

Games for a Classroom Committed to Character!

Supplemental Processing Questions

Donald Taylor, Jr.

The following questions are applicable to many activities. Some can be stand alone activities. They shift the focus from simply doing an activity and having fun, to doing an activity, having fun AND further investigating how the 12 Traits play into the class and school community.

I NEED YOUR HELP: If you have any general, or activity-specific, processing questions, please e-mail them to me! I will include as many as possible in future manuals, newsletters, etc. and credit you with it!

Which of the 12 Traits:

- Did you find yourself using most often?
- Did you find your peers using most often?
- Could have been used more?
- Were most beneficial to us being successful?

After completing several activities: Which of the 12 Traits do you think is most important to:
You? Our class? School? Community?

Which Trait do you see you/our class/school/community being really strong at following?

Which Trait do you see our class/school/community needing to improve most?

If you were to eliminate one Trait, which would it be? Why?

If you were to add one Trait, what would you add and why?

Describe what a classroom of character looks and feels like? A school? A community?

Alternate: have students draw a picture, write a story, create a song, etc.

How would our community be affected if the Traits were stronger? Weaker?

Give an example of how you help other people use the Traits. Give an example of a time you were helped to use one of the Traits.

Imagine yourself as a famous children's book illustrator, draw a picture of a playground (cafeteria/hall):

With *most* of the Traits being used;

With *all* of the Traits being used;

With *none* of the Traits being used.

Use a T-Chart or Venn Diagram to compare and contrast your pictures.

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Design and draw a roller coaster that looks like your journey to being a leader of character?

(Prompt: What does a roller coaster look like? Notice if it has highs, lows, sometimes goes upside down, does it include water? Splash others? Inside? Outside? In the dark? Wooden or metal? Once the creative thinking begins, your students may get VERY into this. Cross curricular connection: have them actually MAKE the roller coaster using pipe cleaners or other materials. Encourage landscaping, which colors to use, etc.)

Describe a time when it was easy to use the character traits. Describe a time when it was difficult to use the character traits. What can you do to make it easier for others? What can others do to make it easier for you?

How easy is it to slip up and forget to use some of the Traits? Which are easier to forget? What are some situations where you are likely to forget to use them? What will help you remember to use them?

What are barriers or challenges to using the 12 Traits all the time? How can we overcome them?
Alternate: Draw a picture of an obstacle you may face that prevents you from using one (or more) of the Traits? Now draw a second picture of you overcoming this obstacle.

What character Trait would you like to improve? How can your peers in this class help you?

In small groups, think of a scenario or situation where at least 4 of the 12 Traits are needed. Develop a three-act skit that includes:

Act 1: How this situation would typically be handled at school;

Act 2: NO Traits used;

Act 3: At least 4 Traits used.

Draw the layers of a forest or ocean, placing the Character Traits where they belong.

Create a symbol representing each of the Character Traits. Explain your symbols.

Alternate: Create ONE symbol representing all 12 Character Traits. Explain your symbol.

Alternate: Create a symbol representing this month's Character Trait. Explain your symbol.

Think of a book you read recently, how does one of the characters show one of the Traits.

Think of an influential leader, past or present, describe a time when they used one or more of the Traits.

Your own processing questions: