



Character Education

1. Compassion
2. Perseverance
3. Honesty
4. Pride
5. Responsibility
6. Helpfulness
7. Positive Attitude
8. Respect

COMPASSION

“A loving person lives in a loving world. A hostile person lives in a hostile world. Everyone you meet is your mirror.” ~ Ken Keyes, Jr.



STUDENTS LEARN

- ❖ That everyone has different likes and dislikes
- ❖ How to make everyone feel accepted
- ❖ Compassion for all differences in their schools

SUPPLIES

- 4 Posters (Appendix 1a) – 1 copy
- Displaying Emotions – Questions Key (Appendix 1b) – 1 copy

LESSON OUTLINE

PART ONE: Displaying Emotions Interactive Activity

PART TWO: “Getting to Know You, Getting to Know All About You”

PART ONE: Displaying Emotions Interactive Activity

STEP ONE **Set Up:** Hang the four posters (Appendix 1a) around the room in a row, with “Loving It” at one end and “No Way” at the other end of the room. Use the full classroom space. For example, place the 1st poster on the back wall, the 2nd and 3rd posters in the middle but spaced apart, and the 4th at the front of the room.

The emotions need to be in the following order:

- 1st – LOVING IT
- 2nd – YEAH I LIKE IT
- 3rd – NOT FEELING IT
- 4th – NO WAY!!

STEP TWO **Activity:** You are going to read a series of statements found on the Displaying Emotions Questions Key (Appendix 1b). Based on the statements read, the students are going to need to move to the poster that best describes their feelings toward that certain statement. For example, if you read “Bubble Gum Ice Cream”, then the students need to move to the sign that describes how they feel about bubble gum ice cream. The more they like an item, the closer they get to the “LOVING IT” sign, and the more they dislike an item, the closer they get to the “NO WAY” sign.

YOU SAY:

Students, I am going to read a word out loud. Once I have done that, you need to go stand beside one of the four signs in the room that appropriately describes your emotions toward that word. You may be asked why you chose the emotion that you did. Enjoy this game of getting to know everyone's likes and dislikes.

STEP THREE Follow Up Questions: Once the activity is finished, ask the students to have a seat close to the last poster that they finished by. Now you will conduct a short class discussion focusing on Compassion.

YOU SAY:

1. Raise your hand if you were ever the only person at the front poster or at the back poster. (Direct this question to those with their hands up) What did it feel like to be outside of the group?
2. Has there ever been a time at school when you have felt left out, or saw someone being left out? How did that make you feel for that person?
3. How does this activity relate to school?
4. What might be some negative aspects of being different?
5. What might be some positives aspects of being different?
6. As a school, how can we make everyone feel accepted

PART TWO: "Getting to Know You, Getting to Know All About You"

STEP ONE Set Up: Tell the students to find a partner. A fun way to do this is to have them identify with their fingers the number of siblings that they have. Then, ask them to pair up with someone who has the same number of fingers showing as they do. Encourage them to choose someone who they don't know very well.

Once they have found their partners, ask them to sit down together to show that they have found each other. Make sure everyone has a partner and make groups of 3 if needed.

STEP TWO Activity: Ask the students to sit facing each other either on the floor or on chairs.

YOU SAY:

Now that you have found your sibling buddy you are going to learn all about them. The person with the longest hair is going to answer first.

1. Tell your partner your favourite flavor of ice cream.
2. Tell your partner your favourite toy as a kid.
3. Tell your partner the name of your parents.
4. Tell your partner the name of your first pet and what it was.

5. Tell your partner of one moment in your life that you are proud of.
6. Tell your partner two things that you want to do before you die.

STEP THREE Follow Up Questions: Once the activity is finished, ask the students to go back to their original seats. Now you will conduct a short class discussion focusing on Compassion.

YOU SAY:

Did you have anything in common with this new friend?

Is it fair to say that we are all human and therefore all feel the emotions of happiness, fear, isolation and belonging in the same way?

