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Chapter 1 of Exploring the 6 Cs (21st Century Learning)

CHARACTER B/C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION B. Video Analysis

SECTION C. Consolidation and Review

version: v2022-07-27a

START HERE

Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- Section B: Video Analysis
[Google Slides](#) or [Microsoft PowerPoint](#)
- Section C: Consolidation
[Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Review Questions - Lesson B1
- Handouts - Vocabulary Builder, Self Evaluation, Chapter Review
- Answers - Chapter Review
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT links provided in this document.)

Language / Content Warning:

- Slides 139 to 142 language warning for The Rock video (see lesson plan pg 40)
- Slides 147 to 150 trigger warning for Ellen video (see lesson plan pg 46)

6Cs Character B/C - START HERE

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Instructions

Want to download
or edit a specific file?

Click the links on
the next page!

What's in this
PDF

What's NOT
in this PDF

Content
Warning



educircles.org

Print this PDF

(it has all of the handouts)

File Table of Contents

BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section B/C <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart	PDF	one-click copy
Lesson	Slideshow - Section B (slides 134-150) <ul style="list-style-type: none">Slides 139 to 142 language warning for The Rock video (see lesson plan pg 40)Slides 147 to 150 trigger warning for Ellen video (see lesson plan pg 46)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
	Slideshow - Section C (slides 151-175)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Easel by TpT - Section B/C - ALL This Easel by TpT file has all of the handouts for this section combined into one document. <ul style="list-style-type: none">PRO TIP #1: Delete the pages you don't need before assigning your file to students.PRO TIP #2: You can use the one-click copy link multiple times to create different versions of the virtual handouts. NOTE: If you just want the virtual handouts for a specific lesson, please use the one-click copy link in the FILE TABLE of CONTENTS for that lesson.	Easel by TpT	one-click copy

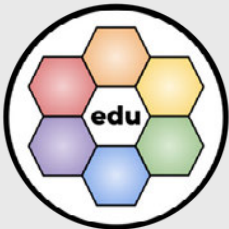
PDF

Google Slides

Powerpoint

Easel by TpT

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).



NOTE: Duplicate Slide ALERT!

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for **each Section** will tell you which slides match up.

For example, the following slide is



- Slide 168 in **Slideshow - ALL**
- Slide 18 in **Slideshow - Section C**
- Slide 1 in **Slideshow - Lesson C2**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
 - Use **Slideshow - ALL** (from the bundle)
 - or **Slideshow - Section B** or **Section C** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
 - Attach **Slideshow - Lesson B1, C1, and C2** in your assignments.

SECTION C
Vocabulary / Review

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson C1 and C2** to your assignments.

Lesson C1	ALL	Section C	Lesson C1
SECTION C Vocabulary / Review (slides 151-175)	151-175	1-25	
CHARACTER - LESSON C1: 45 min Part 2 Vocabulary Builder	151-157	1-17	1-17
Introduce Part 2 Vocabulary Builder (slide 151)	151	1	1
Graphic Organizer set up (slides 152-153)	152-153	2-3	2-3
Minds on (slides 154-155)	154-155	4-5	4-5
Find out the graphic organizer (slides 156-159)	156-159	6-9	6-9
Revising graphic organizer (slides 160-164)	160-164	10-14	10-14
Summary (slides 165-167)	165-167	15-17	15-17

Lesson C2	ALL	Section C	Lesson C2
CHARACTER - LESSON C2: 45 min Self Evaluation / Review (slides 168-174)	168-174	18-24	1-8
Student Self Evaluation (slides 168-174) - 10 min	168-174	18-24	1-7
Chapter Review Test (slides 175-176) - 10 min	175-176	25	8

The slide number comparison chart is at the start of each section in the following lesson plans

Lesson Plan - ALL
(from the bundle)

Lesson Plan - Section B
and **Lesson Plan - Section C**
(from the product)

It is NOT in individual lesson plans
(i.e. **Lesson Plan - Lesson B1**)

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON B1 - Video Analysis (75 min)

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B1	PDF	one-click copy
Lesson	Slideshow - Lesson B1 (slides 134-150) <ul style="list-style-type: none">Slides 139 to 142 language warning for The Rock video (see lesson plan pg 40)Slides 147 to 150 trigger warning for Ellen video (see lesson plan pg 46)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Review questions	Review - Lesson B1	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	one-click copy

Lesson
B1

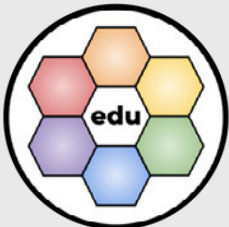
Content
Warning

Google Docs

Word

files are
organized
by lesson

PREVIEW
do not print



Links to files

LESSON C1 - Vocabulary Builder (slides 151-167) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C1	PDF	one-click copy
Lesson	Slideshow - Lesson C1 (slides 151-167)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Vocabulary Builder	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	one-click copy

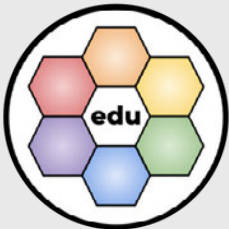
Lesson
C1

LESSON C2 - Self Evaluation / Review (slides 168-175) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C2	PDF	one-click copy
Lesson	Slideshow - Lesson C2 (slides 168-175)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Self Evaluation	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	one-click copy
	Chapter Review	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	one-click copy
Answers	Answers - Chapter Review	PDF	one-click copy

Lesson
C2

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

CHARACTER



Lesson B1: Video #1 *The Empty Gym with Kobe Bryant*

Watch Kobe Bryant talk about what it takes to get to the top. <https://youtu.be/lbARWYa3fRw>
Based on the information in this video...

1. What was one thing Kobe said that you really liked? Explain why you liked this quote.

2. Identify an obstacle that Kobe had to overcome? How did he get through it?

Something that was tough (Obstacle)	What did Kobe do? (Strategy)

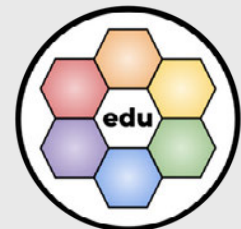
3. What was Kobe willing to do that others aren't? What did he choose to do that other people might not?

4. What was a strategy that Kobe used in the video that you could transfer and use in your own life to achieve your goals? Explain what Kobe did and how you could do something similar.

Lesson
B1

page 1

Video #1:
Kobe Bryant



Review

Video #2 Dwayne 'The Rock' Johnson Yes You Can https://youtu.be/Y85_muzKul0?t=517

Watch The Rock talk about obstacles in his life. Based on the information in this video...

1. What was one thing The Rock said that you really liked? Explain why you liked this quote.

2. Identify an obstacle that The Rock had to overcome? How did he get through it?

Something that was tough (Obstacle)	What did The Rock do? (Strategy)

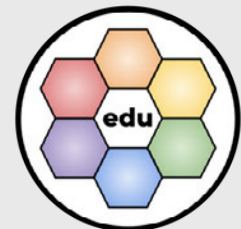
3. What was The Rock willing to do that others aren't?

4. What was a strategy that The Rock used that you could transfer and use in your own life to achieve your goals? Explain what he did / does and how you could do something similar.

Lesson
B1

page 2

Video #2:
The Rock



Review

Video #3 *Usain Bolt - Track & Training* <https://youtu.be/LElXpcYukgc>

Watch Usain Bolt talk about how he trains to be the fastest man alive.

Based on the information in this video...

5. What was one thing Usain Bolt said that you really liked? Explain why you liked this quote.

6. Identify an obstacle that Usain Bolt had to overcome? How did he get through it?

Something that was tough (Obstacle)	What did Usain Bolt do? (Strategy)

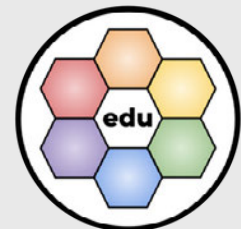
7. What was Usain Bolt willing to do that others aren't? What did he choose to do that other people might not?

8. What was a strategy that Usain Bolt used that you could transfer and use in your own life to achieve your goals? Explain what he did / does and how you could do something similar.

Lesson
B1

page 3

Video #3:
Usain Bolt



Review

Video #4 *Story of Ellen DeGeneres* <https://youtu.be/RnNN4EjU5lg>

Watch Ellen talk about how some of the most devastating things that happen to you will teach you the most. Based on the information in this video...

9. What was one thing Ellen said that you really liked? Explain why you liked this quote.

10. Identify an obstacle that Ellen had to overcome? How did she get through it?

Something that was tough (Obstacle)	What did Ellen do? (Strategy)

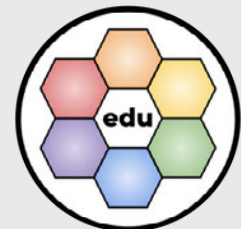
11. What was Ellen willing to do that others aren't? What did she choose to do that other people might not?

12. What was a strategy that Ellen used that you could transfer and use in your own life to achieve your goals? Explain what she did / does and how you could do something similar.

Lesson
B1

page 4

Video #4:
Ellen



Review

Name: _____ Class: _____ Date: _____

MY DEFINITION (MOST IMPORTANT, ESSENTIAL CHARACTERISTICS)	CHARACTERISTICS / FACTS
EXAMPLES	NON EXAMPLES

CHARACTER



Vocabulary Builder

Name _____ Class _____ Date _____

CHARACTER SELF EVALUATION



Read each statement and circle the answer that best describes you *right now*.

1. Do you demonstrate **self-directed learning**?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

2. Do you **develop attitudes / strategies / skills** to support your motivation/confidence to learn?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

3. Do you **know many ways that you learn best**? Can you manage your own learning & well-being?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

4. Can you find / **develop strategies to meet goals**?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

5. Do you **show persistence in the face of difficulty**?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

6. Do you **use empathy to understand yourself and others**?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

Overall, how do you feel you could improve?

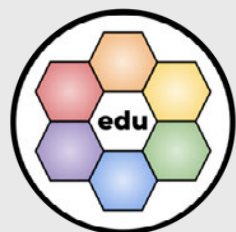
Give an example

How could you improve?

6Cs Character B/C - Handout - Self Evaluation

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Adapted from draft descriptions of transferable skills in modernizing Ontario Report Cards as reported in the Toronto Star and used under Fair Use (education, and student research) <https://www.thestar.com/news/queenspark/2017/09/06/report-card-curriculum-changes-on-the-way-in-ontario.html>



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Self Evaluation

Name _____ Class _____ Date _____

CHARACTER REVIEW



1. What is character? (Give 3 aspects)

2. Name the 2 mindsets and explain the difference between them. Give an example of each.

3. Name 2 sudoku strategies and explain how to do it.

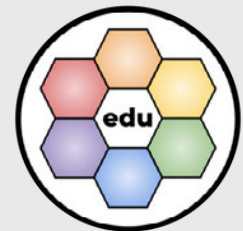
4. Name an obstacle and a strategy to overcome it.



5. Based on one of the videos we watched, name a person, something they had to overcome, and what they achieved as a result of their character

6. Choose someone who you believe best exemplifies character. Explain why and give proof.
(Please do not use someone from a video or someone discussed in class.)

page 2



Chapter Review



CHARACTER B/C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION B. Video Analysis

SECTION C. Consolidation

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ANSWERS - CHAPTER REVIEW

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know. If you think an answer is missing, incorrect, or incomplete, please email Mike@educircles.org so I can update this document to include other perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love [Who is Invisible](#).)

1. What is character? (Give 3 aspects)

[Redacted answer]

2. Name the 2 mindsets and explain the difference between them. Give an example of each.

[Redacted answer]

3. Name 2 sudoku strategies and explain how to do it.

[Redacted answer]

(students explanations will vary)

4. Name an obstacle and a strategy to overcome it.

[Redacted answer]

Chapter
Review

page 1



Answers

5. Based on one of the videos we watched, name a person, something they had to overcome, and what they achieved as a result of their character

[Redacted]

[Redacted]

[Redacted]

[Redacted]

6. Choose someone who you believe best exemplifies character. Explain why and give proof. (Please do not use someone from a video or someone discussed in class.)

[Redacted]

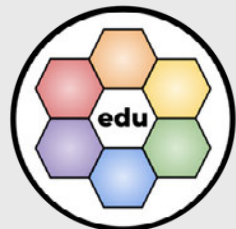
6Cs Communication B/C - Answers - Chapter Review

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Chapter
Review

page 2





Chapter 1 of Exploring the 6 Cs (21st Century Learning)

CHARACTER CHAPTER

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Growth Mindset Survey + Puzzles

SECTION B. Video Analysis

SECTION C. Consolidation and Review

version: v2022-07-27

LESSON PLANS

PART 2. Watch

SECTION B Video

5. [CHARACTER - LESSON B1: 55 min](#)

PART 3. Understand

SECTION C

6. [CHARACTER - LESSON C1: 40 min](#)
7. [CHARACTER - LESSON C2: 50 min](#)

6Cs Character - Lesson Plans - Page 1 of 57

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Lesson Plans

Page 1

SECTION B Video

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section B** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson B1** to your assignments.

Section

	Slideshow	
	ALL	Section B
SECTION B Video (slides 40-150)	40-150	1-17

Lesson B1

	Slideshow		
	ALL	Section B	Lesson B1
Watch Videos			
Introduction: Part 2 - Watch Videos (slide 134) - 5 min	134	1	1
Video #1 Kobe (slides 135-138) - 15 min	135-138	2-5	2-5
Video #2 - The Rock (slides 139-142) - 15 min	139-142	6-9	6-9
Video #3 - Usain Bolt (slides 143-146) - 15 min	143-146	10-13	10-13
Video #4 - Ellen (slides 147-150) - 15 min	147-150	14-17	14-17

Use this to
teach in class

Slideshow
from bundle

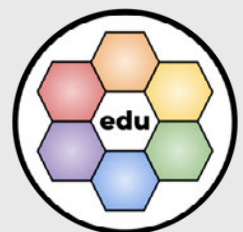
Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Page 37

Pages 2-36
are in a different
product



CHARACTER - LESSON B1: 75 min
Sudoku Round 5 / Video Introduction (slides 125-138)

OVERVIEW

- Introduction: Part 2 - Watch Videos (5 min)
- Video #1 - Kobe (15 min)
- Video #2 - The Rock (25 min)
- Video #3 - Usain Bolt (15 min)
- Video #4 - Ellen (15 min)




MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section B, or Slideshow - Lesson B1)
- Class set of Review - Lesson B1

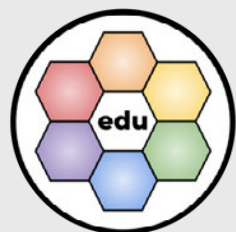
Watch Videos

Introduction: Part 2 - Watch Videos (slide 134) - 5 min

	<p>Part 2. Watch Videos</p> <p>The goal of this part is to look at a few case studies to explore what character building can look like.</p> <p>We are going to discuss short videos of celebrities talking about character building experiences in their lives.</p> <p>TEACHER TIP: The common thread between all of these videos is that these people are at the top of their game and they make it look easy.</p> <ul style="list-style-type: none">• You see them being celebrities.• You don't see the work and the effort behind the scenes that they had to do to get there.
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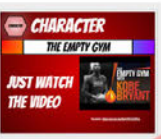
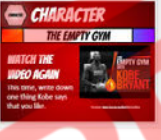

Timing

Materials



Video #1 - Kobe (slides 135-138) - 15 min

Video: <https://youtu.be/lbARWYa3fRw> (3 min)

135 	<p>What do you know (or think you know) about this person? / What's their claim to fame?</p> <ul style="list-style-type: none">• Possible answers:<ul style="list-style-type: none">○ Basketball player, was drafted right out of high school, slam dunk champion, 5 time NBA champion,○ Oscar winner for best animated short "Dear Basketball"○ Interesting fact: Youngest player to ever start an NBA game○ Retired from NBA in 2016.○ Died in a helicopter crash Jan 2020
136 	<p>We suggest just watching the video without any more introduction or context about what we are going to do next.</p> <ul style="list-style-type: none">• Otherwise, students might be busy writing down things, instead of just focused on watching the video.
137 	<p>Afterwards, have students share quotes</p> <p>Possible teacher prompts:</p> <ul style="list-style-type: none">• Did anyone have the same quote as another student?• Why do we choose these quotes?• What makes them quotes powerful, memorable, etc.• How are these quotes different from the other celebrity videos?
138 	<p>Although students may have additional prior knowledge about this celebrity, let's focus our conversation on the information from the video:</p> <p>All 3 questions really get at the same points / strategies.</p> <p>What's an obstacle they dealt with?</p> <ul style="list-style-type: none">• He had to wake up at 3 am. (4-6 am practice, ate breakfast, 9-11 am practice, relax, 2-4 pm practice, ate dinner, 7-9 pm practice) <p>What strategies did they use to achieve success?</p> <ul style="list-style-type: none">• He woke up at 3 am to get more practice. <p>What were they willing to do that others aren't?</p> <ul style="list-style-type: none">• He's willing to wake up at 3 am to get more practice. <p>Other talking points:</p> <ul style="list-style-type: none">• Doing it for years - the separation between him and other people - they can't catch up. By year 5, they're never going to catch up.• Pushed himself past exhaustion - That's the only way you get better. By pushing yourself past exhaustion.

6Cs Character - Lesson Plans - Page 39 of 57

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Video 1
Kobe Bryant

Obstacle
they faced



	<ul style="list-style-type: none"> • More training simply by starting at 4 - You can't possibly become better than me. • Willing to master his craft by going back to basics • He's willing to work out alone. (At the beginning, he's the only one there - all alone.) • He thinks starting at the beginning is beautiful. (Other people want to do the flashy stuff, and aren't working on mastering the fundamentals.) - one move at a time, one counter at a time. • Shows incredible dedication • We all can be masters at our craft - it's a choice we all make. He chooses to be a master at his craft. • This is his life. He loves what he does. It's as simple as that. He gets so much enjoyment from it.
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Video #2 - The Rock (slides 139-142) - 25 min



Diversity Opportunity:
 Sometimes, we have stereotypes about people who are in low socio-economic classes. The Rock breaks those stereotypes by working harder than everyone else until he succeeds.

Language Warning:

- 9:09 you're gonna get your ass kicked; we're gonna get the s* kicked out of us.
- 11:49 get your ass kicked

For this lesson, watch 8 minutes from 8:40 to 16:48 of this video clip:

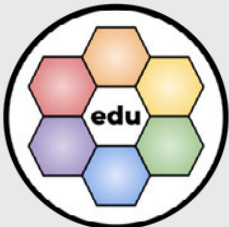
- https://youtu.be/Y85_muzKul0?t=517

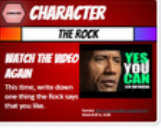

139	 <p>CHARACTER WHO IS THIS PERSON?</p> <p>ANSWER KEY A. What do you know about this person? B. What's their claim to fame?</p> <p>YES YOU CAN</p>	<p>The Rock (Dwayne Johnson) is very relevant - He's doing so many movies right now</p> <p>Possible answers:</p> <ul style="list-style-type: none"> ○ Played for the Calgary Stampeders in the CFL ○ Was the top star in the WWE for many years holding many championship belts ○ Listed in Forbes magazine as # 25 most influential entertainers ○ World's highest paid actor in 2016 (64.5 million) ○ Been the star in many hit movies (Skyscraper, Rampage, Jumanji 2, Fast and the Furious movies) ○ Movies, wrestling, extremely hard worker, huge social media following <p>Interesting fact: He was arrested 9 times before the age of 17 https://screenrant.com/dwayne-johnson-the-rock-secrets-facts-trivia/</p>
140	 <p>CHARACTER THE ROCK</p> <p>JUST WATCH THE VIDEO</p> <p>YES YOU CAN</p>	<p>We suggest just watching the video without any more introduction or context about what we are going to do next.</p> <ul style="list-style-type: none"> • Otherwise, students might be busy writing down things, instead of just focused on watching the video.

Video 2
The Rock

Content
Warning

Discussion
Points



141	 <p>Afterwards, have students share quotes</p> <p>Possible teacher prompts:</p> <ul style="list-style-type: none"> Did anyone have the same quote as another student? Why do we choose these quotes? What makes them quotes powerful, memorable, etc. How are these quotes different from the other celebrity videos?
142	 <p>Although students may have additional prior knowledge about this celebrity, let's focus our conversation on the information from the video:</p> <p>All 3 questions really get at the same points / strategies.</p> <p>What's an obstacle they dealt with?</p> <ul style="list-style-type: none"> 8:47 Playing pro football, 2 days later, got cut 8:54 Sent home with seven bucks; goal of NFL - dreams shattered 15:55 his family was evicted, the car was repossessed, watching your parents go through that is defining as a kid. 16:21 making a lot of mistakes; arrested 7 or 8 times by 16 years old - fighting, theft, etc <p>What strategies did they use to achieve success?</p> <ul style="list-style-type: none"> 9:02 Perspective: realizing that playing in the NFL was the best thing that never happened; have faith that the one thing you want to happen not happening is a good thing <ul style="list-style-type: none"> Can't play football forever, but you can always train and push yourself. 10:51 My number one competition is me - it's always you versus you. You've got to be the one to get up every morning, be disciplined, put in the consistent daily hard work. 11:31 realizing that failing - what was important was the lesson 13:02 push yourself when no one else is around - those moments have a tendency to lead to success. 14:59 he believes that anything is possible - we can accomplish anything with our two hands and putting in the work. 15:16 find something you are passionate about - it gives you that motivation when you wake up in the morning <p>Strategy other people used that helped him:</p> <ul style="list-style-type: none"> 16:41 understanding the value and the power of someone giving back; he had parents + high school coach who believed in his potential. <p>What were they willing to do that others aren't?</p> <ul style="list-style-type: none"> 9:12 You got to get up 10:14 Working out - and replies to comments in between sets (instead of just being at home on their phone)

