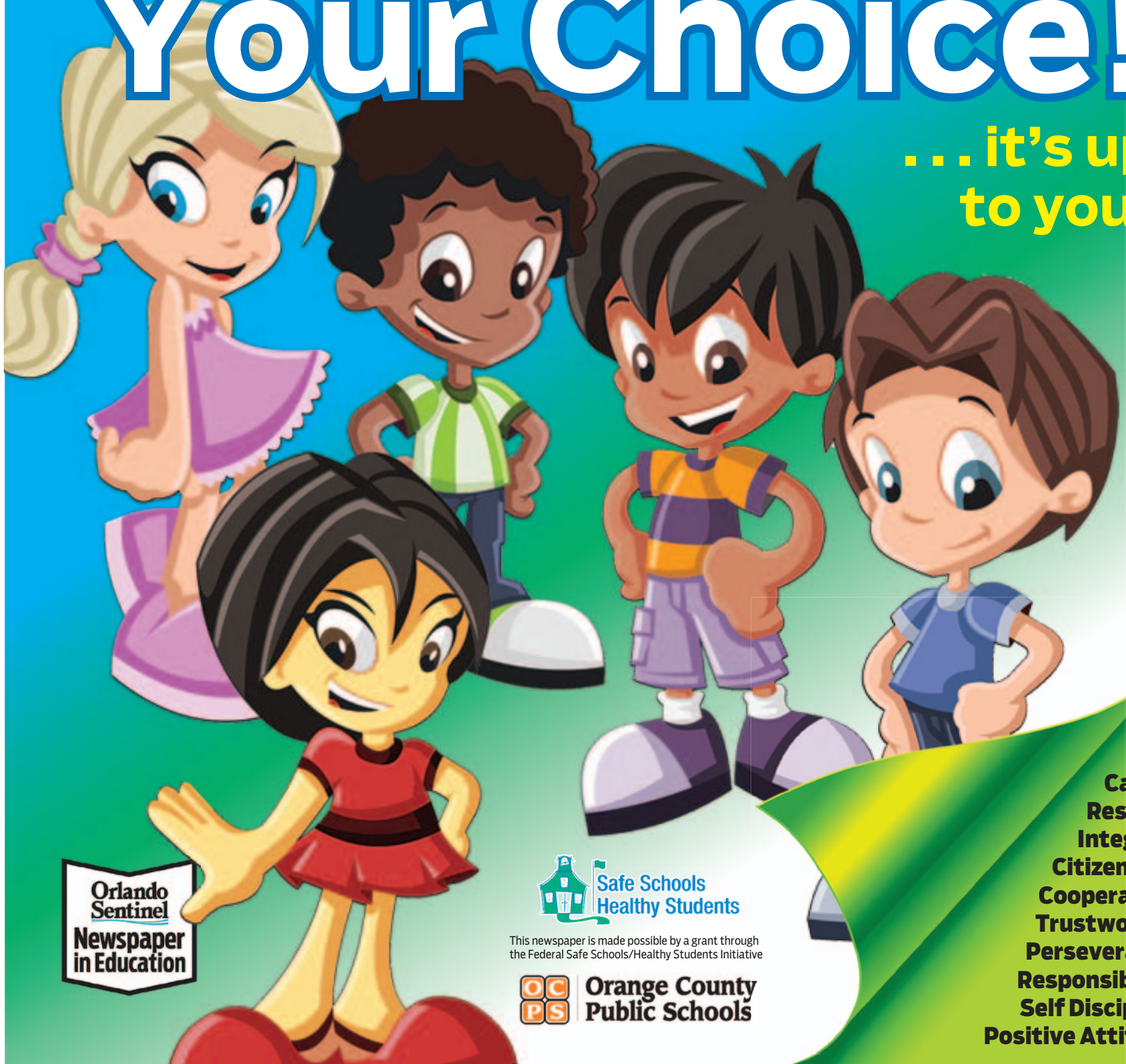


Your Character

2012

Your Choice!

... it's up
to you!



Orlando
Sentinel
Newspaper
in Education



This newspaper is made possible by a grant through
the Federal Safe Schools/Healthy Students Initiative

OC
PS Orange County
Public Schools

Caring
Respect
Integrity
Citizenship
Cooperation
Trustworthy
Perseverance
Responsibility
Self Discipline
Positive Attitude

Your Character Your Choice!

... it's up to you!

INSIDE...

2. Superintendent welcome & supplement instructions
3. Character traits
4. Drugs and their negative effects
6. Drugs and your body
8. Peer pressure and saying No
9. What is Bullying?
10. Be an Upstander
11. It's up to you to make better choices
12. Parents support guidelines



Ronald Blocker
Superintendent

Dear Students,
Greetings from Orange County Public Schools! Character development is an important part of your education. In today's world, success is judged not only by how well you do in school, but also how you treat yourself and others. I am pleased to offer you the opportunity to learn more about how your character impacts your choices through the 2012 Newspaper in Education. "Your Character, Your Choice!"

