacher

1. Have students read the PBS Newshour Art Beat article, "The History of American Graffiti: From Subway Car to Gallery" by Saskia De Melker (March 31, 2011).
2. Ask students if graffiti is viewed as a peaceful means of communication in their community or as something else. Why?
3. The theme for today's Visual and Verbal Journal page is peace. To create this page, students will work in the style of graffiti.
 - Read the PBS Newshour article about how graffiti has moved from the streets to reputable art galleries.
 - Ask students to talk about the graffiti they have seen. Where is it? What does it look like? What are the elements of art in graffiti? Is it art? Why or why not?
 - Is graffiti an acceptable art form in society? Why or why not?
 - Have students work on a graffiti representation of peace.

Conclusion

Discuss peace and graffiti: are they mutually exclusive or are they a perfect match? Defend your position.

Notes

'The History of American Graffiti:' From Subway Car to Gallery

By Saskia de Melker, March 31, 2011 at 3:25 PM EDT

Since its explosion onto city walls and subway cars in the 1970s, the increasing popularity of graffiti as an art form has won commercial success for its artists and a regular presence in pop culture and the contemporary art world.

A new book, 'The History of American Graffiti,' comprehensively documents the evolution of this often controversial art movement across the United States. As kids, authors Roger Gastman and Caleb Neelon tagged city walls. Today, Gastman is a gatekeeper between the underground artists who work on the street and the mainstream world of galleries; Neelon, a Harvard grad, is a graffiti artist and educator.

For "The History of American Graffiti," they tracked down thousands of photographs, from freight trains to city streets, and conducted hundreds of interviews with graffiti artists, ranging from pioneers to the biggest stars.

Young people were the key players in shaping the contemporary graffiti movement, says Neelon. The first modern graffiti writer is widely considered to be Cornbread, a high school student from Philadelphia, who in 1967 started tagging city walls to get the attention of a girl. But it was only in the 1980s that galleries began to showcase graffiti as artwork.

Today, auctioneers and collectors shell out thousands of dollars for graffiti-style pieces. British street artist Banksy's documentary, 'Exit Through the Gift Shop,' (on which Gastman was a consulting producer) was nominated for an Oscar this year. And before Marc Ecko and Shepard Fairey were household names designing clothes or Obama campaign posters, they were (and still are sometime) street artists.

But graffiti is, by definition, a defiant and public exhibition. Gastman contends that there's an earned respect and craft to graffiti work done outside in the streets. There's also an intrinsic subversion and vanity to an art form that defines itself by writing one's name over and over again on property, which doesn't translate when it moves into a more sterile setting like a gallery.

Neelon says, however, that artists who master the craft of painting on the street can create perhaps even greater work in studio settings, where they have more time, resources and don't have to worry about the weather (or the police). What they might lose is the volume of people who see their work on a daily basis.

Bringing graffiti from the street into the museum venue isn't easy, Gastman says, but he's developed a niche for doing just that. Opening on April 17 at the Museum of Contemporary Art, Los Angeles, Gastman is a curator of "Art in the Streets", the largest American museum exhibition of graffiti and street art." The exhibit, which runs through Aug. 8, will showcase installations by 50 graffiti and street artists.

www.pbs.org/newshour/art/the-history-of-american-graffiti-from-subway-car-to-gallery

Peer Pressure

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

What is your personal policy in dealing with peer pressure?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on peer pressure.

1. Read the summary of the video: Albeth's story can help students understand the influences their friends can have — both good and bad — and the importance of the choices they make.
2. Review the definition of peer pressure. Ask the students: What is your definition of peer pressure? Write answers on the board.
3. Provide the following definition for students: peer pressure (n.): the social influence a peer group uses to get the members to conform
4. View the video segment about peer pressure.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Why did Albeth wind up in juvenile hall? What influenced him to do what he did? How did he get caught?
2. What did he witness that made him go back to school? What are his new goals?
3. What is Albeth's advice about friends?
4. How do you deal with a friend who pressures you into dangerous or risky activities?
5. How are your peers a positive influence in you?
6. Construct an argument for why this video/lesson has been included in the Character Education section.

Integrity

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

What does integrity look like in today's world?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on integrity.

1. Read the description of the video: When Nate Brazil threatened to shoot one of his teachers, his friend Michelle Cordovez dismissed his threat as a joke and didn't tell anyone. Nate turned that threat into a reality, and now Michelle lives with the guilt of knowing she might have saved a life if she had broken her silence.
2. Ask the students: What is your definition of integrity? Write answers on the board.
3. Provide the following definition for students: integrity (n.): the quality of adhering to moral and ethical principals; being honest every deed.
4. View the video segment about integrity.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. In your opinion, does Michelle have integrity? Why or why not?
2. Do you think that keeping Nate's threat a secret was a malicious gesture or an innocent oversight on Michelle's part? Explain. When does keeping a secret show a lack of integrity?
3. How far would you go in order to keep a friend's secret? Would you tell a parent or teacher if your friend were selling prescription drugs or other illegal drugs at school? What if your friend brought a handgun or a homemade bomb to school or another public place?
4. What does integrity look like in today's world?

