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# RESPECT

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## DEFINITION

Respect means showing consideration for yourself and others. It means showing regard for people who are different, and for property, laws, rules, authority and the environment.

Key words: appreciation, dignity, honor, obedience, politeness, acceptance

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## ACTIVITIES

### Classroom Strategy 1

Have teams of students take different parts of the newspaper (comics, editorials, news stories, feature stories) and circle language (words, phrases, sentences, quotes) that shows respect. Have the students draw a block around language that is disrespectful. Discuss the idea of using respectful language. Talk with students about their experiences — about rumors, about “dissing” someone.

### Classroom Strategy 2

Have students (in pairs or threes) spend time over several days looking through newspapers to find examples of people who showed respect and examples of those who didn't. Have each group answer the following questions:

- What were the reasons for the person(s) to be respectful? Disrespectful?
- What happened in each case?
- How was respect shown? Acted?
- How was disrespect shown? Acted?
- What were the consequences (positive or negative) for people who showed respect and for those who didn't?

### Classroom Strategy 3

With your students, select several advice columns from the newspaper and discuss why people seek such advice. Discuss the advice columnists' responses to the advice-seekers. After the discussion, have half of the students play the role of the columnist or advice-giver. Have the remaining students be people seeking advice. Have each advice-seeker write a letter relating a real or made-up story about respect or disrespect. Have each student give his/her letter to a student playing the role of advice-giver. Ask each advice-giver to respond. After the class has completed the assignment, share the results with the class, focusing on the value of respect.

### Classroom Strategy 4

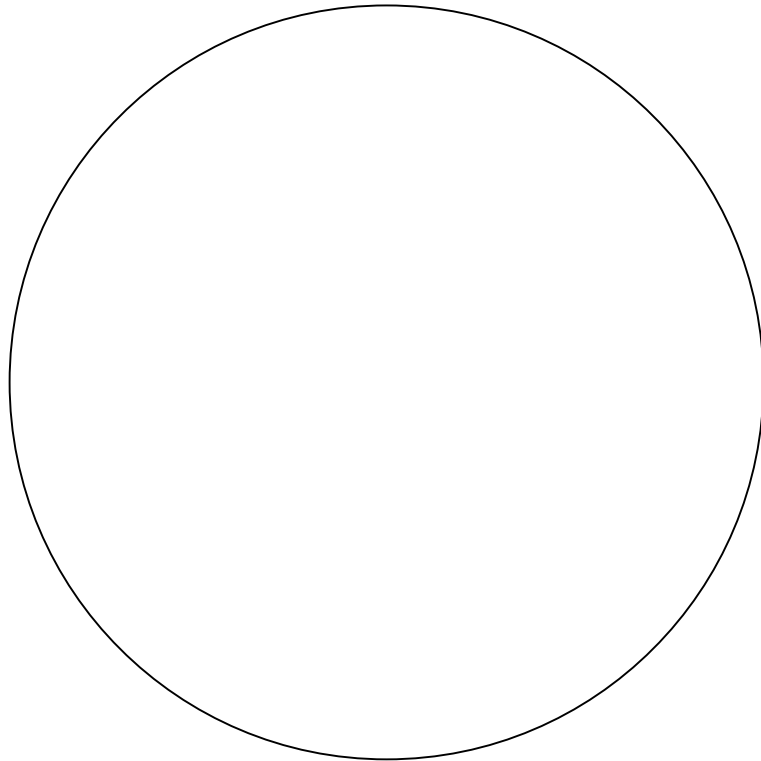
Find a newspaper story in which students may disagree about whether a person deserves respect or not. Have each group of students list reasons why they do or do not respect the person. Have them explain their positions. Be prepared to discuss the results with students.



# MY CHOICE

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Pick a person you respect. Find his or her picture and paste it in the middle of the circle. Cut out words, phrases, pictures or symbols that tell why you respect this person. Paste them around the picture.



Write a statement explaining why you selected the words and items you did.