To be a good student and good citizen you have to know how to make decisions that are healthy and safe and to take responsibility for your actions. "Your Character, Your Choice!" will show you how using positive character traits such as self-discipline, responsibility, respect and citizenship can help guide you in dealing with topics such as bullying, alcohol, drugs, and peer pressure. When you know the facts, it is easier to make good choices.

I challenge you to carefully read "Your Character, Your Choice!" and to use the skills you learn to help you make important decisions. Making good choices takes knowledge, courage, confidence and character. I have trust in your ability to make the right choices that will help you become successful in school and in all that you do.

Sincerely,

Ronald Blocker
Ronald Blocker
Superintendent

Additional Contributors

Orange County Coalition for a **DRUG FREE** Community
drugfreecoalition.org

Character!

Look around!

It's in you to make a difference!

- Text or Blog 3 positive messages to your friends every day for the next week.
- Start a Gratitude Journal listing 5 things you are grateful for each day.
- Choose 1 person each day for the next week and intentionally show them an act of kindness.
- Get involved in a community service project over the summer.

INTEGRITY
Choosing to do what we know is right, even when the choice is difficult



Teachers:

This newspaper was designed as a supplement to enhance the curriculum in the classroom. Practice options appear on each page and are labeled with the letters "T", "S", and/or "P" suggesting whether they are best geared for teacher supervised, independent student, or parent assisted completion. The content and activities are aligned with the Next Generation Sunshine State Standards. Below are listed some suggestions in which you can implement this with your students:

- Assign groups of students one of the character traits and have them become experts, making a presentation to the class on the topic covered on their pages.
- Work with the whole group using it as a supplement to Social Studies, Health, Science, Reading, etc.
- Have students work individually with a set deadline to complete one or more activity per page for extra credit or for homework.
- Use this as an independent work choice when students finish work early.

Parents:

Working together with your child and the school you can use this supplement to reinforce the positive character traits inspiring your child to make wise decisions and helping him/her to understand how to identify and avoid dangers. Some suggestions for using this tab are as follows:

- Talk about the importance of developing these character traits and taking pride in oneself.
- Review the content, topic by topic, encouraging your child to share feelings and experiences related to both the positive and the negative aspects.
- Help guide your child through some of the activities and support his/her efforts to succeed by assisting with research, provide transportation to libraries, brainstorm ideas, etc.
- Reward the use of good character behavior verbally, with hugs, or just spending quality time together!

Students:

You start a journey at the beginning and discover what is within. Find all of these items, and you'll be ready to begin!!

Scavenger Hunt:

Fill in the correct page number where you can find:

- A. The Upstander Pledge _____
- B. The character trait of Responsibility _____
- C. Information on peer pressure _____
- D. Parent information _____
- E. A practice activity asking you to listen to the song, RESPECT _____
- F. The CHOICES model for decision making _____

Language Arts: LA.RI.3.1, LA.RI.3.7, LA.RI.4.7, LA.RI.5.7

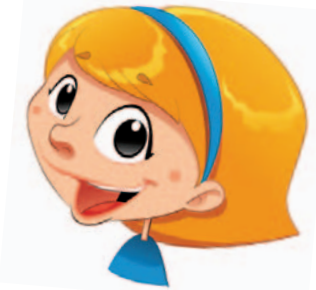
Activities:

- A. Look through this newspaper tab to help you find the character trait that best fits in the blank space. (S)

 1. A _____ student speaks up when they see someone being bullied.
 2. Making good choices about staying away from harmful drugs demonstrates _____.
 3. Understanding bullying and what to do about it is an example of _____.
 4. It takes _____ to say "no" to negative influences (or negative peer pressure).
 5. Choosing not to use drugs shows _____ for your body.
 6. List two ways you have shown a positive attitude in school recently. _____.

- B. Read through a hard copy or online version of the newspaper or a magazine and find a story or article about a person who demonstrated one of the character traits. Cut out the article and write a paragraph about why you chose this story and how it demonstrated the trait you chose. (S,T,P)
- C. Create a skit showing what it is like to behave without using a character trait and then show the same situation using a character trait. Perform for your classmates or, children in another class and have them guess which trait you are portraying. (S, T)

