

Character 10

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Unit 0 – Introduction to the Course

Lesson 0.1 – Definition of Words

1. Introduce rationale for Character initiative at W.J. Mouat: (approx. 5 minutes)

-initial idea dates back to 2010: goal is to have Mouat students exhibit character traits through daily actions and attitudes.

-course that starts in some of the things that you did in grade 8 (boys & girls transitions), will continue this year (block B every second week for 45 minutes), and next year (Grade 10 online component)—worth 4 credits towards graduation

2. The character traits that W.J. Mouat staff, students, and administration chose to be its cornerstones:

- Respect
- Responsibility
- Integrity
- Caring
- Awareness
- Teamwork

Activity: Divide class into 6 equal groups, each group with a pen and large poster board. One poster will be with each group, with one of the 6 words written on it. Each group will have 3 minutes brainstorming actions AND definitions of the word, and then rotate to the next word. (approx. 25 minutes)

What do these words mean? What actions show that people have these character traits?

3. Following the carousel activity, the poster will be on the wall, and teacher will go over what the students have come up with, adding in things that may be missed, based on the definitions that have already been created by the character committee. (see below for examples) (approx. 15 minutes)

Respect

Principle: Self-discipline, courtesy and upholding the dignity of others are qualities that define respectful people.

Actions: Being patient. Caring for yourself. Standing up for what you believe is right
Saying please, thank you and excuse me; showing good manners. Showing good sportsmanship.
Allowing others to go first. Following school code of conduct.
Considering the safety and well being of others. Showing appreciation for the opportunities and privileges you are offered.

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Responsibility

Principle: Taking responsibility means being accountable for your actions, your words and your obligations.

Actions: Attending regularly and being on time. Paying your debts. Admitting mistakes and making amends. Setting and pursuing goals; taking initiative for self-improvement
Working diligently. Communicating clearly and honestly; listening carefully. Showing courage. Being persistent.

Caring

Principle: Caring is both an action and a state of mind that demonstrates kindness and sensitivity to others.

Actions: Paying it forward. Being sensitive to other people's points of view. Sharing. Listening. Volunteering to help. Being generous. Encouraging others. Protecting vulnerable members of the community.

Teamwork

Principle: Teamwork is working collaboratively and cooperatively to attain a shared goal.

Actions: Participating in class and school activities. Challenging yourself. Supporting and encouraging others. Considering how to accommodate the needs of others.
Providing leadership. Being willing to follow.

Awareness

Principle: Having awareness means being informed about school, community and global issues, identifying with the needs of others, and considering all points of view

Actions: Learning about other cultures. Including everyone. Seeking fairness. Having self-control. Volunteering to help. Sharing. Showing gratitude. Finding your passion. Taking initiative

Integrity

Principle: Integrity is a commitment to honesty that is clear because actions are consistent with stated beliefs or promises. Honest, truthful, trustworthy people have integrity.

Actions: Doing the right thing even when no one is watching. Telling the truth. Producing work that is honest and sincere. Keeping confidences. Keeping promises and commitments. Communicating

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honestly, openly and respectfully.

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Unit 1 - Respect

Lesson 1.1 - Mouat Minute

Remind students of the definition of Respect as discussed in the first Character class.

Respect

Principle: Self-discipline, courtesy and upholding the dignity of others are qualities that define respectful people.

Actions: Being patient. Caring for yourself. Standing up for what you believe is right. Saying please, thank you and excuse me; showing good manners. Showing good sportsmanship. Allowing others to go first. Following school code of conduct. Considering the safety and well being of others. Showing appreciation for the opportunities and privileges you are offered.

Watch Mouat Minute regarding garbage in the school: <http://youtu.be/N9dmAU970bc>

Get into groups of 3 – to discuss questions. Each student must be responsible to respond to one question, don't just have one "Speaker". After time has been given, ask one member of each group to stand up and possibly respond to the question. Then ask a different member to stand up to respond to question 2, etc. Possible answers provided.