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# RESPONSIBILITY

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## DEFINITION

Responsibility means being accountable for your words and actions. It is about doing your best; not blaming others for your mistakes; and staying on task and not giving up.

Key words: responsibility, self-discipline, perseverance, dependability, reliability

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## ACTIVITIES

### Classroom Strategy 1

Put students in small groups and have them find newspaper stories that illustrate the need for laws, rules and regulations, and discuss each individual's responsibility to obey them.

Have the class discuss why people and society need laws and rules such as those illustrated in the news stories.

Give students the responsibility of creating a set of classroom rules, beginning with rules they do not want and then identifying rules they do want.

Have students find newspaper stories about people who have suffered consequences for violating laws and rules. After a discussion, have the class make a list of consequences they would face if they failed to follow classroom rules.

### Classroom Strategy 2

Explain to students that people who assume responsibility are able to explain their actions. This quality causes other people to trust them and depend on them. Have students find newspaper stories about people who demonstrate by their words and actions that they are responsible to their family, culture, work and community. Have students discuss the decisions made by these people. Then students should use words, pictures and photos from the newspaper to create a poster or collage about one person they have discussed. Encourage students to read about individuals representing a wide range of cultural, ethnic and racial groups.

### Classroom Strategy 3

As preparation for writing a feature story, have students locate and read a feature story about an individual. Have them underline any direct or indirect quotes from the individual. Discuss the opening of the feature story. How did the writer introduce the person and catch the reader's attention? Then have students discuss the responsibilities they now have at home and at school. Have them talk about the responsibilities children had in earlier generations. As a class, develop a list of questions students can use to interview grandparents or older family friends about the responsibilities they had when they were growing up. Finally, have students write feature stories about the individuals they interviewed.



# BEING RESPONSIBLE

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Work with a partner to create a full-page advertisement about the importance of being responsible. First, look at ads in your newspaper. Note how the ads use art, design and different styles and sizes of type to make the ad attractive. Use words, pictures, phrases and headlines to show how you feel about being responsible. Draw your ad on this page. Then share your ad with classmates.



# CARING

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## DEFINITION

Caring is looking out for others. It is service to family, classmates, friends and community. It is taking the time and effort to help others. It is attending to the needs of people, the environment and animals.

Key words: kindness, empathy, compassion, concern, mercy, sharing, friendship

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## ACTIVITIES

### Classroom Strategy 1

Have the students go through the newspaper to find articles, pictures, editorials or letters to the editor that illustrate the value of caring. Be sure students include the other key words in their search. Tell them to select three examples of caring. Then have them answer the following questions about each example:

- What is the article about?
- Who are the people involved?
- What is the event or issue described in the article?
- What are people doing that demonstrates caring?

### Classroom Strategy 2

Have each student locate a newspaper story that makes him/her feel compassion, concern or empathy. Give students the following instructions:

- Describe the story in two or three sentences.
- Explain why the situation in the story makes you feel compassionate, concerned or empathetic.
- Describe the action you would take to help or improve the situation if you could.

### Classroom Strategy 3

Have students locate a horoscope or star-gazer feature in the newspaper. Tell students that some people who believe in astrology read a horoscope to get advice about their lives; other people just like to read the horoscope for fun.

Have students look through all the horoscopes to find words that reflect the values of caring, compassion, kindness, respect, sharing, etc. They may find such examples as "Do not allow work needs to bring unfair conduct to your home and family," or "Act only from inner truth and integrity."

Have students make a list of the words or phrases that show caring or another value. Then have each student identify the value he/she thinks is most important on the list. Have students discuss their selections.



# COMICS FRIENDS

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Read the comics pages in the newspaper. Locate a comic strip for each of two key words: friendship and kindness. Paste the strips in the boxes. Write a sentence below each comic strip identifying the character's action that demonstrates the key word. Then create your own comic strip about a caring key word. Draw it in the bottom box.

Paste a comic strip about friendship here.

Paste a comic strip about kindness here.

Create your own comic strip about caring.