Next Generation Sunshine State Standards:
Language Arts: LA.RI.3.1, LA.RI.3.7, LA.RI.4.7, LA.RI.5.7, LA.RI.6.7, W.3.7, W.4.7, W.5.7, W.6.7, W.3.2, W.4.2, W.5.2, W.6.2, W.3.8, W.4.8, W.5.8, W.6.8, W.3.3, W.4.3, W.5.3, W.6.3
Health: HE.3.P.2.1, HE.3.C.1.1, HE.4.C.1.1, HE.5.B.3.5, HE.5.C.1.3, HE.5.P.1.1, HE.5.P.2.1, HE.6.B.1.2, HE.6.C.1.1
Theater Arts: TH.3.S.3.1, TH.3.S.3.2, TH.3.H.2.2, TH.3.H.3.3, TH.4.C.1.1, TH.5.C.1.1, TH.5.H.1.2, TH.5.H.3.4, TH.5.S.3.1, TH.6.C.1.1, TH.6.S.1.2, TH.6.S.3.2



1. caring 2. responsibility
3. citizenship 4. self-discipline
5. respect

TRUSTWORTHY
Deserving of trust or confidence. When you do drugs, you can lose peoples trust.

A drug is any substance that changes the way your body or mind works. The next two pages will help you to understand different types of drugs and their negative effects. When you are armed with knowledge and information you can successfully demonstrate responsibility and help others around you follow the correct path.

Be Smart Don't Start



**Your Character,
Your Choice!**

No Drugs Allowed – This is a Drug Free Zone!

MARIJUANA

Marijuana comes from a plant called the hemp plant. It is dried and broken up into very small pieces and wrapped in paper to make marijuana cigarettes. Marijuana cigarettes are called joints, weed, pot or grass.

Short Term Effects of Marijuana:

- Changes the way your mind works so you do things you wouldn't normally do
- Can lead to the use of more harmful drugs
- Gets in the way of your learning

Long Term Effects of Marijuana:

- Makes you feel and act differently
- Severe memory loss
- Lung infections
- Cancer



LEGAL DRUGS

Prescription Drugs and Over the Counter Drugs

Both of these are legal and within the law, but if abused or used incorrectly can be as dangerous as any of the other drugs listed on these two pages. Prescription drugs are prescribed by doctors for specific patients for specific illness. The dose prescribed is based on the patient's age, weight, and other factors, including other medications taken and allergies. What is good for one person may be totally harmful to another.

If your name is not on the prescription bottle:

- It is very dangerous and can even lead to death
- It is always against the law
- It is just as illegal as taking street drugs

Over-the-Counter Drugs

Many times when you are ill your parents will give you over-the-counter cough medicine or aspirin. These are designed to help you feel better; however, if not taken correctly they can prove to be as harmful as any that we have already mentioned today. Never take any kind of medicine without checking with your parent or guardian first.

... it's up to you!

RESPONSIBILITY
To be accountable for your words and your actions. Doing what you say you will do.

ALCOHOL

Alcohol is found in beer, wine and liquor. When you drink alcohol, it is absorbed into the stomach (kind of like a sponge soaking up water). Next, it enters the bloodstream and that's how it travels to your other body parts.

Short Term Effects of Alcohol:

- Slurred speech
- Dizziness
- Nausea and vomiting
- Headache
- Unclear or fuzzy vision
- Saying and doing things you wouldn't normally say or do.

Long Term Effects of Alcohol:

- Problems getting along with others
- Permanent brain and liver damage
- Stroke, high blood pressure
- Accidents



INHALANTS

Inhalants are extremely dangerous because many are common items found right in your own home. Cooking spray, glue, nail polish remover, and paint thinner all fall into this category and enter your body through "huffing." When they enter your system they become a poison that can kill you the first time you try them!



K2 OR SPICE

K2 or Spice is a new drug that has effects just like marijuana and is illegal in the U.S. It is usually smoked in a small pipe or a cigarette.

Immediate physical affects after smoking:

- Dizziness
- Confusion
- Bloodshot eyes
- Cannot remember recent events or conversations

Longer term behavioral effects:

- Change in academic performance
- Change in energy and attitude
- Loss of interest in family relationships

TOBACCO



Tobacco is a plant whose brown leaves are cut up to make cigarettes. Tobacco is usually smoked. Nicotine is the chemical in tobacco that makes it addictive (hard to stop). The more you smoke, the more you want to smoke. Your body becomes physically dependent on the drug and begins to crave it. This is what makes it so hard to quit smoking once you've started.

Short Term Effects of Tobacco:

- Bad breath
- Yellow teeth
- Faster heart rate, making it harder to run, jump, etc

Long Term Effects of Tobacco:

- Lung disease and lung cancer
- Wrinkles
- Bronchitis and emphysema
- Heart damage

ACTIVITY

Do The Math

As of July, 2012 the average price of a pack of cigarettes in the state of Florida costs \$6.08

- One week \$6.08 x 7 = _____
- One month \$6.08 x 30 = _____
- Six months \$6.08 x 180 = _____
- One year \$6.08 x 365 = _____

Write down some things you could do with that much money _____



ACTIVITY

Select one of the types of drugs

featured on these two pages and design a "Really Responsible" picture showing classmates how to act responsibly if they are being offered that drug. Share with your class or other friends.