Strategies
they used



Obstacle they faced

- 11:49 get your ass kicked, get back up, put the gloves back on and swing away
- 12:26 He works out at 4 am.
- 12:39 Trains twice: gets cardio, breakfast, then weights
- 13:57 his call time is 7:00 AM (for a movie); he wakes up 4 hours earlier to train twice. "There's no substitute for hard work.)
- 15:40 there's no substitute for hardwork.

Background information from other sources:

- Youtube: <https://youtu.be/hvngsCm-R28?t=53>

What's an obstacle they dealt with?

- Evicted out of his house (Hawaii)
 - forced to move, forced to leave Hawaii
- His grandfather bought the wrestling promotion in Hawaii - struggled with it and died struggling with it. (grandmother took up the wrestling business)
- Getting arrested when he was 14
- Failed at football (according to him)
 - didn't get invited to try out for NFL;
 - played CFL but got cut from the team.

What strategies did they use to achieve success?

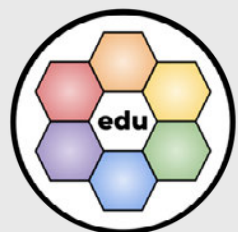
What were they willing to do that others aren't?

Note: even though the video identifies some talking points on the side, we suggest encouraging students to infer more strategies from the video.

1. Be driven by hardships (Evicted from home in Hawaii)
 - Getting evicted put him in a mindset of hardwork (2:02)
 - I will do anything I can to make sure we never get evicted again...
 - Use the pain of hardship to motivate himself
2. Bring it on
 - Get up at crazy hours (2:17)
 - he starts his day 4 hours earlier before he needs to be on set. (Trains twice - cardio, breakfast, weights)
 - Works out in an empty gym
 - Love the process (of working out): sweaty, painful and fun
 - Shouts out a key word to focus (FOCUS) (3:26)
 - He out works all of his competition (4:03)

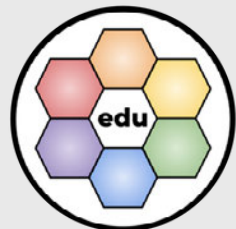
Always be preparing (4:21)

- Have the mentality of being in a constant state of training.
 - (There's no off season) (4:42)
- You can't play football forever, but you can always train and get better and push yourself (5:31)
- Work begets work



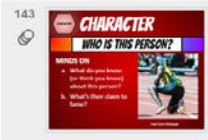


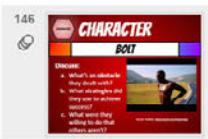
	<p>Swing away (5:44)</p> <ul style="list-style-type: none">• Learn from your mistakes: "If I did fail, what was also important was the lesson" (6:26)<ul style="list-style-type: none">◦ He didn't realize that until he was older◦ When you're in the grind you don't recognize it.• Get knocked down, and then get back up and keep trying<ul style="list-style-type: none">◦ "Get your ass kicked, get back up, put your gloves back on and swing away." (6:40) <p>Survive failure (6:52)</p> <ul style="list-style-type: none">• Failure is important for personal growth<ul style="list-style-type: none">◦ "Failing has become critical in my growth" (6:55)◦ He didn't make the NFL◦ He played CFL but got cut from the team◦ Went home to live with his parents◦ "I had fallen so flat on my face for the first time in my life." (8:31)◦ Depressed◦ "How could this happen? I worked so hard - hard work pays, I always thought... It's not paying for me. I got nothing. I literally had seven bucks in my pocket." (8:40) <p>Teacher question: How many of you in the class today have more money than the Rock did at that point?</p> <ul style="list-style-type: none">• Tell yourself it's not over for you<ul style="list-style-type: none">◦ Rising from that to say it's not over for me◦ He couldn't have trained to become a wrestler with the level of intensity he had unless he had failed◦ He failed as a football player. <p>Other talking points beyond the suggested 9 minute mark of the video:</p> <p>Do it from the heart (9:32)</p> <ul style="list-style-type: none">• Will the audience like this role / movie• Will I like it (10:13) <p>Live in the moment (10:40)</p> <ul style="list-style-type: none">• Training is the anchor that helps him stay focused throughout the day.• If you do anything, you never want to do anything half assed... get in, be intense, execute on it, and then get out. (11:04)• Every day today, be more appreciative of the moment
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Background Information



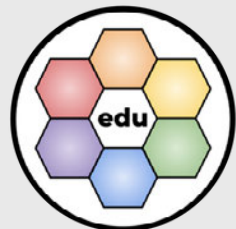
Video #3 - Usain Bolt (slides 143-146) - 15 min

Video: <https://youtu.be/LElXpcYukgc> (3 minutes)

