CHARACTER
{in}
ACTION!

AWAKEN THE LEARNER
Finding the Source of Effective Education
RACHEL’S CHALLENGE

CORE STANDARDS-BASED CHARACTER EDUCATION WORKBOOK
• Lessons and Activities for Teens •
For other motivational materials or information concerning the Rachel's Challenge school program go to: RachelsChallenge.org
ABOUT THE AUTHORS

Scott Bedley, B.A. – M.A. – Scott has taught grades 3-6 and 9-12 during his career in education along with numerous local, state, national and international leadership roles. He is known for his passion, practical solutions, compelling and bold vision and motivational influence. As a highly respected educator, he was selected by the nationally acclaimed, Irvine Unified School District as the 2013 Teacher of the Year. Scott is an innovative educator who has not only designed, but also directed the nation’s first, Technology Applied Science Fair, better known as TAS Fair. It is an innovative competition that connects participants with 21st Century learning skills through student designed computer technology projects in an effort to make a global impact. Along with the TAS Fair, Scott has created many tools, such as the Artist to Classroom Network and Research Communities, for teachers to be able to maximize their positive impact on students’ lives. He is also a senior trainer for the National Character Education Center, Values in Action, which is a comprehensive character development program. As a skilled learning strategist, Scott is an educational authority on 21st century learning and the Common Core Curriculum Standards. Scott was the lead author of the values building, standards based, interactive book, Character in Action, a national character development program featuring professional athletes. Supporting students boldest of dreams and providing the outlet to develop character as well as learning to compete in a 21st century world are what fuel Scott’s personal efforts to improve education locally, as well as globally.

Jeffery F. Keuss, Ph.D. – Dr. Keuss’s expertise lies in the development of character building products and his services extend back to his tenure as District Executive Director for the Boy Scouts of America in the greater Seattle area. It was there that Dr. Keuss was nationally recognized for developing innovative character formation training materials. As a director and faculty member at Seattle Pacific University, he has provided leadership in sponsoring a number of character building lecture series that include Rev. Jesse Jackson, acclaimed young adult author, Chiam Potok (The Chosen) and National Book Award winner, Charles Johnson (Middle Passage). Dr. Keuss completed his Ph.D. at the University of Glasgow in Scotland and has served on the Board of Directors for New Horizons, a youth crisis program aimed at assisting street youth to find vision for success off the streets. He has also served as the national advisor for the Urban Priority Areas and Youth Program Council in Scotland.

Lia Sloth is a writer and editor with experience in creative writing, editing, news and sports journalism. She has over 10 years of experience working with children in coaching and teaching positions. Ms. Sloth began developing curriculum as a youth worker in 1997, while coordinating a character-focused summer camp for high risk youth in Alaskan bush villages. Ms. Sloth earned a bachelor’s degree in English Literature and Creative Writing from Seattle Pacific University.
Dear Educator:

This workbook was designed with five major focuses to help you integrate *Rachel’s Challenge* assembly program and character education into your daily program while meeting curriculum standards. The program will help develop critical-thinking skills in students and promote various academic skills. It was created as a whole program but can be easily used in parts. The program’s focuses are:

1. Developing quality characteristics in young people through dynamic literacy
2. Moving learning into motivating, practical applications for young adults
3. Integrating state curriculum standards with character-building activities
4. Ease of integration into your current reading, writing, and/or social studies programs
5. Time/lesson flexibility for the educator

These lessons can be integrated in quick 15-minute sessions or used for an entire class/subject period, assigned as homework, and/or used as whole-class discussions with independent work as follow-up. All sections have a similar format/design for instructional ease. This similar format/design works to help create a classroom environment of character and standards-focused learning.

Each activity was carefully planned and field tested to offer the maximum benefit for your students, both academically and socially. Character development is the work of the individual alongside small group instruction to achieve the maximum benefit. Below is a quick reference guide to each learning activity and an overview on how to use each section over a three-week period.

**How should I implement the program?**

*Rachel’s Challenge Character In Action!* can be used in your classroom in numerous ways. We have provided several suggestions below. Each is presented with an eye for maximizing culture change toward a character-centric classroom environment.

Because of the outcomes-based exercises found in the *Rachel’s Challenge Character In Action!* workbook that reinforce the *Rachel’s Challenge* assembly program, virtually any student can find points of connection with key character traits and begin to make changes in their life and the culture of the school.

You might also consider clustering the workbook activities in your reading center with other classic books on the same character themes. In this way, you can optimize the character-education experience of your students. Once a student reads all of the books you have set aside for a specific theme, you might want to create a general follow-up activity or discussion on the topic drawn from the *Rachel’s Challenge Character In Action!* character-building activities that is appropriate to that student’s ability level.

As a follow-up to the *Rachel’s Challenge* assembly program, have students write their responses to the questions and exercises found within the *Rachel’s Challenge Character In Action!* workbook. These exercises are designed to help measure and support literacy, grammar acquisition, and story comprehension.
School-Home Connection

Character education is an ideal subject for involving the home. Most families and guardians will be very interested to know exactly what is being done in this area at school. They will want to support the efforts. Rachel’s Challenge Character In Action! offers a supplemental School-Home connection component packet, consisting of one take-home activity for each chapter. Have students take home the School-Home connection worksheet that corresponds to the chapter your class is studying at the time. These provide opportunities for the family to follow up on the character-education message of each chapter.

Reading in Small Groups

Mix the Rachel’s Challenge Character In Action! activities into the reading assignments for your reading groups. You or an aide can follow the lessons as outlined in the workbook to lead discussions that bring out the character-education messages. Students can read the short narratives then complete the questions in their workbook.

You can use this time to enhance the lessons in the Rachel’s Challenge Character In Action! workbook. This interplay of stories and questions focuses on specific reading-comprehension skills and character traits.

Character Trait-Themed Weeks or Months

Should you decide to focus on particular character traits for specific periods of time during the school year, the Rachel’s Challenge Character In Action! workbook could serve as one of the cornerstones of that focus. You could make sure that studying the appropriate chapter and talking about it launches the time period and supports other activities you might do. This is ideal in home rooms and free periods.

For example, many schools or individual classrooms have named themes for a week or a month: “It’s Respect month!” or “This week we’ll be thinking about Integrity.” During this period of time, character awards are given for outstanding behavior in that area; daily quotes are read; posters are made to celebrate the theme; etc. Because there are seven chapters, you might decide to focus on character during the first two months of school. (When good character expectations are established early in the school year, discipline problems are reduced and a tone of good citizenship lasts year round.) You could introduce a new character trait each week, beginning the week by assigning and discussing the appropriate Rachel’s Challenge Character In Action! chapter.

Alternatively, you might name an entire month for a particular character trait. If you have a month-long focus, you could cycle students through the book individually or in small groups, as part of your bigger efforts in addressing the character trait throughout the month.

However you decide to use the Rachel’s Challenge Character In Action! workbook, remember that students will enjoy interacting with these stories and anecdotes more than once. Soon you will hear your students reminding one another of the important story morals and values that will, in turn, become the story of your class and school.
Individual Character Value Overview
The first few pages of each section offer the overview of the character value. These activities will help your students develop a better understanding of the meaning of each value. These activities will also help students recognize each value when reading their literature books.

**Building Up** – This activity allows students the opportunity to show initial understanding of that section’s character value. This can also be used as a pre-assessment.

**Going Beyond** – This learning activity is meant to challenge high-achieving students.

**Digging Deep** – This is a week-long, independent-learning activity used to reinforce students’ understanding of the value in that section.

Connection to Character
These are daily questions and reflections geared toward development of story comprehension, character development, and tools for self-reflection. The questions are designed for approximately 10-15 minutes of work time each day, similar to a daily sponge activity.

**Character In Action! Experiment and Data Recording Sheet**
This is a final, authentic, assessment activity that students use to demonstrate their understanding of the character value. This section will require direct instruction. The experiment integrates the scientific method with character education, giving educators and students the opportunity to reinforce this academic process.

Three-Week Program Overview/Suggested Use
This three-week overview can be used to cover each section of the workbook. Focusing on one core character value and developmental asset at a time will bring the highest level of success, but the program is designed to be highly flexible.

**Week 1**
Character Values Focus
- Introduce the Character Values
- Building Up!
- Going Beyond

**Week 2**
**Character In Action! Digging Deep**
- Initial activity to reinforce character values

**Story Connection**
- Students read or reflect on selected stories from *Rachel’s Challenge*

**Connection to Character**
- Students work on own, with partner, or in a small group to answer the daily questions

**Week 3**
**Character In Action! Experiment**
- Direct instruction with whole class
- Students work to complete project on own, with a partner, or in a small group

For additional character-building activities and resources to establish a school-wide character program contact *Rachel’s Challenge* at [rachelschallenge.org](http://rachelschallenge.org)
Rachel Scott was the first person to be killed in the horrible tragedy at Columbine High School on April 20, 1999. She was known for her kindness and compassion. Her writings, example, and stories have touched the lives of millions of people around the world. She accurately predicted that in an outline of her hands when she was only 13 years old.

Rachel reached out to three specific groups of people at her school that has inspired millions of students to do the same. She reached out to those with special needs, to those new at her school, and those who were picked on, or put down by others.

Rachel’s Challenge is a school program that is committed to long term relationships with the schools and students they work with.

Founded by Rachel’s dad, Darrell Scott, and step-mom, Sandy, this program has been in thousands of schools across America and in countries such as Australia, Bermuda, Canada, Ireland, New Zealand, and more.

Rachel’s Challenge starts a “Friends of Rachel” Club (FOR Club) in many of the schools that choose to participate. This club insures that the impact of the assembly will continue indefinitely in the school.

Rachel’s life was short, but her father has said many times, “It’s not the quantity of time that we spend on this planet that matters - - it’s the quality of life and the legacy we leave behind that counts!”

We hope that Rachel’s legacy will have an impact on your life!
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As we see in the life of Rachel Scott, the person you are is built on the choices you make throughout your life. Those choices often begin with a positive or negative attitude. Decide which of the following actions are examples of having a positive mental attitude or a negative attitude? Put a PMA by the actions that you think show positive mental attitude. Put a NA by the actions that show negative attitude.

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<td>Have good thoughts about your friends</td>
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<td>Help others to find the good in hard times</td>
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<td>Quit when things don’t go the way you planned</td>
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<td>Be willing to consider the possible in all you do</td>
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<td>Talk behind someone’s back and try to hurt them</td>
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<td>Tell yourself you just can’t do it because you’re not good enough</td>
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**DEFINITION**

Here is what some say positive mental attitude is…

A positive mental attitude (PMA) is the act of choosing to see and do the good and right thing whenever possible. To have PMA is to look beyond circumstances, see the best path in life, and have the courage and commitment to choose this path. To have PMA is to see the best in people and to live in the world as someone committed to changing things for the better.

One of the ways Rachel thought about new ideas was to write them down in her diary/journal. How would you define positive mental attitude or PMA? Work on your own or with a partner to write your own definition of positive mental attitude.

PMA is…
The Four Big “C’s”:

**CONSCIENCE**

is holding the knowledge within and having the compulsion to do right. It is having the moral judgment that opposes the violation of a previously recognized ethical principle—it leads to feelings of guilt if one violates such a principle.

**COURAGE**

is the attitude of facing and dealing with anything recognized as dangerous, difficult, or painful instead of withdrawing from it. It is the courage of one's conviction.

**CONFIDENCE**

is a firm belief; trust; reliance; the act of feeling certain about one's abilities.

**COMMITMENT**

is to bind by; to promise; to pledge oneself to a cause or to another person. A commitment means you're making a decision to stay with your belief or conviction for whatever length of time it takes to get the job done.

“Tomorrow is not a Promise, but a Chance.”