Next Generation Sunshine State Standards:
Language Arts: LA.SL.3.4, LA.SL.3.5, LA.SL.3.6, LA.SL.4.4, LA.SL.4.5, LA.SL.4.6, LA.SL.5.4, LA.SL.5.5, LA.SL.5.6, LA.SL.6.4, LA.SL.6.5, LA.SL.6.6
Visual Arts: VA.3.F.3.1, VA.3.S.1.1, VA.3.S.1.2, VA.3.C.1.1, VA.4.C.2.3, VA.4.F.3.1, VA.5.F.3.1, VA.5.S.1.3, VA.6.H.3.3, VA.6.H.3.4
Math: MA.3.OA.1, MA.3.OA.7, MA.3.NBT.3, MA.4.OA.2, MA.4.NBT.5, MA.5.NBT.5, MA.6.N.5.3
Health: HE.3.B.3.6, HE.3.P.2.1, HE.3.C.1.1, HE.4.C.1.1, HE.4.B.3.5, HE.4.P.1.1, HE.4.P.2.1, HE.4.P.1.3, HE.5.C.1.1, HE.5.C.1.3, HE.5.B.3.3, HE.5.B.3.5, HE.5.B.3.6, HE.5.P.1.1, HE.5.P.2.1, HE.6.B.1.2, HE.6.B.3.6, HE.6.P.1.1, HE.6.P.1.2, HE.6.P.1.2, HE.6.C.2.10

PERSEVERANCE

Sticking with a task even though it is hard. Never giving up.

Drugs & your Body



Brain/Head

Chemicals in some drugs mess up the parts of the brain that form memories. So drug users may have trouble remembering what happened yesterday. How smart is that?

Other drugs slow down your ability to act and move. And others can cause hallucinations (huh-lo os-in-nay-shuns), where you're wide awake but you see and hear things that aren't really there, like in a weird dream. Hallucinations are very dangerous because they can cause you to do things that could harm you.

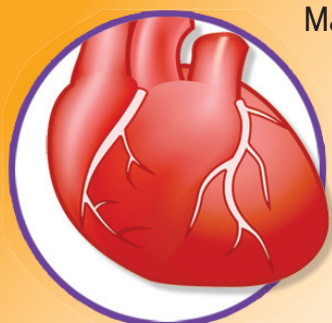
Brain damage can also result from using several kinds of drugs. Because lots of drugs can affect normal brain function, drug users may not be able to sleep, may feel very nervous, become depressed and show violent behavior.



Skin

Using drugs can show on the outside, too. The skin can look and feel bad because of some drugs.

- Several drugs can:
- Make your skin wrinkle.
 - Cause you to always pick at your skin.
 - Make your skin dry, itchy and infected.



Heart

Many drugs that can be taken by mouth, eaten, smoked or injected into your veins can interrupt the way your heart works. The heart can be hurt by drugs in a number of ways, including:

- Faster heart rate, puts stress on the heart.
- Heart attacks, which can cause death.
- Anxiety and panic attacks.



Ears

You hear things that aren't really there. How weird!

Other Body Parts

- Some drugs attack the cells and tissues that protect you from disease.
- Studies link some drugs to liver failure.
- Certain drugs can make you sick to your stomach. Drugs can cause you to vomit and make you lose your appetite.

Be Smart Don't Start

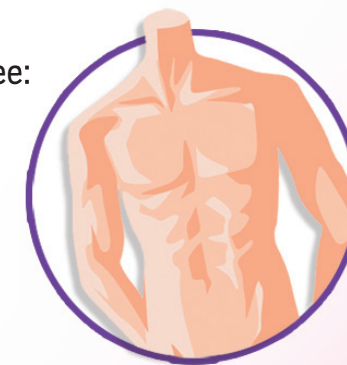
Your Character, Your Choice! ... it's up to you!



Body/Limbs

Use drugs, and your body will go through changes. Here are some of the bad things you will see:

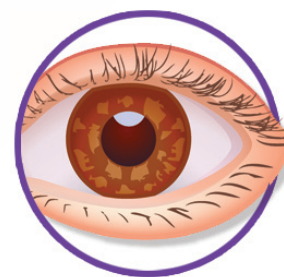
- Your bones won't grow as much as someone's who didn't take drugs.
- You won't be able to move your body as well, which could mean you won't play baseball or ride a bike or roller skate as well as you did before drugs.
- Your liver and kidneys will be damaged. Then your body can't cleanse itself of waste products to keep you healthy. Liver and kidney damage cannot be fixed, which means you'll need a transplant and could die waiting for one.
- You can develop tremors, which means your hands or arms could shake uncontrollably.