Each one of us is unique and yet similar to each other here at (enter school). We need to have compassion for all of the differences in our school. As we leave you today, and you go out into the school, we challenge you to smile at someone you haven't smiled at before, be kind to a student who is on the outside and to be compassionate of our difference.

Source: Games (& other stuff) for Teachers by Chris Cavert, Laurie Frank & Friends

PERSEVERANCE

“Nobody trips over mountains. It is the small pebble that causes you to Stumble. Pass all the pebbles in your path and you will find you have crossed the mountain. ~ Author Unknown



STUDENTS LEARN

- ❖ That if they persevere they are more likely to be successful
- ❖ The value of being patient
- ❖ How to relate perseverance to work in the classroom

SUPPLIES

➤ None

LESSON OUTLINE

PART ONE: Boom

STEP ONE **Set Up:** Have the students to find partners. Ask the students to stand or sit and face their partners.

STEP TWO **Activity:** Explain the game to the students.

YOU SAY:

This activity is called “Boom”. The goal of this activity is to synchronize with your partner. There are four simple motions that you need to learn.

Let’s practice each one together.

1. Both Thumbs Up
2. Both Thumbs Down

1. Both Thumbs Left
2. Both Thumbs Right

Now, face your partner. Starting slowly, clap once and then move your thumbs in one of the four motions. Clap again, and choose a different thumb motion. Continue to repeat this pattern: Clap - Thumbs - Clap Thumbs, etc. Keep it going, nice and slow....

Now let’s stop for the final directions. Having figured out the “clap thumbs” rhythm, you are ready to play with your partner. As you and your partner engage in that rhythm, look for the times when you both make the same thumb motion. When you DO make the same thumb motion, instead of making a thumb motion after the next clap, you will clap, point at each other with both index fingers, and say “BOOM”. Then continue the game. For instance, it might look like this:

Person 1 (at the same time as)

Clap
 Thumbs up
 Clap
 Thumbs Down
 Clap
 Point, "Boom"
 Clap
 Thumbs Right

Person 2

Clap
 Thumbs Right
 Clap
 Thumbs Down
 Clap
 Point, "Boom"
 Clap
 Thumbs Left

STEP THREE Follow Up Questions: Once the activity is finished, ask the students to have a seat. Now you will conduct a short class discussion focusing on Perseverance.

YOU SAY:

1. At the beginning of the game, how successful were you at achieving a "BOOM"?
2. As the game went on, were you more successful? What strategies did you use to be more successful?
3. How can this game relate to life?
4. How can this relate to doing your school work?
5. When you were playing the game were you focusing more on what you were doing or your partner?
6. Sometimes other people won't learn as quickly as others. How can this relate to learning curves on teams?

Success in school is not achieved overnight. It takes Perseverance to learn something new. Athletes rarely jump into games without any practice at a skill. In school, teachers give you time to practice the skills that you need to learn. The next time you are frustrated by a task, we challenge you to take a deep breath and continue trying. Perseverance will keep you on the tract to success.

Source: [Games \(& other stuff\) for Teachers](#) by Chris Cavert, Laurie Frank & Friends

CHARACTER EDUCATION LESSON #3

HONESTY

“The value of honesty is speaking and acting out what is true, even when it might not benefit you. ~ Anonymous



STUDENTS LEARN

- ❖ What it means to be honest
- ❖ How quickly rumours and lies can spread at school
- ❖ The value of being honest in school



SUPPLIES

- Ball
- The Rumour Story (Appendix 3a) – 1 copy

LESSON OUTLINE

PART ONE: Fire Ball

PART TWO: The Rumour Story

PART ONE: Fire Ball

STEP ONE **Set Up:** Clear the furniture from the centre of the room and have the students form a large circle, standing shoulder to shoulder, and explain that we are going to play ‘catch’ in the circle.

STEP TWO **Activity:** Next you are going to tell the students the rules.

YOU SAY:

Here are the rules of the game, “Fire Ball”

1. Players are not allowed to make any vocal noises.
2. Players are not allowed to move, except to catch or throw the ball.
3. Players are not allowed to make a bad throw or catch.

