



Dear Educator,

Thank you for your interest in our program. Here is what you will find in this packet of sample, secondary-level materials.

### ***Daily Broadcast Messages***

These are also known by many as the “Project Wisdom Words of Wisdom.” The entire Project Wisdom Library (Series 1, 2 and 3) contains more than 600 of these timeless and proven-effective messages. Samples include these topics:

1. Encouraging Others
2. Courtesy: Kindness/Manners
3. Citizenship: Taking Action/Making a Difference
4. Choices
5. Perseverance: Getting Started/Goals

### ***Lesson Plans***

The program includes an additional 160+ messages *with* lesson plans. These highly-rated plans address current and calendar events as well as pressing issues such as bullying, cheating, and academic performance. They integrate character education and social-emotional learning into all grade levels. Teachers love these because they are consistent in format and easy to implement. Samples include these topics:

1. How to Stop the Bullying
2. Choices: At the Core

### ***Weekly Journals***

These journal pages foster purposeful exploration and reflection of the everyday choices that students make about their behavior, relationships, and education to name just a few. Thirty-six weekly journals are included with the purchase of each Series.

Schools use these journals in advisor/advisee and language arts, as well as during detention and in-school suspension. For example, when a student is making poor choices, you might ask him or her to complete the journal page titled "Choices: Choosing What's Right" and then use it as a springboard for discussion. Samples include these topics:

1. Choices: Choosing What's Right
2. Honesty and Integrity: Rules for Success

Be sure to preview the Project Wisdom Educator Resource Site 2.0 at [www.ProjectWisdom.com](http://www.ProjectWisdom.com) for more information. You will see exactly what a one-year, schoolwide subscription will provide both you and your entire staff. If you have any questions, give us a call at (800) 884-4974.

Thank you again for considering Project Wisdom for your campus.

Sincerely,

*The Project Wisdom Team*

**Secondary Level Sample Materials**



Project Wisdom®

Helping Students Make Wiser Choices

## ENCOURAGING OTHERS

Good morning, name of school. This is name of narrator with a few words of wisdom.

When you were very small and learning to walk, people around you probably said things like: "Come on! You can do it!" With encouragement from others, learning to walk was much easier.

No matter how old we are — whether we are two years old or eighty years old — we all need encouragement from those around us. We need to be encouraged to be the best we can be.

Now listen to these words from famous German author, Goethe (GER-tuh):

***If you treat a man as he is, he will stay as he is; but, if you treat him as if he were what he ought to be, and could be, he will become that bigger and better man.***

I wonder what would have happened if everyone around you had expected you to crawl the rest of your life? Do you think you might still be crawling?

Today, let's give each other enthusiastic words of support. Let's expect only the best from ourselves and each other. If Goethe is right, we can all be bigger and better people with a little encouragement.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

Note to educators: Alternative closing lines are available at [www.ProjectWisdom.com](http://www.ProjectWisdom.com).



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## COURTESY

### Kindness/Manners

Good morning, name of school . This is name of narrator with a few words of wisdom.

There's an old saying:

***The greater the man, the greater the courtesy.***

We could also say:

***The greater the woman, the greater the courtesy.***

What does being courteous have to do with being a *great* human being? To be courteous simply means to be considerate of others, to be respectful of others, and to be attentive of others.

What kind of person is considerate, respectful, and attentive? Probably someone who understands that all human beings are part of a greater whole and that when you hurt others, you hurt yourself. Probably someone who understands that there is "no greater act than an act of kindness."\*

I believe that every one of you has the potential to be great. Today, show off your greatness! Be courteous to others.

With something to think about, this is name of narrator . Make it a great day . . . or not. The choice is yours.

\*Author unknown

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## TAKING ACTION

### Making A Difference

Good morning, name of school. This is name of narrator with a few words of wisdom.

Today many of us experience a sort of powerlessness about the problems in our world. We don't really believe we can make a difference. We say to ourselves, "I'll do something about that when I'm older, or when I have more money or when I have more time."

The truth is, when we wait for all the right circumstances, we usually have a very long wait, and in the meantime our problems don't get solved.