Eyes

Do drugs, and your eyes will let everyone know. Here's what can happen:

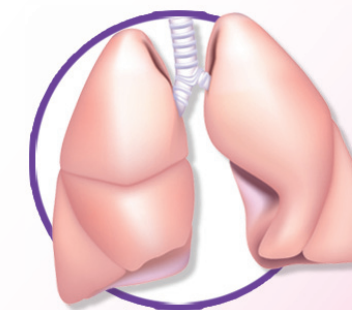
- You get blurry vision and can't see very well.
- You can hallucinate (huh-lo os-in-ate), which means you see things that aren't really there.
- Your pupils, (the black centers of your eyes), get very small, and your eyelids droop.
- Your eyes get bloodshot.



Lungs

Smoking is bad for the lungs. You could see damage to your lungs in these ways:

- Coughing and more chest colds than non-drug users.
- Lung cancer and emphysema (em-fuh-see-muh), are diseases which makes breathing very difficult.



Mouth

- Yuck! Smoking cigarettes and other drugs can make your teeth yellow and make your breath stink.
- Other drugs cause your speech to slow down and make you slur your words.
- Some drugs give you mouth sores and cause tooth decay or your teeth to be weakened.



ACTIVITY

Using the letters in the word **RESPECT**, create a poem explaining how a person shows respect for her/himself by not using drugs. (S)

Example:

- R** Refuse drugs
- E** Exercise daily
- S** Share positive comments with friends, etc.

You can show respect in several different ways. You not only show high regard for authority and others, you also respect yourself. This includes taking exceptional care of your body and doing your best to insure that drugs never have the opportunity to destroy the amazing person that you are.

ACTIVITY

Play Aretha Franklin's recording of **RESPECT** and challenge students to write their own words to the song based on what they have learned on these two pages. They can work individually or in groups with extra credit given to the brave ones who will actually stand up and perform. It might even be an idea for a school assembly as a part of Red Ribbon Week. (T,P)

RESPECT

Treating others as you want to be treated. It is very important to take care of yourself and treat your body with respect.

Ways to Say **No!** to Drugs, Alcohol and Other Things That are Not Good for You.

1 Say **"NO THANKS"** when someone is pressuring you into doing something you don't want to do.

2 Practice giving a **REASON or EXCUSE** ("My parents will ground me.") Then you will be able to use it quickly and sound confident.

3 You can **CHANGE THE SUBJECT** or very simply talk about anything but the bad thing the person is offering. ("Do you like music?, etc")

4 **AVOID POSSIBLE BAD SITUATIONS** by letting your parents know where you are going and who you are going with.

5 If you **CHOOSE FRIENDS THAT MAKE GOOD CHOICES**, you are more likely to make good choices. Your choice of friends is one of the most important choices you can make.

6 **WALKING AWAY** from a bad situation doesn't make you a weak! It's up to you to make the right choices when it comes to drugs, alcohol and other things that are bad for you.

Sometimes situations can be very tempting, especially when your friends or the "cool kids" are inviting you to participate. You know right from wrong. Practicing the character trait of self-discipline helps you continue on your journey to success –

**Your Character,
Your Choice!**

**... it's up
to you!**

SELF-DISCIPLINE
Being in control
of your actions so you
can make positive choices

Peer Pressure

It can affect:

- How you act • What music you listen to
- Who your friends are • Whether you smoke
- If you use alcohol or drugs • What you wear
- What kind of student you are

Negative peer pressure is when people try to get you do something you don't want to do or don't feel comfortable doing. If somebody is pressuring you into doing something that makes you feel uncomfortable or you know is wrong, remember that you are in charge of you and then ask yourself - is this how friends treat each other?

Choose your friends wisely!

What can you do?

What do you say when someone is pressuring you to break the rules, try drugs or alcohol, or do something you don't want to do? You have the right to just say, "NO"! After all, if they are asking you to do something that is not right, **do you really want them as a friend?**

Positive Peer Pressure

If enough kids get together who want to do what is right, it is easier to make positive choices. Pay attention, study hard, do your homework, follow rules and be kind, respectful and responsible.



ACTIVITIES

WRITE A LETTER Think of a story you have read or find an article in the newspaper of a magazine about how peer pressure influenced somebody's behavior. Write a letter to that person suggesting how he/she could have demonstrated self-discipline and responded to the situation differently. (S)

CREATE A PLAN Your teacher is going to be absent for an entire week and a brand new substitute is going to be teaching your class. Some of the coolest students in the class are planning to pull all kinds of pranks and act out and are encouraging everybody else to participate. Create a plan of action about how you are going to turn this situation around and help this new teacher have a great week! (S)

WRITE A BIOGRAPHY Professional athletes are excellent examples of self-discipline. Select one and research how he or she got started and what challenges he or she was able to overcome exercising self-discipline. Write a biography of this person and share with your classmates. (S, T, P)