# HONESTY

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## DEFINITION

Those who are honest do not lie, cheat or steal. An honest person respects himself/herself and respects others. Honest people are real and genuine, people you can trust. They recognize that bullying, "dissing," name calling and "mind games" are wrong.

Key words: uprightness, fairness, trustworthiness, respect, truthfulness, integrity, loyalty

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## ACTIVITIES

### Classroom Strategy 1

Have students examine newspapers over several weeks to find stories about individuals who demonstrated honesty or trustworthiness. For example, they may find stories about individuals who returned lost money or property to its rightful owner; people who admitted an error or wrongful act and accepted the consequences; people who were honored by an organization for their good character; or whistle-blowers who revealed information about companies that behaved in dishonest ways. Collect the stories on a class bulletin board. Categorize the stories in some way: for example, honesty in the workplace, honesty in competitions or honesty in personal relations. Post quotes about honesty near the stories on the bulletin board.

### Classroom Strategy 2

Have students locate and read stories about people who have committed dishonest acts. Have them create a table with four columns to help compare the individuals. In the first column of the table, put the individual's name. In the second column, describe the action. In the third column, describe the consequences the person faced for committing the dishonest act. In the last column, have students explain why they approve or disapprove of the consequences.

### Classroom Strategy 3

After students have read and discussed several news stories about honesty, have them consider the saying, "Honesty is the best policy." Include some of the following questions in your discussion:

- How do you handle a situation in which being honest might not be the best solution to a problem?
- What should you do if being honest is going to hurt another person's feelings or cause you to lose a friend?
- What are the differences among honesty, tattling, "white lies" and "fibs"?

Have students write an editorial or draw an editorial cartoon about the value of honesty.



# HONESTY PAYS

Locate and read a news story about an individual acting with honesty. Then find a historic or literary character whose behavior parallels the actions of the person in the news story. Compare the real person and the historical/literary character by completing the table below.

What was the honest act? What were the consequences of the act? Would you have made the same decision? Why or why not?

Comparison	Individual in News Story	Historic or Literary Character
What was the honest act?		
What were the consequences of the act?		
Would you have made the same decision? Why or why not?		

Identify the individual you respect more and explain why.





# TOLERANCE

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## DEFINITION

Tolerance is the quality that enables one to understand, respect and accept the beliefs and practices of others, even when those beliefs and practices are different from or conflict with one's own. Tolerance deals with ways to handle conflict, bigotry and prejudice. It deals with cultural, ethnic and lifestyle differences among individuals and groups. It is about valuing and celebrating our similarities and differences.

Key words: compassion, caring, cooperation, acceptance, understanding, appreciation

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## ACTIVITIES

### Classroom Strategy 1

Have students identify a newspaper story that deals with conflict between individuals, groups or nations. Have the students work in pairs to list and describe three nonviolent ways the conflict might be resolved.

### Classroom Strategy 2

Have students draw a comic strip illustrating an example they have observed in school that involved conflict, bigotry, stereotyping or intolerance. Have students share their comic strips with the whole group, and have the class discuss different ways to improve or correct each situation.

### Classroom Strategy 3

Have students paste pictures of themselves on individual poster-size sheets of paper. Then have them create individual profiles of themselves by cutting out and pasting on the poster photos, art or words from the newspaper that tell about their age, gender, heritage, feelings, likes and dislikes, talents, attitudes, hobbies, race, religion and family. Have each student share his or her poster with the class. Display the posters on bulletin boards for parents' night.

### Classroom Strategy 4

Have students collect and read book reviews from the newspaper. Have them discuss the elements of a review: a brief description of the book's content, a discussion of the book's strong points, and any comments or problems with the book. Then have students select books about intolerance in history, such as the Holocaust, American reactions to citizens of Japanese heritage during World War II, and civil wars in world history. Have students write reviews of their books. Encourage them to take the reviews home to share and discuss with their families.