– Rachel Joy Scott
Building Up
On a separate piece of paper create some artwork such as a drawing, photo, or a painting of what you think represents a positive mental attitude drawn from Rachel's Challenge. Do not use the words “positive mental attitude.” Let others try to figure out the meaning of your artwork.

Going Beyond
Create a Character-Building Activity that goes one step above to show your commitment to being a person of character who models Rachel's Challenge. On your own or with a friend design a power-point presentation on what positive mental attitude means to you. Be sure to share your work with others. Include your definition of PMA and some ways others can develop their own positive mental attitude.

POSITIVE MENTAL ATTITUDE

DO’S
• Think positively about people around you
• Be willing to consider the possible in all you do
• Help others to find good alternatives in hard times

DON’TS
• Give up when the going gets tough
• Gossip and say mean things about other people
• Think negatively about your circumstances
DIGGING DEEP

POSITIVE MENTAL ATTITUDE

Charting what it takes to go from here to there…Goals for success!

Think
List 5 to 10 challenging events in your life…like getting straight A’s or making a team. Have you overcome a challenge? Think of the challenges you have overcome and the times that made you proud, even though it may have been difficult or uncomfortable at the time.

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2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ____________________________________________________________

“How many of us have enough trust, strength and faith to believe that we could do the impossible?”

– Rachel Joy Scott
Make a Commitment

Reflect on each event from above and fill in the graphic organizer below. For example, if you volunteered to help your parents clean out a garage only to find out that the task was more than you thought, then write down the action you took to get going with the task (for example, planned what needed to be done, thought about how long it would take). Then write the skills you used (thinking about the task, planning what needs to be done, talking to other people for advice, asking for help, time management). Finally, list the next step you need to take to finish the tasks not yet completed or are ongoing (dedication, initiative, intelligence, concern for others) and dedicate a time to work on those projects. Work until you feel you've done your very best.

Reflect on this question: “Did you get a good feeling by accomplishing a goal you set?” Think about the good feeling you'll have when you complete the task if you do your very best. Do you think the bigger the goal the better the feeling?

<table>
<thead>
<tr>
<th>5 Events from “Think” Section</th>
<th>Actions You Took to Get Started</th>
<th>Skills You Used to Complete the Task</th>
<th>Your Next Step to Achieving Your Goal</th>
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Connection to Character

Topic: Positive Mental Attitude
Rachel’s “My Ethics, My Codes of Life” essay

Monday
Reflect -- on your own.

Part of having a positive mental attitude is being able to see the good in any situation. Below are three situations and one example. Tell how someone with a positive mental attitude would respond and tell how someone with a negative attitude would respond. Which is easier?

Example: A good friend gossips about you.

Positive mental attitude: They must be hurt or unhappy. I'll do my best to be friendlier or to help them with whatever problems they are facing.

Negative attitude: I'll never be their friend again. Who cares about them anyway?

1. Fail a test for your history class.

Positive mental attitude response:

Negative attitude response:
2. Lose twenty dollars.

   Positive mental attitude response:

   Negative attitude response:

3. Apply for a job or scholarship and you receive it.

   Positive mental attitude response:

   Negative attitude response:
4. In life... who is happier, the person with the PMA or the person with the NA?

**Personal Connection:**
List 5 things that help you to keep a positive mental attitude?

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

**Personal Connection:**
Do you know someone with a positive mental attitude? How do they show a PMA?


Tuesday
Read and reflect -- on your own.

Rachel was asked to write an essay that described what her “codes of life” were. Read the complete essay “My Ethics, My Codes of Life” essay provided in your workbook (Appendix A).

Story Connection:
What are some words Rachel used to describe her “codes of life” in her essay? Mark whether these words demonstrate a positive mental attitude (PMA) or a negative attitude (NA):

Rachel’s Words:     PMA or NA:
__________________________________________________________________________
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Personal Connection:

What words do you use to describe your “code(s) of life”? Are these words negative or positive?

Positive Words

Negative Words

Personal Connection:
Do you think you are a positive or negative person? What actions have you done that would show which type of attitude you have chosen at this time?
**Wednesday**
Read and Reflect -- with a friend, partner, or group.

**Reading Connection:**
Pick one statement or sentence from Rachel’s “My Ethics, My Codes of Life” essay that challenges you to become a better, more caring person. Work together and write the statement you agree on.

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**Personal Connection:**
Complete the following statement: “We chose the above statement because…”

_________________________________________________________________________
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**Personal Connection:**
Complete the following statement: “If others lived this way, the world would be better because…”

_________________________________________________________________________
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**Personal Challenges:**
What are the challenges you see to living out Rachel’s “codes of life”? In her essay, Rachel names the three leading standards of her code as 1. being honest, 2. having compassion, and 3. looking for the best and beauty in everyone. List the biggest challenge a person experiences when striving to reach each of these standards:

1. **Being honest:**

2. **Having compassion:**

3. **Looking for the best and beauty in everyone:**

**Story Connection:**
How does Rachel define “compassion”? What are the key words she uses to define “compassion”?
Thursday
Read and Reflect – on your own.

Staying positive when things aren’t going so well is tough to do. Rachel was often challenged to live out her “codes of life” at her school even when people didn’t recognize it.

Personal Connection:
Why do people give up when times are hard?
_________________________________________________________________________
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Personal Connection:
What happens to a group of people when they become discouraged? What are signs of discouragement?
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Personal Connection:
Describe a situation when you or someone you know have stayed positive in a negative situation or seen others stay positive in a negative situation?
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**Personal Connection:**
Find someone you know who has turned failure into victory. Write down their story.

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**Personal Connection:**
How can some good come from bad things that happen in life?

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These hands belong to Rachel Scott and will touch millions of people’s hearts.
**Friday**
Reflect -- on your own.

One of the ways Rachel reflects a positive mental attitude in her essay is through the high expectations she sets for herself to live by her code. She set a goal for herself to always look for the positive in situations and in people.

Rachel encourages us to look beyond appearances and into the heart of those around us. In her essay she says, “Until you know them, and not just their type, you have no right to shun them. You have not looked for their beauty, their good.”

**Personal Connection:**
Sometimes in difficult situations we act in ways we later wish we hadn’t. Sometimes we judge people by the way they look, how they act, or the things they say. Think back to such a difficult situation—Could you have reacted differently to create a more positive outcome in the disappointing situation you faced? How?

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Story Connection:
Rachel’s positive mental attitude allowed her to see the best in every person. She says “I have been told repeatedly that I trust people too easily, but I find that when I put my faith and trust in people when others would not dare to, they almost never betray me.” What is a disappointing thing that has happened to you when you put your trust in someone and/or what is a good thing that happened?

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Story Connection:
When Rachel talks about making judgments about people based on first and second impressions, what question does she ask us to consider?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

“Look hard enough and you will always find a light.”
– Rachel Joy Scott
EXPERIMENT

POSITIVE MENTAL ATTITUDE

Overview
In this activity you will design a plan to build a positive mental attitude within yourself or others. You will research the various ways someone builds a positive mental attitude. You will also cooperate with others to imagine a plan. Like a scientist, you will observe, question, create a hypothesis, predict what will happen, conduct your activity, and analyze the results. Finally, you will decide what your next step will be to promote a positive mental attitude.

1. Observations
What example of negative thinking do you see happening around you? List several examples of negative thoughts so that you can choose one you would like to plan your experiment around.

Example: A friend of mine has failed three tests in a row, and he keeps calling himself stupid.

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2. Questions
What questions do you have about your observations that could lead you to a solution? How can you stop a negative attitude from occurring?

Example: If I encourage my friend to think positively and work hard, will he pass this next test?
3. Hypothesis
What do you think the answers are to your questions? Do some research and find evidence or examples from your life or Rachel’s “My Ethics, My Codes of Life” essay to back up your answers.

Example: I think if I encourage and give positive messages to my friend, his score will improve on his next test.

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4. Predictions
A prediction tells what you think will happen when you test your hypothesis.

Example:
• If my hypothesis is true, then my friend’s score will improve.
• My friend will start to think positively.
• He will build confidence.

_________________________________________________________________________
_________________________________________________________________________
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5. Experiments
GO FOR IT! Put your plan into Character In Motion! steps…

Example:
• Every time I see and talk to my friend, I’ll encourage him.
• I’ll send my friend positive messages.
• I’ll try to get my friend to have a positive mental attitude.
• I’ll observe and see if my friend’s score improves.
6. Analysis
Was your hypothesis correct? What evidence do you have that your project worked?

Example: I started to see an improved attitude from my friend, and his score increased a bit.

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7. Next Steps
What could you do next? What else might you try?

Example: I think in order for my friend to improve, I need to continue to give him positive messages and get him to start improving his own positive mental attitude.

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Record your finished experiment work on these sheets.

1. Observation:

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2. Questions/Problem:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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3. Hypothesis:

________________________________________________________________________
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________________________________________________________________________
4. Prediction:

______________________________________________________________
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5. Experiment:

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6. Analysis:

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7. Next Steps:

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SECTION 2

RESPECT

Your character is built on the choices you make throughout your life. Can you decide which of the following actions are respectful or disrespectful? Put an R by the actions that you think show respect. Put a D by the actions that show disrespect.

______ Say “thank you” when someone gives you a gift
______ Conserve water and use only what is needed
______ Be an active and responsible community member
______ Throw trash wherever I feel like it
______ Blame others when I get into trouble
______ Threaten, hit, or hurt others
______ Don’t listen when others are speaking
______ Do my best work every time
______ Insult or make fun of others/use profanity
______ Accept differences in others and learn about their culture

DEFINITION
Here is what some say respect is…

Ethical people are respectful to others. Even if they dislike or disagree with someone, they treat him or her with courtesy, civility, and dignity; they are accepting and honor everyone’s right to privacy and to be an individual.

How would you define respect? Work on your own or with a partner, write your own definition of respect.

Respect is…
### Building Up

Create a **Respect Quiz** to give to a friend. Include real-life examples of respect and disrespect. Write “R” for Respect and “D” for Disrespect next to each:

<table>
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<tr>
<th>R or D</th>
<th>Real-life Example:</th>
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Going Beyond
Create a Character Activity that goes one step above to show your commitment to being a person of character – Create a poster to hang in your classroom or on your school campus that promotes respect for yourself, for your community, and for your environment.

How would you finish the following sentences below in the puzzle pieces?

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________
DO’S
• Treat others the way you want to be treated
• Accept differences in others
• Be courteous and use good manners
• Deal peacefully with anger, insults, and disagreements

DON’TS
• Insult or make fun of others
• Offend others with bad language
• Threaten, hit, or hurt anyone

RESPECT
Observe what happens at your home, school, and in your community. Will you be able to find three excellent examples of respect?

**Respect Log**
During this lesson keep track of the acts of respect you see in school, in your community, in the world, and at home.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________
Topic: Respecting Others and Eliminating Prejudice
Craig and Isaiah’s Story

Monday
Reflect -- on your own.

How would you finish the following sentences?

I show respect for myself by:

I show respect for others by:
I show respect for learning by:

I show respect for the environment by:

I show respect for my community by:
Tuesday
Read and Reflect -- on your own.

One example of respect is in the friendship of Columbine High School students Craig and Isaiah. Read “Craig and Isaiah’s Story” provided in your workbook (Appendix B).

Story Connection:
Dr. Martin Luther King, Jr. made the following statement: “The most important and irresistible question is: What are you doing for others?”

How did Craig’s relationship with Isaiah, both before and after Isaiah’s death, model Dr. King’s statement?

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Story Connection:
The two boys who confronted Isaiah in the library had prejudice against him. How can disrespectful choices lead to negative consequences? Give some examples.

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Wednesday
Reflect -- on your own or with a friend, partner, or group.

