

Character Education Activities: 9 - 12

Writing Prompts

Provide students with a quotation. Then ask: What does the quotation mean? What point is the speaker trying to make? How does this quote relate to judgment or choices? What proof do you see in the world that the quote is true? Do you do what the quote recommends? Why or why not?

Have students choose a quote that reflects what they are trying to “live by”. Have them use this “maxim” to plan how they are going to use this in their life. Design a poster, write a poem, interview others, etc.

Choose any one of the eight character traits and have students identify a time when they exhibited this trait and a time when they did not exhibit this trait. Have them write would they could have done differently when they did not exhibit the trait.

What is good sportsmanship? Why is it important? What qualities do people with good sportsmanship demonstrate? Research a professional athlete who consistently has demonstrated good sportsmanship. Research a professional athlete who has not consistently demonstrated good sportsmanship. What can be learned from these two athletes?

What are some of your favorite songs? What do you like about them? What messages do they send? Why is some music considered “objectionable”? What messages do those songs send? What about the language used in some songs? Is it appropriate? Why or why not? What kind of music would you sing if you were a popular singer? What would be your message?

Have students design character materials for elementary school students. This can be books, games, computer games, poems, etc. Give to an elementary school.

Some people complain that political leaders lack integrity. Develop a checklist for evaluating the integrity of political leaders, including student body officers/leaders.

- Write classroom rules positively. Avoid starting with the word “Don’t.”
- Provide opportunities to address ethical issues in all areas of the curriculum by asking the question “What is the right thing to do?”
- Discuss a “character/ethical dilemma” for a few minutes every few weeks. Examples: You lie because you don’t want to face the consequences. How could you have handled this in another way? You see someone shoplifting. What do you do? You are taking a math quiz and you glance to your right. Your teacher notices and accuses you of cheating. What can you do? Your sister steals money from your room. What do you do? You are jealous of another person. How can you handle this?
- Implement class and school-wide service projects. Make sure all students are involved.
- Use the “Chicken Soup” book stories as example of strong character. Have students write their own Chicken Soup book. Publish. Resource: www.TeenInk.com
- Promote civic awareness and responsibility in a number of positive ways and by example.
- Have students take ownership of their school by brainstorming ways to improve the school. Then have them develop a plan and implement. Have total student involvement.
- Have the student council/governments formulate plans on how to promote character development in the school.
- Work team-building activities into all areas of the curriculum.
- What does it take to stand up against negative peer pressure? Develop good strategies with students to deal with peer pressure. Have them write a speech that they could deliver to middle school students on how and why they should not buckle under to peer pressure. (Some quotes: Stand up for what is right, even if you have to stand alone. Don’t cave in to negative peer pressure. Don’t avoid doing something for fear of making a mistake or failing. Don’t be afraid to express yourself just because some people might think differently.)

Resources: www.goodcharater.com: *School to Work: Ethics in the Workplace*
Excellent materials at www.freepirit.com