# EVERYONE IS SPECIAL

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Create a friendship ad. Cut out letters from the newspaper to spell your name at the top of the worksheet below. Then put your page on the classroom "Friendship Board." Other students will cut out from the newspaper words, symbols, photos or comics that say something positive about you. They will paste them on this sheet. Next, find in the newspaper words, symbols, photos or comics about your classmates and paste them on their "Everyone is Special" pages. Discuss all of the pages with your classmates.

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Paste the letters of your name here.



# COURAGE

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## DEFINITION

Courage can be many things. It can be bravery under extreme conditions or emergencies. It can be overcoming a difficult physical challenge. It can be conquering fears, coping with dangers, overcoming difficulties. Courage can be saying no to friends. It can be standing up for someone who is being bullied or "dissed." Courage can be deciding not to act in some way that might hurt yourself or others. Courage can be standing up for your rights. Sometimes it takes courage to try something for the first time, to try learning something new.

Key words: bravery, "guts," coping

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## ACTIVITIES

### Classroom Strategy 1

Discuss with students the different ways people demonstrate courage. It may take physical courage to excel in an athletic competition or reach a personal goal such as climbing a mountain or completing a marathon race. It may take moral courage to stand up for your rights or the rights of others in community or civic situations. It may take personal courage to overcome mental or emotional obstacles that interfere with success.

Create a classroom bulletin board about courage. Divide the board into sections and label each section with a particular kind of courage. Have students read news or feature stories to find examples of people who demonstrate these different kinds of courage. Have them paste the stories in the appropriate section of the bulletin board and write a headline about the courageous act above each story. Discuss the stories on the bulletin board as a class.

### Classroom Strategy 2

Have students identify individuals from newspaper stories, history or literature who have demonstrated courage. Tell each student to write a headline and a lead paragraph about the individual. In a newspaper story, the lead paragraph summarizes the story and tells the who, what, where, when and why about the story. Post the headlines and leads around the classroom.

### Classroom Strategy 3

Have students read editorials, opinion columns and letters to the editor to find out about individuals or groups who are taking a stand on an issue. Have students answer the following questions:

- What is the issue?
- Is it courageous to take a stand on this issue?
- Are all such actions "courageous," or does courage mean something else?
- What causes someone to be courageous?
- Would a person be courageous if he or she wrote a letter to the editor on an issue?
- Why or why not?



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# COURAGE CHART

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Select five people from the news, history or literature who have demonstrated courage. Include at least one person from each of the these three areas. Print the person's name in the first column. In the second column, write a headline that summarizes that person's courageous act.

Individual	Headline



# CITIZENSHIP

## DEFINITION

Citizenship means that you value being a member of a community of people who accept responsibility for the public good and the public welfare. It means carrying out duties and responsibilities for the betterment of the larger community — family, friends, neighbors, schoolmates, town or city, state, country and the world.

Key words: civic-mindedness, duty, responsibility, rights, Golden Rule, altruism (doing something for someone without expecting personal gain)

## ACTIVITIES

### Classroom Strategy 1

Discuss with students the different responsibilities of citizenship:

- **Laws:** Citizens respect and obey laws at many levels — in school, the local community, the state or province and the country. When citizens feel a law is unfair or unjust, they may challenge the law. There are legal ways to have a law changed: Citizens may lobby legislators to change the law or have a referendum question put on the ballot in an election year. Sometimes citizens deliberately break a law to challenge it, thereby taking the issue into the court system to have the judicial branch rule on its constitutionality.
- **Voting:** Citizens become knowledgeable about candidates and issues so they can make informed decisions at the ballot box. In times between elections, citizens should continue to follow the decisions and actions of their elected officials.
- **Taxes:** Citizens pay their taxes honestly for government and social programs that help all the people. Citizens may challenge taxes by persuading their legislators to change them or by raising issues through referendum questions on ballots.
- **Defense:** Citizens should be concerned with and supportive of the safety of others at home, in their neighborhood, and at state or provincial and national levels.
- **National values:** Citizens demonstrate values honored by the society, such as freedom, service, patriotism, fairness, justice and altruism.