Next Generation Sunshine State Standards: LA.RI.3.2, LA.RI.4.2, LA.RI.5.2, LA.RI.6.2, LA.W.3.1, LA.W.4.1, LA.W.5.1, LA.W.6.1
Health: HE.3.C.1.1, HE.3.P.2.1, HE.4.C.1.1, HE.4.C.2.2, HE.4.C.2.3, HE.5.C.1.1, HE.5.C.2.2, HE.5.B.3.1, HE.5.B.3.5, HE.5.P.2.1, HE.6.C.1.1, HE.6.C.2.2, HE.6.C.2.10, HE.6.P.1.1, HE.6.P.2.1

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. It can cause physical and/or emotional pain. Cyber-bullying is communicating words or pictures through electronic devices (cell phones, computers, etc.) that cause emotional pain to a person. Demonstrating good citizenship is providing a safe environment for all, treating everybody fairly, and doing your best to turn a bullying situation into a situation that ends positively.

No Bullying Zone!

In 2008 the Jeffrey Johnston Stand Up for All Students Act (state statute #FLHB669) became a law stating that, "Bullying or harassment is prohibited by any student or employee of a public K-12 educational institution in the state of Florida."

Facts about Bullying:

Types of Bullying:

- **Physical** – hitting, shoving, getting someone to hurt another person
- **Verbal** – teasing, racial or ethnic slurs, harassment, spreading rumors
- **Non-verbal** – making rude gestures, leaving someone out on purpose
- **Cyber bullying** – bullying using texting, e-mail, or websites

Harm caused by bullying:

- Bully:**
- Disliked by others, trouble making and keeping friends
 - Not successful in school or at work
 - Possible suspension, expulsion, and/or arrest

- Victim:**
- Living with fear and anxiety • Missing out on fun activities
 - Feeling bad about themselves

Solutions:

- Bully:**
- Get help – talk to a counselor or an adult you trust at school
 - Learn how to change your behavior

- Victim:**
- Tell a trusted adult • Stay in a group
 - **If it feels safe**, stand up to the person who is bullying you

Bystander (someone who witnesses bullying):

- Tell an adult immediately
- Support someone who is being bullied
- **If it feels safe**, stand up to the person doing the bullying
- Refuse to spread rumors



ACTIVITIES

DIVIDE THE CLASS INTO GROUPS. Assign a simulation to be performed by each group (these are just some suggested ideas – you may want to encourage the students to come up with their own scenarios as well): (T, S)

1. Children are saving seats in the lunchroom and not letting a student new to the class sit at their table
2. Children are jumping rope on the playground and excluding a child because he/she is different
3. Students are excluded because of a lesser understanding of the English language.
4. Some big children are bullying some younger children for their lunch money

After the presentation the viewing audience will be asked to answer the following questions - Who was the bully; victim; bystander, what actions were taken by each to help the students understand, and how was the situation successfully defused and settled.

DEVELOP A PERSONAL PLAN OF ACTION explaining how you will personally use the character trait of citizenship to prevent bullying or defuse a bullying situation. Share this with your classmates and family. (S, P)

For more information on how you can better understand and prevent bullying check out these websites:

www.bullybust.org. or **www.StopBullyingNow.hrsa.gov**

You have the power to make a situation right – Your Character, Your Choice!

Next Generation Sunshine State Standards: Language Arts: LA.SL.3.4, LA.SL.4.4, LA.SL.5.4, LA.SL.6.4 Health: HE.3.P.2.1, HE.3.C.1.1, HE.4.C.1.1, HE.5.B.3.5, HE.5.C.1.3, HE.5.P.1.1, HE.5.P.2.1, HE.6.B.1.2, HE.6.C.1.1 Theater Arts: TH.3.S.3.1, TH.3.S.3.2, TH.3.H.2.2, TH.3.H.3.3, TH.4.C.1.1, TH.5.C.1.1, TH.5.H.1.2, TH.5.H.3.4, TH.5.S.3.1, TH.6.C.1.1, TH.6.S.1.2, TH.6.S.3.2

CITIZENSHIP
Law-abiding and involved
in service to school,
community and
country.

I am an Upstander!

An upstander is someone who takes action on behalf of others. We all have a choice to be a passive bystander who does nothing and adds to the problem, or to be an **“upstander”** who responds to the problem in a positive way. The true weapon against bullying is to be an upstander. Caring for your fellow human beings – friends, strangers, family- enables you to find the strength to stand up for them and try to protect them.

Ways to be an Upstander:

- Help others who are being bullied
- Stop untrue or harmful messages from spreading
- Get friends involved
- Make friends outside of your circle
- Be aware of the bullying policy at your school and keep it in mind when you witness bullying
- Make an effort to make new students feel comfortable and introduce them around
- Refuse to be a bystander/witness
- Respect others' differences and help others to respect differences

Just Speak Out!