This is a game of honesty. Honesty is similar to Honour and neither are easy to achieve. They are held in the minds of others about you, from watching what you do. In this game, a fact is a fact, a bad throw is a bad throw, a bad catch is a bad catch, and a noise is a noise. Others will see what is going on and judge you for your choices. Their interpretation of what you choose to do may be more important than yours. In the end, however, you must decide.

If a rule is broken, the player who breaks the rule must step back from the circle and put his/her hands behind his/her back.

Next, ask if they need any clarifications and if the students ask you questions, respond with: "It is up to you and only you."

Continue the game until 2 or 3 players remain.

Do not be the judge during the game – simply play with them.

STEP THREE Follow Up Questions: Once the activity is finished, ask the students to have a seat in the circle. Now you will conduct a short class discussion focusing on Honesty.

YOU SAY:

1. Was it difficult to decide when to step back?
2. How did you decide whether or not to step back?
3. Was there a time when you thought someone else should have stepped back and didn't? What did you do? What did you think?
4. In what instances does it happen in life when people may not be honest?
5. How does dishonesty influence students in school?
6. How could dishonesty influence a relationship with a teacher or principal?
7. Who, ultimately, knows whether you did the right or wrong thing?

PART TWO: Rumour Story

STEP ONE Set Up: Have the students put the desks back into the regular classroom set up. You will need volunteers (#1-4) for this activity – try to pick 2 girls and 2 boys. Send the 4 volunteers into the hallway and do not let them know why they are going out there.

STEP TWO Activity: Explain to the class that you are going to read them a story. Then go ahead and read Rumour Story (Appendix 3a). Once you are finished, ask if there is a student who thinks that they can repeat this story to one of their classmates from the hallway.

Have that student come up to the front of the class and then call Volunteer #1 into the classroom. Ask the student to re-tell the story (from memory) to Volunteer # 1 **ONLY ONCE**.

Next, call Volunteer #2 in from the hall and ask Volunteer #1 to remember as much of the story as they can and repeat it to #2.

Repeat until everyone is in from the hall.

STEP THREE Follow Up Questions: Once the activity is finished, ask the students to return to their seats. Now you will conduct a short class discussion focusing on Honesty.

YOU SAY:

1. Did it surprise you how much the story changed from the beginning to the end?
2. Have you ever heard a rumour and thought it was true and told someone else?
3. When the stories were being re-told, were the volunteers from the hall telling what they thought was the truth?

4. Looking back on how much this story changed, has it changed your view of rumours at school?
5. At our school, how can we stop rumours from spreading?

Close your eyes and think of a school where no one lied. Picture what the classrooms would be like, the students, the dances, etc. We challenge you to be honest in your lives and observe how your relationships will change around you.

Source: [Link Crew Follow-Up Handbook](#) 2009 by the boomerang project

CHARACTER EDUCATION LESSON #4

PRIDE

"I think taking pride in what you do is one of the most important elements there can possibly be. If you don't have pride, then how can you enjoy or feel good about yourself?" – Lisa Guerrero



STUDENTS LEARN

- ❖ The importance of taking pride in one's associations and one's accomplishments
- ❖ How to give and accept complements
- ❖ The value of having school pride

SUPPLIES

- 3" X 5" blue cards – 1 per person
- Blank paper – 1 per person
- Pens – 1 per person

LESSON OUTLINE

PART ONE: Blue Cards

PART TWO: Draw It Proud

PART ONE: Blue Cards

STEP ONE **Set Up:** Get a class list from the teacher ahead of time and write the first name of each student in the class on the blue cards (one name per card).

STEP TWO **Activity:** When you enter the room, hand a blue card face down to each student. Have the students flip their cards over and if they have a card with their own name on it, switch the cards for them.

Now explain that each student is going to say something nice about the person whose name is on the card in front of them. Next, tell them that there are rules they need to follow.