Story Connection:
How do you define prejudice? What are some of the areas of prejudice you see in the story of Craig and Isaiah? How is prejudice the opposite of respect?

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Story Connection:
One of the things Isaiah faced was having people judge him before getting to know him. Do you feel that people judge you before getting to know who you are? What are prejudices coming at you right now that cause people to not see the real you?

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________________________________________________________________________
Personal Connection:
What are some prejudices you form of others? Write three of your own judgments down then brainstorm three creative solutions to end your prejudice. Find solutions that are positive and/or show respect for others and for yourself.

Prejudice: ____________________________
Solution: ____________________________
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Prejudice: ____________________________
Solution: ____________________________
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Prejudice: ____________________________
Solution: ____________________________
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Solution #1

Solution #2

Solution #3

PROBLEMS ARE QUESTIONS THAT NEED TO BE SOLVED
Thursday
Reflect on Craig and Isaiah’s story.

Story Connection:
What does the friendship of Craig and Isaiah teach us about the importance of overcoming prejudice and learning to respect others?

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Story Connection:
How did Craig’s response to Isaiah’s death through Rachel’s Challenge encourage respect?

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Personal Connection:
Some obstacles we face in life are hard to overcome on our own. Who would you want to be there for you?

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**Personal Connection**
List the positive people in your life who could help you overcome the prejudice that keeps you from respecting others and ultimately yourself.
(Examples: relatives, coaches, friends, teachers, etc.)

1.

2.

3.

4.

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8.

9.

10.
Friday
Reflect -- on your own

Respect for yourself is just as important as respect for others. Think about the skills and talents you have. Take pride in your abilities so that you can share them with others.

Personal Connection:
One of the ways of building personal respect is to have high goals and expectations. Who has big expectations for you?

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Personal Connection:
Why do others want you to do your best every time?

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Personal Connection:
Compare the expectations you have for yourself with the expectations others have for you.

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RESPECT FOR OTHERS IS PROOF OF RESPECT FOR YOURSELF
1. Observations
What example of disrespect do you see happening around you? List several examples of disrespect so that you can choose one to plan your experiment around.

Example: There is a lot of litter in our school.
________________________________________________________________________
________________________________________________________________________
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2. Questions
What questions do you have about your observations that could lead you to a solution? How can you stop the disrespectful actions from occurring?

Example: Will a poster in the hall reminding kids “to pick up trash” help encourage people to act differently?
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3. Hypothesis
What do you think the answers are to your questions? Do some research and find evidence or examples from life, or from Craig and Isaiah’s story, to back up your answers.

Example: I think a poster will help make the school free of trash after it’s been hanging for one week. Our city hangs posters asking people not to litter and that works.

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4. Predictions
A prediction tells what you think will happen when you test your hypothesis.

Example: If my hypothesis is true then the school will have no trash in a week. Kids will start to pick up their own trash. If the poster comes down, the kids will stop cleaning up the trash.

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5. Experiments
GO FOR IT! Put your plan into Character In Action! steps…

Example:
• First I'll get some poster board and markers.
• I'll think up and draw a draft of the poster.
• I'll get my teacher or an appropriate adult’s approval for my experiment.
• I'll make my poster.
• I'll hang my poster.
• I'll make sure the poster stays hung and looks good.
• I'll observe and record the amount of trash on the school grounds.

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6. Analysis
Was your hypothesis correct? What evidence do you have that your project worked?

Example: One poster helped, but there was still trash being dropped by kids.

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7. Next Steps
What could you do next? What else might you try?

Example: I think if I hung one poster by each classroom, more trash might be picked up. I also think if I offered rewards, kids might pick up their trash.

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EXPERIMENT DATA SHEET

RESPECT AND ELIMINATING PREJUDICE

Record your finished experiment work on these sheets.

1. Observation:

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2. Questions/Problem:

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3. Hypothesis:

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4. Prediction:

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5. Experiment:

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6. Analysis:

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7. Next Steps:

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INTEGRITY

Your character is built on the choices you make throughout your life. Can you decide which of the following actions represent integrity and which ones represent dishonesty? Put an “I” by the actions that you think show integrity. Put a D by the actions that show dishonesty.

- ______ Treat people equally
- ______ Give everyone a chance
- ______ Play by the rules
- ______ Be open minded to what others have to say
- ______ Take advantage of others
- ______ Blame others carelessly or unfairly
- ______ Use favoritism in rewarding or punishing others
- ______ Take more than your fair share of anything

DEFINITION
Here is what some say integrity is...

Integrity means walking your talk and matching how you live to what you believe and say. Integrity requires us to treat our beliefs about right and wrong as ground rules for our actions and decisions. There are two aspects of integrity: principle and moral courage. A person of character puts ethical values before convenience or what’s easiest for them and makes words match actions. People with moral courage do what is right, even when they have to give up more than they want to give up, or more than they feel is fair.

How would you define integrity? Work on your own or with a partner to write your own definition for integrity.

Integrity is…
Building Up
Create an Integrity Quiz to give to a friend with real-life examples of integrity and dishonesty. Write “I” for “Integrity” and “D” for “Dishonesty” next to each example:

<table>
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<tr>
<th>I or D</th>
<th>Real-life Example:</th>
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“I will put honesty before the risk of humiliation”

-Rachel Joy Scott
Going Beyond
Create a Character Activity that goes one step above to show your commitment to being a person of character. The last phrase of the Pledge of Allegiance is “...with liberty and justice for all.” Draw a picture or write a poem, song, or story of an example of justice, fairness, and/or integrity. Be sure to include the words “...with liberty and justice for all” as the title of your creation.

**DO’S**
- Treat people equally
- Give everyone a chance
- Play by the rules
- Be open minded to what others have to say

**DON’TS**
- Take advantage of others
- Blame others carelessly or unfairly
- Use favoritism in rewarding or punishing others

INTEGRITY
DIGGING DEEP
INTEGRITY

Through discussion and artwork, you will gain a better understanding of justice and fairness. You will need white construction paper, markers, and colored pencils or paints to write out responses to questions about justice as part of having integrity. Feel free to draw pictures to show examples of your responses.

Discuss:
• What would it be like if teachers gave good grades only to their favorite students and not to everyone who earned them?
• Is it difficult for many people to treat others fairly? Why?
• What does it mean to be partial or show favoritism? Give some examples.
• When is it okay to be partial to someone or something? When is it not okay?

Define:
• Justice:

• Fairness:
Thoughts on Character: Is it possible to have fairness and justice without integrity? Why or why not?
An important part of being a person of integrity is to know ourselves. One way that we get to know ourselves is through writing down what we believe to be important—to reflect on our thoughts and ideas before we act on them. As we saw in Rachel’s “My Ethics, My Codes of Life” essay, a life of character begins with a plan—outlining the things that are most important. One way that Rachel fleshed out her “codes of life” was through reflection in her personal diaries/journals and letters to friends and family. While some people say “you are what you eat,” Rachel was a person who believed “you are what you reflect on.”

Story Connection:
In one journal entry Rachel wrote, “I will create my own dream, my own image, my own future. No one else can do that for me. –Rachel Joy”

What does it mean to create your own dream, image, and future?

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Personal Connection:
Rachel wrote a lot in her diaries/journals talking about role models that she admired and the way high expectations pushed her toward a life of excellence. How do the expectations from others help you have integrity?
Tuesday

Reflect -- on your own.

In one letter, Rachel reflects on the difficulty of going to school with friends who break the rules, like drinking alcohol. She makes this pledge: “I promise that I will not drink this Friday when I go out with [my friend]. This is so tempting. I want to go so bad.”

Personal Connection:
How difficult is it to make a stand and do the right thing when hanging out with your friends? Give an example.

April 15, 98

I promise that I will not drink this Friday when I go out with [my friend]. This is so tempting. I want to go so bad.

Story Connection:
One of the things Rachel wrote down was a desire to build trust in her family. How do your parents build trust with you or your sibling(s)? Why would you want your parents to trust you more?
Personal Connection:
How long does it take you to trust someone again who has broken your trust? Why?
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What do they need to do to be trusted again?
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“I admire those who trust and are trustworthy.”

-Rachel Joy Scott
**Wednesday**
Reflect -- on your own or with a friend, partner, or group.

One of the things Rachel admits to herself in her writing is being jealous of other people and the effect that jealousy has on her. In one letter she writes, “I know that at first I was really jealous of [her]. She’s sweet, popular, and she’s got a major part in the drama. But now [rather than being jealous] I only admire those qualities.”

**Story Connection:**
How could Rachel’s jealousy of this person have affected who she was as a person? How did admitting that she was jealous help her to be a person of integrity?

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**Story Connection:**
Rachel continued the journal entry above by saying, “Tomorrow I have an audition. I am not expecting to get the part. If I don’t, I promise not to criticize or become jealous of those who make it.” How did knowing her own strengths make Rachel a person of integrity?
Thursday

Read and Reflect -- on your own.
Read “Gloves of Conviction” (Appendix C) and answer the questions below

Story Connection:
Rachel wrote that she felt guilty when the nicely-dressed lady ordered a sandwich to give to the homeless lady. Why?

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Story Connection:
Rachel wrote about not taking the initiative to help the homeless lady when she felt she should. Explain a time when you felt the conviction to do something ethical that was difficult or inconvenient. Did you use moral courage to do the right thing or not?

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rachelschallenge.org
Story Connection:
As she made clear in her “My Ethics, My Codes of Life” essay, Rachel’s ethics involved compassion. A person of integrity treats his/her beliefs about ethics as ground rules for his/her actions and decisions. Explain a time when you acted with integrity. What was the result of your action?

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Story Connection:
Rachel felt that she had failed by not living out her “codes of life” and showing compassion to the homeless lady, so she brought the gloves home to remind her to live with integrity. Do you have a personal reminder to help you live with principle and moral courage? If so, describe your reminder below. If not, brainstorm a creative way to keep your beliefs in mind.

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**Friday**

Reflect -- on your own.

Think of a time when you wondered if you were doing the right thing. Explain the situation and try to answer the **Test of Integrity** (see below) in relation to your actions:

**Test of Integrity**...

Did I do the right thing?

Did I do the right thing with compassion?

Did I do the right thing to strengthen/help others?

Will others benefit as a result of my doing the right thing?

**Put a situation to the test...**

Situation:

________________________________________________________________________

________________________________________________________________________

Did I do the right thing?

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________________________________________________________________________

Did I do the right thing to strengthen/help others?

________________________________________________________________________

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Will others benefit as a result of my doing the right thing?

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Overview
In this activity you will design a plan to build integrity and keep a truthful identity. You will research the various ways someone builds integrity and find ways to be true to yourself. You will also cooperate with others to imagine new solutions. Like a scientist, you will observe, question, create a hypothesis, predict what will happen, conduct your activity, and analyze the results. Finally, you will decide what your next step will be to promote integrity.

1. Observations
What example of dishonesty do you see happening around you? List several examples of lack of integrity so that you can choose one you would like to plan your experiment around.

Example: Someone cheating on homework by copying

2. Questions
What questions do you have about your observations that could lead you to a solution? How can you stop the dishonest actions from occurring?

Example: If I tell them to do their own work, will they get mad? If I help them without giving them the answers will they get better at doing their homework themselves?
3. **Hypothesis**
What do you think the answers are to your questions? Do some research and find evidence or examples from life, or from Rachel’s story to back up your answers.

Example: I think if I help them on their homework they will start to do it on their own. My teacher helped me with my homework, and later I started to finish the work on my own.

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4. **Predictions**
A prediction tells what you think will happen when you test your hypothesis.

Example: If my hypothesis is true then their grades will improve, they will build confidence and become a person of more integrity. If I help they might have a more successful life.