1. What different points is this video trying to make?
 - Don't leave garbage around
 - Clean up your own mess
 - Help others clean up
 - Recycle when possible
 - Violence is not an option

2. What are some things you could do if you see garbage being left around?
 - Clean it up
 - Politely remind the people leaving the mess
 - Tell a teacher
 - Do some awareness about littering – posters, announcements...

3. How does this relate to **respect**, or how is this disrespectful?
 - Not respecting the school
 - Not respecting other people
 - Not respecting the janitor
 - The girls showed respect for the school
 - A good choice was made not to resort to violence

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- Recycling shows respect for environment

C) Group discussion question: How is respect shown in the school, at home or the community?

- Always throw away garbage
- Open doors for people
- Use please, thank you, and I'm sorry

D) Using one of the examples from the group discussion, briefly overview what students will be working on next day: The Action Plan.

Eg. I heard Steve mention that opening doors is a sign of respect. What you are going to be starting next week, is to pick an activity or idea of something you would like to try that reveals good character, focusing on the word of the lesson: Respect. What Steve needs to do is to think of how he could do his idea – for instance maybe hold doors open for people at the mall for an hour, or make sure he opens and holds doors 100% of the time for a week. Think of some possibilities, and next week we will go over exactly what the Action Plan will look like.

Teachers will remind and encourage students to do their reflections.

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Lesson 1.2 – Action Plan Development

Teachers will introduce the idea of Action Plans. The purpose of the Action Plan is to have students practically demonstrate each Character word. For each word, they will develop a plan that can be done individually, in partners, or larger groups. They will complete a basic plan (Action Plan Template) and then put that plan into action over the two weeks between Lesson 2 and Lesson 3 of each word.

Today’s task is for the students to come up with Action Plans related to word Respect. Some examples the teacher could discuss with students include:

1. Respect others
 - a. Hold doors open at school or the mall
 - b. Control my language that is degrading to others (ex. Not swearing, not calling others rude names, avoiding terms like “retard” and “That’s so gay”).
2. Respect the world around you
 - a. Clean up garbage in the cafeteria after lunch
 - b. Make posters and put them up in the cafeteria encouraging students to clean up after themselves
3. Respect rules
 - a. Be on time for every class for one week.
4. Respect myself
 - a. Get at least 20 minutes physical activity every day for a week.

Get students to brainstorm some more ideas of potential Action Plans.

Give students and opportunity to discuss their plans and decide if they want to work individually or in groups.

Introduce the Action Plan Template and present the two examples provided.

Teachers could fill out an Action Plan example with the class to demonstrate how to do it.

Hand out the Action Plan Template and give students time to formulate their plans.

By the end of the lesson students should be prepared to implement their personal or group action plans in the next two weeks.

Teachers will encourage students to take notes of the results, reactions of others etc. Teachers should let the students know that they will be sharing their experiences with the class, in two weeks.

Teachers will remind and encourage students to do their reflections.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

I will stand at the door of the mall and hold the door open for every person that comes through the door.

DETAILS:

2. Who will be required to put the plan into action?

Only myself, and my mom to drive me to and from the mall.

3. What things will be needed? (Materials, equipment, supplies, etc).

Nothing will be needed other than my positive attitude.

4. Where will the plan take place? Where will you get the required things?

I will be standing at the door at the mall by the GAP entrance.

5. When will the plan take place? When will you do the preparations?

I will be doing this on Wednesday, October 17 from 3:30-4:40 pm.

6. Why did you decide to do this?

To be nice to everyone and show people that teenagers are not all scary, and sometimes people can do nice things for no reason.

7. How does it relate to the Character word?

It relates to respect because by opening the door for people I am showing them respect.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

Put up posters in the cafeteria to encourage students to clean up their garbage.

DETAILS:

2. Who will be required to put the plan into action?

Myself and 2 other group members.

