

Teaching

# Show Your Character

# SHOW YOUR CHARACTER

Interest Level: Grades 1–3

Reading Level: Grade 2

LEARNER  SOURCE™

## Titles in this series:

*Am I a Good Friend?*

*A Book about Trustworthiness*

*Can People Count on Me?*

*A Book about Responsibility*

*Does My Voice Count?*

*A Book about Citizenship*

*How Can I Deal with Bullying?*

*A Book about Respect*

*How Can I Help?*

*A Book about Caring*

*When Is It My Turn?*

*A Book about Fairness*



## Standards

### College, Career, and Civic Life Framework for Social Studies

- D2.Civ.2.K–2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K–2. Explain the need for and purposes of rules in various settings inside and outside of school.
- D2.Civ.7.K–2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K–2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K–2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K–2. Compare their own point of view with others' perspectives.
- D2.Civ.12.K–2. Identify and explain how rules function in public (classroom and school) settings.

### Common Core Reading (Informational Text)

- Key Ideas and Details
- Craft and Structure
- Range of Reading and Level of Text Complexity

### Common Core Writing

- Text Types and Purposes
- Production and Distribution of Writing

## Multiple Intelligences Utilized

- Verbal-linguistic, bodily-kinesthetic, visual-spatial, interpersonal, intrapersonal

# Lesson 1

## Understanding Character

### Purpose

Students will demonstrate awareness of what makes something right or wrong and the reasons certain character traits are important.

### Materials

- Show Your Character series
- Tracking Outcomes p. 7

### Prepare

- Choose a Show Your Character book to model.

### Pretest

- Why do you try to do the right thing?
- What might happen (to others or to you) when you don't do the right thing?

### Model

- Explain that every action has an outcome. Outcomes can be positive or negative.

- Choose an example from a Show Your Character book to demonstrate this concept. Write the action on the board. Have students brainstorm two or three possible outcomes of the action. Then ask students to decide whether these outcomes are good or bad.
- Explain that actions based on bad character often have negative outcomes and action based on good character usually have good outcomes.
- Have the students label the example action as an example of good or bad character.

### Read

- Read the Show Your Character books.

### Practice

- Each student will choose one book to reread.
- Students will find three examples of actions and outcomes in the book and record them in Tracking Outcomes p. 7.
- Students will come up with a final example of their own to add to the chart.

### Discuss

- What were some of the worst outcomes of the actions you found? What do these actions and outcomes have in common? What about the best outcomes?

### Evaluate

- Assess examples for completion and comprehension of the topic.

## Lesson 2

### Write a Story

#### Purpose

Students will write narratives to analyze past events and their own characters.

#### Materials

- Show Your Character series
- paper
- pencils

#### Prepare

- Choose one of the Show Your Character books to model.

#### Pretest

- What are the parts of a story?
- Do you always know the right thing to do?
- Why do people who know what's right sometimes do the wrong

thing anyway?

#### Read

- Read the Show Your Character books.

#### Model

- Pick a scenario from one of the books and read it aloud to the class. Ask students why someone might do the wrong thing in this situation. Is it because you might not know it's wrong? Is it because you're scared?

#### Practice

- Students will write a story about a time when they had trouble

figuring out how to do the right thing. Students will say how they felt and explain how they handled the situation. They should conclude by saying whether they think they did the right thing or whether they would do something differently in a similar situation now.

#### Discuss

- What characteristics did you show (or want to show) in your experiences?

#### Evaluate

- Assess stories for completion and comprehension of the topic.

## Lesson 3

### Character Collage

#### Purpose

Students will create collages to represent examples of good character.

#### Materials

- Show Your Character series
- paper or poster board
- magazines, newspapers, and/or computer and printer access
- markers or colored pencils
- scissors
- glue or tape

#### Prepare

- Gather craft supplies and put them in a classroom space where students can work.
- Divide students into groups or have them work individually.

#### Pretest

- What examples of people showing good character have you heard or read about lately?
- How can you show good character?

#### Read

- Read the Show Your Character books.

#### Model

- Ask students to give examples of actions that show good character and help others. Make a list of these actions on the board.
- Explain that a collage is a combination of images that all relate to one another. Collages can show an idea or a theme. Each student (or each group) will create a collage with the theme "good character in action."

#### Practice

- Students will find images that fit the theme. They can cut out pictures and phrases from newspapers and magazines. Or they can find pictures on trusted Internet sites.

- Students will attach their images to their paper or poster board. They may choose to decorate any remaining blank space on the posters.
- Students will present their posters to the rest of the class.

