# #12056 DOING THE RIGHT THING: BUILDING CHARACTER

SUNBURST VISUAL MEDIA, 2002 Grade Level: K-4 15 Minutes





#### CAPTIONED MEDIA PROGRAM RELATED RESOURCES

#12053 BUZZ, BUZZ, BUZZ: DID YOU HEAR ABOUT...?

#12054 LEARNING ABOUT HONESTY

#12060 LISTEN TO WHAT I JUST HEARD!

#12064 LET'S MAKE UP

Funding for the Captioned Media Program is provided by the U.S. Department of Education



Doing the Right Thing: Building Character Grades K-2

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program running time: approximately 16 minutes

### Program Overview

### Why Should Children View Doing the Right Thing?

Children in the primary grades are just starting to be able to tell the difference between right and wrong. Some concepts, such as "don't steal" or "don't hit" may be easier to grasp than others. When it comes to such concepts as being irresponsible, or inconsiderate, or dishonest, children may need more help to see that these types of behavior are undesirable. Doing the Right Thing: Building Character is designed to give children the opportunity to explore some of the concepts and applications of "ethical" behavior. Short, realistic vignettes present specific problems for them to discuss and explore—problems concerning the importance of being responsible, being truthful, being considerate of others, and standing up for a friend who is being treated badly. By getting involved with these situations, children may begin to develop their own ideas about how people should treat each other. And in the process, they understand what it means to do the right thing.

### Learning Objectives

#### Children will:

- understand the difference between desirable and undesirable behavior.
- learn some ways that responsibility can be demonstrated.
- become more sensitive to the feelings of others.
- understand the kinds of problems that can arise when you don't tell the truth.
- recognize that being a real friend sometimes involves taking risks.



### **Program Content**

- Four short, realistic situations in which children learn important lessons about the right way to behave.
- A host introduces and then discusses the lesson in each situation.
- Music videos at the end of each vignette reinforce the points that were made.

#### **Preview Questions**

- What does "doing the right thing" mean to you?
- How would you explain the meaning of the words "responsible," "truthful," and "considerate"?

### Viewing the Program

#### Introduction

The host asks viewers if they know what "doing the right thing" means. She explains that it has to do with things like telling the truth, being responsible, treating people with respect, etc. She says that she will present some stories that will give viewers examples of kids who learned about doing the right thing.

#### Part 1: Tell the Truth

Anthony is looking at his mother's glass giraffe. He's been told not to play with it because it's delicate and can break easily, but today Anthony picks it up and takes it to his bedroom. While Anthony is playing, the giraffe falls off the table and breaks. Anthony is very upset. He knows he'll be in lots of trouble when his mom finds out. He decides to hide the broken giraffe in his brother Trevor's sock drawer. When Anthony's mom notices that the giraffe is missing, she asks both boys if they know where it is, and they both say no. The next morning she finds the giraffe, and angrily confronts Trevor about it. He denies knowing anything about it, but she tells him he is grounded after school that day. Anthony is troubled all day, knowing that his actions, and his lies, got his brother in trouble. Later that day he tells his mother and tells what really happened. She tells him that the worst thing he did was lie and let his brother take the blame. The host points out that sometimes doing the right thing means telling the truth. The scene ends with a music video.

### Part 2: Be Responsible

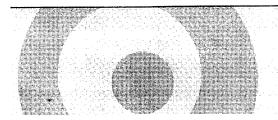
Carrie's teacher, Ms. Granby, gives her a letter addressed to her father. She tells Carrie it's important and asks her to give it to him that night. Carrie goes to play with a friend after school and loses the letter. Later on Carrie remembers the letter and looks all over for it, but she can't find it. A few days later Ms.



Granby asks Carrie if her dad said anything about the letter. Carrie says she forgot to give it to him and promises to do it that night. The next day Carrie says that she gave the letter to her father, but he didn't say anything. Ms. Granby is now suspicious, as she expected Carrie's father to send an answer. She questions Carrie more closely, and Carrie finally admits that she lost the letter. Ms. Granby reminds her that she was responsible for delivering the letter. She gives Carrie another letter and tells her to be very careful with it. The host comes in and notes that Carrie learned that it's important to live up to your responsibilities. Being responsible is the right thing to do. The scene ends with a music video.

#### Part 3: Be Considerate

Tim goes to day camp in the summer, and today his cousin Robert, who's visiting the family, is going with him. Robert is very excited. As they head toward where Tim's group is meeting, Robert makes a detour to the bathroom. While Tim is waiting for him a friend comes over and tells him to hurry because the group is going down to the lake. Tim goes running off with his friend, leaving Robert in the bathroom. When Robert comes out and can't find Tim he is very scared. He sits down on a bench and hopes that Tim will come back soon. Time passes and one of the counselors notices Robert and asks him why he is sitting there. He tells her what happened and she takes him down to where Tim is. Later on she confronts Tim about the way he had treated his cousin. She tells him that what he did wasn't very considerate, and Tim realizes that she's right. The host points out that being considerate means treating other people the way you would want them to treat you, and that's always the right thing to do. The scene ends with a music video.



### Part 4: Stand Up For A Friend

Jennifer suggests to her friends that they play a new game. One person will wear a blindfold and try to tag someone else. Then the tagged person will be "it." Jennifer puts on the blindfold, tags Audrey, and then puts the blindfold on Audrey. But then she plays a mean trick on Audrey—she leads her toward the swing set and Audrey walks right into the bar. All the kids think it's funny except Carol, but she's not sure that Jennifer did it on purpose. Jennifer tells Audrey she is still "it," and while Audrey is blindfolded, Jennifer deliberately trips her. Carol doesn't know what to do. If she says something, Jennifer might get mad and do something mean to her. But finally she decides that she has to stick up for her friend. She suggests that they play another game. When Jennifer says no, Carol refuses to play any more. She tells Jennifer that she doesn't like the way she is making Audrey feel bad. Jennifer says it was just a joke, but Carol tells her it's not funny. Jennifer gives in and agrees not to pick on Audrey any more. The host points out that standing up for a friend isn't always easy, but it makes you feel good about yourself, and it's the right thing to do. A music video ends the scene.

