Learning to Lead

Teacher's Manual

Speaker Series

Marc Woods

Prepared by the Peel District School Board
November 2005
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Using this Resource

Materials

There are two resources provided for this Learning to Lead unit: the Teacher's Manual and the Student Learning Journal. Each student will need an individual learning journal as it will be the foundation of the unit and will provide the students with the notes they need to complete the culminating activity.

Lesson Design

Six lessons are included in the teacher's manual. Each lesson contains four distinct activities:

- **Developing interest** provides a short introductory activity that captures the students' attention while establishing some of the key concepts to be discussed later in the lesson.

- **Exploring new thoughts** is the main part of the lesson, delving into the key concepts in detail. This section of the lesson may take the majority of the time.

- **Making connections** provides opportunities for the students to internalize their understanding of the key concepts and express their thoughts. This section of the lesson may be used for homework or as an additional classroom activity.

- **Creating extensions** provides opportunities for teachers to extend student learning with additional activities that could be done during the initial unit, or continued at another point in the year.

Models for Using the Lessons:

This unit has been created for ease of use and integration into existing programming.

<table>
<thead>
<tr>
<th>Lead-Up Activities</th>
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</tr>
</tbody>
</table>

**NOTE:** Some activities have been adapted from "Growing Character" by Deb Austin Brown. Chapel Hill, NC: Character Development Publishing 2003.
**Lesson #1 – True Leaders?**

The goal of this lesson is to distinguish between celebrities with and without good character, and to critically analyze the status assigned to them.

**Developing Interest**

The **Student Learning Journal** begins with a mix and match activity that asks the students to link the quote from a celebrity with their picture. This should lead to a discussion on what qualifies as a "true leader". Possible discussion starters could be:

- What is a celebrity?
- What is a leader?
- Is there a difference between the two?
- Is it possible for a celebrity to also be a leader? Explain.
- Can you think of any other people who are both celebrities and leaders?
- What does the quote by John Gardener mean to you?

"Some people strengthen the society just by being the kind of people they are."

**Exploring New Thoughts**

Following your discussion, have the students complete short answer question number one in their **Student Learning Journal**. It is suggested that the students begin this activity independently so that their thoughts are not influenced by those of their peers.

A teacher-led brainstorming session should follow. Using chart paper, the teacher would then be able to generate a list of people that should spark a discussion on why the students consider their selections to be true leaders/celebrities/role-models/heroes.

**Making Connections**

Having identified and distinguished between those celebrities who represent true leadership and those who are simply famous, students must now make the connections to their everyday lives.

1) Students are asked to complete question #2 independently. Once they have identified an individual whom they admire in their everyday life, they will then be asked to share their answer with a partner. Those who are willing may share their thoughts and ideas with the class.
2) Students are asked to begin a **reflective journal** that will be re-visited in the last lesson. Some possible prompts include:

- What does character mean to you?
- What do you hope to learn from this experience?
- Do you believe you possess good character? How or why?
- Predict what you think Marc Woods' message will be.

**Accommodations:**
- Students may choose to use assistive technology, such as "WriteOutLoud" or "CoWriter", to complete the reflective journal.

**Note:** Teachers may choose to have their students add to their reflective journal following each lesson.

### Creating Extensions

Listed below are extensions that could be utilized to consolidate and internalize the concepts from the above lesson. Based on time constraints and curricular focus, teachers may select from the following suggestions:

- Write a letter to the person in your life you admire most (e.g., coach, teacher, family member, etc.). Take this opportunity to express why you feel they exemplify good character.

**Note:** These letters could be published as a class book, posted on the bulletin board, read over the morning announcements, published in the school newspaper, etc. If the student is reluctant to share his/her letter, he/she may remain anonymous in order to ensure participation.

**Accommodations:**

- a greeting card could be created to substitute for the letter
- students could pair up to create a mock interview outlining who the student admires and why
There are many famous people that are admired by students. Below you will find quotes by famous people. Using a line, connect the quote to the celebrity.

<table>
<thead>
<tr>
<th>Celebrity</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bono</td>
<td>“I don't care who is there and who saw me destroy you Go call you a lawyer, file you a lawsuit I'll smile in the courtroom and buy you a wardrobe I'm tired of all you (of all you) I don't mean to be mean but that's all I can be is just me.”</td>
</tr>
<tr>
<td>Vince</td>
<td>“I believe the choice to be excellent begins with aligning your thoughts and words with the intention to require more from yourself.”</td>
</tr>
<tr>
<td>Oprah</td>
<td>“As a rock star, I have two instincts, I want to have fun, and I want to change the world. I have a chance to do both.”</td>
</tr>
<tr>
<td>Emancipo</td>
<td>“I was fortunate to have the talent . . . you get spoiled when you're able to do a lot of things. You see that you don't have to work at it.”</td>
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</tbody>
</table>

1) There are many leaders, celebrities, role-models and heroes that we admire in this world. Who do you look up to? Why?

