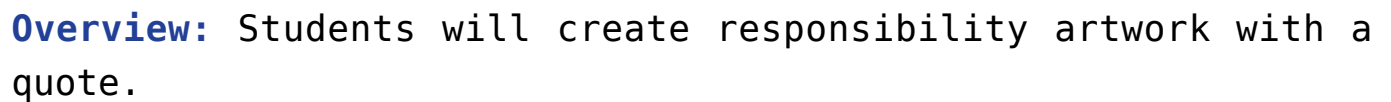


Artwork



Students will:

- ## Materials:

- ## Opening Reflection:

- Find a quote about responsibility that speaks to you.

Independent Creative Time:

- Create responsibility artwork of your favorite responsibility quote.
- Examples:



Group:

- Share your drawing. Why you chose this quote about responsibility?
- What does this quote look like in your life?

More Resources:

- Responsibility is one of the Six Pillars of Character. [Click here](#) to learn more about the Six Pillars.
- See more posts about responsibility by using the filter on our blog.
- Quotes about responsibility:
 - “There are no shortcuts to any place worth going.” – Beverly Sills
 - “Character consists of what you do on the third and fourth tries.” – James Michener
 - “If you think you are too small to make a difference you haven’t spent the night with a mosquito.” – African proverb
 - “If you think you are too small to make a difference you haven’t spent the night with a mosquito.” – Dalai Lama XIV
 - “When we tackle obstacles, we find hidden reserves of courage and resilience we did not know we had.” – A. P. J. Abdul Kalam
 - “Start where you are. Use what you have. Do what you can.” – Arthur Ashe
 - “Life isn’t perfect, any failures you have are actually learning moments. They teach us how to grow and evolve.” – Phillipa Soo

Working with a Team (Grades

K-5)



Overview: This lesson highlights the importance of bringing our best selves when working with a team.

Character Education Objectives:

Students will:

- determine roles for each team member
- practice bringing their best self to a group task through their defined role
- reflect on the effects of roles and responsibilities in a group

Materials needed:

- A deck of cards for each group

Directions:

1. Put students in groups of 2-4. Each group needs to have at least one builder and one supervisor. If you have more than two students in the group, allow the students

to decide how many builders and supervisors they want within their group, as long as there is one of each.

2. Give each group a deck of cards.
3. Instruct the group that their task is to build the highest tower of cards they can.
4. Only builders may touch the cards, but cannot talk. Only supervisors may talk, but cannot touch the cards.
5. The team must start over each time the tower falls.
6. Set a time limit. At the end of the time limit, allow students to negotiate more time. For example, let students continue if they can negotiate a trade (if don't use their dominant hand, don't talk etc., then they get one more minute to work).
7. At the end of the time limit, see who has the tallest tower—then let them blow it down!

Discussion Prompts:

- It is possible that they won't be very successful at this activity. If they aren't, ask them what they could have done better or differently.
- Was it hard to only be a builder or only be a supervisor? Why?
- Why does bringing your best self and all of your talents important when you are on a team?

Energy and Effort into What Matters



By Jeff Kluever, Director of Programs

We fill our lives by putting energy and effort into what matters. There's a popular demonstration called "Jar of Life" in which a jar is filled with big rocks (important things like family, health, work), little rocks (less important things like sports or hobbies), and sand (unimportant things like watching television or social media). When you fill the jar with the big rocks first, then the little rocks, and finally the sand, everything fits in the jar. If you reverse the process and start with sand, then little rocks, then big rocks, not everything fits in the jar.

The point of the demonstration is that when we fill our time with the most important things first, the little rocks and sand can be worked in, but when our time is consumed by unimportant things, we run out of space for what really matters.

When I perform the demonstration, however, I exchange the big rocks for balloons and pose the question – instead of trying to cram more unimportant things into our jar, what if we

decided to put more air into our balloons? In other words, what if we put more time, energy, and effort into the big things that really matter, instead of jamming more unimportant sand into our life? What will be more fulfilling – putting more into the important aspects of your life or spending more time on social media?