Here's some really good advice about making a difference in your family, your school, and your community. This advice came from former president Theodore Roosevelt:

***Do what you can, with what you have, where you are.***

Today, look for ways to contribute. Commit a random act of kindness. Offer to help a teacher. Do an extra chore at home. Remember, you don't need to wait or make excuses. You can make a difference right now.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

Theodore Roosevelt (1858-1919)

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## CHOICES

Good morning, name of school. This is name of narrator with a few words of wisdom.

All of us make mistakes. It's part of being human. Some of the mistakes we make are small and come with small consequences. Other mistakes are big and the consequences can be serious.

Now listen to these words from American writer Pearl S. Buck:

***Every great mistake has a halfway moment, a split second when it can be recalled and perhaps remedied.***

In other words, somewhere in the middle of making a mistake, we can stop and choose again and perhaps avoid the mistake altogether.

Next time you think you might be making a mistake, remember Pearl Buck. Stop, take a breath, think about what you are doing and consider choosing something different before it's too late.

With something to think about, this is name of narrator. Make it a great day . . . or not. The choice is yours.

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## PERSEVERANCE

### Getting Started/Goals

Good morning, name of school . This is name of narrator with a few words of wisdom.

Have you ever wanted to accomplish something, but you simply didn't know where to begin? Maybe the task seemed impossible, or it wasn't clear how to accomplish the goal.

Now listen to this advice:

***Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible.\****

If you have a problem you want to solve or a goal you want to reach, start today. Start now. Make a list of what you *know* you can do, and then make a list of what you think you can do. Break the job down into parts. Ask for help when you need it. Take one step at a time, and before long, what seemed impossible won't seem so difficult anymore.

With something to think about, this is name of narrator . Make it a great day . . . or not. The choice is yours.

\*Author unknown

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# How to Stop the Bullying

**Key Idea:** Kindness as an antidote to bullying

**Character Traits:** Respect/Responsibility/Caring

**Level:** Secondary

Good morning, name of school . This is name of narrator with a few words of wisdom.

Have you ever been bullied? Bullying comes in many forms including name calling, threats of physical harm, or hurtful information posted online.

Bullying and teasing poison the climate of any school, but there's an antidote to that poison, and that antidote is simple kindness.

Great American writer Ralph Waldo Emerson wrote:

***You cannot do a kindness too soon, for you never know how soon it will be too late.***

It's never too soon to show kindness to others. Today, do your part to create a more caring school climate by using two simple actions: show no tolerance for bullying and look for opportunities to be kind.

With something to think about, this is name of narrator . Make it a great day . . . or not. The choice is yours.



Teacher Copy

# How to Stop the Bullying

- Key Idea:** Kindness as an antidote to bullying
- Character Traits:** Respect/Responsibility/Caring
- Concept:** Students will learn that kindness is the antidote to bullying.
- Materials:** Suggested activities for art classes may require materials for creating a drawing, painting, or poster.
- Directions:** Read or ask a student to read aloud the Project Wisdom message that accompanies this lesson plan. Distribute and have the students complete the worksheet. Ask for volunteers to share responses to the following questions.

## Discussion Generators

### For the Message and Lesson Plan

1. Have you ever been bullied? If so, describe how you felt.
2. Describe how you felt when you saw or heard someone being bullied. What did you do?
3. How is bullying by text message or online different than physical bullying? How is it similar?
4. How do you think kindness can be an antidote to bullying?
5. How do school rules and policies help with violence prevention?
6. What can adults do to help make a more caring school environment?
7. What are some of the ways that you personally can help to prevent bullying?

### For the Worksheet

1. Do you agree with the Emerson quote or not? Explain.
2. How might this quote be useful to you in your everyday life?
3. Explain how kindness is the antidote to bullying.
4. Social bullying can be as hurtful as other types of bullying. List several ways that students could help in the prevention of social bullying in our school.

**Closing Comments** – Bullying comes in many forms including name calling, threats of physical harm, or hurtful information posted online. Bullying poisons the school’s climate. The antidote to that poison is simple kindness. Each day you can show kindness to others and show no tolerance for those who bully. It’s never too soon to be kind.







Teacher Copy

# How to Stop the Bullying

## Follow-up Activities

### Art

- As a class, create a web with the word *kindness* in the center and the words *family, friends, classmates, community, animals, and the earth* around the central word. Brainstorm as a class what it means to be kind to all the varied people and things around us. Then ask the students to make a drawing using some aspect of kindness as a theme. Put up a "Display of Kindness" somewhere in the school using the students' artwork.
- Do the same as above. However, make two webs: one on kindness and another one on bullying. Ask the students to see connections in the two webs and brainstorm how kindness can be an antidote for bullying. Then ask the students to work together to design a mural that deals with the theme "Kindness is the antidote for bullying." Explore the possibility of painting the mural somewhere in the school.
- Look at Picasso's mural *Guernica*. Discuss the history behind the painting of this mural. How does this, or does it at all, relate to bullying on a grand scale? Why or why wasn't the mural used to promote social kindness? How? What other public works of art have been used to make social change? If time allows, have the students create a social-protest artwork.

### Social Studies

- Ask the students to identify the basic character traits of bullies and their victims. Then have the students come up with an action plan to help those who are being bullied in their school.
- Do the same as above but have the students create and implement a community-service project to promote and highlight acts of kindness in the school.
- Have students research Picasso's mural *Guernica* and write a brief history behind the painting of this mural. Ask them to include some commentary as to whether or not this mural relates to bullying on a grand scale. Was the mural used to promote kindness? If so, why? How does art relate to social change? Discuss papers in class.

### Language Arts

- Ask your students to write a children's story about kindness. Have them include no less than four character traits that promote kindness and define those traits in the story. How is kindness an antidote for bullying? Ask for volunteers to share their story. Do you think children's stories are more difficult to write than others? Create a service-learning opportunity with a local elementary school to read books that promote kindness in the elementary school.
- Ask the students to create a character who is a bully and one who is his victim. Then ask the students to write a short scene from the bully's point of view and then the same scene from the victim's point of view. Discuss what the writer learned from writing from both points of view.



## Science

- Ask students to plan a community-service project around the theme of "being kind to mother earth." Discuss how being kind to the earth translates to being kind to ourselves. Discuss how pollution and waste are forms of bullying the earth.
- Do the same as above but first do research into the specific needs of the students' community or school and plan the project to address a specific community or school need.
- Conduct a social science study by asking students to do a confidential survey of their peers. (Determine sample size requirements.) Discover how many have been bullied or have bullied someone else. Ask students to locate bullying statistics online. Are their statistics comparable to the national statistics? Ask the students to discuss the implications of their findings.

## Math

- After reading the article above on the statistics regarding bullying, do your own in-house observation to show how prevalent bullying is on your campus. Discuss how kindness might be an antidote for bullying. Ask the students to keep track of the number of times they witness both bullying and kindness within a three-day period and then to present their findings. Compile the students' statistics. Discuss what can be done to increase the percentage of kindness.
- Discuss the idea of "paying it forward." Ask students to then compute the outcome if every person on your campus were to be kind to three people today and if those three "paid it forward" to three others. How much kindness would be spread in one 24-hour period? How many days would it take for every person on campus to be touched by a little kindness?

## Computer Science

- Look at the many resources online that deal with bullying and also the ones that deal with kindness. Discuss ways in which those resources could be improved. Ask the students to brainstorm a Web site or social media page of their own which shows kindness as the antidote to bullying.
- Do the same but have the students build an interactive/informative Web or social media page as a prototype for their ideas.



## At the Core

**Key Ideas:** Making choices is easier when you know what your values are/Determining one's core ethical values

**Character Traits:** Integrity/Respect/Responsibility

**Level:** Secondary

Good morning, name of school. This is name of narrator with a few words of wisdom.

To be a truly successful person in life, one has to ask a very important question: What are my core values? In other words, what are my beliefs and ideas about what's really important in life? Many core values are widely shared by most human beings, such as respect for oneself and others, compassion, honesty, fairness, and responsibility. Deciding which values are most important to you will determine the choices you make, and the choices you make will greatly determine the outcome of your life, both your successes and your failures.

Now listen to these words from a nephew of Walt Disney:

***It's not hard to make decisions when you know what your values are.\****

Today, stop and make a list of values you think are most important and then make the decision to live your life based on those values.

With something to think about, this is \_\_\_\_\_. Make it a great day ... or not. The choice is yours.