________________________________________________________________
________________________________________________________________
________________________________________________________________

2) Each day there are people who have an impact on our lives. Who do you admire in your everyday life? Why?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Peel District School Board, 2005
### True Leaders? (Answer Key)

"Some people strengthen the society just by being the kind of people they are."  
John W. Gardener

There are many famous people that are admired by students. Below you will find quotes by famous people. Using a line, connect the quote to the celebrity.

<table>
<thead>
<tr>
<th>Bono</th>
<th>&quot;As a rock star, I have two instincts, I want to have fun, and I want to change the world. I have a chance to do both.&quot;</th>
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<td>Vince</td>
<td>&quot;I was fortunate to have the talent . . . you get spoiled when you're able to do a lot of things. You see that you don't have to work at it.&quot;</td>
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<tr>
<td>Oprah</td>
<td>&quot;I believe the choice to be excellent begins with aligning your thoughts and words with the intention to require more from yourself.&quot;</td>
</tr>
<tr>
<td>Eminem</td>
<td>&quot;I don't care who is there and who saw me destroy you Go call you a lawyer, file you a lawsuit I'll smile in the courtroom and buy you a wardrobe I'm tired of all you (of all you).. I don't mean to be mean but that's all I can be is just me&quot;</td>
</tr>
</tbody>
</table>
Lesson #2 – Leading With Character

The goal of this lesson is to help students identify and analyze character traits.

Developing Interest

It is important for the students to identify character traits and their meaning. To generate a solid understanding of the concepts, students will be given either a character trait or a character trait definition (see appendix). The student must find their "match". For example, the student with the "perseverance" trait must find the student with "steady persistence in adhering to a course of action, a belief, or a purpose; steadfastness".

Exploring New Thoughts

In the Student Learning Journal, there are short biographies of four prominent leaders. Students will be asked to read the passages in order to have a better understanding of the leaders and their contribution to society.

Next, the students will be asked to pick two or three character traits that they feel are demonstrated by the individual. For example, under the picture of Terry Fox, the student could write the character trait "courage".

The teacher will then take up the students thoughts on the overhead chart (see appendix). It is suggested that the teacher seek justification of why the student picked a particular character trait to describe the individual. For example: "How did Terry Fox demonstrate courage?"

Accommodations:

- The teacher can choose to read the biographies to the class or a small group of students who struggle with reading. The passages also could be used in a shared reading lesson.

Making Connections

In the Student Learning Journal, the students are given the quote "Character isn't inherited. One builds it daily by the way one thinks and acts-thought by thought, action by action." Have the students read this quote to themselves, and then pair up to discuss its meaning. A class discussion could then be generated with the intention of guiding students to the realization that good character can be demonstrated through random acts of kindness (see student chart for example).
Students will then be challenged to create a list of character behaviours which they feel they are capable of demonstrating on a daily basis. It is expected that the students will track their good deeds over a period of time as decided by the teacher.

**Note:** The charts could be posted on a bulletin board so that the students are able to showcase their accomplishments. This will help them to realize just how easy it is to demonstrate good character in their everyday lives.

**Creating Extensions**

Listed below are extensions that could be utilized to consolidate and internalize the concepts from the above lesson. Based on time constraints and curricular focus, teachers may select from the following suggestions:

- In the **Student Learning Journal**, the students have an activity entitled "Reflecting on Your Character".

- Another extension is to have the students complete the activity "One step at a time." In this lesson, students trace around one of their feet. Half the class traces their left foot and the other half traces their right foot. Next, students write the character trait that best exemplifies them (see appendix for a full list of possible character traits. The teacher may choose to place this list on an overhead. The teacher could then put the footprints one after the other (alternating left and right) around the room or hallway. This could be known as "The Pathway to Gold".
Leading With Character

"Character is the real foundation of all worthwhile success."
John Hays Hammond

Below you will find ten traits of good character.

Integrity  Kindness  Respect
Perseverance  Gratitude  Teamwork
Courage  Citizenship
Self Discipline  Dedication  Responsibility

Which of these famous people had exemplary character? After reading the biographies, write two or three character traits that you feel each individual possessed. Be prepared to justify your answer.

<table>
<thead>
<tr>
<th>Terry Fox</th>
<th>Martin Luther King</th>
<th>Wayne Gretzky</th>
<th>Rosa Parks</th>
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Peel District School Board, 2005
Building Character

"Character isn’t inherited. One builds it daily by the way one thinks and acts—thought by thought, action by action."

Helen G. Douglas

The challenge of this activity is to act on those traits that demonstrate good character. We are able to exhibit good character each and every day. On the chart below, brainstorm positive behaviours that you can demonstrate each and every day. Use the chart to track your path to gold.

<table>
<thead>
<tr>
<th>Character Behaviours</th>
<th>Character Trait</th>
<th>Check()</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding the door open for others</td>
<td>Kindness, Citizenship</td>
<td></td>
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<td></td>
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</tbody>
</table>
Reflecting on Your Character

"What lies behind us and what lies before us are tiny matters compared to what lies within us".