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4. **Experiments**
GO FOR IT! Put your plan into *Character In Action!* steps…

Example:
• First I’ll approach them to help with their homework.
• After class I’ll start by explaining the assignments.
• I’ll arrange to meet them at a safe place.
• I’ll bring my finished work for them to see.
• I’ll explain the questions without giving the answers.
• I’ll check their work to be sure they achieve success.
• I’ll celebrate their success with encouraging words.
• I’ll observe and record the amount of homework they do on their own for two weeks to see if there is an increase.
5. **Analysis**
Was your hypothesis correct? What evidence do you have that your project worked?

Example: Helping for two weeks improved their work, but I think I should continue for another two and then decide if I should continue or stop.

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6. **Next Steps**
What could you do next? What else might you try?

Example: I might offer my help for the teacher to make me the homework tutor.

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Record your finished experiment work on these sheets.

1. Observation:

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2. Questions/Problem:

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3. Hypothesis:

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4. Prediction:

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5. Experiment:

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6. Analysis:

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7. Next Steps:

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Your character is built on the choices you make throughout your life. Can you decide which of the following actions show compassion and which ones show a lack of compassion? Put a **C** by the actions that you think show compassion. Put an **L** by the actions that you think show a lack of compassion.

- **C** Help a friend who is hurt
- **L** Neglect those who need your help
- **C** Be thankful and express gratitude for what others do for you
- **L** Read stories to younger kids
- **C** Be mean, cruel, or insensitive
- **L** Help a neighbor who is sick
- **C** Think only about yourself
- **L** Forgive others

**DEFINITION**

Here is what some say compassion is…

A person of compassion is a bright spot in a sometimes grim world where anger, fear, and loneliness have pushed even well-meaning people into isolation. Compassion for others means that, as a society, we move from being *back-yard* people where we only take care of ourselves, to *front-porch* people who are concerned with the world around us.

A compassionate person is considerate, kind, and generous. A compassionate person always takes into account how decisions, words, and actions are likely to affect other people.

Genuine compassion for others is a sign of what it means to be a person of character. Self-centered people tend to treat others simply as tools for their own ends and rarely feel a need to be honest, loyal, fair, or respectful. Compassionate people, on the other hand, are people who have moved from being selfish to selfless, from inward-focused to outward-focused, from *me-minded* to *we-minded*, and from a *give-me* approach to a *give-you* approach. What type of person would you rather have as a friend, a compassionate person or a self-centered person?
How would you define compassion? Work on your own or with a partner to write your own definition for compassion.

Compassion is…

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Building Up
Do the math…If each person was only concerned with him/herself and what he/she wants, how many people are taking care of you? If people are caring about others and giving to each other, then how many people are looking out for you?

Going Beyond
Create a Character Activity that goes one step above to show your commitment to being a person of character. Service Clubs are ways to show compassion to others with needs. Some examples are the Surfrider Foundation, Amnesty International, and the Leukemia and Lymphoma Society. Research one of these and start your own Service Club for your school or community. One example of a service group started out of compassion is Alex’s Lemonade Stand. Visit her website, http://www.alex lemonade.org, to see how she and others have raised over $1 million dollars for pediatric cancer research through their small acts of compassion.
DO’S

• Show compassion and kindness
• Show empathy and consideration
• Be thankful and express gratitude for what others do for you
• Forgive others

DON’TS

• Be mean, cruel or insensitive
• Neglect those who need your help
• Think only about yourself

COMPASSION
You will become more aware of the fact that compassion involves a commitment to understanding and engaging in another person’s life by viewing images of other people’s lives or tragic situations and by taking the time to creatively write about what you see and how you feel.

Choose one photograph that shows compassion. Do you have to “put yourself in their shoes” to feel compassion? Seeing another person’s perspective and feeling what he or she is going through is compassion. Look at the picture you selected and describe it in your own words. The purpose here is to look at the people or situation in the photo with compassion.

Imagine the lives of those in the picture, their thoughts, their dreams, and their fears. Invent a story for them. To do that, you have to care about them. While you are writing your description, pretend that you are the figure in the photo or the photographer. Think about:

- What the person or photographer sees, hears, tastes, smells, touches, and feels in the captured moment
- Why the figure in the picture is happy, sad, scared, or bored
- Why the photographer cared enough about him/her to take a picture

Share your story with the other students in your class. Taking the time to figure out a person’s feelings is the essence of empathy and compassion. These are key elements of caring.
Topic: Compassion
Adam’s Story

Monday
Reflect -- on your own.

How would you finish the following statements?

The way people should be treated is…
________________________________________
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________________________________________
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I know that I am treated with compassion when…
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One example of how people are not treated with compassion is when…
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It helps to “put yourself into someone else’s shoes” in order to show compassion because…

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Every person is important because…

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**Tuesday**
Reflect -- on your own.

Adam, a student at Columbine High School, was teased relentlessly because of several physical disabilities he was born with. Through no fault of his own he was born with a condition that caused him to look, talk, and act different than the other kids. His classmates called him “alien” and treated him with disrespect, making fun and shoving him around.

**Story Connection:**
Can you think of similar situations at your school? Give some examples.

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**Personal Connection:**
What are things you do to show your sibling(s) or friend(s) you care about them? How about people you don’t know very well?

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“Compassion is the greatest form of love humans have to offer.”

-Rachel Joy Scott
**Wednesday**
Reflect -- on your own or with a friend, partner, or group.

Even though other students were mean to Adam, Rachel treated him differently. She made a point to find him and say “Hello” every day in the halls. As Adam explains, those kind words became the highlight of his day, and he looked forward to them with anticipation.

**Story Connection:**
How did Rachel’s action demonstrate compassion?

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**Personal Connection:**
What are the positives and negatives about showing compassion for someone else?

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POSITIVES

NEGATIVES
Thursday
Reflect -- on your own.

On that fateful April Tuesday when the Columbine shooting took place, Rachel had gone up to Adam, put her arm around his shoulders and said to him, “Adam, we’re going to have lunch together next week, just you and I, and nobody else. And I want you to tell me all about your family.”

Story Connection:
In what ways do friendship and compassion go hand-in-hand? Why would it be difficult to be someone’s friend without having compassion?

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Personal Connection:
When has your compassion been tested? How do difficult times make it hard to be compassionate to yourself and others?

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Friday

Reflect -- on your own.

Compassion starts when we begin to see others as more important than ourselves. By reaching out to Adam regardless of what other kids would think, Rachel demonstrated what a life of compassion looks like with the simple statement, “I just want to be your friend.”

Personal Connection:
What would be an act of compassion that your friends might not think of as being cool?

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Personal Connection:
People who are mean to others or neglect to reach out to people in need often regret it later. Why do you think people make choices that they will later regret or wish they had not made?

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Personal Connection:
Showing compassion or being kind in your decisions can be a way to demonstrate your character. What important decisions will you have to make in the future?

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____________________________________________________
**Experiment**

**Compassion**

**Overview**
In this activity you will design a plan to build compassion in yourself, your school, and/or your community. You will research the various ways someone builds compassion. You will also cooperate with others to imagine a plan. Like a scientist, you will observe, question, create a hypothesis, predict what will happen, conduct your activity, and analyze the results. Finally, you will decide what your next step will be to promote compassion.

**1. Observations**
What example of actions do you see happening around you that show a need for compassion? List several needs for compassion so that you can choose one you would like to plan your experiment around.

Example: A younger person having a hard time learning to read.

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**2. Questions**
What questions do you have about your observations that could lead you to a solution? How can you change the situation into something positive?

Example: If I read with that younger person twice a week will their reading and confidence improve?
3. Hypothesis
What do you think the answers are to your questions? Do some research and find evidence or examples from life or from Rachel’s story to back up your answers.

Example: I think reading with that younger person will improve their reading. I had a time when an older student read to me and it helped my reading.

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4. Predictions
A prediction tells what you think will happen when you test your hypothesis.

Example:
• If my hypothesis is true, then the younger person will read more books.
• The younger person’s grades will improve.
• If I miss a few times, the young person won’t improve their reading.

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5. Experiments
GO FOR IT! Put your plan into Character In Action! steps…

Example:
• First I’ll set up a time with the people responsible for the young person.
• I’ll pick out some books to read with the younger person.
• I’ll pick a quiet place to read with the younger person.
• I’ll read with the younger person twice a week.
• I’ll make sure they have enough books to read on their own.
6. Analysis
Was your hypothesis correct? What evidence do you have that your project worked?

Example: Twice a week was good, but I believe that four times a week would make a great improvement.

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7. Next Steps
What could you do next? What else might you try?

Example: I would like to try tutoring a group of three or four younger people to help them improve their reading.

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EXPERIMENT DATA SHEET

COMPASSION

Record your finished experiment work on these sheets.

1. Observation:

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2. Questions/Problem:

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3. Hypothesis:

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4. Prediction:

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5. Experiment:

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6. Analysis:

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7. Next Steps:

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Your character is built on the choices you make throughout your life. Can you decide which of the following actions are cooperative and which are uncooperative? Put a C by the actions that you think show cooperation. Put a U by the actions that are uncooperative.

______ Treat others the way you want to be treated
______ Threaten, hit, or hurt anyone
______ Offend others with bad language
______ Only participate if you get your way
______ Set up rules before you play a game
______ Insult or make fun of others
______ Demand to be right
______ Accept and work with others regardless of differences

DEFINITION
Here is what some say cooperation is…

Ethical people work together with people they like and even with people they don’t like. Cooperation takes a lot of work, but reminds us that only when we work together can we achieve both small and big goals in life. Many important things are larger than our own ability to achieve them alone. Just like having respect for others, cooperation means that if we like, dislike, or disagree with someone, we treat him or her with respect.

How would you define cooperation? Work on your own or with a partner to write your own definition for cooperation.

Cooperation is…
**Building Up:** Pro’s and Con’s – Create a list of jobs and activities, with help from others, that require cooperation or loyalty (example: cleaning up graffiti), and the jobs and activities that don’t require cooperation or loyalty (example: video games). Ask others to add to your list.

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<thead>
<tr>
<th>REQUIRE(S) COOPERATION:</th>
<th>DOESN’T REQUIRE COOPERATION:</th>
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What conclusion did you come to about cooperation? Which list do you like more?

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Going Beyond
Create a Character Activity that goes one step above to show your commitment to being a person of character – “People helping People” is a sign of a person that has the character of cooperation. In sports, a team cannot be successful without cooperating together. Can you create a game where people must cooperate to be successful?

DO’S
• Treat others the way you want to be treated
• Show tolerance and be accepting of differences
• Be courteous and use good manners
• Deal peacefully with anger, insults, and disagreements

COOPERATION

DON’TS
• Insult or make fun of others
• Offend others with bad language
• Threaten, hit, or hurt anyone
In this activity you will research the similarities between real-life conflicting groups and then try to negotiate and write an agreement to promote cooperation for a common good.

Consider and discuss some of the many cultural and racial conflicts in today’s world. Many of these misunderstandings come from very old problems that are passed on through the years. What are some examples of ethnic and racial conflicts or problems you see in today’s news?

**Plan a Solution:** For this activity, break into groups of four. Each group should have two sets of partners. Each set of partners will be assigned a “different” ethnic and/or cultural identity (one that is not your own). Research the cultural and ethnic group you’ve chosen. Be sure to learn about their beliefs, things that are important to their culture, and groups they have been in conflict with in the past or present. After researching your ethnic group, join your group with an ethnic group they are in at odds with, or have been in the past. Work as a group to find ways to promote cooperation through a discussion of the similarities and differences you discovered in your research.