There's nothing wrong with having some little rocks and sand in your jar. We need variety in our lives. We need opportunities to rest and rejuvenate so that when the time comes we can be fully engaged with our balloons. But, when you feel like you're falling short, when there's just not enough time in the day, don't cram in more sand. Put air in your balloons.

60-Second Character Challenge

- What are the critically important “big rocks” or “balloons” in your life?
 - What could you do to invest more time and energy into your “balloons?”
 - What unimportant sand could you remove from your life in order to invest more energy into your “balloons?”
-

Resilience(Grades 6-12)

Students need opportunities to see success and triumph in the midst of struggle. This lesson provides a video that discusses resilience from a young man who faced a lot of trials in his life. The discussion will provide an opportunity for the classroom to share ideas about trust, growth, and overcoming obstacles while building resilience for all the changes that life throws at you.

Leading a significant life

“Life’s most persistent and urgent question is: What are you doing for others?”

Resilience and Overcoming Obstacles (Grades 6-12)

Students need to embrace resilience as they care for one another during conflict. This lesson focuses on the caring Pillar while supplying a resource to problem-solve and build resilience.

Goal Setting (Grades 6-12)

Setting and reaching goals is an important skill every student needs to develop to become a more productive citizen. However, students do not always understand the difference in goal setting and goal achievement, nor do they grasp the steps it requires to achieve their goals. So, this lesson will walk students through the steps and supports needed to set and attain their goals

Seven ways to build strong character and integrity in children

Wondering what can you do to help your kids counter negative influences and stand up for what they know is right? The answer is to nurture a solid moral core that will guide them to stand up for their beliefs and act right without us. And the best news is that we can teach kids the core virtues and skills of strong character and moral courage and can begin when they are toddlers.

Six Pillar Coloring Pages

Download these PDFs and get started coloring!

Trustworthiness

Respect

Responsibility

Fairness

Caring

Citizenship

When the Six Pillars Conflict



At CHARACTER COUNTS!, we often refer to the Six Pillars of Character as universal values. In other words, they are values that transcend race, ethnicity, gender, religion, and even time. Put another way, nearly everyone can agree that more trustworthiness, respect, responsibility, fairness, caring, and citizenship would be good and even necessary for our individual, community, and societal growth.

Though the Six Pillars are universal, they are not absolutes. Like anything else in society, what the Pillars look like, sound like, and feel like can change due to context or circumstance. What is considered perfectly respectful behavior at a football game would not be considered respectful in a boardroom, for example. How we define what each pillar looks like and sounds like in unique circumstances is particularly important when Pillars appear to be in conflict. One definition of citizenship may include following the rules, respecting the law, and so on. And yet, Rosa Parks is often highlighted as an example of fairness, for her protest on the

bus in which she technically broke the law – an unjust, unfair, and racist law, but a law nonetheless. Does that mean she's a bad citizen? Or, a student may argue that she was showing caring by letting her friend copy homework so her friend wouldn't get in trouble, while a teacher might argue that the student was being irresponsible and untrustworthy by letting her friend cheat.

The tendency in these moments is to ask, "which Pillar is more important?" but that's the wrong question. The right question is, "in this time, given these circumstances, what does it mean to put the Six Pillars into action?" When one asks this question, Rosa Park's action is not only a demonstration of fighting for fairness, but citizenship, as she tries to make her community a better place for everyone, regardless of race.

Of course, some may view the constant need to negotiate what the Six Pillars look like in different circumstances as soft or unprincipled, but maybe it's the opposite. The intentional, deliberate conversation about what the Six Pillars look like for us, in this situation, is exactly the kind of conversation, sometimes hard conversation, we must have if we're going to work together successfully. Yes, the Pillars are universal, but what we want them to look like for our students, school, community, family, and society is ultimately up to us.

Learn more about character education.