YOU SAY:

The first rule that you will need to follow is that you must look the person in the eyes when you are complementing them. The second rule that you must follow is that the person receiving the compliment must look the person who is talking in the eyes and say "Thank you".

Ask if there is someone who wants to go first. As the leader, you can decide if you want the student giving the complement to go and stand close to the person they are about to complement, or have them simply turn in the room to face them.

STEP THREE **Follow Up Questions:** Once the activity is finished, you will conduct a short class discussion focusing on Pride.

YOU SAY:

Students receive too many “red cards”, or negative comments, during the day at school, at home and with friends. We need to give each other more “blue cards”, or positive comments, if we want each other to feel better about ourselves and what we do.

1. Is it easy or hard for your to give other people compliments? Why do you think that is?
2. Is it hard for your to receive compliments? Why do you think that is?
3. Is it important to have pride in yourself?
4. Do you think you can ever have too much pride?

PART TWO: Draw it Proud

STEP ONE **Set Up:** Give one piece of blank paper to each student. Tell the students to fold this paper in half. Once they have all done tis, instruct them to fold the paper in half again. Now ask them to open up their papers. They should see four areas made from the folds.

STEP TWO **Activity:** Tell the student to number their boxes 1, 2, 3, and 4

YOU SAY:

In box number 1, draw or write about something you are most proud of that you did in elementary school.

In box number 2, draw or write about a person whom you look up to.

In box number 3, draw or write about something you like about (name of school)

In box number 4, draw or write about one activity/club/team that you would like to be a part of at this school.

STEP THREE Once the students are finished, tell them to find a partner with the same number of siblings as they have. Tell them to try to find someone who they don't know very well.

Tell the students to go sit with their partners anywhere in the room together. Tell them they are going to describe what they put in box number 1 and why. The partner will the longest hair will share first. Once the first partner has shared, then the other partner should share his/her box number 1 picture.

Once it seems that everyone has shared, ask the students to show with their fingers how many pets that they have. Now they need to find a new partner who has the same number of pets as they do. This pair will now share information in box 2.

Once it seems that everyone has shared, as the students to find someone with the same shoe size as they have. This new pair will share the info in their box number 3.

And lastly, once it seems that everyone has shared, ask the students to find someone who has the same 1st number in their home's 911 number as they do. For example, in the house number 347, 3 would be the number you are looking to match. This pair will share the final box number 4.

STEP FOUR Follow Up Questions: Once the activity is finished, ask the students to have a seat next to their last partner. Now you will conduct a short class discussion focusing on Pride.

YOU SAY:

1. Why is it important that we have pride in what we have accomplished?
2. How can we show our pride for our school?
3. What happens to school pride when someone vandalizes something at school?
4. How can we make our school have a good reputation in the community?

Source: Games (& other stuff) for Teachers by Chris Cavert, Laurie Frank & Friends and the Link Crew Handbook by the boomerang project

CHARACTER EDUCATION LESSON #5

RESPONSIBILITY

“Right is right, even if everyone is against it; and wrong is wrong, even if everyone is for it.” ~ William Penn



STUDENTS LEARN

- ❖ To identify and determine levels of responsibility
- ❖ To think about and possibly improve on their own personal responsibilities



SUPPLIES

- The Story of Harvey (Appendix 5a) – 1 copy
- Pen – 1 per student
- Paper – 1 per student
- 7 Name tags for each of the following names: Harvey, Harvey’s father, Harvey’s mother, Probation Counsellor, House Parent at the Training School, Bill, the Judge
- Are You A Responsible Person (Appendix 5b) – 1 copy for every 4 students

LESSON OUTLINE

PART ONE: The Story of Harvey

PART TWO: Are You A Responsible Person?