The host summarizes the four stories by reiterating that doing the right thing means:

- 1) being honest and telling the truth
- 2) being responsible
- 3) being considerate of others
- 4) standing up for a friend

### Discussion Questions

#### Part 1: Tell the Truth

- Why had Anthony's mom told him not to play with the giraffe? Do you think she was right to make this rule? Why?
- What do you think Anthony should have done as soon as he broke the giraffe? Why didn't he do this?
- Why did Anthony's mom blame Trevor for breaking the giraffe? How do you think Trevor felt?
- What was the worst thing Anthony did? What lesson did he learn?

#### Part 2: Be Responsible

- Do you think it was Carrie's fault that the letter got lost?
   What could she have done to keep it from getting lost?
- Why did Carrie lie to her teacher about the letter? What would you have done if you were Carrie?
- How did Ms. Granby finally figure out that Carrie was not telling the truth? What lesson did Carrie learn?

#### Part 3: Be Considerate

- Did Tim have any responsibility to his cousin Robert?
   What was his responsibility?
- What should Tim have done when his friend told him they were waiting for him? Do you think what Tim did was selfish or just thoughtless?
- Have you ever been left alone in a strange place where you didn't know anyone? How did you feel? How do you think Robert felt?
- Why was the counselor upset with Tim? What lesson did Tim learn?



### Part 4: Stand Up For A Friend

- Why do you think Jennifer thought being mean to Audrey was fun?
- Have you ever stood by while your friends picked on someone? How did it make you feel? What did you finally do about it?
- How might Audrey have been hurt by Jennifer's tricks? How would you have felt if you were Audrey?
- Do you think Audrey and Jennifer will continue to be friends? What lesson did Jennifer learn?

### Suggested Activities

#### Language Arts

Assign the roles of the characters in each vignette and have students act out the vignettes. You may record each "performance" on videotape and play the tapes back for the children.

#### Language Arts

Invite children to bring in some of the things they collect and show them to the class. Ask each child to explain why he or she likes to collect this particular object.

#### Communication

Invite children to tell about their own real experiences related to something they did that was not honest, responsible, or considerate, and that made them feel bad about themselves. Have each child describe the situation and explain how it was resolved. How did he or she feel afterward?

### Recreation; Movement

Have the class play the game described in Part Four of the program. One child at a time is blindfolded and must try to find the others from the sound of their voices. Ask each child to explain how it feels to be blindfolded and have to rely solely on their hearing.

### Reading; Language Arts

Ask each child to read one of the books listed in the Suggested Reading list on page 36. Have them write or dictate reports on the books they have read.

### Language Arts; Art

Ask students to contribute adjectives that they would use to describe a considerate person. Make a list of these words. Help the class assemble a picture dictionary about consideration by

writing each word on a sheet of paper, illustrating it with drawings or cutouts, and assembling all the pages to form a book.

#### **Mathematics**

Imagine that Anthony decides to buy his mother a new glass giraffe to replace the one he broke. He sees one in a store window; the price is \$8. Anthony only has \$3.50.

- How much more money does he need to buy the giraffe?
- If his allowance is \$2 a week, how long will it take him to save the money he needs?

Make up other story problems based on the program.

### Language Arts; Art

Take a trip to an imaginary land where everyone <u>always</u> does the right thing. Ask children what it might look like and have them think of adjectives to describe all the people that they might meet there. What kind of things are not allowed in this special place? Children may draw pictures of what they think it might look like.

### Language Arts

Have each child write or discuss advice that they would give to someone like Carrie, who does not act responsibly; Anthony, who tells a lie to keep from getting in trouble; Tim, who doesn't stop to think about his cousin's feelings; and Jennifer, who seemed to enjoy picking on a girl who couldn't fight back.

### **Role Playing**

Have children role play the following situations:

 Derek and his sister can't wait to have some homemade pie for dessert. Mom tells Derek that they can share the

- pie that is left. Derek gives his sister a tiny piece and cuts a huge piece for himself, which he eats very fast. His sister is very unhappy.
- George is playing in front of his house when he sees his friend Patrick coming down the street. Two other boys are following Patrick and making fun of him because he has red hair.
- Ashley puts the trash outside and forgets to put the lid on the can. Some dogs dump the trash all over the sidewalk.
   When Ashley's dad scolds her she tells him that she doesn't know how the lid came off the can.
- Mario's mother gives him an alarm clock and tells him that it is his responsibility to get up and get dressed on time every morning. But Mario misses the school bus three days in a row; his mother wants to know why.

### Bulletin Board Starters

- Ask the class to choose an object that they would like to "collect" in picture form. Then have children bring in pictures of the chosen object that they find in newspapers or magazines. (Example: stuffed animals, trucks, pillows, rocking chairs, etc.) Gather as many pictures of the same type of object as you can and display them on the bulletin board.
- Have the children choose one of the situations from the program and draw a comic strip that tells the story. Invite them to input any new dialogue suggestions that they may have. Display the comic strips on a bulletin board.
- Invite children to come up with their own ideas for doing the right thing. Then give them large cutouts of book jackets. Ask children to choose a name for their books, write their titles on their book jackets, and decorate the covers. Display the book jackets on a bulletin board.
- Encourage children to think creatively about the concept of doing the right thing and to write or dictate poems on this theme. They may illustrate their poems if they wish. Display the poems and drawings on a bulletin board.
- Divide the bulletin board into two sections labeled "the right thing" and "the wrong thing." Invite half the class to draw pictures of people doing the wrong thing—being dishonest, inconsiderate, irresponsible, etc.; the other half will draw people doing the right thing. Display the drawings on the appropriate side of the bulletin board.