Divide the class into small groups. Have students find examples of individuals demonstrating their citizenship in each of the areas listed above. Allow each group to select one citizenship area to research. Tell each group they must select a way to share the information they find with the rest of the class, such as a collage, a skit, a poster or an oral presentation. Encourage divergent thinking in their choice of presentation.

### Classroom Strategy 2

Explain to students that newspapers have a special place in a democracy. The United States Constitution, for example, guarantees that the press will be free. The government may not tell newspapers or electronic media what to publish or what to suppress. That is because the press serves as the people's watchdog. Citizens cannot follow elected officials around every day. They cannot sit in on legislative sessions or briefings. They need reporters to monitor government activities and let their readers know what is going on.



# CITIZENSHIP

Discuss with students the following questions related to newspapers and government:

- How does the newspaper serve the community?
- How does the newspaper help us become better citizens?
- What information can you find in today's newspaper that can help readers become better citizens?
- Can you find examples in today's newspaper of individuals or groups who are helping others?

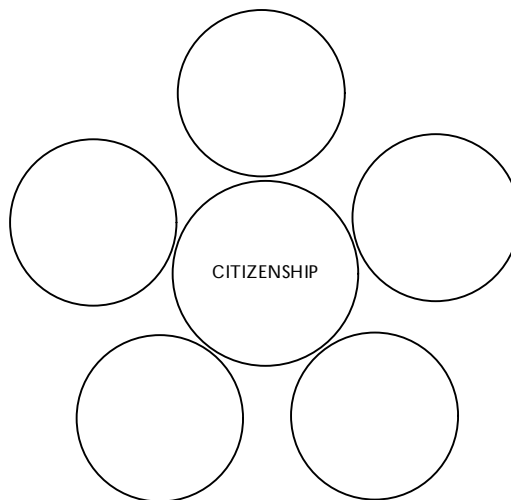
List responses on the board and discuss them with the class.

### Classroom Strategy 3

Have each student develop a portfolio of news stories, editorials, letters to the editor, opinion columns and pictures of people or groups who are demonstrating citizenship. Tell students to write two or three sentences explaining why each item is included. Have students share and discuss their portfolios.

### Classroom Strategy 4

Discuss with students the activities and responsibilities that are the core of good citizenship at the school level. Have them reach consensus on the top five. Draw a large chart like the one below and put it on a bulletin board. Write the word "citizenship" in the center area and words representing the five core activities or responsibilities in the five surrounding circles. Divide the class into five groups. Assign one core activity to each group. Have the groups locate news stories, cartoons, comic strips and photos that represent their core activities. Have them cut out and mount their examples on the appropriate circles of the bulletin board. Use the chart to discuss the similarities and differences in citizenship responsibilities in and out of school.





# JUSTICE

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**DEFINITION**

Justice is about fairness. It is about individuals, groups or institutions doing the right thing for everyone. Justice means being fair and considerate; thinking about, acknowledging and respecting the rights of others. It is about having commitments, keeping promises and granting people the presumption of innocence.

Key words: fairness, Golden Rule, tolerance, understanding

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**ACTIVITIES****Classroom Strategy 1**

Discuss with students the idea of justice. Point out that we may think of justice in two ways. In one, we care that people are being treated fairly, in a "just" way. In another, we think about the justice system and whether or not people are being treated fairly by the country's laws and judicial system.

Begin with an examination of a nonlegal situation in which fairness, or justice, is an issue. Have students locate a newspaper story about a situation in which they think an individual or group is being treated unfairly. Have them examine and discuss the following questions:

- What is the situation? Who is the person or group who may be receiving unfair treatment, and who or what is being unfair to the person or group?
- What justification is being given for the action toward the person or group?
- What is the person or group's defense?
- What do you think is the solution to the situation? Explain why.

Have students write letters to the editor expressing their opinions about the situation.