PART ONE: The Story of Harvey

- STEP ONE** **Set Up:** Set up the classroom so that the students are sitting in a circle or a horseshoe formation. If this is impossible, you could have the students sit at their desks.
- STEP TWO** **Activity:** Explain to the students that you are going to read them a story that involves a tragedy at the end. Wait until you have the attention of the entire class and then read “The Story of Harvey” (Appendix 5a) to the class. Once the story has been read to the class, give each student a piece of paper and a pen. Ask them to individually list, in order, the people who they feel are responsible for the tragedy, from the most responsible to the least responsible. You may need to read the story to them again at this point, so they can remember all of the key people.
- STEP THREE** Ask the students to find a partner who is at least two desks away from where they are sitting. Tell the students to share their lists of ‘people responsible in the death of Harvey’ with their partners. Instruct the partners to discuss any differences that they have between their two lists and to come up with one list that they are both satisfied with.
- STEP FOUR** Now, ask two sets of partners from opposite sides of the room to come together so that you now have groups of 4. Ask the groups to do the same as they did in Step Three, that is to come to a consensus in terms of who is responsible for the death of Harvey, in order from most to least.

STEP FIVE Next, ask for 7 volunteers (not all from the same group of four). Give each volunteer a name tag and ask them to line up and stand in front of the class. Ask each group of 4 to come up to the front and physically arrange the volunteers in order from who they think is most responsible to least responsible for Harvey's death. Then ask each group these questions.

YOU SAY:

1. Was there any character whom you assigned no responsibility for the tragedy? Who? Why?
2. Within your group, how did you receive differing opinions about the order of responsibility?
3. Are there any other explanations for your order?

STEP SIX Thank the volunteers and have them go back to their seats.

STEP SEVEN Follow Up Questions: Once the activity is finished, ask the students to have a seat close to the last poster that they finished by. Now, you will conduct a short class discussion focusing on Responsibility.

YOU SAY:

1. What does our discussion suggest about responsibility?
2. What did you learn from this process about communication, cooperation, and decision making?
3. Does this relate to responsibility in life?
4. How does this relate to responsibility in school?

PART TWO: Are You A Responsible Person?

STEP ONE Set Up: Cut up the Are You A Responsible quizzes (Appendix 5b) into four pieces. Distribute one to each student.

STEP TWO Activity: Ask the students what the word 'responsible' means to them. Then ask them to complete the quizzes, as they apply to themselves.

STEP THREE Follow Up Questions: Once the activity is finished, ask the students to have a seat close to the last poster that they finished by. Now, you will conduct a short class discussion focusing on Responsibility.

YOU SAY:

1. Why is it important to be responsible in life?
2. Why is it important to be responsible in school?

Keep in mind as we leave you today that it is you and only you who decides if you are responsible or not. No one can choose that for you. We challenge you to make positive choices from here on in.

Source: www.charactercounts.org (Josephson Institute: Centre for Youth Ethics) and www.goodcharacter.com (Live Wire Media)

CHARACTER EDUCATION LESSON #6

HELPFULLNESS

“Blessed are those who can give without remembering and take without forgetting.” ~ Elizabeth Bibesco



STUDENTS LEARN

- ❖ What it feels like to help someone else
- ❖ To understand how helping each other works in a school community

SUPPLIES

- 2 large paper clips (small ones work too but are an added challenge) – 1 for every 2 students

LESSON OUTLINE

PART ONE: Wired

PART ONE: Wired

STEP ONE **Set Up:** Study a paperclip before getting together with the students. Notice that there are 3 bends in the wire – 2 at one end (an inside bend and an outside bend) and 1 at the other end. Take two paper clips and attach them together so the two ‘inside’ bends are interlocked. Make enough of these wire puzzles for your group.

STEP TWO **Activity:** Ask the students to find partners and tell them to decide between them who Partner A is and who Partner B is. Now you’re going to tell the group the rules.

YOU SAY:

There are a few rules for this activity. Here they are:

Partner A can ONLY do what Partner B tells him/her to do and nothing more!
Partner B cannot touch Partner A or any part of what is given to Partner A
The clips may not be bent out of their original shapes.
(For added challenge, make the rule that neither partner can speak)

Now ask the Partner As to hold out their hands and close their eyes. Hand each Partner A a set of intertwined clips, while their eyes are still closed. Ask the Partner Bs (with their eyes open) to instruct their partners with the steps for taking the clips apart. (If you’d like an element of completion, set a timer.)