If you notice any threatening or bullying behavior endangering you, your family, or your friends, but you are frightened about the consequences of being identified if you report it, there is a **SPEAK OUT Hot line**. You can report these events anonymously and safely while still being a caring person.

Call **800-423-TIPS** (8477) or text **‘speakout’** with your information to **CRIMES**(274637).

A bully is a bully as long as there is nobody to stand up to him/her and acts afraid. Stand firm, unite together, and refuse to be pushed around as a group.

CARING
Feeling interest or concern for others. Putting yourself in someone else's shoes

An upstander is a caring hero!

Take the Upstander Pledge
I will always:

- S** Support those around me who are being victimized
- T** Tell a friend, teacher, or parent when I see someone being bullied
- A** Ask myself, “How would I want to be treated?”
- N** Note where bullying occurs
- D** Do something when I see someone being bullied
- U** Understand why bullies bully
- P** Practice being a good role model for my fellow students

ACTIVITIES

CREATE YOUR OWN PLEDGE As a class use the letters from the word **“upstander”** to create your own pledge based on what you have learned about bullying from the previous pages. After all class members have signed the pledge brainstorm ways to develop a plan to share the pledge with the rest of the school and encourage all students to work together to eliminate bullying. (T, S)

MATCH GAME Match the Action in Column A with the description in Column B (s)

- | | |
|---|---|
| 1. Sending mean or threatening pictures | ___ A Jeffrey Johnston Stand Up for All Students Act |
| 2. Making rude gestures, leaving someone out of a group or activity on purpose | ___ B Bullying |
| 3. Refusing to be a bystander | ___ C Cyber-bullying |
| 4. Law-abiding and involved in service to school, community, and country. | ___ D Upstander |
| 5. “Bullying or harassment is prohibited by any student or employee of a public K-12 educational institution in Florida.” | ___ E Citizenship |

Next Generation Sunshine State Standards: Health: HE.3.P.2.1, HE.3.C.1.1, HE.4.C.1.1, HE.5.B.3.5, HE.5.C.1.3, HE.5.P.1.1, HE.5.P.2.1, HE.6.B.1.2, HE.6.C.1.1

“Your Character, Your Choice!” ... it's up to you!

ACTIVITIES

CHOICES MODEL Using the CHOICES model at the bottom of the page, demonstrate to your classmates how you would resolve the following situations! (s)

- A** Your friend forgot to do his/her homework over the weekend and wants to copy yours before class begins.
- B** You see another student taking something out of your friend's desk without permission
- C** You see a student writing with a marker on the walls of the school
- D** The two students in front of you are sharing answers on their science test whenever the teacher is not looking
- E** Your older sister or brother or a friend is looking at inappropriate pictures on the computer

FIND THE CLUE The answers to all of the clues below are found throughout this newspaper tab. Reading it carefully will be the key to finding the correct answers as well as helping guide you on your journey towards success in school, at home, and in life!

- 1 Interest or concern for others shows _____.
- 2 Somebody who chooses to do something about a situation and not just be a bystander is an _____.
- 3 Being accountable for your words & actions means you're _____.
- 4 You always have the right to say _____ when you know something is wrong.
- 5 The act of repeatedly hurting someone on purpose who has less power than you do is called _____.
- 6 Verbal, non-verbal, cyber, and _____ are all forms of bullying.
- 7 One action you can take if you receive nasty e-mail is _____.
- 8 _____ means treating others the way you want to be treated.
- 9 When you show citizenship you are _____ and involved in service to school, community and country.
- 10 Self-discipline means _____ before you act.
- 11 _____ are people with whom you try to connect and who share common interests.
- 12 Use the _____ to review a situation before you make a decision.

Next Generation Sunshine State Standards: Language Arts: LA.RI.3.7, LA.RI.4.7, LA.RI.5.7, LA.RI.6.7, LA.SL.3.4, LA.SL.3.5, LA.SL.3.6, LA.SL.4.4, LA.SL.4.5, LA.SL.4.6, LA.SL.5.4, LA.SL.5.5, LA.SL.5.6, LA.SL.6.4, LA.SL.6.5, LA.SL.6.6 Theater Arts: TH.3.S.3.1, TH.3.S.3.2, TH.3.H.2.2, TH.3.H.3.3, TH.4.C.1.1, TH.5.C.1.1, TH.5.H.1.2, TH.5.H.3.4, TH.5.S.3.1, TH.68.C.1.1, TH.68.S.1.2, TH.68.S.3.2

Remember that it's up to you to choose your direction.

Will you take an active part in your life or just let events happen? Will you choose to respect your classmates and support their differences? Will you choose to avoid drugs and lead a healthy lifestyle? Will you make the choice to do whatever you possibly can to make this world a better place?

Self-discipline, caring, respect, responsibility, integrity, citizenship, perseverance, trustworthiness, positive attitude, cooperation – on paper they are words – only you can embrace them and turn them into actions!