**Classroom Strategy 2**

Discuss with students the need for rules and laws in a civilized society. Have them collect stories over time from the newspaper about the following topics:

- |                               |                             |
|-------------------------------|-----------------------------|
| Court cases                   | Due process                 |
| Censorship                    | Government decisions        |
| Equality under the law        | Unjust events or situations |
| Business or company decisions | Freedom to dissent          |

Have students post their stories on a bulletin board divided into these topics. Study and discuss one topic per week. Have students relate the newspaper stories to their social studies lessons about the branches of government and the judicial responsibilities of government.

**Classroom Strategy 3**

Injustice in the world: Put your class into four or five groups and assign each group a continent. Using the newspaper over a period of three or four weeks, have each group track incidents of injustice for the continent assigned. Have each group create a scrapbook of clippings, a timeline of incidents or a digest of events; identify who is involved and why; who is taking action to correct the injustice; and what the group would recommend.



# IT ISN'T FAIR

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Select an event from the newspaper, or describe something that happened in school or in your neighborhood, that you feel is unfair or unjust. Create an editorial cartoon about it. Describe your cartoon to your classmates. Post your cartoon in the classroom.





# ADDITIONAL CHARACTER STRATEGIES

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## Values Hunt

1. Divide your class into pairs.
2. Duplicate the Values Hunt chart\* and give one to each pair.
3. Provide each pair of students with at least three different issues of the newspaper.
4. Ask students to save all material they cut out from the newspaper for additional activities.
5. Put the following directions on the board:
  - Discuss each value word on the chart.
  - Define each word and list synonyms for each word as you discuss it.
  - Find content from the newspapers that illustrates the word being discussed. Check all parts of the newspaper, from articles to comics, editorials to ads.
  - Show examples from the newspaper of the word you are discussing.
  - In the space to the right of each word, write a summary of why you selected the particular content from the newspaper.
  - Save all the material you cut out for other value-related activities.

\* Student activity pages follow descriptions of strategies.

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## VIP: Values of Important People

You will need to prepare this activity well in advance.

As you know, each month of the school year has days, themes and events that will be reported in newspapers and should be brought to the attention of your students.

Here are a few examples:

JANUARY: Martin Luther King Jr. Day and Women's History Month

FEBRUARY: Black History Month and St. Valentine's Day

MARCH: International Day for the Elimination of Racial Discrimination and Spring Equinox

Tell students to get two different newspapers, both from the same date — a local newspaper plus a newspaper from a city elsewhere in the United States. Have each student write to a newspaper, or to a relative in another area, and ask to be sent a copy of the newspaper for the chosen date. Using the example of Martin Luther King Jr. Day, have students search for newspaper articles about Dr. King's birthday.

Students who write to a newspaper in another city should send a letter (enclosing \$1.00 to cover costs) asking for a copy of the given date's edition of the newspaper. You can get addresses from Newspaper in Education Information Services, P.O. Box 300, Pittsford, N.Y. 14534. Proofread the students' letters before they are mailed.



# ADDITIONAL CHARACTER STRATEGIES

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While waiting for the newspapers to arrive, have the students examine the local newspaper with these questions in mind:

Did our local newspaper:

- Publish at least one story about Martin Luther King Jr.?
- Publish other stories about his work, efforts, ideas?
- List community events that will celebrate his birthday?
- Publish an editorial or column about him?

Discuss the stories that appeared in the newspapers, asking students to identify references to the values of nonviolence, self-discipline, respect and responsibility.

When the newspapers arrive from other cities, have students compare how the birthday of Martin Luther King Jr. was covered in each edition.

Have students cut out articles, pictures, editorials — whatever was reported about his birthday — and make posters, bulletin board displays or scrapbooks. Near the end of January, or after you have completed this activity, have students write about the values they learned from reading about Martin Luther King Jr.

You can extend the activity to Mahatma Gandhi, who was assassinated on January 30; to Abraham Lincoln's birthday on February 12; and to other people who have made a contribution to our culture, heritage and character. This activity can also be applied to monthly celebrations — Universal Human Rights Month, Hispanic Heritage Month, Older Americans Month.