3. What things will be needed? (Materials, equipment, supplies, etc).

Poster paper, felts, scissors, tape.

4. Where will the plan take place? Where will you get the required things?

We will make the posters at my house and get all the supplies from home. We will put up the posters around the cafeteria.

5. When will the plan take place? When will you do the preparations?

We will make the posters on Sunday night at my house, and then come at 7:30 am on Monday morning to put them up so they will be up all week.

6. Why did you decide to do this?

To try and get other people to clean up their garbage in the cafeteria.

7. How does it relate to the Character word?

It relates to respect because we are trying to get the students to respect the school more by cleaning up their garbage.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

DETAILS:

2. Who will be required to put the plan into action?

3. What things will be needed? (Materials, equipment, supplies, etc).

4. Where will the plan take place? Where will you get the required things?

5. When will the plan take place? When will you do the preparations?

6. Why did you decide to do this?

7. How does it relate to the Character word?

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Lesson 1.3 – Action Plan Reflection

Give students an opportunity to reflect on and discuss the implementation of their Action Plans.

Some questions to guide the discussion:

1. What Action Plan did you choose?
2. How did you carry out your Action Plan using the template?
3. Overall, was it a positive or negative experience? Why?
4. What did you learn about yourself through doing this?
5. How do you think your Action Plan was received by others around you? Was there negative reaction? Was there positive reaction? How did these reactions make you feel?
6. Were you able to make a difference in someone else's life?
7. Has this experience made you think about this topic more? Is this something you could continue doing as a regular part of your life?
8. What would you change if you were to do it again? What improvements could be made?
9. Any other thoughts or comments?

Teachers will remind and encourage students to do their reflections.

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Student Handout for Action Plan Reflection

1. What Action Plan did you choose?
2. How did you carry out your Action Plan using the template?
3. Overall, was it a positive or negative experience? Why?
4. What did you learn about yourself through doing this?
5. How do you think your Action Plan was received by others around you? Was there negative reaction? Was there positive reaction? How did these reactions make you feel?
6. Were you able to make a difference in someone else's life?
7. Has this experience made you think about this topic more? Is this something you could continue doing as a regular part of your life?
8. What would you change if you were to do it again? What improvements could be made?
9. Any other thoughts or comments?

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Unit 2 – Caring

Lesson 2.1 – Mouat Minute

Remind students of the definition of Caring as discussed in the first Character class.

Caring

Principle: Caring is both an action and a state of mind that demonstrates kindness and sensitivity to others.

Actions: Paying it forward. Being sensitive to other people’s points of view. Sharing. Listening. Volunteering to help. Being generous. Encouraging others. Protecting vulnerable members of the community.

Watch Mouat Minute: <http://youtu.be/Bz5tom9NVac>

Mouat Minute Discussion focused on what it looks like to protect vulnerable members of the community and how this relates to caring.

- Who are vulnerable members of our community? Who might benefit from a specific act of caring? (Elderly, bullied, Individuals with physical or mental disabilities, lonely.... Most anyone)
- Is vulnerability always visible? (Encourage students to be aware that people may be dealing with issues and don’t show it.)
- What does caring for vulnerable people look like?
- Why is it important to be caring?
- Have you ever been the recipient of an act of caring? How did this make you feel? How did you react?
- Have you ever stood up for someone? How did it feel? How did this person react?
- How can we get other students to understand that caring is important?

Teachers should begin discussing with students what it looks like to demonstrate practical acts of caring at home, at school, to a friend, to a stranger, in their community, etc.

Show video clip: Kindness Boomerang (includes random people performing acts of kindness to one another). <http://youtu.be/nwAYpLVyeFU>

Teachers should ask students what they noticed about the reactions of the people who were “cared” for. It is important for students to see the results of the actions.

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Teachers encourage students to start thinking about an action plan. (Practical ways they can demonstrate caring). If time permits, teachers can brainstorm with students.

Teachers will remind and encourage students to do their reflections.