### Send-Home Page

Dear Family Member,

Your child viewed a program called *Doing the Right Thing: Building Character*. This program was designed to help children understand that there is a desirable way—and an undersireable way— to behave in various situations. The program presented scenes in which children had to decide what would be the right thing to do.

- Ask your child what he or she learned from watching this program. Discuss how these examples of doing the right thing apply to situations in your home.
- Reinforce some of the points that your child learned in the program.
  - —Be responsible. If people are counting on you to do something, do it.
  - —Be honest. When you don't tell the truth things that you don't expect can happen.
  - —Be considerate. Treat others the way you would like to be treated.
  - —Don't be afraid to stand up for a friend who is being treated unfairly.
- Talk to your child about situations in which he or she is having trouble deciding what is the right thing to do. By discussing these problems, your child will be better able to distinguish right from wrong and make decisions about the "right" way to behave.

### **Suggested Reading**

These books may help facilitate a discussion with your child about the importance of always trying to do the right thing.



My Big Lie by Bill Crosby.

The Bird Who Cried Wolf by Kitty Richardo.

### K-1 Take-Home Book

Cut and staple the pages to make a book. Then draw pictures to go with the words.

go with the words.	
	2
Barbara looked very unhappy.	She left her lunch on the school bus.
3	4
Her friend Tony felt sorry for her.	He gave Barbara half of his lunch

### Grade 2 Take-Home Book

Cut and staple the pages to make a book. Then draw pictures to go with the words.

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I always try to do the right thing.	1	I try to be responsible.	ĺ	
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I try to tell the truth all the time.	Ì	to be treated.	[ 	
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And I always stand up for a friend who	is !	Doing the right thing makes me	1	
in trouble.	1	feel good.		
AAA CAVUUXC	I	<u> </u>		

## **Activity Sheets**



### My Collection

Part 1: Tell the Truth
Activity Sheet 1



Anthony's mom collected glass animals. Do you collect anything? Write about your collection below.

What do you collect? (Or what w	ould you like to collect?)
Why do you like to collect these	things?
Haw many of them do you have	2
How many of them do you have	. :
Where do you keep them?	
Draw a picture of one of the piec	es in your collection.
: .	:

Part 1: Tell the Truth
Activity Sheet 2

### Putting Things in Order

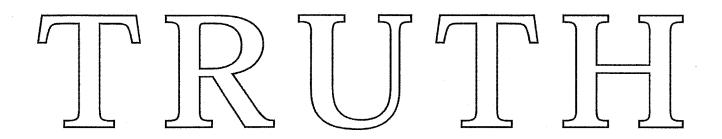
Here are six things that happened in the story, but they are all mixed up. Number them in the right order. Then make six boxes on the back of this page. Number them from one to six. Draw a picture of the first thing in Box Number One. Draw the next thing that happened in Box Number Two. Keep going until you have six pictures that show the order in which things happened.

 Mom found the giraffe and blamed Trevor for breaking it.
Anthony was looking at his mother's glass giraffe.
 Anthony told his mom what really happened.
 He hid the giraffe in his brother's drawer.
 Anthony accidentally bumped the table and the giraffe broke.
 He took it to his room to play with it.

Truth

Part 1: Tell the Truth Activity Sheet 3

Color the letters below.



	"telling the truth" m	eans? Write about
it in your own word	S.	
Circle the right answ	ver.	
1. A word that mea	ns the same as "trutl	n" is
love	happiness	honesty
2. A word that mea	ns the opposite of "t	ruth" is
lie	tattle	anger
<b>3.</b> When you tell a	lie, you are	
honestly	dishonest	honest

### Part 1: Tell the Truth Activity Sheet 4

## It's the Right Thing

Write your own ending to the Telling the truth is the right	
don't tell the truth.	ings that can happen when you
	ou are truthful and when you
don't tell the truth,	
truthful	not truthful

### Part 1: Tell the Truth Activity Sheet 5

### Responsible

How many words can you make from the letters in "RESPONSIBLE"? You can use the letters in any order. Write the words you find on the lines below. Some of the words are done for you.

「wo-Letter Words:			
no			
<u>on</u>	·····		
hree-Letter Words:			
son			
		••••••••••••••••••••••••••••••••••••••	
our-Letter Words:			
rose			
ive-Letter Words:			
bones			

Possible Words:

Two-letter Words: or, on, is, no, in, be, so Three-letter Words: pen, son, pin, sip, lip, ore, sir, one, bin, oil Four-letter Words: bone, lone, seen, been, sore, pile, nose, bore, lion, boil, rose Five-letter Words: snore, spoil, slope, bones, press

Part 2: Be Responsible Activity Sheet 6

### Carrie's Backpack

Look at the pictures below and decide which things Carrie might have in her backpack. There are five all together. Write the names of these things inside the drawing of the backpack.