#### Discuss

- Why did you choose the images you did? What do these images mean to you?
- What is your favorite image? How does it remind you of the theme?
- Were there things you wanted to include in your collage that you couldn't find pictures for? What were they?

#### Evaluate

- Assess collages for participation and completion. Assess discussion for participation and effort.

## Lesson 4 Skit

### Purpose

Students will create and act out a narrative that illustrates the basics of good character.

### Materials

- Show Your Character series
- paper
- pencils

### Prepare

- Divide students into groups of two to four.

### Pretest

- Where and when do you usually make choices that show your character?
- How are other people involved in your decisions? (As bullies, as friends, or as classmates who need your help?)

### Read

- Students will read the Show Your Character series.

### Model

- Choose one Show Your Character book to model. Pick a scenario from the book, and read it aloud to the class.
- Have students determine the characters, their roles (bully? friend? friend acting like a bully?), and what action would be best in this situation.
- Explain that students will be coming up with their own imaginary scenarios in which people have to figure out the right thing to do.

### Practice

- Groups will plan a two- or three-minute skit in which imaginary characters confront a difficult situation and must decide how to do the right thing. Each group

member should have a role in the performance.

- Groups will perform their skits in front of the rest of the class.

### Discuss

- What lessons did characters in the skits learn from their experiences?
- Did any of the skits involve situations where a character could have made a different decision or acted another way while still showing good character?

### Evaluate

- Assess performances for completion and participation.

## Lesson 5 Character for President!

### Purpose

Students will hold an imaginary election to explore what qualities make a good leader.

### Materials

- Show Your Character books
- paper or poster board
- markers or colored pencils
- scissors
- glue or tape

### Prepare

- Divide students into groups of at least three.
- Provide each group with poster-making supplies.

### Pretest

- When you choose a leader (class president, team captain, or group leader), what qualities do you look for in that person?
- Does the best leader always win? Why or why not?

### Read

- Read the Show Your Character books.

### Model

- Explain that each group will

be choosing and promoting a candidate for “president.” (This can be president of the class, the school, or the country, depending on your or your students’ preference.)

- Have students help you make a list on the board of character traits that a good leader should have.
- Have students come up with a job description for “president.” List the most important responsibilities the president would have and the things he or she would be expected to do.
- Explain that each group will choose a character from a book, a movie, or a TV show as their candidate for “president” and will create a poster with information about the candidate. Their goal will be to convince others that their candidate will be a good leader.

### Practice

- Each group will choose a character as their candidate for “president.”

- Each group will create a campaign poster for their candidate. The poster will list things the candidate has done that will make him or her a good leader and show his or her good character.
- Groups will decorate their posters. They may print pictures of their candidates from websites and add them to the posters.
- Each group will have two to three minutes to present their candidate to the rest of the class.
- When all the groups have presented, the class can vote on which candidate they would choose as “president.”

### Discuss

- Why do you think the winning candidate won? Was it because of certain character traits or because of some other reason?

### Evaluate

- Assess projects for completion and participation.

## Lesson 6

# Characters in History

### Purpose

Students will evaluate the behavior of historical figures and form their own opinions of those people's characters.

### Materials

- Show Your Character series
- copies of *Characters in History* p. 8
- pencils

### Prepare

- Make copies of *Characters in History* p. 8 for students.

### Pretest

- Can anyone do the right thing all the time?
- Do the basics of character apply to adults?
- Can you think of situations where adults have to decide whether to show good character?

### Read

- Read the *Show Your Character* books.

### Model

- Choose a historical figure with whom students are familiar (or allow students to make suggestions and vote on an example).
- Make a list of important things this person did.
- Discuss each action in slightly more detail with the class. Ask students if they think each action showed good character, bad character, or some of both.

### Practice

- Students will choose a historical figure to research. Using history textbooks, library books, and reliable Internet resources, students will research their historical figure.
- Students will use *Characters in History* p. 8 to keep track of important things their historical figure did.

- Students will present their charts to the class and explain their opinion of the historical figure's overall character.

### Discuss

- Did most people do all good things or all bad things, or did most people have a mix of good and bad actions?
- Was each action equally important, or did some actions matter more than others? Which actions counted most toward your opinion of a person's overall character?

### Evaluate

- Assess charts for completion, accuracy of facts, and thoughtfulness of subjective verdicts.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Tracking Outcomes

Find three examples of actions and their outcomes in a Show Your Character book. Then come up with an example of your own!

Action	Outcome	Good or bad?	Character shown (good or bad)