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Lesson 2.2 - Action Plan Development

Teacher encourages students to remember their ideas for “action plans” (how to demonstrate caring) from last session.

Teacher will present two example action plans (attached).

**** If time permits, teachers may choose to do one of the action plan activities with their class.****

Students will have an opportunity to discuss their action plan ideas in order to decide if they would prefer to work individually or in pairs or groups.

Teachers will distribute copies of blank action plan templates.

Students will fill-in templates and share action plans with class.

By the end of the lesson students should be prepared to implement their personal or group action plans in the next two weeks.

Teachers will encourage students to take notes of the results, reactions of others etc. Teachers should let the students know that they will be sharing their experiences with the class, in two weeks.

Teachers will remind and encourage students to do their reflections.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

To think of someone who has shown an example of caring and to make a card that shows appreciation for that person and what they did that showed caring.

DETAILS:

2. Who will be required to put the plan into action?

The person creating the card.
Someone to help deliver the card.

3. What things will be needed? (Materials, equipment, supplies, etc).

White paper or construction paper, Scissors, Markers, Pens, Glue.

4. Where will the plan take place? Where will you get the required things?

The card could be made at home or at school. There are plenty of supplies available at school. Otherwise, supplies could be purchased at the dollar store.

5. When will the plan take place? When will you do the preparations?

I'm going to make the card this weekend and deliver it on Monday.

6. Why did you decide to do this?

I have always appreciate the times that someone has sent a nice email or text. This is something that the person being cared for can hang on to as a reminder.

7. How does it relate to the Character word?

It relates to caring because you are encouraging someone and perhaps prompting them to pay it forward.

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Action Plan Template

- **BIG PICTURE: Little Brown Bags of Compliments**—Learning to provide compliments to anyone is one way to develop a caring character.

1. What is the basic idea of your Action Plan?

To provide meaningful compliments to other people we may not even know, by being an observant individual.

DETAILS:

2. Who will be required to put the plan into action?

I will be, however, this could also be a group action plan. I will write specific compliments about positive acts rather than just nice comments about people's appearance.

3. What things will be needed? (Materials, equipment, supplies, etc).

Paper bags, cue cards, and pens or pencils.

4. Where will the plan take place? Where will you get the required things?

The plan will take place at the Grocery store. I will pre plan compliments that will suit that location. EX: compliment could say: "You were very helpful with that customer, it looks like you made their day." OR "You did a very good job organizing that shelf, you're a hard worker"

5. When will the plan take place? When will you do the preparations?

I will choose to do this right away, the weekend after our second lesson. Preparation would include knowing what location and making sure the compliments are applicable, and meaningful.

6. Why did you decide to do this?

Because it is nice to be noticed for things that we do, and realizing that someone appreciates it.

7. How does it relate to the Character word?

Learning to give compliments is one way to develop a caring character. It shows empathy for others.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

DETAILS:

2. Who will be required to put the plan into action?

3. What things will be needed? (Materials, equipment, supplies, etc).

4. Where will the plan take place? Where will you get the required things?

5. When will the plan take place? When will you do the preparations?

6. Why did you decide to do this?

7. How does it relate to the Character word?

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Lesson 2.3 – Action Plan Reflection

Give students an opportunity to reflect on and discuss the implementation of their Action Plans.

Some questions to guide the discussion:

1. What Action Plan did you choose?
2. How did you carry out your Action Plan using the template?
3. Overall, was it a positive or negative experience? Why?
4. What did you learn about yourself through doing this?
5. How do you think your Action Plan was received by others around you? Was there negative reaction? Was there positive reaction? How did these reactions make you feel?
6. Were you able to make a difference in someone else's life?
7. Has this experience made you think about this topic more? Is this something you could continue doing as a regular part of your life?
8. What would you change if you were to do it again? What improvements could be made?
9. Any other thoughts or comments?

Teachers will remind and encourage students to do their reflections.