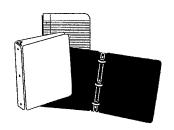








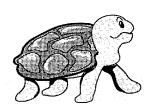












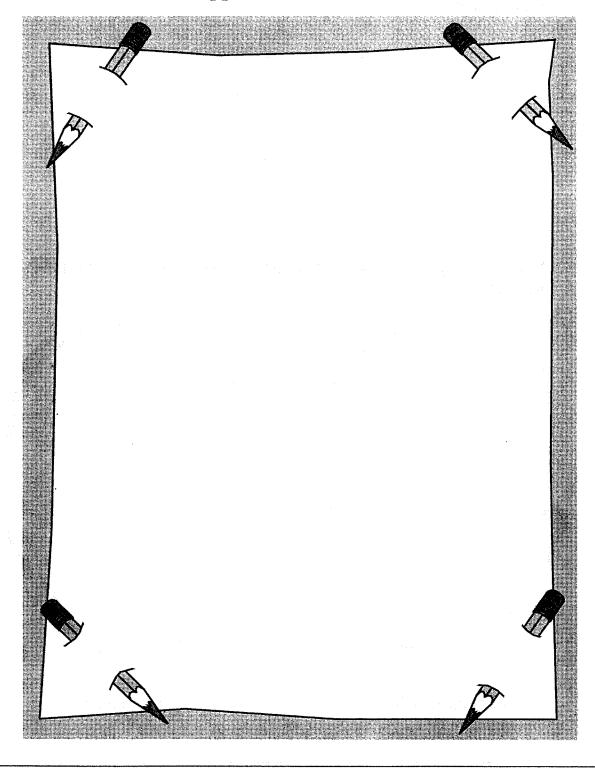




### Remember the Time...

Part 2: Be Responsible Activity Sheet 7

Think about a time when you didn't act in a responsible way. Draw a picture about it. On the back of this page, write about what happened.

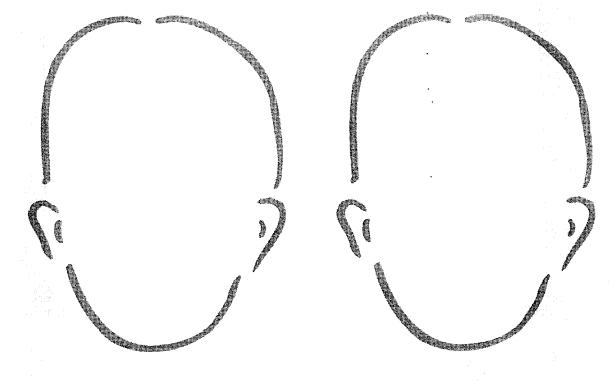


### It's the Right Thing

Part 2: Be Responsible Activity Sheet 8

list o	g responsib f some of t onsible:	le is always the things you	he right thi a can do to	ng to do. show tha	Make a t you are
		to en en la la companya de la compa			
	A	NAME OF THE OWNER OWNER OF THE OWNER OWNE	,	illuani ,	<del>.</del>

Show how you feel when you aren't responsible and when you are.



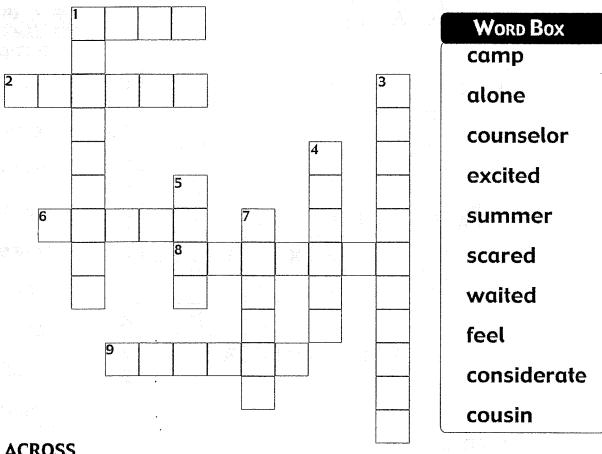
not responsible

responsible

### Crossword

Part 3: Be Considerate Activity Sheet 9

Complete each sentence with one of the words from the box. Then write that word where it belongs in the puzzle.



#### **ACROSS**

1.	Tim went to	for a few hours every day.
2.	One day his	Robert went with him

- 2. One day his \_\_\_\_\_ Robert went with him.
- 6. Tim left Robert \_\_\_\_\_\_ in a strange place.
- 8. Robert was very \_\_\_\_\_ about going to camp.
- 9. The boys were enjoying their \_\_\_\_\_ vacation.

#### **DOWN**

- 1. A \_\_\_\_\_ saw Robert sitting by himself.
- 3. Tim had not been very \_\_\_\_\_\_ of his cousin.
- 4. Robert \_\_\_\_\_ for a long time, but Tim didn't come back.
- 5. Tim didn't think about how Robert would
- 7. Robert was \_\_\_\_\_ when he couldn't find Tim.

## Crossword

Part 3: Be Considerate **Activity Sheet 9 ANSWER KEY** 

Complete each sentence with one of the words from the box. Then write that word where it belongs in the puzzle.

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	N	-								
	S							4 <b>W</b>		
	E			<sup>5</sup> F				A		
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Word Box	
camp	)
alone	***************************************
counselor	***************************************
excited	
summer	
scared	
waited	
feel	
considerate	
cousin	ر

<ol> <li>Tim went to for a few hours every</li> </ol>	day.
---	------

- 2. One day his \_\_\_\_\_\_ Robert went with him.
- 6. Tim left Robert \_\_\_\_\_ in a strange place.
- 8. Robert was very \_\_\_\_\_ about going to camp.
- 9. The boys were enjoying their \_\_\_\_\_ vacation.

#### **DOWN**

- 1. A \_\_\_\_\_ saw Robert sitting by himself.
- 3. Tim had not been very \_\_\_\_\_ of his cousin.
- 4. Robert \_\_\_\_\_ for a long time, but Tim didn't come back.
- 5. Tim didn't think about how Robert would \_\_\_\_\_
- 7. Robert was \_\_\_\_\_ when he couldn't find Tim.

## What About MY Feelings? Part 3: Be Considerate Activity Sheet 10

Your older brother Ron promises to help you with your science project this weekend. You are really happy! On Friday night Ron tells you he decided to go to the movies with his friend Lucas instead. He says he hopes your science project turns out well.

Draw a picture that shows how you feel.

Circle the words that tell how you feel:

Mad

Disappointed

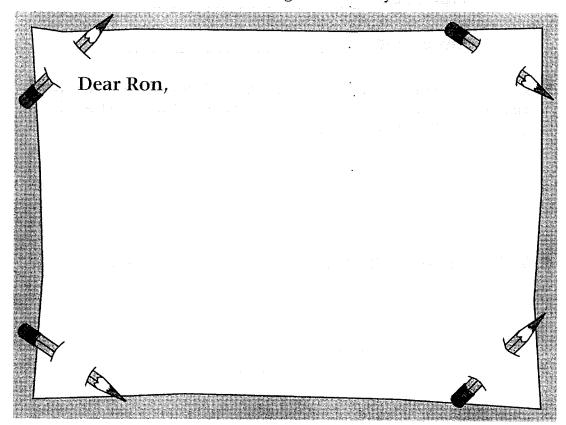
Sad

Friendly

Нарру

**Upset** 

Write a letter to Ron, telling him how you feel.



### You're the Author

Part 3: Be Considerate Activity Sheet 11

Imagine that you are writing a book about being considerate of other people's feelings.

			-
Vrite th		chapters you would include in	1
Cr	napter One:		
Cł	napter Two:	3.34 a : 4	
	napter Three:		
Cl	napter Four:		
CI	napter Five:		
use a b	igger piece of pap	ont cover of your book. You ber if you would like, or draw	caı it
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### it's the Right Thing

Part 3: Be Considerate Activity Sheet 12

Write your own ending to this sentence.

and the first of the second section of	
Being considerate of other p	eoples' feelings is the right
thing to do because	
	<u> </u>
	ays that you would like people
to treat you.	
	u aren't considerate, and when
you are.	
not considerate	considerate

Part 4: Stand Up For A Friend **Activity Sheet 13** 

### It Happened to Me

Think about a time when someone made one of your friends feel bad. Then answer the questions. Use different names for the people.

۱.	Who was being mean to your friend?
2.	What was he or she doing?
3.	How did this make your friend feel?
١.	How did you feel?
ō.	What did you do or say to the person who was being mean?
5.	What made the person finally stop?
7.	How did you feel about yourself afterward?
	raw a picture on the back of this page to show what

### Hidden Meanings

Part 4: Stand Up For A Friend Activity Sheet 14

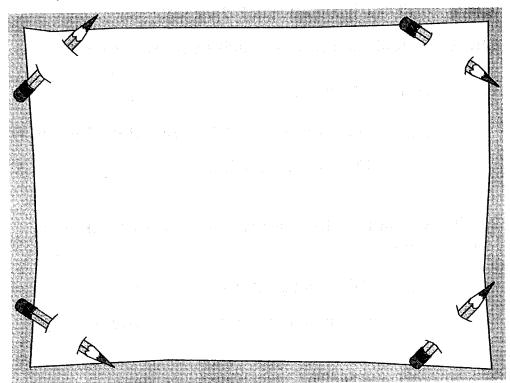
The words "stand up" for someone don't actually mean that you are standing on your feet. There are lots of times when words don't really mean what they say.

. It's <u>rain</u>	ing cats and dogs.	
	Cats and dogs are falling out of	the sky.
:	It's raining very hard.	
<b>2.</b> Allison' the gara	s dad <u>hit the roof</u> when he saw the rage.	ness in
- <u></u>	Allison's dad got very angry.	
	Allison's dad climbed onto the r	oof.
<b>3.</b> Camero	on was <u>feeling very blue</u> yesterday.	
***************************************	Cameron's face was blue.	
No. and Administration	Cameron was feeling sad.	
<b>4.</b> Frank <u>jı</u>	ımped out of his skin when he heard	d the noise.
	Frank got very scared.	
	Frank's skin came off his body.	
<b>5.</b> Can you	u think of another one?	
:		

Part 4: Stand Up For A Friend Activity Sheet 15

## You're''lt''!

Draw a picture of Jennifer, Audrey and Carol playing the game. (Remember, Audrey is blindfolded.)



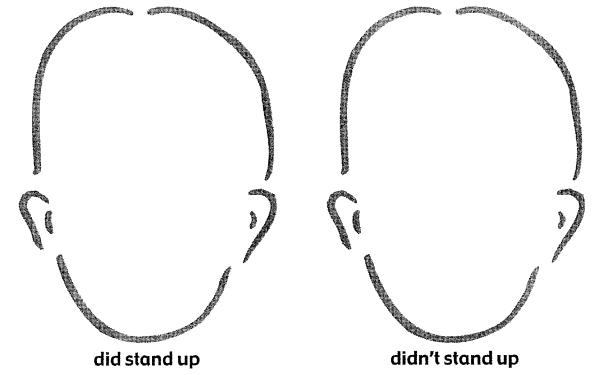
Now write your answers to these questions.

- 1. Why did Audrey have a blindfold on?
- 2. What was Jennifer doing to Audrey?
- 3. How did this make Audrey feel?
- 4. How did this make Carol feel?
- 5. Do you think Jennifer liked being mean? Why?
- 6. Do you think Audrey and Carol will be friends with Jennifer after this?

## It's the Right Thing

Part 4: Stand Up For A Friend Activity Sheet 16

Make a for a fric	list of some of the times you might have to stand uend.



Part 4: Stand Up For A Friend Activity Sheet 17

# Do the Right Thing Poster



Design a poster to encourage others to always do the right thing. Think about what you want to say. Then illustrate your words with drawings or designs.

# 

# **Suggested Reading**

#### Reading for Educators and Parents

- Humphrey, Sandra McLeod. *If You Had to Choose, What Would You Do?*Prometheus Books, 1995. For parents to use with their kids to introduce and begin talking about personal values and how to develop their own code of moral conduct.
- Kurshan, Neil. *Raising Your Child to Be a Mensch*. Atheneum, 1987. Guidance, encouragement, and hope for parents who want to raise children with the backbone to say no, the nerve to say yes, and the self-confidence and strength of character to make hard decisions and stand firm.
- Lewis, Barbara A., and Marjories Lisovskis. *A Leader's Guide to Being Your Best: Character-Building for Kids 7-10*. Four Spirit Publishing, 2000. Using simple activities, mnemonics, and open-ended "What if?" questions, offers children practical ways to develop and strengthen ten positive character traits.
- Stilwell, Barbara M., M.D. *Right Vs. Wrong: Raising a Child With a Conscience*. Indiana University Press, 2000. A guide for parents for helping their children build conscience-building strategies; describes how conscience becomes an internal authority and how children learn to sense and evaluate the moral issues in new situations.

#### Fiction for Grades K-2

- Berenstain, Stan and Jan. *The Berenstain Bears and the Truth*. Random House, 1988. Brother and Sister learn the importance of telling the truth.
- Brown, Mark Tolon. *Arthur and the True Francine*. Little, Brown, 1987. Francine's friend stands up for her when she is accused of cheating.

- Bunting, Eve. *A Day's Work*. Houghton Mifflin, 1997. In this touching story about an immigrant grandfather and grandson, the grandson gets his grandfather into trouble by telling lies, after which the grandfather sets about making things right.
- Cameron, Susan. *Lleonard the Llama That Lied*. Paulist Press, 1997. A tale with an easy-to-understand moral.
- Carlson, Nancy. *Harriet and the Garden*. Puffin Books, 1985. After trampling her neighbor's prize dahlias in an effort to catch a fly ball, Harriet runs home to avoid being caught.
- Carrick, Carol. *Some Friend!* Houghton Mifflin, 1987. Mike learns to deal with his overbearing friend Rob.
- Cosby, Bill. *My Big Lie*. Cartwheel Books, 1999. By telling a big fib, Little Bill gets into big trouble.
- Estes, Eleanor. *The Hundred Dresses*. Econo-Clad Books, 1999. Deals with moral courage and friendship in the face of peer pressure.
- Giff, Patricia Reilly. *Fancy Feet*. YoungYearling, 1988. Stacy Arrow is hard put to explain what happened to the gold shoes that were destined to go on sale in the class store—all her friends think she stole them!
- Giff, Patricia Reilly. *Fish Face*. Dell Yearling, 1984. Having discovered that a classmate is a thief, Emily must decide what to do.
- Hutchins, H.J. *Believing Sophie*. Whitman, 1995. Wrongfully accused of stealing cough drops from a grocery story, Sophie is determined to prove her innocence.
- McKissack, Patricia. *The Honest-to-Goodness Truth*. Atheneum, 2000. Only after Libby decides to tell the truth and nothing but, and then finds her good intentions gone awry, does she grasp the difference between the right and wrong ways to tell the truth.

- Oppenheim, Joanne. *Rooster Remembers: A Bank Street Book About Values*. Viking, 1991. Farmyard animals explore what honesty means.
- Park, Barbara. *Junie B. Jones is Not a Crook*. Random Library, 1997. Junie's mittens are missing, and because she can't find them she feels justified in keeping a pen she found on the floor.
- Richards, Kitty. *The Bird Who Cried Wolf*. Simon Spotlight, 2000. An easy-to-read adventure story about Eliza and a bird who is unable to speak the truth.

## Additional Materials from Sunburst Visual Media

"Learning About Honesty"
18-minute video for Grades K-2

"Student Workshop: Let's Talk About Respect" 18-minute video for Grades K-2

"What's Respect?"
13-minute video for Grades K-2

"Let Me Choose! Making Decisions" 13-minute video for Grades K-2

# Script

#### Doing the Right Thing: Building Character

#### Host:

Has anyone ever said to you, "Do the right thing." Do you know what it means? Well, doing the right thing has to do with telling the truth and being responsible and treating people with respect—things like that. Listen to some stories about kids who learned about doing the right thing. And you'll see what I mean. Let's start with Anthony.

#### **Tell The Truth**

Anthony's mom had a little glass giraffe. Now Anthony had been told that he couldn't play with it, because it was very delicate and it could break easily. And usually he was good about not touching it. But not today...

Anthony was being very careful. But as he was playing, the giraffe slipped, hit the shelf and broke.

Anthony didn't know what to do! His mom would be very upset and he'd be in lots of trouble. So Anthony hid the giraffe in his older brother's drawer.

#### Mom:

That's peculiar.

#### Trevor:

What?

#### Mom:

The giraffe is missing.

#### Trevor:

What giraffe?

#### Mom:

The glass giraffe my Aunt Jane gave it me when I was a little girl.

## Trevor:

Oh.

#### Mom:

Trevor have you seen it?

## Trevor:

No.

#### Mom:

Anthony?

#### Anthony:

Nope.

#### Host:

The next morning Anthony and Trevor were having breakfast.

#### Mom:

Trevor, aren't you supposed to bring a blue shirt to school today for field day?