\*Roy Disney



Teacher Copy

# At the Core

- Key Ideas:** Making choices is easier when you know what your values are/Determining one's core ethical values
- Character Traits:** Integrity/Respect/Responsibility
- Concept:** Students determine what values they hold dear and explore how those values determine their behaviors.
- Materials:** Suggested activities for art classes may require materials for creating a drawing, painting, or poster.
- Directions:** Read or ask a student to read aloud the Project Wisdom message that accompanies this lesson plan. Distribute and have the students complete the worksheet. Ask for volunteers to share responses to the following questions.

## Discussion Generators

### For the Message and/or Worksheet

1. Name core values you believe are important (e.g., fairness, family, happiness, peace, responsibility, honesty, truth, compassion, forgiveness, perseverance, love, tolerance, kindness, service to others). Note to teacher: Record these on the board.
2. Which of these core values is most important to you as an individual? as a family member? as a member of this school community?
3. Do you believe that most human beings share these same values? Why or why not? What would our world be like if everyone accepted these values as important?
4. Do you agree with Roy Disney's thought that "it's not hard to make decisions once you know what your values are?" Why or why not? Give examples to support your opinion.
5. How do our values influence our behaviors? Give examples.
6. How might taking the time to reflect on one's core values help a person live a happier and more successful life?

### For the Worksheet

1. Which six values did you select as being most important to you?
2. When you narrowed that list down to only three, which three remained? Select one of those three values and tell why it's so important to you.
3. Share your vision statement.
4. What is an appropriate way to handle it when others do not possess your same core values?

**Closing Comments** – Core ethical values are the basis for good character, and good character is crucial to any true success you will enjoy. You can have a million dollars in the bank, but if you are dishonest, uncaring, and irresponsible, you may make foolish decisions. Deciding which values will guide you is one of the most important decisions you will ever make, so it's important to choose those core ethical values wisely and let those same values help you make choices that will reap the best results.



Student Copy

## At the Core

### GLOSSARY

**ethical**

*based on what is considered right; a system of morally correct conduct*

**outcome**

*the result of something*

**vision statement**

*a statement that outlines what a person or a company wants to be; a source of inspiration that provides guidelines for decision-making.*

There are many core **ethical** values that are widely shared by most human beings, values such as respect for oneself and others, compassion, honesty, fairness, and responsibility. Deciding which values are most important to you will determine the choices you make, and the choices you make will greatly determine the **outcome** of your life.

1. From the list below, circle six values you believe are very important to being a person of good character. Feel free to add a value(s) not listed.

- |              |                |                   |
|--------------|----------------|-------------------|
| Respect      | Responsibility | Fairness          |
| Kindness     | Compassion     | Honesty           |
| Forgiveness  | Hard Work      | Family            |
| Tolerance    | Love           | Service to Others |
| Peace        | Patience       | Humility          |
| Perseverance | Self-Control   | Self-Discipline   |

2. Choose three of these six values that are most important to you and tell why each one is so important to you personally.

(Value) \_\_\_\_\_ is important to me because \_\_\_\_\_  
 \_\_\_\_\_over

(Value) \_\_\_\_\_ is important to me because \_\_\_\_\_  
 \_\_\_\_\_over

(Value) \_\_\_\_\_ is important to me because \_\_\_\_\_  
 \_\_\_\_\_over

3. Using your ideas above, create a personal **vision statement** that expresses the kind of person you want to be and how these core beliefs will help you be a person of good character. Be prepared to share your vision statement with the class.

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Teacher Copy

# At the Core

## Follow-up Activities

### Art

- Do artists sometimes use their artmaking as a way to examine and promote their core beliefs and values? If so, how? Is this a viable way to go about examining your core values? Why or why not? When viewing artwork, can the viewer determine some of the core values of the artist? If so how? If not, why not? Discuss.
- Is it important as a viewer of fine art as well as the larger visual culture to be aware of the values being communicated? Why or why not? How can you develop a critical eye and mind to be able to do that? How can you become aware of the values you are communicating through your own artmaking? Is it important to be aware? Why or why not? Discuss.
- Should art be banned that does not depict or represent good, wholesome core values? Can this be a determination that is agreed upon? Discuss. What are the implications of allowing art to become mainstream if it represents less than tactful values? Discuss.