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Unit 3 – Awareness

Lesson 3.1 – Mouat Minute

Remind students of the definition of Awareness from the first Character class.

Awareness

Principle: Having awareness means being informed about school, community and global issues, identifying with the need of others, and considering all points of view.

Actions: Learning about the other cultures. Including everyone. Seeking fairness. Having control. Vounteering to help. Sharing. Showing Gratitude. Finding your passion. Taking initiative.

Watch Mouat Minute:

Mouat Minute & Discussion questions (to be created upon completion of M.M.)

- Who in your life demonstrates awareness and how do they do so? Examples may include: parents, friends, family, coaches, instructors, teachers, Hollywood stars, professional athletes.
- When have you demonstrated awareness? Why? Who were you with? Where were you? Examples may include: extra-curricular activities, baby-sitting younger siblings, home-based chores.
- When have you demonstrated a lack of awareness? Why? Were you showing off to friends? Was it the easy way out of doing something you didn't want to? Did you do it out of anger/dislike/peer pressure? Who were you with? Could you have been more aware if you had been with other people? Where were you? How does location/people around you affect you decisions from time to time?

At the end of lesson 1, students may have time to begin discussing their action plans.

Teachers will remind and encourage students to do their reflections.

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Lesson 3.2 - Action Plan Development

In Lesson 2 students will confirm their action plans and present briefly to the class. They may choose to work in groups or as individuals.

1. Awareness within yourself :
 - a. Awareness of my word usage. Examples may include: “retard”, “That’s so gay!”, profanity, etc.
 - b. Talk to someone different in your class.
 - c. Invite someone to have lunch with you or your group of friends that may be alone or new to the school.

2. Awareness within a group:
 - a. Make new connections and be an example by getting involved in Link Crew.
 - b. As a class you decide to clean up the cafeteria or other school grounds at the end of lunch.
 - c. Arrive at school 15-20 minutes early and greet students as they enter the building.

3. Awareness in community:
 - a. Set up a donation area for people to donate food to the food bank
 - b. Volunteer your time to serve dinner or lunch at the Cyrus Center.
 - c. Volunteer your time as a Big Brother or Big Sister.

Teachers will remind and encourage students to do their reflections.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

DETAILS:

2. Who will be required to put the plan into action?

3. What things will be needed? (Materials, equipment, supplies, etc).

4. Where will the plan take place? Where will you get the required things?

5. When will the plan take place? When will you do the preparations?

6. Why did you decide to do this?

7. How does it relate to the Character word?

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Lesson 3.3 – Action Plan Reflection

Give students an opportunity to reflect on and discuss the implementation of their Action Plans.

Some questions to guide the discussion:

1. What Action Plan did you choose?
2. How did you carry out your Action Plan using the template?
3. Overall, was it a positive or negative experience? Why?
4. What did you learn about yourself through doing this?
5. How do you think your Action Plan was received by others around you? Was there negative reaction? Was there positive reaction? How did these reactions make you feel?
6. Were you able to make a difference in someone else's life?
7. Has this experience made you think about this topic more? Is this something you could continue doing as a regular part of your life?
8. What would you change if you were to do it again? What improvements could be made?
9. Any other thoughts or comments?

Teachers will remind and encourage students to do their reflections.

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Unit 4 – Responsibility

Lesson 4.1 – Mouat Minute

Remind students of the definition of Responsibility from the first Character class.

Responsibility

Principle: Taking responsibility means being accountable for your actions, your words and your obligations.

Actions: Attending regularly and being on time. Paying your debts. Admitting mistakes and making amends. Setting and pursuing goals; taking initiative for self-improvement. Working diligently. Communicating clearly and honestly; listening carefully. Showing courage. Being persistent.

Mouat Minute & Discussion questions (to be created upon completion of M.M.)