#### Trevor:

Oh yeah. I forgot.

#### Mom:

I'll get it. You guys finish eating.

What in the world! I don't believe this!

#### Mom:

Trevor. What's this?

#### Trevor:

Oh good, you found it.



#### Mom:

Yes, I found it, in your drawer. And it's broken.

#### Trevor:

My drawer! I don't know how it got there.

#### Mom:

Well, we don't have time to talk about this. You make sure you come straight home.

#### Trevor:

But Mom. I'm going to Billy's! We're gonna play with his new video game.

#### Mom:

No, you're not. You're coming home so we can talk about this.

#### Trevor:

That's so unfair!

#### Host:

At school that day, Anthony thought about what happened— and he felt bad. When he hid the giraffe and lied about it, he didn't stop to think that Trevor would get in trouble. But he was learning that when you don't tell the truth things can happen that you don't expect.

So Anthony told his mom what really happened.

#### **Anthony:**

So, are you mad at me?

#### Mom:

Well, I'm upset because you were told not to play with those things and you did. But I'm really disappointed that you lied about it. And that you let Trevor take the blame. I think

you'd better go and apologize to him. Next time, do the right thing. Tell the truth.

#### Host:

So Anthony learned that doing the right thing means telling the truth. Be honest. It's the right thing to do.

#### **Music Video**

How do you know what's right or wrong?

It's not so hard to do.

You can feel what's right or wrong,

right inside of you.

You've got to tell the truth.

You've got to tell the truth.

You've got to tell the truth—'cause it's the right thing to do.

Stop the tape here for "Tell the Truth" Activity Sheets

#### Be Responsible

#### Host:

One day just as Carrie was leaving school her teacher gave her a letter.

#### Ms. Granby:

Carrie this letter is for your dad. Make sure you give it to him tonight.

#### Carrie:

Okay.

#### Ms. Granby:

Don't forget. This letter is your responsibility.

#### Carrie:

Okay.

#### Caitlin:

What did Ms. Granby want?

#### Carrie:

I have to give this letter to my dad.

#### Caitlin:

What for?

#### Carrie:

I don't know.

#### Caitlin:

Do you want to come to my house?

#### Carrie:

Okay.

#### Caitlin:

Tina's coming over.

#### Carrie:

Oh great!

#### Caitlin:

There's my mom. Let's go.

#### Host:

When Carrie got home, she sat down to do her homework. Then she remembered the letter. She looked all through her bookbag, but she couldn't find it.

Carrie didn't know what to do. She just hoped that Ms. Granby wouldn't ask her about the letter. But a few days later, she did.

#### Ms. Granby:

Carrie, did your dad say anything about the letter I sent home with you?

#### Carrie:

Uhm...no.

#### Ms. Granby:

You did gave him the letter didn't you?

#### Carrie:

I'm sorry. I forgot to.

#### Ms. Granby:

Please make sure you give it to him today. It's important. Very important. Okay?

#### Carrie:

Okay.

#### Host:

Well the next day, Ms. Granby asked again.

#### Ms. Granby:

Good morning. Did you give the letter to your dad?

#### Carrie:

Yup.

## Granby:

And?

## Carrie:

He didn't say anything.

#### Host:

Now Ms. Granby knew something was up—because she knew Carrie's father would have sent in an answer.

#### **Granby:**

Carrie, what's going on?

#### Host:

Carrie knew that what she was doing wasn't right. So she told Ms. Granby the truth.

#### Carrie:

I lost the letter. I can't find it anywhere.

#### Granby:

You know, Carrie. Delivering that letter was your responsibility.

#### Carrie:

I know.

#### **Granby:**

And the responsible thing would have been to take care of it.

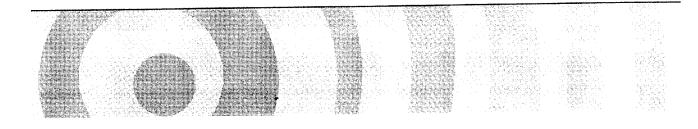
Well, I'm going to give you another one. And this time I need you to be very careful with it. Okay? I know you can be responsible if you try.

#### Carrie:

I will. I promise.

#### Host:

So this time Carrie put the letter right in her backpack. And when she got home, she gave it to her father.



Carrie learned that it's important to live up to your responsibilities. Be responsible, it's the right thing to do.

#### **Music Video**

How do you know what's right or wrong?

It's not so hard to do.

You can feel what's right or wrong,

right inside of you.

You've got to be responsible.

You've got to be responsible.

You've got to be responsible it's the right thing to do.

# Stop the tape here for "Be Responsible" Activity Sheets

#### Be Considerate

#### Host:

Sometimes, doing the right thing, means treating people the way you like to be treated. That's something Tim learned.

You see, it was summer vacation and Tim's cousin Robert was visiting for a few days. Tim was going to day camp so Robert was going with him. Robert was really excited.

#### Robert:

Hey, who's that?

#### Tim:

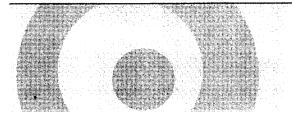
That's Patti, another counselor.

#### Robert:

Oh. Where's the bathroom?

#### Tim:

Right inside there. I'll wait for you out here.



#### Host:

Robert went to the bathroom and Tim waited outside.

#### Chris:

Hurry up! Hurry up! Andy's taking us all down to the lake, he found a gigantic turtle!

#### Tim:

Really?!

#### Chris:

What are you waiting for? You're the last one.

#### Tim:

Well, my cousin, he's inside there.

#### Chris:

He'll find us. It's only down the hill.

#### Tim:

I guess you're right.

#### Chris:

Come on!