Honor

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

How do the opinions of others shape the way we honor ourselves?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on honor.

1. Read the summary of the video: Cheryl Haworth certainly stands out among her peers. She weighs 300 pounds. While it makes her feel uncomfortable when people stare at her, Cheryl isn't concerned about shedding the weight. In fact, she uses those extra pounds to her advantage as a weightlifter. Cheryl honors her body by training every day in the gym in order to condition her muscles and improve her flexibility. Her hard work and dedication earned her a bronze medal at the 2000 Olympics and the title of America's strongest woman.
2. Ask the students: What is your definition of honor? Write answers on the board.
3. Provide the following definition for students: honor (n.): the quality of honesty, fairness, and/or integrity in one's beliefs or actions.
4. View the video segment about citizenship.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. If you saw Cheryl in the mall or at school, what would be your first impression of her? Would you ever suspect that she is an Olympic medalist? Why or why not?
2. Cheryl honors her body in many ways. What are some examples presented in the video?
3. Why is it important for teens to resist trying to have the "ideal" body? How do you honor your own body?

Peace

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

What turning points in our own lives determine our individual pathways to peace?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on peace.

1. Read the summary of the video: Saul Avina experienced a wonderful childhood in Mexico until his parents divorced when he was nine (9). His world then changed from a peaceful life with two parents to one of drugs and gangs.
2. Review the definition of peace. Ask the students: What is your definition of peace? Write answers on the board.
3. Provide the following definition for students: peace (n.): a state of mutual harmony between people or groups of people, especially in personal relations
4. View the video segment about peace.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. Describe Saul's life as a Mexican gang member and a drug dealer. Why do you think he got involved?
2. At what point did the gang lifestyle make Saul feel anxious and cause stress in his life?
3. In what ways did Saul's "new life" in America save him and provide him with a fresh start? What choices did Saul make in America that helped him rediscover the peace of his childhood?
4. Can someone with Saul's background ever truly find peace? Explain your answer.
5. What turning points in our lives determine our individual pathways to peace?

Overcoming Issues at Home

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

When is asking for help NOT a sign of weakness?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on overcoming issues at home.

1. Read the summary of the video: Many challenges exist in families that keep students home from school: transportation, child care, parent illness, etc. However, there are services at school in place to help with these issues.
2. Ask the students: What is your definition of issues? Write answers on the board.
3. Provide the following definition for students: issues (n.): points or matters in dispute or in question; problems
4. View the video segment about overcoming issues at home.

After viewing the video segment, write the following questions on the board and discuss them with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What are some of the reasons Christopher, Maria and Jose give for kids missing school? Do they all sound like good reasons? Which ones do not? Why?
2. What are some of the examples Liat Broome gives of problems schools are prepared to handle? Do you think they can help the three students in the video? How?
3. Make a list of the ways your school is ready to help you deal with problems that might keep you from school. Who can you turn to as a resource for information?
4. Who would have to ask the school for help, you or other members of your family? Explain.

Respect

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

How does respect help draw boundaries when in a relationship?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on respect.

1. Read the summary of the video: When Kyle Van West decides she's in love, she decides to have sex. She was fifteen years old, and she thought she was ready. Then the relationship ended, and Kyle went into a deep depression.
2. Ask the students: What is your definition of respect? Write answers on the board.
3. Provide the following definition for students: **respect (n.):** esteem for or a sense of worth or excellence of a person, a personal quality, or ability
4. View the video segment about respect.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. How do you define respect, and how does someone show respect for his or her partner in a dating relationship?
2. Have you ever dated someone who didn't treat you with respect? What was it like? How did you feel and react? Did you get out of the relationship, and if so, how?
3. What role does confidence and self-respect play when teens are deciding whether or not to have sex? Do you believe mutual respect is necessary for a healthy dating relationship? Explain your answer.

Activity: Respect Journal

Materials

- Visual and Verbal Journals
- Markers/crayons/bold writing tools

Teacher

1. Today's Visual and Verbal Journal will focus on respect, and the art form will be lettering.
2. Talk about how the way we write shows respect for ourselves and for those who will read our writing. There are many fonts, or typeface, that are available to us when we write on the computer, but there are other elements of lettering that affect how we feel about the words.
3. What does the size of letters convey? What if the letters are very small or very large?
4. What does lettering in all capitals (caps) mean? Why?
5. Why is spacing important?
6. Give each student paper and a writing tool. Each student will write a word or phrase that illustrates a simple way to show respect to another person. This could be as simple as writing, "Listen," or "Hold the door." What kind of lettering will work best for the words you choose? Why?
7. Include your page in your Visual and Verbal Journal.