William Morrow

In the mirror below, write down some of your best character traits. If you have difficulty seeing the best in yourself, check the previous tracking sheet, ask your friends and classmates, or ask your family.
Lesson #3 – Assessing Character

The goal of this lesson is to introduce the students to the keynote speaker, Marc Woods. They will assess his character and in turn reflect on their own.

Developing Interest

This lesson will help the students understand more about the keynote speaker in the webcast. The students will first be presented with a short story entitled "Oxygen is a Crutch". The teacher may choose to read aloud or photocopy the story for each student. Upon reading the short story, a brief discussion should ensue surrounding the following questions:

- What challenge/adversity did Julia face?
- Did Julia demonstrate good character as she faced her challenge?
- What good character traits do you feel Julia exhibited? Give reasons for your thinking.

Exploring New Thoughts

Students should read the biography on Marc Woods found in the Student Learning Journal.

Following the introduction of Marc Woods, the students should then refer to the chart in their Student Learning Package. Within this chart, the students can assess Marc Woods’ character. This teacher-led lesson is to be completed step by step on the overhead (see appendix). For example, the teacher will read the first fact about Marc Woods. The students then write ONE character trait that matches the given accomplishment. In essence, the students are building upon each accomplishment by adding character traits to the character trait box.

Accommodations:

There are varying approaches to presenting the biography of Marc Woods to the students, depending on the needs of your class. Some suggestions include:

- The teacher may read the biography to the class.
- The students can read the biography in small groups.
- The students can take turns reading the text aloud to the class.
Making Connections

At this point, the students will have assessed the accomplishments of Marc Woods and his contribution to society. It is now time for the students to reflect and predict what they may contribute or accomplish. Using page eight of the Student Learning Journal, students should complete the second chart. For example, in the "About You" column, the students state their accomplishments at the age of twelve (peer mentor, student parliament, helping out at home, volunteer work, etc.) The students should then complete the "Character Traits" section by identifying the appropriate traits.

Creating Extensions

Listed below are extensions that could be utilized to consolidate and internalize the concepts from the above lesson. Based on time constraints and curricular focus, teachers may select from the following suggestions:

- Visit the website www.marcwoods.com for further information.
- Create a Venn Diagram (see appendix) which compares the student's character traits with those of Marc Woods.
- Collage Activity: This activity gives students a chance to reflect on who they are and then to share that information in a fun way with the rest of the class. Students will find pictures or phrases to symbolize their personalities. Individually students will cut pictures, words, or phrases that represent their character out of magazines. These pictures and words will be glued onto poster board. The completed collages will then be displayed and numbered. Without discussion students will be given time to write down who they think each collage represents. Once each collage has been linked to its owner, he/she will be allowed to explain the meaning of the chosen symbols.
Marc Woods is a leader and a champion who has overcome adversity to realize his “path to gold”. When Marc was just seventeen years old, he had his left leg amputated due to cancer. The day after he had his stitches out he went swimming and within a year he was swimming quicker with one leg then he did when he had two. His dream was to simply be the best that he could be and just 18 months after he finished his chemotherapy he was selected to represent Great Britain.

He has now competed internationally for 17 years, winning 12 Paralympic medals and a further 21 from either World or European Championships.

He is a member of the team that held the World Record for the 4 x 100m Freestyle Relay and has also held world records for 200m, 400m and 1500m Freestyle.

Aside from realizing his dream of being a competitive swimmer, Marc emulates the “Me to We” philosophy by giving back to the community. Marc founded the Teenage Cancer Trust which essentially builds cancer units for teenagers and young adults who have been stricken with cancer. Patients are treated alongside their peers in the most positive environment that can be created. These units are estimated to improve the survival rate of the patients by up to 15%.

Marc divides his work for Teenage Cancer Trust between: visiting patients in Teenage Cancer Trust units, delivering a cancer awareness programme for secondary schools, encouraging companies to support the charity, taking part in treks and climbing expeditions to help raise funds and awareness.

For more information:  
www.marcwoods.com
Assessing Character

"Try not to become a man of success, but rather a man of value."
Albert Einstein

As you listen to the motivational speech by Marc Woods, take a moment to reflect on his accomplishments. As you read and reflect on each section below, jot down character traits (e.g. courage) that you feel Marc Woods must possess.

<table>
<thead>
<tr>
<th>About Marc Woods</th>
<th>Character Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World champion athlete who won 12 medals.</td>
<td></td>
</tr>
<tr>
<td>World champion, 12 medals, Cancer survivor</td>
<td></td>
</tr>
<tr>
<td>World champion, 12 medals, Cancer survivor, training during chemotherapy</td>
<td></td>
</tr>
<tr>
<td>World champ, 12 medals, Cancer survivor, training during chemotherapy, builder of cancer units for teens</td>
<td></td>
</tr>
</tbody>
</table>

Now that you have a better understanding of Marc Woods, take a moment to predict your future. How will you be remembered by others?