143 	<p>What do you know (or think you know) about this person? / What's their claim to fame?</p> <p>Possible answers:</p> <ul style="list-style-type: none">• Usain Bolt - Olympic athlete• World's fastest person• World record holder in the 100m, 200m & 4 x 100m• Only sprinter to ever win 3 consecutive medals (100m & 200m in 2008, 2012, 2016) <p>By the way, Usain Bolt has scoliosis - abnormal spine curvature:</p> <ul style="list-style-type: none">• "When a younger athlete, the condition often hampered his progress, he describes, and contributed to the series of niggles which delayed the realisation of his enormous potential.• But, once Coach Mills established a consistent performance team around Bolt, the Jamaican has strengthened his core and back significantly, and the condition appears not to trouble him any more."• https://www.telegraph.co.uk/athletics/2017/08/03/10-facts-didnt-know-usain-bolt-worlds-fastest-man/ (fact #7) <p>Image Source: CC0 licensed - https://pixabay.com/en/usain-bolt-sprint-race-bolt-games-3416304/</p>
144 	<p>We suggest just watching the video without any more introduction or context about what we are going to do next.</p> <ul style="list-style-type: none">• Otherwise, students might be busy writing down things, instead of just focused on watching the video.
145 	<p>Afterwards, have students share quotes</p> <p>Possible teacher prompts:</p> <ul style="list-style-type: none">• Did anyone have the same quote as another student?• Why do we choose these quotes?• What makes them quotes powerful, memorable, etc.• How are these quotes different from the other celebrity videos?
146 	<p>Although students may have additional prior knowledge about this celebrity, let's focus our conversation on the information from the video:</p> <p>All 3 questions really get at the same points / strategies.</p>

Video 3
Usain Bolt

Favourite
Quotes



What were they willing to do?

	<p>What's an obstacle they dealt with?</p> <ul style="list-style-type: none">• Training when he didn't want to. <p>What strategies did they use to achieve success?</p> <ul style="list-style-type: none">• Training when he didn't want to. <p>What were they willing to do that others aren't?</p> <ul style="list-style-type: none">• Training when he didn't want to.• Sacrifice. <p>Other talking points:</p> <ul style="list-style-type: none">• He's there training hard, even though there are no crowds.• People think it looks effortless, but before it gets to that point, it's hard work. Day in and day out sacrifice...• There's times when you just want to give up and go home.• You wake up and know there's a day of training - I don't want to go today, but I gotta go.• It's hard and a lot of people don't know.• We are not used to seeing you suffering. (In the spotlights, he runs for 10 seconds and he's done.)• Shows the true story - So the competition is not the reality?<ul style="list-style-type: none">◦ The work is behind the scenes◦ Competition is the easy part. Behind the scenes is where all the work is done. And everything is done to get to that one race.• His own dad won't go back and watch him train - he's vomiting and looked sick.• This is your conscious speaking: don't do it, stop running. You're tired. Go play football, go play golf.
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Video #4 - Ellen (slides 147-150) - 15 min


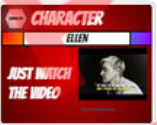

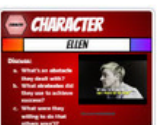
Diversity Opportunity:

Ellen lost her job because she was gay. Ellen demonstrates courage, perseverance, and the importance of following your passion until you succeed.

Content Warning:

- Her girlfriend was killed (in a car accident) and she passed by the scene (unaware.)
- She talks about how she realized she had purpose when kids who almost committed suicide but didn't wrote to her.

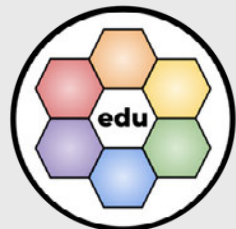
Video (approx 5 minutes): <https://youtu.be/RnNN4EjU5Iq>

147		<p>What do you know (or think you know) about this person? / What's their claim to fame?</p> <p>Possible answers:</p> <ul style="list-style-type: none">• Stand up Comedian• First prime time TV star to play an openly gay character on her show "Ellen"• Hosts a very popular talk show "The Ellen show" winner of 25 Emmy Awards• The voice of Dory in the movies Finding Nemo and Finding Dory <p>Interesting fact: at 23 she was selling vacuums still aspiring to greatness https://www.biography.com/news/ellen-degeneres-biography-facts</p>
148		<p>We suggest just watching the video without any more introduction or context about what we are going to do next.</p> <ul style="list-style-type: none">• Otherwise, students might be busy writing down things, instead of just focused on watching the video.
149		<p>Afterwards, have students share quotes</p> <p>Possible teacher prompts:</p> <ul style="list-style-type: none">• Did anyone have the same quote as another student?• Why do we choose these quotes?• What makes them quotes powerful, memorable, etc.• How are these quotes different from the other celebrity videos?
150		<p>Although students may have additional prior knowledge about this celebrity, let's focus our conversation on the information from the video:</p> <p>What's an obstacle they dealt with?</p> <ul style="list-style-type: none">• Death of a loved one. Her girlfriend died in a car accident• Hard times living in a basement apartment. "I had no money, I had no heat, no air, I had a mattress on the floor and the apartment was infested with fleas."• Trying to please everybody; worried that people wouldn't like her

Video 4
Ellen

Content
Warning

Obstacle
they faced



Strategies
they used

	<p>if they found out she was gay.</p> <ul style="list-style-type: none">• Asked to move out by dad (The step-mom had 2 little girls and they didn't want Ellen to influence the kids.)• Living with so much shame / fear• Lost her career. She found out her hit tv show was cancelled by reading the newspaper.• No one called Ellen with job offers for three years because she's gay. <p>What strategies did they use to achieve success? What were they willing to do that others aren't?</p> <ul style="list-style-type: none">• Took risks - Willing to lose everything by coming out; tired of living in fear• Realized she had a purpose (kids that almost committed suicide but didn't because of what she did.)• "it was so important for me to lose everything because I found out what the most important thing is, is to be true to yourself. Ultimately, that's what's gotten me to this place." (4:03)• Know who you are: "I know I'll always be ok, because no matter what, I know who I am." (4:19)• Perseverance<ul style="list-style-type: none">◦ She didn't walk away after everyone dropped her for being gay. (She could have left Hollywood)• Believes that she will be okay.• Willing to follow her passion.
OPTIONAL:	Students can do the review handout (Review - Lesson B1)

SECTION C Vocabulary

Section C

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson C1** and **C2** to your assignments.