**Present Your Information:** Create a group presentation. Teach others about the people your group researched. Use maps, pictures, and other visual aids to help teach about the ethnic groups you researched. Then present your group’s ideas for promoting cooperation between the cultural or ethnic groups you researched. Be sure to make a special effort to recognize and include, in your discussion/presentation, any fellow students who may be a member of the ethnic group that you studied. Show respect, and value their input and knowledge.
Connection to Character

Topic: Cooperation
Power of Influences

Monday
Read and reflect -- on your own.

In order to become a person of character, we need to learn how to work with other people and live through their example. Cooperation is about trusting in other people and seeing life as an act of working together toward a common goal. For Rachel Scott, learning cooperation came through examples of people who influenced her to live a life for other people. Read the story of Anne Frank provided in your workbook (Appendix D).

Through the influence of Anne Frank, Rachel was inspired to cling to her ideals too, even when they seemed absurd and impractical: “My codes my seem like a fantasy that can never be reached, but test them for yourself, and see what kind of effect they have in the lives of people around you.” She also echoed Anne’s statement about people’s goodness by saying, “I find that when I put my faith and trust in people when others would not dare to, they almost never betray me…Look hard enough and you will always find a light.”

Story Connection:
Influence is the effect someone or something has to change the way you act or think about your life and the world around you. How did Anne Frank’s influence inspire Rachel to treat people the way she did?

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Personal Connection:
What or who is one influence in your life challenging you to be a person of character?

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Tuesday
Reflect -- on your own.

Anne Frank remained courageous despite everything negative in her life. This example gave Rachel hope when things were not going so well in her own life.

**Personal Connection:**
What things cause you to get discouraged or lose hope?

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**Personal Connection:**
What are positive influences in your life that give you hope when things are not going well?

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**Personal Connection:**
What are some ways you can be a positive influence in someone else’s life? What are some examples of ways you can influence people in your school this week?

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Wednesday

Reflect -- on your own.

In her diary Anne Frank wrote, “How lovely to think that no one need wait a moment, we can start now, start slowly changing the world…How lovely that everyone, great and small, can make their contribution toward introducing justice.”

Rachel wrote down a similar idea, “How do you know that trust, compassion, and beauty will not make this world a better place?...You just may start a chain reaction.”

Story Connection:
In one entry, Anne Frank wrote, “I want to go on living even after my death.” Rachel wrote, “I’m going to have an impact on the world.” Anne was a positive influence on Rachel’s life, and in turn, Rachel can be a positive influence on your life. What is one way Rachel’s story influences you to become a person of character.

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Personal Connection:
Not every influence is positive, however. One example of negative influence is bullies at school. Are there bullies in your school? How do they bully others? How do they create negative influences at your school?

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**Personal Connection:**
What are your positive influences? What negative influences surround you?

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<th>Positive Influences</th>
<th>Negative Influences</th>
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Thursday
Reflect -- on your own

The two students most responsible for the Columbine tragedy, Eric and Dylan, chose negative influences. They played hours of violent video games and listened to music encouraging murder and destruction. They also found a role model in Adolf Hitler, making reference to him and carrying out their deadly plan on the anniversary of Hitler's birthday. Eric and Dylan chose some deadly influences, and as a result, a deadly goal was formed.

Story Connection:
The only difference between the violence Eric and Dylan watched on TV, heard in their music, played in their video games, and the violence they perpetrated at Columbine was that the real violence had real consequences. What are some influences in your life that are negative? What are possible outcomes of these influences?

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<th>Negative Influence:</th>
<th>Negative Outcome:</th>
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Personal Connection:
Choose one positive influence that you want in your life. How will you seek that influence out in the next few days?

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Friday
Reflect -- on your own.

Personal Connection:
Cooperation is when people work together to create a common good. Cooperation takes a lot of work, but reminds us that only when we choose good influences and work together can we achieve both small and big goals in life.

List five ideal ways to cooperate with people you like.

1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________

List five ways to cooperate with people you don’t like or with whom you don’t get along.

1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
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“Trust and honesty is an investment you put in people.”

-Rachel Joy Scott
Ways to Cooperate With People You Don’t Like

Ways to Cooperate With People You Like

Personal Connection:
Being a positive influence in people’s lives is not just something people of character do because they have to—they enjoy it!

In what ways does cooperation make group experiences fun?

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EXPERIMENT

POSITIVE INFLUENCES THROUGH COOPERATION

Overview
In this activity you will design a plan to build cooperation and loyalty through being a positive influence. You will research the various ways someone resolves differences in life or develops cooperation. You will also cooperate with others in the class to imagine new solutions. Like a scientist, you will observe, question, create a hypothesis, predict what will happen, conduct your activity, and analyze the results. Finally, you will decide what your next step will be to promote cooperation.

1. Observations
What example of uncooperative actions do you see happening around you that create a negative influence on people’s behavior? List several so that you can choose one you would like to plan your experiment around.

Example: Kids arguing over rules of a game.
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2. Questions
What questions do you have in regard to your observations that could lead you to a solution? How can you positively influence change in keeping uncooperative actions from occurring?

Example: Will a written copy of the rules of the game, signed by all who are participating, stop the arguing and increase cooperation?
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3. **Hypothesis**
What do you think the answers are to your questions? Do some research and find evidence or examples from life or from Rachel’s story to back up your answers.

Example: I think that if kids have to sign before the game that they agree to the rules of the game, there will be no arguing. On my soccer team we all agree to the rules and no one argues.

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4. **Predictions**
A prediction tells what you think will happen when you test your hypothesis.

Example: If my hypothesis is true, then the kids will have more fun and have no arguments during their games. If all the people won’t agree to sign the rules there will be problems.

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5. **Experiments**
GO FOR IT! Put your plan into *Character In Action!* steps…

Example:
- First I’ll get all the people together who want to participate.
- I’ll think up and write down the rules and the consequences if someone doesn’t follow the rules.
- I’ll get all who will participate to sign the rules.
- I’ll make a copy to have at the game site.
- I’ll make sure there is a copy each time the game is played.
- I’ll observe and record if people are keeping their commitment to cooperate.
5. Analysis
Were your prediction and hypothesis correct? What evidence do you have that your project worked?

Example: Everyone followed the rules, and we got more game time. It seems like we will always need a “ref” or a rules expert who can tell if a rule has been broken. When others wanted to join in we had them read and sign the rules.

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6. Next Steps
What could you do next? What else might you try?

Example: Do we need to create written rules for all games or only games where people seem to argue?

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Record your finished experiment work on these sheets.

1. Observation:

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2. Questions/Problem:

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3. Hypothesis:

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5. Experiment:

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6. Analysis:

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7. Next Steps:

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Your character is built on the choices you make throughout your life. Can you decide which of the following actions show perseverance and which show lack of perseverance? Put a P by the actions that you think show perseverance. Put an L by the actions that show a lack of perseverance.

_____ Do what you set out to do
_____ Give up easily
_____ Show self-control and self-discipline
_____ Think before you act
_____ Blame others for your mistakes
_____ Pursue excellence
_____ Let others down when they are counting on you
_____ Set goals and don’t follow through

DEFINITION
Here is what some say perseverance is…

People of character are the kind of people who go the extra mile and carry on until the task is completed. You can count on them when help is needed most. Ethical people have a sense of duty that carries them through the tough times. They keep their commitments. They accept responsibility for every decision they make or don’t make. They don’t give up!

We are all responsible for the state of the world, and we must act, not be stopped in the face of wrong-doing but push on to make the world a better place. Having perseverance means being a person who sets priorities and controls their words and actions along the journey of life. They wait for rewards. And it’s worth it!

How would you define perseverance? Work on your own or with a partner to write your own definition for perseverance.
Perseverance is…

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Building Up
Help a younger person set up goals for their life and the steps they will need to take to achieve those goals. Be sure they have educational goals, relationship goals, world changing goals, and even a few material goals.

Going Beyond
Create a Character Activity that goes one step above to show your commitment to being a person of character. People who persevere set goals and keep their eyes on the prize. Make a collage poster of the prizes you wish to earn in your life by cutting pictures out of magazines and newspapers. They can be material possessions, but they can also be educational prizes, such as a college degree. They could even be relational prizes such as a successful family or many close friends, or world-changing prizes such as saving an endangered animal. Hang the poster as a reminder of your goals.

DO’S
• Do what you set out to do
• Pursue excellence
• Show self-control and self-discipline
• Think before you act

PERSEVERANCE

DON’TS
• Blame others for your mistakes
• Give up easily
• Let others down when they are counting on you
DIGGING DEEP

PERSEVERANCE

One of the reasons people don’t follow through with their goals is that they get angry and quit. One way to persevere is for people to manage their own anger and become responsible for their own well-being.

Discuss:
We all get upset sometimes. What are some of the things you get angry about? Why do these things make you angry? What are some ways we express anger? Are there ways to express anger that are not bad?

What does it mean when we say someone or something “makes” us angry? Is it really true that other people have control over our emotions? We can’t always control what other people do and say, but we can control ourselves. Our anger is our own responsibility, a choice we alone can control. There is no way to live a happy, constructive life of good character without self-control. That means expressing our emotions in a productive way. Anger is a response to fear, psychologists say. Anger does not give you energy. It does not keep people from taking advantage of you. You have to learn to deal with that fear in order to be free of it.

We can make situations worse when we react in anger. You need to deal with situations calmly, without making them worse by destroying your well-being and relationships. You almost always lose more than you gain when you get angry, regardless of the way it seems to you at the moment.

Think:
What are some times when people become angry?

Situations that Cause Anger

<table>
<thead>
<tr>
<th>Causes of Anger</th>
<th>Ideal Ways to Respond</th>
<th>Excuses for Getting Angry</th>
<th>Ways to Take Responsibility for Your Feelings</th>
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rachelschallenge.org
Write Down:
A list of situations that cause anger and ideal ways to respond:

Situations that cause anger:

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Ideal ways to respond:

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A list of excuses for getting angry:

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Ways to take responsibility for your feelings:

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Come up with a plan--your own plan--to recognize and deal with anger. You can be creative in the way you write your list by using poetry, acronyms, slogans, and songs.

For example, in his *4 Downs to Anger Control*, author Tom Letson uses an acronym to help him deal with anger. His anger control strategy is **TIME:**

- **T** -- Think (about your anger)
- **I** -- Intercept (angry thoughts)
- **M** -- Move (out of the area)
- **E** -- Exit (the premises completely)

Design a plan to deal with things that make you angry:

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When I get angry I will…

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Topic: Perseverance and Responsibility
“You Just May Start a Chain Reaction”

Monday
Reflect -- on your own.

Life is filled with challenges. Those who persevere in life are the ones who make the difference.

Personal Connection:
List some tasks in life that are difficult to do. What are some of the things that keep people focused on completing these tasks even though they are difficult?

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Personal Connection:
Give examples of people in your life who have shown perseverance.

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**Tuesday**
Use your workbook.

Perseverance means standing up for things even when it is difficult. Rachel stood up for what she believed, but it cost her. Her journals reveal this struggle, as described earlier in this workbook:

“I promise that I will not drink this Friday when I go out with [my friend]. This is so tempting, I want to go so bad.”

She ultimately chose not to go, and a few days later she wrote:

“Things have definitely changed. Last week was so hard...I lost all my friends at school. Now that I have begun to walk my talk, they make fun of me.”

Because of this, Rachel knew what it meant to be lonely. But she was unwilling to bend her standards to be accepted. In a letter to her cousin Sarah Scott, Rachel wrote, “Sarah, don’t let your character change color with your environment. Find out who you are and let it stay its true color.”

**Story Connection:**
What could have been some of the consequences if Rachel had not persevered?

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**Personal Connection:**
Does irresponsibility always have consequences? Can you think of examples in your life when you were responsible and a time when you were irresponsible?