<table>
<thead>
<tr>
<th>Age</th>
<th>About YOU!</th>
<th>Character Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 years old</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson #4 – Focusing on Character

The goal of this lesson is to reflect upon Marc Woods' speech and identify traits that exemplify good character.

Developing Interest

The students will watch the Marc Woods webcast which will provide an opportunity for students to reflect on Marc’s personal "path to gold".

Exploring New Thoughts

In the Student Learning Journal, the class will be asked to identify moments in Marc Woods' life when he exemplified citizenship, teamwork, courage, and perseverance.

Note: The teacher may choose to have the students complete the web while watching the webcast, or as a follow-up activity.

Making Connections

Profiles in Courage: Have the students, either individually or in groups, identify acts of courage by people in the news or by people in your school or community. Then have each individual or group make a presentation to the class and conduct a discussion. What do these selections have in common? What are their differences? What can the students learn about themselves from the selections they made? What have they learned from the people they selected?
Creating Extensions

Listed below are extensions that could be utilized to consolidate and internalize the concepts from the above lesson. Based on time constraints and curricular focus, teachers may select from the following suggestions:

- In the previous lesson, the students will have created a list of character traits that describe Marc Woods. Furthermore, the students were exposed to several character traits in previous lessons. They will need to draw upon those key traits in order to complete the following activity, "A Recipe for Good Character". Drawing from the character traits discussed and presented in previous lessons, students need to decide on the "ingredients" that make up their character. Next, the students present their recipe step by step. For example: Start with a cup of kindness. Add a tablespoon of courage. Mix in a dash of compassion. Finally, top with a sprinkle of integrity. On a large recipe card cut from poster board, have students write their recipe for Good Character. Display for everyone to enjoy.

- Students may create a similar recipe for Marc Woods, or another person they admire.
Focusing on Character

"Character is the result of two things; mental attitude and the way we spend our time."
Elbert Hubbard

Having had the opportunity to listen to Marc Woods' message, identify moments in his life where he demonstrated the following character traits.

- Perseverance
- Teamwork
- Citizenship
- Courage
Lesson #5 - Facing Challenges With Character

The goal of this lesson is for students to recognize that children their own age are able to face challenges with good character. It will also provide students the opportunity to reflect on situations in their own life.

Developing Interest
Introduce the activity "Facing Challenges with Character". Divide students into groups of two or three. Post the eight scenario flashcards around the classroom (see appendix). Each of these flashcards represents a station where the students are faced with a challenge. The students will have a pre-determined time set by the teacher to read the scenario and collectively decide upon an appropriate way to handle the situation. Once their time has expired, the student group will move to the next challenge station.

Once the students have moved through the eight stations, re-group and discuss as a class. Possible discussion questions include:

- Which scenario did you find the most difficult? Why?
- Were you able to reach a consensus at every challenge station?
- Were there any scenarios to which you could relate?

Exploring New Thoughts
Introduce "A Remarkable Boy", Mattie Stepanek. Once the students have a better understanding of who Mattie was, generate a discussion with your class. Possible discussion questions include:

- What were the challenges that Mattie faced on a daily basis?
- Do you think he handled these challenges with character?
- What character traits did Mattie possess? Provide examples.
- In what ways did Mattie display citizenship?
- What lesson can you take away from Mattie’s story?
- Has Mattie’s story changed the way you look at life?

Accommodations:

There are varying approaches to presenting the biography of Mattie Stepanek to the students, depending on the needs of your class. Some suggestions include:

- The teacher may read the biography to the class.
- The students can read the biography in small groups.
- The students can take turns reading the text aloud to the class.
Making Connections

The students have had the opportunity to learn about an outstanding young citizen. The next task is to have the students reflect on moments in their lives when they had to face a challenge. Have the students independently complete the activity in their Student Learning Journal entitled, "Facing Challenges with Character".

Accommodations:

- Students can choose to sketch a scene in the moment boxes in order to convey their situation.

Creating Extensions

Listed below are extensions that could be utilized to consolidate and internalize the concepts from the above lesson. Based on time constraints and curricular focus, teachers may select from the following suggestions:

- On the "Facing Challenges with Character" worksheet, there are several pictures of people who are examples of exemplary character. See the appendix for biographical links.

- Below are three websites that will provide the students with more information about Mattie in a variety of forms.

This is a link to the Oprah Show, which provides an opportunity for students to hear Mattie read his poems.

http://www.oprah.com/tows/pastshows/tows_past_20011019_d.jhtml;jsessionid=JSANEGM0QFQI1LARAYFCFEQ

This is Mattie’s homepage with links to his books, his charity work, etc.

www.mattieonline.com

This is a link to the Larry King Live show, on which Mattie was a guest. It includes a full transcript of his interview with Larry.

http://transcripts.cnn.com/TRANSCRIPTS/0302/17/lkl.00.html

Here is an excerpt from Larry King Live. This is an excellent connection to previous lessons on how to face challenges and adversity with good character and a strong support network.
TRANSCRIPT:

KING: Toronto, Canada, for Mattie Stepanek, hello?