### Social Studies

- Do certain nations and cultures hold different core values from those of other nations and cultures? Brainstorm. How do we come to know the values of a nation or culture? How are they communicated? Do the values of a nation's government always reflect the values of the citizens? Why or why not? Give some examples. What can United States citizens do if they feel their government is not reflecting their core values? Discuss.
- Break your students into groups of four or five. Ask them first to individually compile a list of 10 personal core values. Then ask them to work off the list to compile a list of five (only) agreed-upon group core values. Afterward discuss the process as a class. Was it a simple task? A difficult task? What were some of the challenges? Do these same challenges face whole nations? How or how not? Discuss.
- Is it possible to have a set of universal values? Do you think this exists? Why or why not? Explain.

### Language Arts

- Ask your students to choose one of their core values and write a personal essay expressing why they value it and how it expresses itself in their lives. Afterward break into small groups and ask the students to read their essays to their group members. Return to the class as a whole and discuss. Were there similar values expressed in the essays? What were they? Why are they valued?
- Choose a poem to read to the class which you believe expresses a core value covertly rather than overtly (such as "Stopping by Woods on a Snowy Evening", by Robert Frost). Discuss the poem



with the class. What is the value expressed? How is it expressed? Discuss as a class. Ask your students to try their hands at a poem which expresses a core value that they espouse.

- Children's books often teach a life lesson or attempt to instill such ideas as values. Have students choose one of their core values and write a short children's book that explains to young children why that particular value is important. Share with the class.

### Math

- Is math sometimes used to promote certain core values? If so, how? If not, why not? Discuss. Is math truly neutral? Why or why not? Is it important to understand your own values regarding a problem to be addressed mathematically before addressing the problem? If so, how and when? Discuss.
- Can you think of an instance in history where math was used for a purpose that contradicted the core values of those who used it (for instance The Manhattan Project)? What were the results? Can mathematicians guard against this? Should they? Discuss.

### Science

- Does science reflect the core values of a society? Why or why not? What happens when science rubs against the core values of some individuals within a society? Should science be subject to the core values of a certain culture? Why or why not? Discuss.
- Ask your students to choose a contemporary issue in science (cloning, stem cell research, environmental issues, etc.) and to write a short paper about the issue in light of their own personal core values. Afterward, break into small groups and ask the students to share their papers with the members of the group. Ask them to hold small-group discussions about the issues. Return to the class as a whole and discuss the process. Was there conflict within the group? How does similar conflict play out in the wider scientific community? Discuss.
- Can science truly progress if core values are taken into consideration? What would happen if some sort of values were not set into place to "govern" what type of scientific experiments took place? Would society benefit from this lack of values in the scientific world? Discuss.

### Computer Science

- Has digital culture made it more important to establish your own core values? Why or why not? Brainstorm and discuss as a class.
- Using your graphics program, ask your students to make a promotional piece which promotes one of their core values. Afterward view the works and discuss. Choose five or six from the class to display around your campus.





# Choices: Choosing What's Right

**Question of the Week**  
Who wins when I choose  
to do the right thing?

**Something to Think About**

*The greatest power that a person possesses is the power to choose. —J. Martin Kohe*

Do you agree with this statement? Why? Do we gain more personal power when we make the right choices? How many choices do you think you make in a day?

**Something to Write About**

Write about a time when you did what was right, felt good about yourself for having done the right thing, and earned the respect of those around you. In other words, describe a time when you did the right thing and gained personal power because of it.

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# Honesty and Integrity: Rules for Success

## Question of the Week

How does being an honest person enrich my life?

### **Something to Think About**

*If I keep my good character, I shall be rich enough.* —Platonius

Living a rich life doesn't necessarily mean having a lot of money. You can have a lot of money but have no true friends, no self-respect, no real happiness. When you are honest with yourself and others, you enrich your life because you feel better about yourself, and you make wiser choices.

### **Something to Write About**

Look up the word “integrity” in your dictionary. Write about a time when you told a lie. How did you feel? Who was hurt most by the lie? Now write about a time when you told the truth even though it was difficult. What happened?

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