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**Wednesday**

Use your workbook -- with a friend, partner, or group.

Rachel’s father, Darrell Scott, said that “she was someone who went against the grain. Often, she knew it was going to cost her something to live according to her values. If she reached out to kids who were lower on the totem pole, people who were interested in social position stayed away from her. And when she confronted bullies, some kids stayed away from her because they wanted to avoid trouble at any cost.”

**Story Connection:**
What do you think motivated Rachel to persevere—to “go against the grain”? What are some reasons to reach out to kids “lower on the totem pole”?

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**Personal Connection:**
It's been said, “You don’t fail until you quit.” What do you think that means?

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**Personal Connection:**
What motivates you in the classroom? In many states, three out of 10 students drop out before graduating from high school. Why do you think people give up on school?

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Thursday
Reflect -- with a friend, partner, or group.

One thing that resulted from Rachel’s perseverance was that her acts of kindness to others started a “chain reaction”. Other people noticed her commitment to caring for others. It has been said of Rachel that she was not a middle-of-the-road person. Instead of being apathetic, she was completely devoted to what she considered important. She was passionate in even the very small things.

Story Connection:
What does it mean to start a “chain reaction” at your school? What are some ways perseverance in doing the right thing could change your school? Give some examples.

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Story Connection:
Being fully committed to her ideals and not a “middle-of-the-road” person, Rachel made a big impact. What are some ideals that you believe in strongly and want to commit all your energy to—ideals you’re willing to persevere through hard times for?

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Friday
Use your workbook -- on your own.

Perseverance is many things. See how many of the following statements you can correctly complete.

1. Perseverance is finishing the race, not…

_____________________________________________________________________

2. Perseverance is staying calm, not…

_____________________________________________________________________

3. Perseverance is saying no, not…

_____________________________________________________________________

4. Perseverance is saying “Hi” to the lonely student, not…

_____________________________________________________________________

5. Perseverance is keeping your commitment, not…

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6. Perseverance is standing strong behind your conviction, not…

_____________________________________________________________________
Create three of your own…

1. Perseverance is…

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2. Perseverance is…

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3. Perseverance is…

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       Everyone says that their
       Time to shine will come.
       Their day of glory
       will have taken place.
       And when it does, they will shin
       those who hold them back.
       Glory only comes when
       one pursues their dreams.
       How many of us know when we
       really went, and go other it.
       How many of us have
       enough trust, strength, and faith.
       To believe we could do the impossible.
       We are believers in ourselves.
       No one holds themselves
       back, not enough to shine, not enough to say.
       The only thing holding us back is our fear
       No time to delay.
       No reminder of glory.
       No for me… Not for me.
Overview
In this activity you will design a plan to build perseverance and responsibility. You will research the various ways someone becomes responsible and builds perseverance. You will also cooperate with others to imagine new solutions. Like a scientist, you will observe, question, create a hypothesis, predict what will happen, conduct your activity, and analyze the results. Finally, you will decide what your next step will be to promote perseverance.

1. Observations
What example of people giving up or acting irresponsibly do you see happening around you? List several observations so that you can choose one you would like to plan your experiment around.

Example: I always set goals but I seem to fail to follow through.

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2. Questions
What questions do you have about your observations that could lead you to a solution? How can you change the actions or inactions from occurring?

Example: If I get someone I trust to help me reach my goals, will I succeed?
3. Hypothesis
What do you think the answers are to your questions? Do some research and find evidence or examples from life or from Rachel’s life to back up your answers.

Example: I think I will reach my goals if I have someone to help me stay focused on them and make sure I’m doing my part. My brother had a friend who helped him stay focused on making the football team, and he succeeded.

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4. Predictions
A prediction tells what you think will happen when you test your hypothesis.

Example:
• If my hypothesis is true, then I will reach some of my goals quickly and continue to take steps towards my big goals, like getting into college.

• I will be more responsible for myself.

• If I don’t follow through, I’ll just keep missing out on success and my dreams.
5. Experiments
GO FOR IT! Put your plan into *Character In Action!* steps…

Example:
4. First I’ll write down some goals and the steps I’ll need to take to achieve them.
5. I’ll ask a person I trust to help me stay focused.
6. I’ll explain to this person my goals and the steps I’ll take to reach them.
7. I’ll make a copy of the goals and steps, and give them to this person.
8. I’ll check off the steps I take.
9. I’ll keep my trusted person updated on my progress.
10. I’ll look back and see what I did well, and how I made mistakes, so I can improve on how I reach my other goals.

6. Analysis
Was your hypothesis correct? What evidence do you have that your project worked?

Example: My hypothesis was partly correct. It felt good to achieve my goal, but I’d like to see how I’d feel if I did it on my own.

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7. Next Steps
What could you do next? What else might you try?

Example: I think if I schedule a time each day to only work towards my goals, I will be more successful.

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Record your finished experiment work on these sheets.

1. Observation:

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2. Questions/Problem:

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3. Hypothesis:

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6. Analysis:

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7. Next Steps:

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Your character is built on choices you make throughout your life. Can you decide which of the following actions show initiative and which show a lack of initiative? Put an I by the actions that you think show initiative. Put an L by the actions that show a lack of initiative.

I ______ Move your dreams into action
I ______ Take the first step with people—don’t wait for someone else
I ______ Wait for something good to happen to you
I ______ Write a To-Do list but never complete the items on the list
I ______ Wait for someone else to do something you know is right
I ______ Believe that thinking right about something is enough
I ______ Set a goal and stick to it
I ______ Hope that your work gets finished eventually

DEFINITION
Here is what some say initiative is….

People of character have initiative and want to move the right things into motion. They go beyond their own interests, have a concern for the needs of others, and recognize a deep commitment to make their home, school, neighborhood, and country the best they can be.

Having initiative is about doing what is right and not just sitting around waiting for someone else to act. Having initiative demands participation, involvement, and contribution. No one makes a difference without being involved. Being a person of character means taking the initiative to do the right thing at the right time.

How would you define initiative? Work on your own or with a partner to write your own definition for initiative.

Initiative is…
Building Up

Create an Initiative Quiz to give to a friend with real-life examples of initiative and lack of initiative. Write an “I” for “Initiative” and “L” for “Lack of Initiative” next to your examples:

I or L

Real-life Example:

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Going Beyond
Create a **Character Activity** that goes one step above to show your commitment to being a person of character. In this activity you will become a reporter and write several questions that you would ask Rachel Scott, a successful athlete, or historical figure about the importance of having initiative. Act out the interview for your class with a friend acting as the person you chose to interview.

Q. _____________________________________________

A. _____________________________________________

Q. _____________________________________________

A. _____________________________________________

Q. _____________________________________________

A. _____________________________________________

Q. _____________________________________________

A. _____________________________________________
INITIATIVE

DO’S
- Move your dreams into action
- Show initiative with people—don’t wait for someone else
- Include everyone in your initiative
- Seek the best course of action and do it!

DON’TS
- Just wait for someone else to do something you know is right
- Believe that thinking right about something is enough
- Have initiative that only includes yourself
DIGGING DEEP

INITIATIVE

To have initiative is to remember that it is important to stay informed and voice your opinion. No matter how old you are your opinion matters! Why do you think it’s important to know and respond to the big issues of the day? A healthy community and government depend on informed people who take the initiative to care and work to create a better future.

Identify an issue that you care about. Become informed about the issue you care about through reading the paper, searching the Web, and watching the news. Make sure to look into both sides of the issue to be fair. Often times you become more confident of your own opinion on a subject by understanding an individual’s viewpoint that may be different from your own. You will become an “expert” on one important issue. Now put your expertise to work and share it with many people.

Your assignment is to write a letter to a government official or to the editor of a newspaper or magazine. Be sure that you and someone else review your letter before you send it so that you have expressed yourself in the best way possible.

HERE ARE SOME TIPS ON WRITING:

• Type or neatly print your letter.
• Rather than addressing a series of related problems, focus on one issue.
• Try writing to an elected official; make reference to a specific government issue or action.
• When writing a letter to the editor, tell about the specific article. Or just draw attention to an issue you feel they have not covered well enough.
• Share a relevant personal story that connects you to the issue if you have one.
• Maintain a respectful tone and be generous with praise as well as criticism.
• Be sure to include a return address on your letter.
• Sign your letter and type or print your name under your signature.
Topic: Initiative and Making Good Choices
Amber’s Story and Others

Monday
Reflect -- on your own.

TAKING INITIATIVE FOR COMMUNITY PROBLEMS

Discuss:
Think about problems you might find in your own neighborhood and make a list. Some examples may be: domestic violence, bullying, litter, or graffiti.

Each of these problems is a big challenge. Divide into small, equal groups so that each group can focus on one of the topics that the class listed. After discussing the problems and completing the worksheet, draw a cartoon related to the problem.

Put Your Character into Motion:
What initiatives can you take to help solve some of these community problems? On a separate piece of paper, create a cartoon showing how people can work toward solving these problems.
Tuesday
Use your workbook.

One day Rachel and four friends were eating lunch together in the cafeteria when Rachel noticed a sad-looking girl eating by herself. Immediately, Rachel got up, went over to the girl, and introduced herself. What Rachel didn’t know was that this girl, Amber, had just moved all the way from Georgia because her mother had died in a car accident one month before. Not only had Amber lost her mother, but she was now completely alone in a new school where no one paid attention to her. No one, that is, until Rachel showed compassion, reached out, and brought her whole gang of friends over to look after the lonely girl.

Personal Connection:
What are some other reasons that people might sit by themselves during lunchtime?

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Story Connection:
There were a number of people in the cafeteria who would have seen Amber sitting by herself. What are reasons other people might have had for not going and asking her if she would like to join them for lunch? What are some reasons you might have?
**Wednesday**
Read and Reflect -- with a friend, partner, or group.

Rachel took initiative and reached out to those around her. Brianna, one of Rachel’s classmates at Columbine, remembers how Rachel’s initiative helped her: “What I remember most about Rachel is when I first came to Columbine, I didn’t fit in or anything, and Rachel was the first person who ever came up to me and opened her heart to me and brought me in. My car always died and we’d always go to Subway to find Rachel and she’d always jump my car. It was the little things like that that always meant a lot to me, and she always put her feelings aside and put other people’s feelings up front.”

**Story Connection:**
What are some “little things” around your school that could make a big difference to other people?

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**Personal Connection:**
What are some ways you can take initiative this week to do 5 “little things” for other people that would show kindness?

1.________________________________________

2.________________________________________

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4.________________________________________

5.________________________________________
Thursday
Use your workbook.

One night it started to rain as Rachel was driving down the highway. Out of the corner of her eye she noticed a car, pulled off to the side, with a man bending over one tire. Losing no time, she pulled over, jumped out, and walked over to the man carrying a flashlight and umbrella. His gloomy task of changing his tire in the rainy darkness soon became dry and light.

Personal Connection:
In what ways do situations (getting out of a car on a rainy night) affect whether we will take initiative to help another person? What are situations you can think of that would prevent you from helping someone else even when you think it would be the right thing to do?

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Personal Connection:
How are you involved in your school and community? What are ways you can challenge yourself to take more initiative?

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Personal Connection:
What do you hope to give back to your community in the future?

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Friday
Use your workbook -- on your own.

Story Connection:
Making a better community for others can make your life better. Often people let fear of failure or other distractions keep them from taking initiative. If Rachel didn’t choose to help others, many people might not have received the help they needed. Do you think helping others had a negative effect on Rachel’s life?

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Personal Connection:
What needs fixing in your community?

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Personal Connection:
If you could donate $10 million, what would you fix? What can you help fix now?