STEP THREE If some pairs finish before others, ask them to talk quietly about their experience or to observe others. Once all groups have their clips apart, ask the partners to talk to each other and discuss what they think they did well and how they could improve for the second round.

STEP FOUR When all of groups have their clips apart, instruct the students how to re-link them and ask them to do the same thing they just did, but to reverse the roles of Partners A and B. (Don’t forget to set the timer again if you’re adding the element of competition!)

STEP FIVE **Follow Up Questions:** Once the activity is finished, ask the students to have a seat close to the last poster that they finished by. Now you will conduct a short class discussion focusing on Helpfulness.

YOU SAY:

1. What made this activity easy or difficult?
2. Did anyone get frustrated? What was frustrating about the experience?
3. Did anyone give up on their partner? Why?
4. Did anyone work ahead of the directions? Was this a good or a bad idea?
5. Did any of the Partner A's peek? Why?
6. How did you feel when you got the clips apart if you were Partner A? How about if you were Partner B?
7. Who had the most important role in the game?
8. What would have happened if Partner A was left to figure out the problem on his/her own?
9. Where in life is it beneficial to have someone help you?
10. Where in school is it beneficial to have someone help you?
11. As students, how can we help each other?
12. How can we help teachers?

Source: Games (& other stuff) for Teachers by Chris Cavert, Laurie Frank & Friends

CHARACTER EDUCATION LESSON #7

POSITIVE ATTITUDE

"I am still determined to be cheerful and happy, in whatever situation I may be; for I have also learned from experience that the greater part of our happiness or misery depends upon our dispositions, and not upon our circumstances." – Marsha Washington



STUDENTS LEARN

- ❖ What it means to have a positive attitude
- ❖ How we feel when we hear positive or negative comments

SUPPLIES

- Decisions, Decisions script (Appendix 7a) – 1 copy for every 2 students
- The House of 1,000 Mirrors (Appendix 7b) – 1 copy

LESSON OUTLINE

PART ONE: Decisions, Decisions

PART TWO: The House of 1,000 Mirrors

PART ONE: Decisions, Decisions

STEP ONE **Set Up:** Divide the class into groups of four. If there is an odd number of students, you can change the group size to five. Then, have each group split into two and two. One group of two will be the Positive group, and the other group of two will be the Negative group.

STEP TWO **Activity:** Give one script to each group of two. Tell the students to take turns reading from the script. When Person 1 reads the statement, Person 2 has sixty seconds to respond in the way they have been assigned (positively or negatively). Then Person 2 gets to read and Person 1 reacts. Continue until all statements have been read and responded to.

STEP THREE **Follow Up Questions:** Once the activity is finished, ask the students to go back to their original seats. Now, you will conduct a short class discussion focusing on having a Positive Attitude.

YOU SAY: In every situation, we have a decision to make – how will we react?

1. Was there a time when responding positively was difficult? Easy?
2. Was there a time when responding negatively was easy? Difficult?
3. When will a negative response help you get your way?
4. Does a negative response lead to positive results?
5. How can a positive response lead to positive results?
6. Are others more likely to help you get what you want when you're positive?

PART TWO: The House of 1,000 Mirrors

STEP ONE **Set Up:** Tell the class that you are going to read them a story that will help them to understand what it means to be positive.

STEP TWO **Activity:** Read The House of 1,000 Mirrors (Appendix 7b) to the class out loud.

STEP THREE **Follow Up Questions:** Once you have read the story, conduct a short class discussion focusing on having a Positive Attitude.

YOU SAY: Does anyone have any thoughts on the story that I just read?

Just like the dog in the House of 1,000 Mirrors, we need to think about our attitudes and how we portray ourselves to others. What you put 'out there' is what you will get back. So whether it be your friends, parents or teachers, think about how your attitude toward them is currently, and how you could make it better. Being positive is infectious, so spread the positivity and our school will be a better place.