Once upon a time there was a group of students who demonstrated quality character and made good choices. These students changed the world and everyone lived happily ever after!

It's up to you!

All of the character traits are equally important. If you practice them daily they will soon become a wonderful habit and you will easily travel the path to success – plus you will be a very happy person!! People will respect you, enjoy being with you, and look up to you. It's your character, your choice and the choice is one only you can make.

One important aspect of choice is making decisions – how do you make the right decision in any given situation? Use the choices model below as a guide and you will find yourself feeling more confident in every decision you make!

Because you plan to be such an outstanding citizen, it is also important to think about friends and how to make strong, long-lasting, solid friendships.

- Here are some tips for making good friends:**
- Try to connect with people who share common interests
 - Smile like you mean it
 - Say something nice or positive about the person
 - Ask questions showing an interest to know more about the person
 - Be honest and trustworthy

Notice that most of these reflect the character traits, a coincidence – I think not!

CHOICES MODEL

- C** Consider the decision to be made
- H** Highlight your choices
- O** Outline the consequences of each choice
- I** Identify the best choice
- C** Choose – Do it!
- E** Evaluate your choice
- S** Start over if you need to

COOPERATION
Working together for a common purpose. Sharing. Teamwork.

The Adults in My Life Agree:

I, being the responsible adult in the life of

_____ (student's name)

pledge to do my part in helping this Orange County Public School student, and member of the Orange County community, grow into a responsible adult, and make good choices in their life.

Signed _____

Date _____

Honorary Membership Registration Form

Orange County Drug Free Coalition

Your Name _____

E-mail address _____

School _____

Home Address _____

City _____

State _____ Zip _____

Phone _____

Mail to: **Orange County Office
for a Drug-Free Community**
109 East Church Street,
Lower Level, Orlando, FL 32801

Visit our Web site:
www.drugfreecoalition.org

Once your registration form and membership card are received, you'll be sent a laminated membership card along with a bracelet to wear that shows you use the power of choice to remain drug free.



Parents, with your support and encouragement your child will have a much smoother journey along the pathway to success. Thank you for guiding them and helping them embrace the character traits and make wise decisions.

**POSITIVE
ATTITUDE**
Having a hopeful and
confident outlook toward life.
Seeing the good side of things.

Parents...It's up to you!

Your children look to you for guidance, support, and love. You are their best role models and their best friends. Please review this newspaper tab with your children and discuss the key points. Knowing he or she can always count on you to be there, to listen without judging when your child has a problem or concern, and to always have his or her back builds a healthy, secure, safe child!



Bullying

- Help your child understand that nobody has the right to bully them
- Review the information in this tab and help your child develop a personal bullying prevention action plan
- Encourage your child to tell you if they feel bullied
- Explain what a bully is

Drugs

- Explain that drugs take many forms and are dangerous when not used properly
- If you take prescription medications explain to your child what they are for and why they can cause harm if he or she takes them
- If you keep alcoholic beverages in your home explain that there are laws spelling out the specific age (21) when one is allowed to drink these and that amongst adults socially drinking alcoholic beverages within moderation is acceptable behavior. The key words are adults, social, and moderation
 - Encourage your child to share information if he or she sees peers using any form of drugs. Explain that it is not tattling it is helping to save a life
 - Help your child to find the strength to say "NO" and just walk away from uncomfortable situations

Positive Decision Making

- Review the CHOICES model found on page 11 with your child
- Encourage him/her to think a situation through before making a decision and to rely on his/her conscience and knowledge of right and wrong
- Be an active listener providing a sounding board for your child to express his or her thoughts on a situation before making a decision. Only provide verbal feedback if requested
- Keep the lines of communication open at all times
- Model positive decision making
- Let your child know it is ok to make a mistake as long as he/she uses it as a learning experience and then moves forward, adjusting the decision making process

Next Generation Sunshine State Standards:
Language Arts: LA.RI.3.1, LA.RI.3.7, LA.RI.4.7, LA.RI.5.7, LA.RI.6.7, W.3.7, W.4.7, W.5.7, W.6.7, W.3.2, W.4.2, W.5.2, W.6.2, W.3.8, W.4.8, W.5.8, W.6.8, W.3.3, W.4.3, W.5.3, W.6.3 Health: HE.3.P.2.1, HE.3.C.1.1, HE.4.C.1.1, HE.5.B.3.5, HE.5.C.1.3, HE.5.P.1.1, HE.5.P.2.1, HE.6.B.1.2, HE.6.C.1.1 Theater Arts: TH.3.S.3.1, TH.3.S.3.2, TH.3.H.2.2, TH.3.H.3.3, TH.4.C.1.1, TH.5.C.1.1, TH.5.H.1.2, TH.5.H.3.4 TH.5.S.3.1, TH.68.C.1.1, TH.68.S.1.2, TH.68.S.3.2