- Who in your life demonstrates responsibility and how do they do so? (parents, friends, family, coaches, instructors, teachers, Hollywood stars, professional athletes)
- When have you demonstrated responsibility? Why? Who were you with? Where were you? (extra-curricular activities, baby-sitting younger siblings, home-based chores)
- When have you demonstrated a lack of responsibility? (same possibilities as above) Why? (Were you showing off to friends? Was it the easy way out of doing something you didn't want to? Did you do it out of anger/dislike/peer pressure? Who were you with? Could you have been more responsible if you had been with other people? Where were you? How does location/people around you affect your decisions from time to time?)

At the end of lesson 1, students may have time to begin discussing their action plans.

Teachers will remind and encourage students to do their reflections.

Character 10

Lesson 4.2 – Action Plan Development

Teachers will introduce the idea of Action Plans. The purpose of the Action Plan is to have students practically demonstrate each Character word. For each word, they will develop a plan that can be done individually, in partners, or larger groups. They will complete a basic plan (Action Plan Template) and then put that plan into action over the two weeks between Lesson 2 and Lesson 3 of each word.

Today's task is for the students to come up with Action Plans related to word Respect. Some examples the teacher could discuss with students include:

1. Responsibility to yourself and your family
 - a. Participating in chores around the house (clearing the table every night, cleaning dishes with parent(s) 4 times per week without them asking, sweeping the floor twice a week, cleaning the bathroom once a week)
2. Responsibility to yourself
 - a. Nutrition & physical activity (participate in at least 30 minutes of physical activity every day, cut out chips from my diet, cut out pop from my diet)
3. Responsibility to others & to pay it forward
 - a. Once a week, volunteer for somebody who has helped you in your life (youth group, athletics/ community organization)
4. Responsibility to the environment
 - a. Don't walk past a piece of litter without picking it up
5. Responsibility to yourself, your classmates, and your teachers
 - a. Effectively use class time to accomplish homework assignments

Get students to brainstorm some more ideas of potential Action Plans.

Give students and opportunity to discuss their plans and decide if they want to work individually or in groups.

Introduce the Action Plan Template and present the two examples provided.

Teachers could fill out an Action Plan example with the class to demonstrate how to do it.

Hand out the Action Plan Template and give students time to formulate their plans.

By the end of the lesson students should be prepared to implement their personal or group action plans in the next two weeks.

Teachers will encourage students to take notes of the results, reactions of others etc. Teachers should let the students know that they will be sharing their experiences with the class, in two weeks.

Teachers will remind and encourage students to do their reflections.

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Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

DETAILS:

2. Who will be required to put the plan into action?

3. What things will be needed? (Materials, equipment, supplies, etc).

4. Where will the plan take place? Where will you get the required things?

5. When will the plan take place? When will you do the preparations?

6. Why did you decide to do this?

7. How does it relate to the Character word?

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Lesson 4.3: Action Plan Reflection

Give students an opportunity to reflect on and discuss the implementation of their Action Plans.

Some questions to guide the discussion:

1. What Action Plan did you choose?
2. How did you carry out your Action Plan using the template?
3. Overall, was it a positive or negative experience? Why?
4. What did you learn about yourself through doing this?
5. How do you think your Action Plan was received by others around you? Was there negative reaction? Was there positive reaction? How did these reactions make you feel?
6. Were you able to make a difference in someone else's life?
7. Has this experience made you think about this topic more? Is this something you could continue doing as a regular part of your life?
8. What would you change if you were to do it again? What improvements could be made?
9. Any other thoughts or comments?

Teachers will remind and encourage students to do their reflections.

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Unit 5 – Teamwork

Lesson 5.1 – Mouat Minute

Remind students of the definition of Teamwork from the first Character class.

Teamwork

Principle: Teamwork is working collaboratively and cooperatively to attain a shared goal.

Actions: Participating in class and school activities. Challenging you. Supporting and encouraging others. Considering how to accommodate the needs of others. Providing leadership. Being willing to follow.

Watch Mouat Minute:

Mouat Minute & Discussion questions (to be created upon completion of M.M.)