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## Newspaper Value Ads

1. There are two kinds of ads in daily newspapers — display ads and classified ads. Review both of these with your students.
2. After the review, group the students in teams of three or four. Assign one value to each team, and write the following scenario on the board:  

Your team works for an advertising agency. The team has been hired to do a full-page display ad and a classified ad on a value.
3. Give each team newspapers, scissors and glue.
4. Give each team newsprint that is the same size as a page from their local newspaper and a half-sheet for the classified ad.
5. Tell students that they may not print or write on either sheet. To fulfill the assignment, they must use letters, words, phrases, symbols or pictures cut from their newspapers.
6. Once students have completed and shared their assignments with one another, post their work around the school.



# ADDITIONAL CHARACTER STRATEGIES

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## R&R: Read and Reflect

This newspaper activity is designed to encourage your students to read and reflect on (and then write about) an article, editorial, letter to the editor or advice column that is a value-laden story, issue, event or problem. This can be done once or twice each week for any of the values being studied.

1. Ask students to read the newspaper to find an item involving one or more values.
2. Ask students to read the item and think about it. They may have questions about what they've read.
3. After some reflection, have students respond by writing their thoughts in the "Boil It Down" handout.\*
4. Have students share with classmates what they read and what they write.

\* Student activity pages follow descriptions of strategies.

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## Give Me Five

Questions are the brain's tool kit. Asking questions — the Socratic Method — enhances thinking and helps students learn values and academic content. The "Five" in Give Me Five refers to the five newspaper Ws — who, what, when, where, why/how. Have students ask these five questions about each article or event they are investigating. Give Me Five is a strategy students can learn to apply to anything they see or read, or to their own actions. It means, take time out to think through the situation, or ask yourself questions about the situation. Give Me Five is a useful strategy for analyzing a newspaper article, editorial, column or story, and it helps students analyze a historical event (Boston Tea Party, Emancipation Proclamation) or a current event. It helps students analyze their behaviors, particularly those that create conflict between students. For example, two students are engaged in name-calling in your classroom. The situation almost leads to a fight. You might ask the students involved to Give Me Five — take time out and write about the situation, or sit with you while you listen to them answer the five W questions.



# ADDITIONAL CHARACTER STRATEGIES

## Movie Ads and Reviews

1. Have students look at movie ads in their newspaper and, after discussing the ad, name value words that apply to each ad. Ask students if they can tell from the ad if the movie is about war or peace; violence or nonviolence; love or hate; harmony or disruption.
2. Have students read movie reviews in their newspaper. Give them the list of value words shown in the example below. Have them circle the value words that are used or implied in the movie review.

Title of Movie		
	compassion	helpfulness
	fairness	trustworthiness
	responsibility	loyalty
	courtesy	truthfulness
	bravery	civility
	justice	

## Be a Reporter

1. This activity highlights the value of waiting and asking questions — tasks that require students to think.
2. Select a story from your newspaper that contains statements or quotes from a person being interviewed. Look for sports stories, feature stories or news articles.
3. Notice how the reporter uses quotations to highlight aspects of the story, to bring the speaker into the story and to make the story interesting.
4. Have students compile their findings on the Be a Reporter Activity Sheet.\*
5. Instructions for the activity sheet:
  - Write two or three quotations from the article in the first column of the chart below. In the second column, write the question you think the reporter asked to get the quote. In the third column, write in a value or character trait that you think is expressed or implied in the quotation. Leave it blank if you do not think there is one.
  - In the triangle, write the name of a person you would like to interview.
  - In the triangle, list three value or character questions you would like to ask that person.
  - On the lines that follow, write what you think would be that person's response to your questions.

\* Student activity pages follow descriptions of strategies.