CALLER: Hi, Mattie. I just want to say I think you’re an amazing kid. I myself, I'm dying of cancer. And sometimes the days seem darker than other days. So how do you stay so positive?

STEPANEK: You know, I agree with you on that. Sometimes when I'm sitting in the hospital, or even at home and you're having a hard time breathing, minutes, seconds seem to drag on like hours. And you know it's really tough to stay positive.

I mean, sometimes, like I said earlier in the show, sometimes I say, why me? And sometimes I even say, why am I even doing this? But, you know, it is important not to give up.

You know, if you give up, you're basically -- there is nothing to live for, or at least that's the way you're seeing it. Sure, I mean, you can crawl into the corner and say, I give up on this. Or you can go out and say, I don't care if I have one hour or one millennia to live, I'm going to live it to the fullest.

I'm going to celebrate, before, during and after storms with all my friends. And I just stay positive by praying and thinking and talking with friends and family, especially my mom. She's a big support.
Facing Challenges with Character

"You are what you are today because of the choices you made yesterday."
Steven Covey

We all face challenges every day. What determines your character is the way in which you respond. The famous people above faced challenges with character.

In the space below, you will describe two moments in your life when you faced a challenge (e.g. being bullied at lunch).

The first will describe a moment when you handled yourself with character. Explain why you feel you demonstrated admirable character traits.

The second will describe a moment when you did not handle yourself well. Explain how you would have handled it differently if you had a second chance.

Moment #1: A challenge handled with character.

Moment #2: A challenge that you might have handled differently.
Lesson #6 - Lasting Character

The goal of this lesson is for students to understand that good character should be a lifelong commitment.

Developing Interest

Share the poem "On Being a Champion" by Mattie Stepanek with the class (see appendix). Re-visit the character traits that your class felt he possessed in Lesson #5. As a class, determine where in the poem these character traits are exhibited.

Exploring New Thoughts

Students are asked to return to their first reflective journal entry. After the many activities on character, listening to Marc Woods’ speech, learning about Mattie Stepanek and other famous people who exemplify good character, students will write a reflection demonstrating their new understanding of good character. Some possible prompts include:

- How can you demonstrate good character every day?
- How do the choices you make impact your character?
- Do all celebrities possess good character?
- Do you now perceive celebrities in a different light?
- What character trait(s) are you most proud of possessing?
- What character traits do you want to continue to develop?

Making Connections

Introduce the lesson "Lasting Character" which can be found in the Student Learning Journal. Read through the instructions with your class, and have the students complete the activity on an individual basis.
Creating Extensions

Listed below are extensions that could be utilized to consolidate and internalize the concepts from the above lesson. Based on time constraints and curricular focus, teachers may select from the following suggestions:

- Identify some individuals or organizations that are making a positive difference in your community. Have the students work in groups to interview these people and then give class reports on how they got started, why they do what they do, how they have accomplished what they have.

- Service Project: Have the class (as a whole or in groups) evaluate real needs in the school or community and plan a service project to meet those needs. Then, implement the plan and document its activities.
Lasting Character

"Character building begins in our infancy and continues until death."
Eleanor Roosevelt

You have discovered many good character traits; how some people lead with character; how easy it is to display those traits daily through small acts of kindness, how one person has turned adversity into success, and how you too can face challenges and adversity with character.

For this task, you will dare to dream about your path to gold. Close your eyes and picture yourself the way you would like to be. Then imagine your picture in a frame, hanging in the school hallway. What would you like the caption to read? How would you like to be remembered?

Under the picture below you will find a caption plaque. Write a caption or brief paragraph that summarizes what will have been your outstanding character traits.
Learning to Lead

Appendix
<table>
<thead>
<tr>
<th>Integrity</th>
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<tbody>
<tr>
<td>Respect</td>
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<tr>
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<td>Courage</td>
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<td>Citizenship</td>
<td>Self Discipline</td>
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<tr>
<td>Dedication</td>
<td>Responsibility</td>
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<tr>
<td>Character Trait Definition Flash Cards</td>
<td></td>
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<tr>
<td>----------------------------------------</td>
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<tr>
<td>Steadfast adherence to a strict moral or ethical code</td>
<td>The quality or state of being considerate, friendly and helpful</td>
</tr>
<tr>
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<td>Steady persistence in adhering to a course of action, a belief, or a purpose; steadfastness</td>
</tr>
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<td>The quality of spirit that enables one to face challenges and adversity without fear</td>
</tr>
<tr>
<td>The quality of an individual's behaviour as a member of society</td>
<td>Training and control of oneself and one's conduct, usually for personal improvement</td>
</tr>
<tr>
<td>Wholehearted and selfless devotion</td>
<td>Something for which one is accountable; a duty, obligation or burden</td>
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Peel District School Board, 2005
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<th>Answer Key</th>
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# Lesson #2