Source: www.ehow.com, www.bankofideas.com.au

CHARACTER EDUCATION LESSON #8

RESPECT

“Be beautiful if you can, wise if you want to ... but be respected that is essential” – Anna Gould



STUDENTS LEARN

- ❖ To understand the meaning of, and the need for, mutual respect.
- ❖ To understand that everyone chooses to associate with different groups at school.
- ❖ That it is important to hear everyone's stories and respect everyone's differences.

SUPPLIES

- The Perfect Teacher (Appendix 8a) – 1 copy per student
- The Perfect Student (Appendix 8B) – 1 copy for every 5 students
- Pens/pencils – 1 per student
- Tape
- Blank paper – 1 per student

LESSON OUTLINE

PART ONE: The Perfect Teacher

PART TWO: Our School

PART THREE: The Perfect Student

PART FOUR: Are You A Respectful Person?

PART ONE: The Perfect Teacher

STEP ONE **Set Up:** Cut up all of the copies of The Perfect Student (Appendix 8b) – each paper will be cut into five pieces. You will use these in Part Three. Hand out The Perfect Teacher (Appendix 8a) to each student.

STEP TWO **Activity:** Tell the students they have 5 minutes to create a list of characteristics or attributes on their sheet to describe what they feel is 'The Perfect Teacher'. The lists can consist of words, phrases, sentences or pictures. Encourage them to write as many as they can.

Next, have the students pair up with a partner. Partners can share their lists with one another and can add any of their partners' ideas onto their own lists if they like them. A few students might want to share their lists with the class at this point.

Have students put their names on their sheets and hand them in. Tell them we will come back to them shortly.

PART TWO: Our School

STEP ONE **Set Up:** Distribute the blank paper (one per student).

STEP TWO **Activity:** Have students individually write a list of 10 groups that are represented at our school. Encourage them to consider ethnic groups, as well as groups with diverse interests and beliefs (i.e. skateboarders, jocks, kids with two parents, kids who work, nerds, etc.) Give them two minutes to do this. You will want to remind students that they need to be respectful when they are 'naming' groups.

While students are doing this, take the strips with 'The Perfect Student' that you cut out in Part One, and tape them over the words 'The Perfect Teacher' on the handouts that they handed in. these will be used in Part Three.

STEP THREE Once the two minutes are over, have students call out the groups that they have listed out loud, while you (the leader) record them on the board at the front of the room.

Once the list is complete, read the list of groups aloud and ask the students to stand and then sit whenever they feel that they belong to the group that is read out. Do this for the entire list. Ensure students know they can stand to show they belong to as many groups as they feel that they belong in. You, as the leader, should also be sitting and standing with the class.

STEP FOUR: **Follow Up Questions:** Once the activity is finished, ask the students to have a seat close to the last poster that they finished by. Now you will conduct a short class discussion focusing on Respect.

YOU SAY:

Does anyone have any comments or thoughts about the activity we just did?

Look around you. All of you are representatives of different groups, and it is you who make up the community to which we all belong. It is the individuals, not just the groups, that we need to get to know.

We challenge you to suspend making judgments of others. You will see that everyone has their own story to tell and these stories will help you to get to know the real person instead of the label.

PART THREE: The Perfect Student

STEP ONE **Set Up:** Hand back the students' handouts that you collected in Part One, which now have the titles: 'The Perfect Student' instead of 'The Perfect Teacher'.

STEP TWO **Activity:** Use this as an opportunity to discuss that most of the characteristics that they would like to see in the perfect teacher are the same sort of attributes that teachers would like to see in the perfect student.

STEP THREE: **Follow Up Questions:** Once the activity is finished, you will conduct a short class discussion focusing on Respect.

YOU SAY:

What does mutual respect mean?

What expectations do you have of your teacher when you start off the school year?

Is it fair to assume that your teacher has similar expectations of you?