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**EXPERIMENT**

**INITIATIVE / MAKING A GOOD CHOICE**

**Overview**
In this activity you will design a plan to build initiative and improve your decision making. You will research the various ways someone overcomes laziness and poor decisions. You will also cooperate with others to imagine new solutions. Like a scientist, you will observe, question, create a hypothesis, predict what will happen, conduct your activity, and analyze the results. Finally, you will decide what your next step will be to promote initiative.

**1. Observations**
What example of poor choices and/or lack of initiative do you see happening around you? List several examples of lack of initiative so that you can choose one you would like to plan your experiment around.

Example: We need a lunch-time, basketball league so kids can have something productive and fun to do.

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**2. Questions**
What questions do you have about your observations that could lead you to a solution? How can you stop the poor choices and/or lack of initiative from occurring?

Example: If I start a lunch-time, basketball league, will other students take the initiative to start something new?
3. Hypothesis
What do you think the answers are to your questions? Do some research and find evidence or examples from life or from Rachel’s life to back up your answers.

Example: People will be excited and start a team of their own if I organize a league. My friend started a club and others joined.

4. Predictions
A prediction tells what you think will happen when you test your hypothesis.

Example: I think that when I take initiative and start this basketball league, at least two other lunch-time activity groups will start.

4. Experiments
GO FOR IT! Put your plan into Character In Action! steps…

Example:
- First I’ll get my teacher or an appropriate adult’s approval for my experiment.
- I’ll get some poster board and markers.
- I’ll think up and draw a draft of the poster.
- I’ll make my poster tell about sign ups for the lunch-time league.
- I’ll hang my poster.
- I’ll have sign-ups.
- We’ll have team selections and practice.
- We’ll get some referees.
- We’ll play our games.
- I’ll observe and record the amount of new activities and the success of the league.
5. **Analysis**
Was your hypothesis correct? What evidence do you have that your project worked?

Example: It’s great! Three other groups took the initiative and started lunch-time activities. I might even join one when basketball is over.

6. **Next Steps**
What could you do next? What else might you try?

Example: I might start an after-school group that helps people in the community.
Record your finished experiment work on these sheets.

1. Observation:

2. Questions/Problem:

3. Hypothesis:
4. Prediction:

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5. Experiment:

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7. Next Steps:

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APPENDIX A

My Ethics, My Codes of Life
Rachel Scott period 5

Ethics vary with environment, circumstances, and culture. In my own life, ethics play a major role. Whether it was because of the way I was raised, the experiences I’ve had, or just my outlook on the world and the way things should be. My biggest aspects of ethics include being honest, compassionate, and looking for the best and beauty in everyone.

I have been told repeatedly that I trust people too easily, but I find that when I put my faith and trust in people when others would not dare to, they almost never betray me. I would hope that people would put that same faith in me. Trust and honesty is an investment you put in people, if you build enough trust in them and show yourself to be honest, they will do the same in you. I value honesty so much, and it is an expectation I have of myself. I will put honesty before the risk of humiliation, before selfishness, and before anything less worthy of the Gospel truth. Even in being honest and trustworthy, I do not come off cold and heartless. Compassion and honesty go hand in hand, if enough of each is put into every situation. I admire those who trust and are trustworthy.

Compassion is the greatest form of love humans have to offer. According to Webster’s Dictionary, compassion means a feeling of sympathy for another’s misfortune. My definition of compassion is forgiving, loving, helping, leading, and showing mercy for others. I have this theory that if one person can go out of their way to show compassion, then it will start a chain reaction of the same. People will never know how far a little kindness can go.

It wasn’t until recently that I learned that the first and the second and the third impressions can be deceitful of what kind of person someone is. For example, imagine you had just met someone, and you speak with them three times on brief everyday conversations. They come off as a harsh, cruel, stubborn, and ignorant person. You reach your judgment based on just these three encounters. Let me ask you something; did you ever ask them what their goal in life is, what kind of past they came from, did they experience love, did they experience hurt, did you look into their soul and not just at their appearance? Until you know them and not just their "type," you have no right to shun them. You have not looked for their beauty, their good. You have not seen the light in their eyes. Look hard enough and you will always find a light, and you can even help it grow, if you don’t walk away from those three impressions first.

I am sure that my codes of life may be very different from yours, but how do you know that trust, compassion, and beauty will not make this world a better place to be in and this life a better one to live? My codes may seem like a fantasy that can never be reached, but test them for yourself, and see the kind of effect they have in the lives of people around you. You just may start a chain reaction.
Craig and Isaiah’s Story

As Craig Scott sat talking with two of his friends in the library at school, they suddenly heard explosions that sounded like firecrackers just outside the building. Matt, one of Craig’s friends and a promising football player, remarked that it was probably some of the seniors pulling a prank.

Isaiah, a senior and also a football player, remarked that he hadn’t heard anything about a senior prank involving fireworks. Another round of booms created nervous laughter from the trio, and Craig began to think that those explosions didn’t exactly sound like firecrackers.

As he glanced around the room, he noticed that other students were beginning to pay close attention to the explosions, which seemed to be coming closer to the library. Seconds later, a student stumbled into the room with blood streaming from wounds caused by a shotgun blast. A teacher began to yell for students to get under desks and tables.

“Get under the tables, students, get your heads down under the tables!” she yelled. Craig, Matt, and Isaiah looked at each other in shock at what was happening, and then all three of them dove underneath their table. In the minutes that followed the three of them watched as two of their fellow students, Eric and Dylan, came into the library and began to shoot and kill the classmates all around them.

Soon the killers approached their table. Dylan called Eric over and began making fun of Isaiah with racial slurs, then Eric knelt down and shot Isaiah, killing him instantly. Dylan knelt down on the other side of the table and opened fire, killing Matthew while Craig lay crumpled under the table, with the bodies of his two friends pressed up against him.

After killing Craig’s two friends, the boys turned their guns on him, only to be distracted at the last second by the sprinkler system going off because of smoke in the room. Craig couldn’t believe that he was still alive.

He glanced around the room and was horrified at the sight of bodies of the dead and wounded. He was in the library, not a war zone. This shouldn’t be happening! Then Craig began to call out to students who still sat hiding under tables.

“Guys, let’s get out of here,” he yelled, and quickly they began to get up off the floor and exit the library. In the years to come, Craig would relive that day over and over again in his thoughts and dreams. He would remember his two friends, Isaiah and Matt, forever.

He would remember nervously laughing with his friends about the “exploding firecrackers.” He would remember the suffering of the wounded. And he would never forget how the last thing Isaiah experienced in life was prejudice from the racial slurs directed at him.
I was opening that day for work. On Sundays, no other employees come in until 11:00, which meant I had two hours of work to do by myself and then open the store for another hour alone with customers.

Usually no one comes in until about 11:30 on a Sunday morning anyway, so I always have plenty of time on my hands. I couldn’t believe how windy and cloudy it was. The cold of the breeze alone could bring you to a chill.

It was 10:00 so I flipped the switch for the open sign and unlocked the doors. It must have only been five minutes after that when I heard the doorbell ringing, telling me I had a customer. I went out front and began to put the gloves on, ready to make the first sandwich of the day.

I looked up and saw a woman who must have been in her late forties. She was wearing several layers of clothes. They were torn and dirty. Her face was dark from dirt. She was shivering, and then she began to cough in an almost uncontrollable manner. She looked up at me after she was all right and she gave me such a warm smile.

“What can I do for you, Ma’am?” I asked. She looked at me pleasantly and said, “Oh, I was just wondering if you happen to know what time the busses were coming. I have been waiting out in the cold for two hours. You think they wouldn’t be so late, especially on a Saturday.” I felt bad when I told her it was actually Sunday. She looked at me with such embarrassment and shock.

“Oh no,” she said. “I need to get back downtown. I thought it was Saturday. Do you mind if I just sit here for a while until I figure out what to do?” I told her no problem, and she sat at the table in the far corner. As I looked at her and the situation more carefully, I realized she must have been so poor, and maybe even homeless. She was dressed in the dingiest clothes that hadn’t been washed in a while. She had a snug, winter hat on, three layers of flannel, baggy pants, worn-through tennis shoes, and gloves. Her gloves were turned inside out. They had fringes coming off all sides.

I felt right then and there that I should have made her a sandwich free of charge. Then I should talk to her…But what if…what if…the usual questions and doubts about why I shouldn’t.

I went back to work, trying to forget about it, and hoping she would leave soon. My next customer came about an hour after that. She was a woman in her early thirties. She was well dressed in what looked like a work outfit. She had her hair pulled up nicely, and she was laced with perfume.

I made her some sandwiches, and we were at the cash register when she asked me how long the other woman had been sitting there. I told her about an hour.

“Did she get anything to eat?” the lady asked me. I said no, and told her about the busses. Then the lady asked me if I wouldn’t mind making one more sandwich. I looked at her and smiled. I never made a sandwich with such happiness and at the same time guilt. I told the lady no charge, and handed her a bag of chips to go with it. She thanked me and then went to the other woman.

She handed her the food and began to talk to her. They must have talked for two hours before I saw them leave. As I was cleaning the tables and feeling bad for not talking to the woman myself, I noticed that she had left her gloves.

Rachel took the gloves home and placed them on her dresser as a reminder to match the way she lives by what she believes and says—to show integrity by placing ethical values as top priority.
The Influence of Anne Frank

One of Rachel’s influences was Anne Frank, whose published diary was one of Rachel’s favorite books. Born in 1929, Anne was a German-Jewish teenager who was forced to go into hiding during the Holocaust. She and her family, along with four others, spent 25 months during World War II in an annex of rooms above her father’s office in Amsterdam, The Netherlands. After being betrayed by the Nazis, Anne, her family, and the others living with them were arrested and deported to Nazi concentration camps. In March of 1945, nine months after she was arrested, Anne Frank died of typhus at Bergen-Belsen. She was fifteen years old.

Anne struggled with despair due to the persecution she experienced under the Nazi regime. As she wrote in her diary on February 3, 1944: “I’ve reached the point where I hardly care whether I live or die. The world will keep turning without me, and I can’t do anything to change events anyway. I’ll just let matters take their course and concentrate on studying and hope that everything will turn out all right in the end.”

While Anne Frank saw negative influences all around her, she remained hopeful. As she writes in her diary on July 15th, 1944: “It’s utterly impossible for me to build my life on a foundation of chaos, suffering, and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that one day will destroy us too. I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more.”

Anne Frank’s story is one of tragedy, yet it is also one of hope and inspiration. Despite all the negative circumstances of her life; despite having to hide from Adolf Hitler’s soldiers in a cramped secret apartment; and even despite the awareness that her life could be cut short at any moment, she dared to look for the best in others. Anne stated in her diary, “It’s a wonder I haven’t abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.”
APPENDIX E

Character In Action! Vocabulary

Accountability – Responsibility to someone or for some activity

Bind – To tie up or fasten something

Civility – Courteous behavior; politeness

Compulsion – An act or acts performed in response to such an impulse

Concern – Regard for or interest in someone or something

Consideration – Careful thought; deliberation

Contribution – The act of contributing

Conviction – An unshakable belief in something without need for proof or evidence

Culture – Patterns, traits, and products considered with respect to a particular category

Dedication – Selfless devotion

Dignity – Poise and self-respect

Ethical – Being in accordance with the accepted principles of right and wrong that govern the conduct of a profession

Ethics – A set of principles of right conduct

Honor – Glory or recognition; distinction

Intercept – To stop, deflect, or interrupt the progress or intended course of

Moral – Rules or habits of conduct

Pledge – A solemn binding promise to do, give, or refrain from doing something

Principle – A basic truth, law, or assumption

Priorities – Precedence, especially established by order of importance or urgency

Recognize – To know or identify from past experience or knowledge

Reliance – Certainty based on past experience
During this school year students will have the opportunity to create and further define their character as a person. Will they do this on their own? Or is there a way for those in their life to help them on this journey? Rachel’s Challenge Character In Action! is an opportunity for school and home to work together to help students discover how they can develop positive character qualities that will last a lifetime. Rachel’s Challenge Character In Action! focuses on helping students develop seven character qualities: Positive Mental Attitude, Respect, Integrity, Compassion, Cooperation, Perseverance, and Initiative.