Lesson C1	Slideshow		
	ALL	Section C	Lesson C1
SECTION C Vocabulary / Review (slides 151-175)	151-175	1-25	
CHARACTER - LESSON C1: 40 minPart 3 Vocabulary Builder (slides 151-167)	151-167	1-17	1-17
Introduce Part 3 - Understand / Vocabulary Builder (slide 151)	151	1	1
Graphic Organizer set up (slide 152-153)	152-153	2-3	2-3
Minds on (slides 154-155)	154-155	4-5	4-5
Filling out the graphic organizer (slides 156-159)	156-159	6-9	6-9
Revising graphic organizer (slides 160-164)	160-164	10-14	10-14
Summary (slides 165-167)	165-167	15-17	15-17

Lesson C2	Slideshow		
	ALL	Section C	Lesson C2
CHARACTER - LESSON C2: 50 minSelf Evaluation / Review (slides 168-175)	168-175	18-25	1-8
Student Self Evaluation (slide 168-174) - 10 min	168-174	18-24	1-7
Chapter Review Test (slide 175) - 40 min	175	25	8

6Cs Character - Lesson Plans - Page 48 of 57

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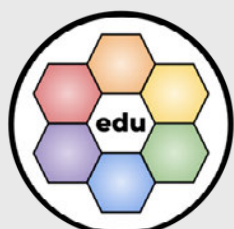
Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



CHARACTER - LESSON C1: 40 min
Part 3 Vocabulary Builder (slides 151-167)

OVERVIEW


- Introduce Part 3 - Understand (Vocabulary Builder)
- Graphic Organizer set up
- Minds on
- Filling out the graphic organizer
- Revising graphic organizer
- Summary Slides

MATERIALS

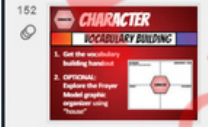

- Slideshow (Slideshow ALL, Slideshow - Section C, or Slideshow - Lesson C1)
- Class set of handout (Handout - Vocabulary Builder)



Introduce Part 3 - Understand / Vocabulary Builder (slide 151)

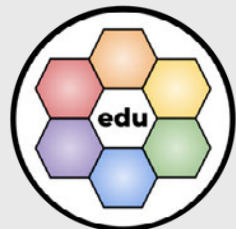
	Part 3. We are going to explore what “character” means by using a vocabulary building graphic organizer (Frayer model) to play with the word and get a deeper understanding.
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Graphic Organizer set up (slide 152-153)

	Give out the vocabulary building handout for Character
	<p>Optional: If your students are not familiar with a Frayer model graphic organizer, you might need to do a practice example by playing with the concept of a “house”</p> <ol style="list-style-type: none">1. What is a house? What makes a house a house?<ul style="list-style-type: none">• A house has walls... windows... a door... stairs... people...2. Can you come up with something that is like a house, but not a house?<ul style="list-style-type: none">• Hmm... Something that has walls, windows, a door, people... maybe a building?3. What is the most important thing about a house? What must a house have?<ul style="list-style-type: none">• It must have people in it.4. Come up with different types of houses<ul style="list-style-type: none">• My house... an apartment... a brick house... <p>TEACHER TIP: A full slideshow and lesson plan on the Frayer Model is available on the Educircles Teachers Pay Teachers site here.</p>

Lesson
C1

Explain
Frayer Model



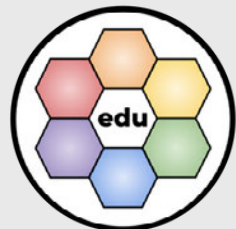
Minds on (slides 154-155)

<div>154</div> <div><div>CHARACTER</div><div>MINDS ON!</div><div>Think about the activity you did.</div><div>Think about the videos you watched.</div><div>• Mindset Survey</div><div>• Teacher Prompt</div><div>• The Book</div><div>• Sudoku</div><div>• Ellen</div><div>WHAT DO THEY HAVE IN COMMON?</div></div>	<p>Minds on! Let's think about what we did in the first 2 parts of this Character chapter.</p> <p>What do these activities have to do with character?</p> <p>Possible Answers:</p> <p>Mindset Survey</p> <ul style="list-style-type: none">• A growth mindset can help you learn• The differences between a fixed mindset and a growth mindset• Teacher Prompt: What does a growth mindset have to do with character?<ul style="list-style-type: none">◦ A fixed mindset means you were born that way, but a growth mindset means if you work hard, you can become great.◦ Anyone can have a fixed mindset or growth mindset. You choose.• Teacher Prompt: How do you get a growth mindset?<ul style="list-style-type: none">◦ You can get a growth mindset just by changing the way you give feedback:<ul style="list-style-type: none">■ I like the way you tried lots of strategies■ I liked the effort you put in... let's figure out what you don't get yet? <p>Sudoku</p> <ul style="list-style-type: none">• People aren't born good at sudoku - they use strategies to solve the puzzles• There are strategies you can use to become better• There are things you can say to put people in a growth mindset• There are obstacles (I don't want to, I'm confused, I tried but it didn't work)<ul style="list-style-type: none">◦ There are ways to overcome obstacles (do one thing at a time, set a timer, restart, and review instructions)
<div>155</div> <div><div>CHARACTER</div><div>MINDS ON!</div><div>Think about the videos you watched.</div><div>• Kobe Bryant</div><div>• The Book</div><div>• Ellen</div><div>WHAT DO THEY ALL HAVE IN COMMON?</div></div>	<p>Think about the videos - what do all 4 people have in common?</p> <p>Sample student answers:</p> <ul style="list-style-type: none">• Willing to sacrifice<ul style="list-style-type: none">◦ Kobe: sleep 4 am◦ Rock: sleep 4 am◦ Bolt: comfort (vomiting on the track)◦ Ellen: career