## Leading With Character Biographies

**Terry Fox**

As a teenager Terry was involved in many sports. At age 18 he was diagnosed with bone cancer and had his leg amputated. While in the hospital, Terry was deeply affected by the many cancer patients, in particular the young children. He decided to do something about it. He decided to run across Canada in order to raise awareness and money for cancer research. He would call the journey the "Marathon of Hope." Terry prepared by training for 18 months and running over 5000 km. He started his run in St. John's, Newfoundland, on April 12, 1980 to little fanfare. Slow to gain attention in the beginning, enthusiasm soon grew and money collected along the route began to mount. He ran 42 km a day through the Atlantic provinces, Quebec and Ontario. On September 1st, after 143 days and 5373 km, Terry was forced to stop running outside Thunder Bay, Ontario because cancer had appeared in his lungs. An entire nation was stunned and saddened. Terry passed away on June 28, 1981 at the age of 22. The heroic Canadian was gone but his legacy was just beginning.

To date, over $360 million has been raised worldwide for cancer research in Terry's name, through the annual Terry Fox Run.

http://www.terryfoxrun.org/english/about%20terry%20fox/default.asp?s=1

**Rosa Parks**

By refusing to give up her seat to a white man in the segregated southern United States, Rosa Parks sparked the civil rights movement. Her action led to the Montgomery, Alabama bus boycott, and she became the symbol of the power of non-violent protest.

Born in 1913 and married in 1932, Parks worked as a seamstress. She was actively involved in the National Association for the Advancement of Colored People (NAACP) acting as the secretary for her local group.

On her way home one day, she was told by a bus driver to give up her seat for a white man. When she refused she was arrested and fined. This sparked the civil rights movement and, with the help of Martin Luther King, sparked a boycott of the bus company. In 1956, the Supreme Court upheld a lower court ruling that the bus company was not allowed to segregate. Parks was the recipient of many citizen awards.

Rosa Parks died in October 2005.


**Martin Luther King**

King was a Baptist minister who led the civil rights movement in the United States from the mid-1950's until his death by assassination in 1968. His leadership was fundamental in that movement's success in ending the legal segregation of African-Americans in the south and other parts of the United States. King rose to national prominence through the organization of the Southern Christian Leadership Conference (which works for the equality of African Americans in all areas of society), promoting non-violent tactics such as the massive march on Washington, D.C., in 1963 to achieve civil rights. He was awarded the Nobel Peace Prize in 1964. He is famous for his "I Have a Dream" speech in which King emphasized his faith that all people, some day, would live in peace and harmony.

http://school.eb.com/all/eb/article-9045504

**Wayne Gretzky**

Gretzky began skating at the age of 2 and was first taught hockey by his father. When he was six he was playing with ten and eleven year old players. He progressed through organized hockey, competing in the World Junior Championships in 1977. After turning professional in 1978-79, Gretzky went on to rewrite the record books, winning countless awards and four Stanley Cups. At the height of his career, Gretzky was traded to another team. Gretzky quickly brought this team to the Stanley Cup finals and in the meantime brought attention to the game of hockey in the United States and all over the world. As a player, he was well known not only for his athletic ability, but for his sporting behaviour and leadership. Gretzky went on to retire and has organized and led Team Canada to several international championships. Gretzky is an active member of society, giving back in many ways through the Wayne Gretzky Foundation and the Samsung Four Seasons of Hope.

http://www.waynegretzky.com/
## Lesson #2

<table>
<thead>
<tr>
<th>Terry Fox</th>
<th>Martin Luther King</th>
<th>Wayne Gretzky</th>
<th>Rosa Parks</th>
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</table>

(Please provide the content to be added to the table.)
## Lesson #3

<table>
<thead>
<tr>
<th>About Marc Woods</th>
<th>Character Traits</th>
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<tbody>
<tr>
<td>World champion athlete who won 12 medals</td>
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<tr>
<td>World champion, 12 medals, cancer survivor</td>
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<tr>
<td>World champion, 12 medals, cancer survivor, training during chemotherapy</td>
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</tr>
<tr>
<td>World champion, 12 medals, cancer survivor, training during chemotherapy, builder of cancer units for teens</td>
<td></td>
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</tbody>
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Lesson # 3 Extension

Venn Diagram: Marc Woods

Marc Woods


1. The basketball game is tied with 20 seconds to go. You intercept a wild pass and barrel down the court—wide open. You toss your lay-up, only to hear groans from the stands: The ball has hit the backboard so hard, it ends up at half court. The story of your life. You feel like quitting the team.

2. Your family is new to Canada. Although you studied English in your own country, and did quite well at it, it's all so different here. Everyone speaks so fast and with words you don’t even know. It’s hard to follow the teachers at school, and even harder to keep up with what the kids are saying. Everyday, you go home with a headache. It's so frustrating!