#### Host:

Tim was so excited that he just took off with Chris. Then Robert came out. But where was Tim?

Robert didn't know what to do. He didn't know anyone at the camp...and he was scared.

Robert waited and waited. It seemed like forever. Finally Patti came by and saw him.

#### Patti:

Hi.

48

#### Robert:

Hi.

#### Patti:

I'm Patti. I don't think I know you.

#### Robert:

I'm Robert. Tim Parson's cousin.

#### Patti:

Well how come you're sitting here?

#### Robert:

Tim left me here after I went to the bathroom.

#### Patti:

Oh no. He didn't come to tell you where he is?

#### Robert:

No.

#### Patti:

So you don't know where he is?

#### **Robert:**

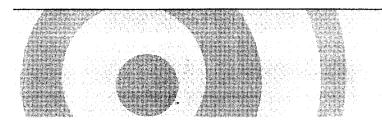
No.

#### Patti:

Let's see. Tim is supposed to be right down by the lake. Come on. I'll take you to him.

#### Host:

Patti took Robert down to the lake where Tim's group was looking at the turtle. Later that day, Patti had a chance to talk to Tim.



#### Patti:

Looks like your cousin Robert is having a good time.

#### Tim:

Yeah, he thinks it's fun.

#### Patti:

Well, it wasn't so much fun this morning. What happened?

#### Host:

Tim explained what had happened.

#### Patti:

How do you think Robert felt when he realized you were gone?

#### Tim:

Not so good, I guess.

#### Patti:

Well, how would you have felt if you were Robert?

#### Tim:

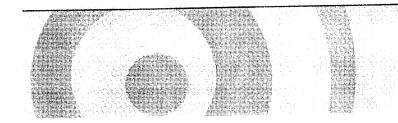
Mad—and sorta scared, too.

#### Patti:

I'll bet! What you did wasn't very considerate. What I mean is that you didn't stop to think about—to consider—how Robert would feel.

#### Tim:

I guess.



#### Patti:

Here's a good way to figure out if what you doing is considerate or not. Ask yourself, "How would I feel if that were me?" If you wouldn't like it, probably the other person wouldn't like it either.

So be considerate. It's the right thing to do! Okay, go ahead and play.

#### Tim:

Okay.

#### Host:

Patti's right. If you treat other people the way you would want them to treat you, then you'll be considerate and—that's always the right thing to do.

#### **MUSIC VIDEO**

How do you know what's right or wrong?

It's not so hard to do.

You can feel what's right or wrong,

right inside of you.

You've got be considerate.

You've got be considerate.

You've got be considerate—it's the right thing to do.

Stop the tape here for "Be Considerate" Activity Sheets

# Stand Up For A Friend

#### Host:

Here's our last story. It shows how standing up for a friend is the right thing to do. That's what Carol learned one day. Carol and some friends were playing in the park when Jennifer said...

#### Jennifer:

Want to play a fun game?

#### Kids:

Sure!

#### Host:

Jennifer explained how to play the game. One person would have their eyes covered and the other kids would shout "me." The person who's eyes were covered would try to tag someone and then that person would be "It."

So Jennifer put on the blindfold and tagged Audrey.

Audrey was happy to be picked. That didn't usually happen. So Jennifer covered Audrey's eyes. But instead of playing the game the right way, Jennifer thought it would be funny to play a trick on Audrey.

#### All:

Me! Me! Me!

#### Host:

Some kids thought it was funny—but Carol didn't. She thought maybe she should say something, but she wasn't sure that Jennifer did it on purpose.

#### Audrey:

I don't want to be it, anymore.

#### Jennifer:

You have to. That's the rule.

#### Host:

They started playing the game again. This time Audrey followed Carol's voice. But Jennifer did another mean thing. She stuck her foot out and tripped Audrey. Carol saw her do it and realized what Jennifer was doing. Now Carol was really upset.

But Carol wasn't sure what to do. She felt like she had to say something to make Jennifer stop. But should she? What if Jennifer got mad at her and did something mean to her? Well, she finally decided she had to do something. That would be the right thing to do.

#### Carol:

Let's play another game.

#### Jennifer:

Why? This one's fun.

#### Carol:

I don't think so. I'm not gonna play.

#### Jennifer:

Why?

#### Carol:

'Cause I don't like making Audrey feel bad. I saw what you did.

#### Jennifer:

Oh come on. It was just a joke.

#### Carol:

Audrey doesn't think it's funny. And I don't either.



#### Jennifer:

Okay, how about if you're it?

#### Carol:

Okay, but don't pick on Audrey.

#### Jennifer:

Okay.

#### Host:

That wasn't easy, but Carol was glad she said something. Standing up for a friend makes you feel good about yourself. It's the right thing to do.

#### **MUSIC VIDEO**

How do you know what's right or wrong?

It's not so hard to do.

You can feel what's right or wrong,

right inside of you.

Stand up for a friend..

Stand up for a friend..

Stand up for a friend—'cause it's the right thing to do.

Stop the tape here for "Stand Up For A Friend" Activity Sheets

#### Host:

So, what we've learned from these stories is that doing the right thing can mean being honest and telling the truth.

It can also mean being responsible. If people are counting on you to do something, do it.

Doing the right thing can also mean being considerate of others.

And finally, we learned that doing the right thing means standing up for a friend.

When you do the right thing—you'll always be proud of who you are...and that's a happy ending.

#### **THE END**

# **Credits**

#### **Executive Producer**

Susan Eikov Green

#### Writer

Tony Mazzarella

#### **Video Production**

Mazzarella Bros. Productions Bristol, CT

#### Teacher's Guide

Barbara Christesen

#### Teacher's Guide Design

Christine Boscarino

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