Rachel’s Challenge desires to give students, families, and educators the practical tools to help students put their character into action. This one-of-a-kind, highly-motivating workbook connects with Rachel’s Challenge assembly program and the story of Columbine victim Rachel Scott.

Your student recently attended a Rachel’s Challenge assembly where powerful video/audio footage of Rachel’s life and the Columbine tragedy holds students spell-bound and motivates positive change in the way students treat others. In an essay written one month before she was killed, Rachel challenged her reader to “start a chain reaction” of kindness and compassion. She left an example through her writings and actions that challenges young people to:

1. Eliminate prejudice by looking for the best in others
2. Choose positive influences and role models in life
3. Daring to dream – Setting goals – Keeping a journal
4. Kind words + Little acts of kindness = Huge results!
5. Start a chain reaction – Love expressed to family and friends

Your student has been challenged to start his/her own chain reaction and is now learning more about positive character development through the use of Character In Action! Rachel’s Challenge workbook.
What types of activities are found in Rachel’s Challenge Character In Action? 

In Rachel’s Challenge Character In Action! students will participate in a variety of lessons and activities to promote positive character qualities. Some of these activities include:

- Art work
- Helping others create goals for themselves
- Computer skills
- Debate
- Critical thinking
- Poetry
- Personal goal setting
- Problem solving skills

How does character education enforce academics?

Rachel’s Challenge Character In Action! is specially designed to address character qualities and academics at the same time. Rachel’s Challenge Character In Action! focuses on helping to further develop reading and writing/speaking and listening skills through a variety of critical-thinking activities and workbook pages. Students also have the opportunity to practice the scientific method in a practical way by putting what they have learned about each character quality into designing a positive solution to problems they observe in their world. Students work together and on their own. Rachel’s Challenge Character In Action! addresses, in part, the curriculum standards for language arts, science, and history/social science.

How can you join in motivating positive change?

Rachel’s Challenge Character In Action! offers a supplemental School-Home Connection component, consisting of one take-home activity for each chapter. Your student will be bringing home the School-Home Connection worksheet that corresponds to the chapter his/her class is studying at the time. These provide opportunities for the family to follow up on the character-education message of each chapter and to help encourage character development at home.
Dear Real-Life Role Model,

Did you know you can be the number-one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about positive mental attitude and how Columbine victim Rachel Scott tackled some challenges in her life with a positive attitude.

**How can you help support the development of positive mental attitude at home?**

Below you will find information about how *Rachel’s Challenge Character In Action!* defines positive mental attitude, or PMA, and how you can help reinforce this valuable character quality through simple actions and at-home activities.

**What is positive mental attitude?**

*Rachel’s Challenge Character In Action!* defines PMA as a manner of thinking, acting, and feeling in a positive way about the situations you encounter during life.

We all have a choice of how to react in situations that occur throughout our life. We can choose to look at situations and life in a positive way or in a negative way. When you face challenges, how do you react? The way you react can influence those who look to you for their self-development.

**At-Home Activity: (5-20 minutes)**

**Don’t Sweat the Small Stuff…**

On a piece of paper create a list of what is most important in your family’s life. Discuss why those things are important. Make a copy for everyone to carry in their pocket, folder, or purse. If you can list what is important and stay focused on those things, then all the little things have a smaller effect on your attitude. Set a time to talk about the list each month to discuss together any changes that may need to be made to the list.

**Quick Tip:**

Limit your list to just a few things (3-5) that are most important in life.
RESPECT

Dear Real-Life Role Model,

Did you know you can be the number one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about respect and how two boys, caught in the Columbine tragedy, overcame obstacles and treated each other with respect.

How can you help support the development of respect at home?

Below you will find information about how Rachel’s Challenge Character In Action! defines respect and how you can help reinforce this valuable character quality through simple actions and at-home activities.

What is respect?

Rachel’s Challenge Character In Action! defines respect as treating others with courtesy, civility, and dignity. You can show respect to yourself, to others, and for the environment. Respect can also be described as treating others the way you want to be treated.

We all have a choice of how to react in situations that occur throughout our life. We can choose to act respectfully or choose to be disrespectful. The way you react can influence your life and those who look to you for their self-development.

At-Home Activity: (15-30 minutes)

All Ears…

Listening to others is one of the best ways to show respect. Have a weekly family meeting. Set a time once or even twice a week to sit down and listen to each other. Be sure to turn off all distractions during this time such as the T.V., phones, cell phones, radio, computer, or anything else that could keep you from listening to each other. Create rules for your meeting such as no put downs or mean comments, use “I” statements like “I feel happy when you…” and don’t blame others, but share how you feel. For every negative thing shared, be sure to share a positive.

Quick Tip:
Be sure to have rules before the meeting begins. Choose the rules together. Writing the rules down will help assure you follow them each week.
Integrity

Dear Real-Life Role Model,

Did you know you can be the number one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about integrity and how Columbine victim Rachel Scott exemplified integrity in her daily life.

How can you help support the development of integrity at home?

Below you will find information about how Rachel’s Challenge Character In Action! defines integrity and how you can help reinforce this valuable character quality through simple actions and at-home activities.

What is integrity?

Rachel’s Challenge Character In Action! defines integrity as matching what you say with how you act. Do you say one thing and do another? Integrity has to do with being honest with others, but equally important, it concerns being honest with yourself as well. Some say being honest with yourself can be the harder of the two.

We all have a choice of how to react in situations that occur throughout our life. We can choose to act with integrity towards ourselves and others, or we can choose to react without integrity. Your decision to act with or without integrity has a direct effect on the relationships you have at school or work and with friends and family.

At-Home Activity: (15-30 minutes)

Walk Your Talk…

Practice integrity with accountability. Create a Commitment Log for your home. Each week make a group commitment or have every member of the family write a commitment for that week such as “We will all read 30 minutes a night,” or “I will do my chores without being reminded.” Have consequence for the commitments; reward positive action such as “The family will go out to dinner if we all keep our commitments,” but penalize negative actions with “If we don’t all keep our commitments, then we will not watch television for two nights.”

Quick Tip:
Post the commitments where everyone can see them.
Dear Real-Life Role Model,

Did you know you can be the number one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about compassion and how Columbine victim Rachel Scott reached out with compassion and started a chain reaction of kindness that continues to affect lives around the world today.

**How can you help support the development of compassion at home?**

Below you will find information about how Rachel’s Challenge Character In Action! defines compassion and how to help reinforce this valuable character quality through simple actions and at-home activities.

**What is compassion?**

*Rachel’s Challenge Character In Action!* defines compassion as acting with kindness, generosity, and understanding towards others who may find themselves in difficult or life-challenging situations. Compassionate people are not selfish but look to help others better their life.

We all have a choice of how to react in situations that occur throughout our life. We can choose to show compassion or we can live selfishly. When you come across someone in need of compassion, how do you react? The way you react can influence your life and those who look to you for their self-development.

**At-Home Activity: (15-30 minutes)**

**How Can I Help? Get Involved…**

Adopt a child from another country. Collect clothes to donate to those in need. Raise funds to donate to a charity. As a family decide how you can make a positive effect on your world. Decide together but don’t vote. Choose something that will motivate everyone. Put your choice into action. Take necessary steps to help others.

**Quick Tip:**
Start simple with an easy activity. Whatever activity you choose to do as a family, make sure to take steps towards it that same day. Don’t put it off. Make a difference today!
Dear Real-Life Role Model,

Did you know you can be the number one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about cooperation and the power of influence. They will learn how Columbine victim Rachel Scott cooperated with role-models and authority figures and how this power of influence shaped her life.

**How can you help support the development of cooperation at home?**

Below you will find information about how Rachel’s Challenge Character In Action! defines cooperation and how to help reinforce this valuable character quality through simple actions and at-home activities.

**What is cooperation?**

*Rachel’s Challenge Character In Action!* defines cooperation as working together with people no matter how you feel towards them in life. Cooperation often goes hand-in-hand with respect.

We all have a choice of how to react in situations that occur throughout our life. We can choose to work together with people whether we like them or not, or we can choose to be uncooperative. When you must work with others in any situation, how do you react? The way you react can influence your life and those who look to you for their self-development.

**At-Home Activity: (15-30 minutes)**

**Fixer Upper…**

Are there any jobs needing to be completed around the house that you can do together? Before getting started make a plan and use each other’s strengths. Set a time and get all the materials that are needed for the project. Then complete the task together. Be sure that everyone participating has an equal part in completing the task.

**Quick Tip:**

Be sure that patience is part of the project. Have fun at the same time! Celebrate the completion of the project in some simple way like having ice cream or going somewhere fun.
Dear Real-Life Role Model,

Did you know you can be the number one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about perseverance and how Columbine victim Rachel Scott demonstrated perseverance in standing up for what she believed was right, even when it was costly.

**How can you help support the development of perseverance at home?**

Below you will find information about how *Rachel’s Challenge Character In Action!* defines perseverance and how to help reinforce this valuable character quality through simple actions and at-home activities.

**What is perseverance?**

*Rachel’s Challenge Character In Action!* defines perseverance as sticking to a goal until you complete the task. Thomas Edison made 10,000 tries before finding success in making the light bulb. Would you have persevered?

We all have a choice of how to react in situations that occur throughout our life. We can choose to persevere or to give up. What do you do when things get tough? The way you react can influence your life and those who look to you for their self-development.

**At-Home Activity: (15-30 minutes)**

**The Clock is On…**

Perseverance is a process of learning that things take time—time to develop ideas that work, time to put those ideas into action, and the time to see things finally work out. One way to see how perseverance takes time is to have a calendar or journal in the house where you write the beginning and completion point of certain projects. For example, when you start a homework assignment, write down the name of the assignment and date and time that you began it. When you have completed the project, go back to that page and write the time and date that the project was completed. After you have completed a few projects, sit down together and discuss how perseverance for projects that take a long time is harder than projects that can be completed in a short time.

**Quick Tip:**

When you get discouraged that something isn’t happening as fast you would like, take a moment to go for a walk and look at nature. Sometimes seeing that trees don’t grow over night helps to give us perspective and reminds us that perseverance is something that takes time!
Dear Real-Life Role Model,

Did you know you can be the number one role model in a young person’s life? Over the next few weeks, students will be taking time to learn about initiative and how Columbine victim Rachel Scott took initiative to make a difference in the lives of those around her.

**How can you help support the development of initiative at home?**

Below you will find information about how *Rachel’s Challenge Character In Action!* defines initiative and how to help reinforce this valuable character quality through simple actions and at-home activities.

**What is initiative?**

*Rachel’s Challenge Character In Action!* defines initiative as doing what is right with careful thought and not waiting for others to take action. It is making goals and acting on them to reach success. Initiative takes perseverance as well.

We all have a choice of how to react in situations that occur throughout our life. We can choose to put our goals into action or keep our realistic goals and dreams out of reach. Do you take the initiative to better yourself and your community? The way you act can influence your life and those who look to you for their self-development.

**At-Home Activity: (15-30 minutes)**

**Make it Happen…**

Initiative begins with you! Think of a project that has needed work in and around your house that you could begin doing together as a family. Sit down and plan out what jobs need to be done and who is responsible for what task. Then get started!

**Quick Tip:**

Having initiative means changing what your priorities are — choosing to begin something means not doing something else. Don’t let other tasks go by the edges — try and keep all your tasks in clear view!