3. You have word problems for math homework. Some of them are OK, but there are a couple where you don't even know where to start. You're not really sure what the questions are, let alone the answers. You've already spent too much time on the assignment anyway, and you still have other homework to do. What can you do?

4. You've landed a major role in the school play, and you're thrilled. The problem is that you must sing a song—ALL BY YOURSELF—in front of the whole school. You're so scared, you wish you weren't in the play at all. Maybe you really should go out and "break a leg."

5. Your science teacher has given the class an exciting project: to design a working pendulum. You have a great idea, but it keeps coming out all wrong. You feel like just throwing it all away . . . .

6. The older kids in your neighborhood all play roller hockey at the school. You've been dying to play, so your parents give you an awesome pair of rollerblades for your birthday. You throw on the blades and realize . . . you can barely stand up, let alone wield a hockey stick! Forget it. You'll never be able to play with those kids.

7. Your English teacher has assigned a short story to write and it's due this Friday. Every time you sit down to write, your mind's a blank. You keep hoping that, somehow, a great idea will magically appear before Friday. So far this hasn't happened . . . .

8. You've been taking dance lessons for eight years. You've worked hard, progressing steadily through the classes at your dance school. Finally your teacher encourages you to try out for a professional production, and you’re given a tiny part in the chorus. You are incredibly disappointed. Rehearsals and performances will be time-consuming. What should you do?
Lesson #5
A REMARKABLE BOY

"I want people to know my life philosophy, to remember to play after every storm."
— Mattie Stepanek

Born with a rare form of muscular dystrophy, 11 year old Mattie Stepanek lived through a difficult storm. His mom, Jeni, also has the disease, which she didn't discover until after she had four children. Mattie's three siblings all died from the disease—but remarkably, Mattie kept fighting through his illness. As he struggled, he achieved great feats: earning a junior black belt in martial arts, home schooling to the eleventh grade level, and having his poetry published.

Mattie always had three wishes: to have his poems published, to meet his hero Jimmy Carter and to share his message of peace on The Oprah Winfrey Show. All three of his wishes were granted. When Oprah asked Mattie why he chose those three things, he explained, "Because they were things that would last forever. Going to Disney World ends in a week. But being able to talk with Jimmy Carter, being able to have my books published, being able to talk to you here today, lasts forever."

Mattie passed away on June 22nd, 2004, at the age of 13.
Lesson #5

Oxygen is a Crutch

(from *Chicken Soup for the Teenage Soul: The Real Deal—School.* 2005. Heath Communications, Inc.)

I step onto the starting block—head down, hands down—and explode at the pistol’s crack, body arcing up into the air and down. I slice through the water, pull hard, kick hard, strain, set my teeth and force more strength from loudly protesting muscles. I gulp in oxygen when I turn my head for a precious breath. But mostly I just keep my head down and swim like there’s no tomorrow.

By all rights, I shouldn’t have even been there. By all rights, I should have been on the sidelines at the Blossom Valley Athletic League Championships, watching my teammates fight to maintain Evergreen Valley High’s 200-medley relay winning streak. I should have been cursing the bodily limits that kept me from doing what I wanted to do. I should have been sulking in a corner, spirits crushed, hopes asunder, dreams damned.

But instead, only months after a near-fatal asthma attack, here I was in the water again, anchoring the relay team.

Asthma has been my constant companion since I turned five years old. An inhaler has always sat in my back pocket, a medical bracelet on my left wrist, and medicines and breathing devices on my bedroom dresser. But none of that ever meant that I couldn’t torpedo through the water as well as the kid in the next lane. None of that ever weighed on my mind much, because I knew that I (whoever that was, because I was still in the process of figuring that out) was surely much bigger and much stronger that some puny medical condition.

Swimming became my refuge, my passion, my reason for living strong. I didn’t love it because of any natural talent of biological blessing. I think the challenges of being a severe asthmatic made me embrace athletics more because I have to push myself for each race, each game, each meet. Because competition is a constant challenge. Because when I lose and flail and fall, I get up and do it all over again. And so I do not fail, because I do not give up.

When an intense practice sent me spiralling into unconsciousness and a near comatose state last year, my doctor and parents were leery of ever letting me anywhere near sports again. But I wasn’t about to turn my back on the love of my life. I wasn’t about to quit—no way, no how.

I like to think this is akin to the sort of character that drives Olympic athletes, that if I can’t yet equal my idols in speed or strength of stamina, I might look them eye to eye in terms of pure grit.

And so, with a pack of epinephrine syringes, a stethoscope and a whole army of inhalers in my duffel bag, I marched back toward the pool. Ready to get back into fighting trim, train until I puked, rebuild myself.

Ready to race and begin again.