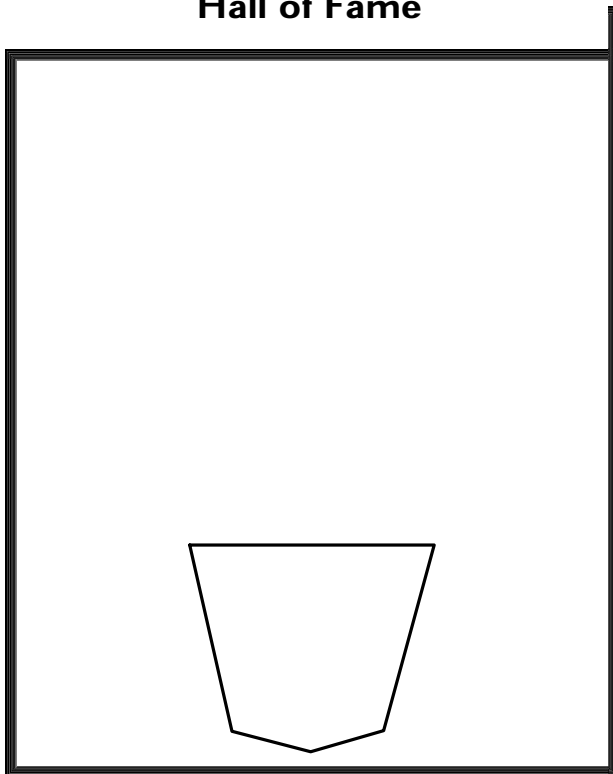
# ADDITIONAL CHARACTER STRATEGIES

## Hall of Fame, Hall of Shame

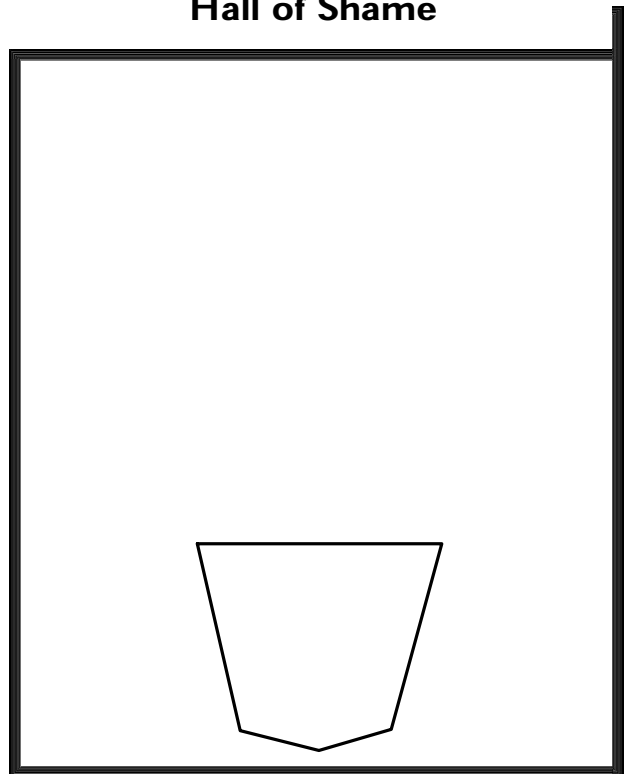
Each week have students select a person, group or organization they think should be on either the Hall of Fame board or the Hall of Shame board. Near the end of each week, have teams of three students make nominations for the boards. A representative from each team states his or her case for the nomination in two minutes. Students can then think about what they heard and vote the next day.

The team whose nomination wins the vote prepares a picture frame with a pocket. Have team members put a picture or drawing of the winning person, group or organization in the frame. Then tell them to place in the pocket newspaper articles or editorials about the winners; or have them write about why the selection was made and which positive or negative values were highlighted. The materials should be left in the pocket for a week so that students have time to read what was posted.

Hall of Fame



Hall of Shame





# VALUES HUNT

Trust

Loyalty

Courtesy

Caring

Respect

Reasonableness

Justice

Honesty

Integrity

Citizenship



# BOIL IT DOWN

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Write a 25-30 word summary of your news story.



# BE A REPORTER

Quotation	Question Asked by Reporter	Value or Character Trait

Name: \_\_\_\_\_

Three value or character questions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Response to questions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_