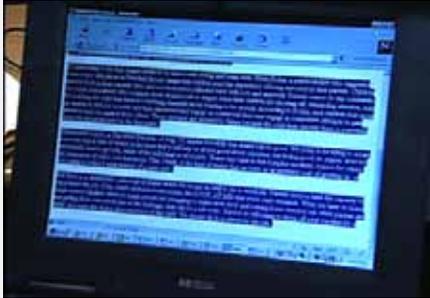
Conclusion

What are the different ways we can find and show respect in our school, our community, our world today? How did we show respect for our readers in the exercise today?

Notes

Plagiarism

Character and Life Skills Grade Level: High School



WATCH ▶

Essential Question

Why are there rules against academic dishonesty?

Note: This lesson has a Visual Verbal Journal activity.

Teacher

Begin by explaining that the lesson is going to focus on plagiarism.

1. Read the summary of the video: A survey of over 30,000 teens by the Josephson Institute finds that 64 percent say they've cheated on a test in class. And one in three has used the Internet to cheat on a class assignment or plagiarize a paper. But in a few cases, some kids may not even realize they're cheating.
2. Review the definition of plagiarism. Ask the students: What is your definition of plagiarism? Write answers on the board.
3. Provide the following definition for students: plagiarism (n.): using the thoughts, words, or ideas of someone else and claiming them as your own OR without crediting the original author
4. View the video segment about plagiarism.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion and Self-Reflection Questions

1. Did you learn something new about plagiarism in the video? How does your definition of plagiarism change?
2. How has technology and online research made plagiarism more of an issue?
3. What are the rules about plagiarism at your school? How are they communicated? How are they enforced? Why are there rules about academic dishonesty?
4. How would you feel if someone plagiarized your work?

Activity: Plagiarism Journal

Materials

- Visual and Verbal Journals
- Variety of art materials

Teacher

Today's Visual and Verbal Journal will focus on the theme of plagiarism. First, we will do a socio metric exercise to get you to think on your feet.

1. Explain that one side of the room is "Agree/Yes" and the other side is "Disagree/No" and the middle of the room is "Neutral." The teacher will read a statement, and the students will walk to a spot in the room that represents their personal opinion. The students can choose to stand between points to represent their opinions.
2. Read the following statements and encourage the students to move at the end of the statement. You may choose to briefly discuss where students stand on each statement; it often helps to clarify their thoughts.
 - Most kids don't know when they are plagiarizing.
 - Cheaters get credit for things they don't deserve.
 - Plagiarizing is everywhere in this school.
 - If I plagiarize, I get in trouble.
 - I know how to avoid plagiarizing.
 - Plagiarizing is like stealing.
 - Plagiarizing is no big deal.
3. Ask students to sit down and reflect on what they did, what they saw, and what they heard.
4. Ask them to think about the best way to express their thoughts on plagiarism in their Visual and Verbal Journals. Is it with words? Drawings? Pictures? What elements of art will they use?
5. Give them time to work on journals.

Conclusion

What are some ways that plagiarism affects you in school and in life?

Notes

Justice

Character and Life Skills Grade Level: High School



WATCH ►

Essential Question

Is “justice for all” attainable?

Note: The activity for this lesson has the instructions to complete a Visual and Verbal Journal.

Teacher

Begin by explaining that the lesson is going to focus on justice.

1. Read the summary of the video: Jayme Webb made a split second decision to drink and drive. A decision that ended up taking an innocent man’s life.
2. Ask the students: What is your definition of justice? Write answers on the board.
3. Provide the following definition for students: **justice (n.):** moral rightness
4. View the video segment about justice.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

Discussion Questions

1. What reasons did Jayme give for drinking? What reasons do people you know give for drinking? Do you think those are valid? Explain your answer.
2. Jayme received the minimum sentence of three (3) years in prison, with seven (7) months of probation. Was justice served? Why or why not?
3. Did Jayme’s sentence provide justice for the King family? Explain your answer.

Activity: Justice Journal

Materials

- Internet sources for images of scales of justice or balance of justice
- Visual and Verbal Journals
- Art materials

Teacher

1. Explain that today students' Visual and Verbal Journals will focus on the theme of justice.
2. Show pictures of the scales of justice. Why is the ideal to have balance, both sides of the scale being equal? What does a scale out of balance represent?
3. Do you think the images are more powerful in color or in black and white? Why?
4. If you had to fill the sides of the scales with words or images, what would you write or draw? Why?
5. Using the concept of balance or scales, create an entry in your Visual and Verbal Journal that represents your concept of justice. You may use the video "Justice" as your guide, or use your own experiences.
6. Be prepared to talk about your use of color or only black and white in your artwork.

Conclusion

How can we find justice in our society today? Are the scales of justice balanced in today's society? Explain your answer.

Create a cover and bind the pages of your Visual and Verbal Journal. What have you learned about different character terms and different elements of art?

Notes