-Julia Lam, Age 17
"You are what you are today because of the choices you made yesterday."
Steven Covey

These famous people faced challenges and adversity throughout their lives. Further information about their lives and challenges may be found at the following sites.
<table>
<thead>
<tr>
<th>Name</th>
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<td><a href="http://www.collectionscanada.ca/2/6/h6-214-e.html">http://www.collectionscanada.ca/2/6/h6-214-e.html</a></td>
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<td><a href="http://www.time.com/time/time100/leaders/profile/mandela.html">http://www.time.com/time/time100/leaders/profile/mandela.html</a></td>
</tr>
</tbody>
</table>
Lesson #6

On Being A Champion
By Mattie J.T. Stepanek

A Champion is a winner,
A hero...
Someone who never gives up
Even when the going gets rough.
A champion is a member of
A winning team...
Someone who overcomes challenges
Even when it requires creative solutions.
A champion is an optimist,
A hopeful spirit...
Someone who plays the game,
Even when the game is called life.
There can be a champion in each of us,
If we live as a winner,
If we live as a member of the team,
If we live with a hopeful spirit,
For Life.

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Character Quotes

Author Unknown, from Be Thankful
  Be thankful for each new challenge, because it will build your strength and character.

H. Jackson Brown, Jr., Author
  Our character is what we do when we think no one is looking.

Thomas Carlyle, Author
  Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance.

Dale Carnegie, Author, Founder of Self-Improvement Courses
  Be more concerned with your character than with your reputation. Your character is what you really are while your reputation is merely what others think you are.

Winston Churchill, British Prime Minister
  Character may be manifested in the great moments, but it is made in the small ones.

Samuel Taylor Coleridge, Poet
  Our own heart, and not other men's opinions, forms our true honor.

Albert Einstein, Scientist
  Try not to become a man of success but rather try to become a man of value.

  Most people say that it is the intellect which makes a great scientist. They are wrong: it is character.

Helen Gahagan Douglas, Congresswoman
  Character isn't inherited. One builds it daily by the way one thinks and acts, thought by thought, action by action.

George Eliot, Masculine Pen Name of Victorian Writer Mary Ann Evans,
  Our deeds determine us, as much as we determine our deeds.

Ralph Waldo Emerson, Essayist, Philosopher and Poet
  Judge of your natural character by what you do in your dreams.

  People seem not to see that their opinion of the world is also a confession of character.

  What lies behind us and what lies before us are small matters compared to what lies within us.
Anne Frank, World War II Holocaust Victim
Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands.

James A. Froude, Historian and Author
You cannot dream yourself into a character; you must hammer and forge yourself one.

Napoleon Hill, Author, Creator of Personal Success Techniques
Persistence is to the character of man as carbon is to steel.

Michael S. Josephson, CEO
Ordinary people, even weak people, can do extraordinary things through temporary courage generated by a situation. But the person of character does not need the situation to generate his courage. It is a part of his being and a standard approach to all life’s challenges.

Helen Keller, social activist, public speaker and author
Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.

Martin Luther King Jr., American civil rights leader
The function of education is to teach one to think intensively and to think critically... Intelligence plus character – that is the goal of true education.

I look to a day when people will not be judged by the color of their skin, but by the content of their character.

Abraham Lincoln, American President
Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing.

Orison Swett Marden, Magazine Founder
Character is the indelible mark that determines the only true value of all people and all their work.

Thomas Paine, Political Activist
Character is much easier kept than recovered.

Plutarch, Greek biographer
Character is simply habit long continued.

Charles Reade,
Sow an act and you reap a habit.
Sow a habit and you reap a character.
Sow a character and you reap a destiny.
Eleanor Roosevelt
   People grow through experience if they meet life honestly and courageously. This is how character is built.

Theodore Roosevelt,
   Character, in the long run, is the decisive factor in the life of an individual and of nations alike.

Margaret Chase Smith, Senator
   Moral cowardice that keeps us from speaking our minds is as dangerous to this country as irresponsible talk. The right way is not always the popular and easy way. Standing for right when it is unpopular is a true test of moral character.

Henri Stendahl, French novelist
   One can acquire everything in solitude — except character.

Henry David Thoreau
   How can we expect a harvest of thought who have not had a seedtime of character?

Mark Twain, Author
   To arrive at a just estimate of a renowned man's character one must judge it by the standards of his time, not ours.

Abigail Van Buren, Advice Columnist
   The best index to a person's character is (a) how he treats people who can't do him any good, and (b) how he treats people who can't fight back.
Links to the Grade Seven Ontario Curriculum

Language Arts

**Reading**
- read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience

**Writing**
- communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology)
- use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions); organize information to develop a central idea, using well-linked and well-developed paragraphs

**Oral & Visual Communication**
- use instructions and explanations to plan and organize work;
- ask questions and discuss different aspects of ideas in order to clarify their thinking
- listen to and communicate related ideas, and narrate real and fictional events in a sequence
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- contribute and work constructively in groups

**Drama & Dance**
- solve, in various ways, a problem that is presented through drama and dance, and explain ways in which each solution is effective