Watch Penguin Teamwork video: <http://youtu.be/OjOImtkux-l>

1. In groups of 3, students complete a worksheet (provided by teacher) on chart paper.
 - assign recorder, timer and presenter for each group (10 minutes)
 - What is the common problem/conflict?
 - What is the common goal?
 - How do the penguins accomplish their goal?
 - List at least 5 verbs that would allow the group to reach their goal. (Some expected answers are: observe, share, lead, listen, question, cooperate, participate, collaborate, support, contribute . . .)
 - List at least 5 adjectives the group needs to reach their goal. (Some expected answers are: open, thoughtful, receptive, cooperative, good listener, good leader . . .)
2. Each group places their chart paper around the room and each group will go from sheet to sheet to read the information. (1 minute per sheet, everyone rotates at the same time, teacher-timed)
3. Once students are back to their original chart, the presenters present to the class. (1 minute each)
Wrap-up question: What are some common key words among the groups?
4. Students return to group work to answer the following questions on their chart paper. (5 minutes)
 - i) What is necessary for teamwork to be successful? (role, contribution, etc.)
 - ii) What are some frustrations of teamwork? (slackers, uneven contributions, etc.)

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5. Presenters read their group's definition (10 minutes)

At the end of lesson 1, students may have time to begin discussing their action plans.

Teachers will remind and encourage students to do their reflections.

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Student Handout for Penguin video

Lesson 5.1 Teamwork

After viewing the Penguin video, in groups of 3, complete this worksheet on chart paper.

- i) What is the common problem/conflict?
- ii) What is the common goal?
- iii) How does the group accomplish their goal?
- iv) List at least 5 verbs that would allow the group to reach their goal.

Some expected answers are: observe, share, lead, listen, question, cooperate,
participate, collaborate, support, contribute . . .

- v) List at least 5 adjectives the group needs to reach their goal.

Some expected answers are: open, thoughtful, receptive, cooperative, good listener,
good leader . . .)

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Lesson 5.2 – Action Plan Development

In Lesson 2 students will confirm their action plans and present briefly to the class. They may choose to work in groups or as individuals.

- In small groups, students discuss the last lesson and review the key words used to define *teamwork*. (5 minutes)
- Action plan - Teacher will present the action plan template and provide 1 example. (5 minutes)
- Teacher passes out action plan template.
- Students can work individually, in pairs or in groups.
- Students complete their action plan. (15 minutes)
- Students share their action plan with the class. (15 minutes)

By the end of the lesson students should be prepared to implement their personal or group action plans in the next two weeks.

Teachers will encourage students to take notes of the results, reactions of others etc. Teachers should let the students know that they will be sharing their experiences with the class, in two weeks.

Teachers will remind and encourage students to do their reflections.

Character 10

Action Plan Template

BIG PICTURE:

1. What is the basic idea of your Action Plan?

DETAILS:

2. Who will be required to put the plan into action?

3. What things will be needed? (Materials, equipment, supplies, etc).

4. Where will the plan take place? Where will you get the required things?

5. When will the plan take place? When will you do the preparations?

6. Why did you decide to do this?

7. How does it relate to the Character word?

Character 10

Lesson 5.3 – Action Plan Reflection

Give students an opportunity to reflect on and discuss the implementation of their Action Plans.

Some questions to guide the discussion:

1. What Action Plan did you choose?
2. How did you carry out your Action Plan using the template?
3. Overall, was it a positive or negative experience? Why?
4. What did you learn about yourself through doing this?
5. How do you think your Action Plan was received by others around you? Was there negative reaction? Was there positive reaction? How did these reactions make you feel?
6. Were you able to make a difference in someone else's life?
7. Has this experience made you think about this topic more? Is this something you could continue doing as a regular part of your life?
8. What would you change if you were to do it again? What improvements could be made?
9. Any other thoughts or comments?

Teachers will remind and encourage students to do their reflections.