Minds
On!

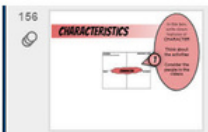
A. Survey +
Puzzles

Review
B. Videos

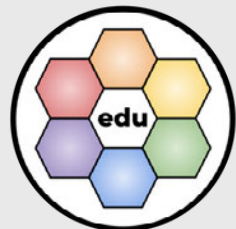



	<ul style="list-style-type: none">• Dedication<ul style="list-style-type: none">○ Kobe - trained at 4 for years○ The Rock - works out twice before most people have breakfast - Whatever you want, you got to get after it - there's no substitute for hard work.○ Usain Bolt - training even though his body tells him to stop (vomit)○ Ellen - deadset on being the first woman on Carson.• Loved what they did<ul style="list-style-type: none">○ Kobe - He loves what he does. It's as simple as that. He gets so much enjoyment from it.○ Rock: (Although they don't say it, if they didn't love it, you couldn't continue on this path day in and day out)○ Bolt - laughing / smiling○ Ellen - She knows who she is (Although they don't say it, if they didn't love it, you couldn't continue on this path day in and day out)• Value of failure<ul style="list-style-type: none">○ Ellen - so important that she lost everything○ Rock - learned from failure; didn't make it as a professional football player○ Kobe and Bolt - neither athlete recognized the importance of failure. Why do you think that is?• They all have a bigger picture<ul style="list-style-type: none">○ Rock - I knew that I wanted to be something. It's important to me that I was something.○ Usain & Kobe - both want to be the greatest○ Ellen - Realized she had purpose - helping others; giving back.
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Filling out the graphic organizer (slides 156-159)

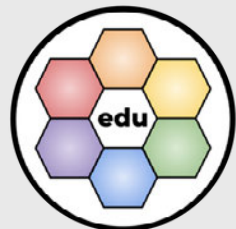
	<p>Start in the top-right corner of the vocabulary builder graphic organizer.</p> <p>STEP 1. Features of Character</p> <p>Teacher Prompt: Think about the activities and the videos. What are the</p>
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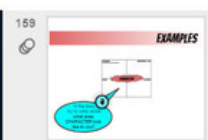
Features of
Character




	<p>features of character?</p> <p>Possible Student Answers:</p> <ol style="list-style-type: none">1. Passion2. Not giving up / perseverance3. Dedication4. Sacrifice5. Failure can be a good thing.6. Actually try.7. Be willing to fail8. Take risks (that could result in failure)9. Growth mindset10. Strategies to get better11. Have purpose / goal
	<p>STEP 2: NON EXAMPLES</p> <p>Possible Student Answers:</p> <p>Eye colour, height, weight, clothing choices, music choice, hobbies, funny, athletic, good student, intelligent, dumb, etc.</p> <ul style="list-style-type: none">• these are all descriptors / characteristics - they describe things about you, but not your attitude <p>Winning</p> <ul style="list-style-type: none">• Sometimes success comes easy - you didn't have to work at it. Right place, right time. If you win the lottery, does that mean you have success?• You could be rich, but it doesn't mean you had to work hard at it• You could do really well at a subject, but it doesn't mean you've shown character. Some of you don't study for tests, but you do well because maybe you're good at remembering facts.• Some people in gym are really fast runners - but it doesn't mean they train to become fast• Just because you're skinny doesn't mean you're fit or you eat well. <p>Losing</p> <ul style="list-style-type: none">• Some people don't try and they could lose.• (It's character, if they try and lose... because they made the effort) <p>Having a goal</p> <ul style="list-style-type: none">• It doesn't mean you're going to get it.<ul style="list-style-type: none">◦ Making a new year's resolution doesn't mean it's going to

Non Examples
of Character



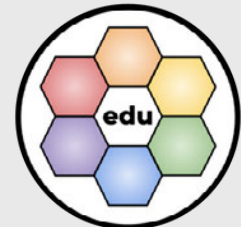
	<p>happen.</p> <ul style="list-style-type: none">• But having a goal gives you purpose and direction• Working towards a goal is character
	<p>STEP 3: What is the most important feature of Character?</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none">• It's about how you do it.• It has to do with process. (Sacrifice, dedication)• How you're going about what you're doing, to achieve what you want to achieve.
	<p>STEP 4. Examples of Character (in every day life)</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none">• Getting up when you fall down• If at first you don't succeed try, try again.• Doing something every day to get better.• Trying out for a team that you didn't make the year before• Practicing at home when no one is watching - musical instrument, sports, studying for school, homework <p>Learning to walk (as a baby)</p> <ul style="list-style-type: none">• Teacher Prompt: Aren't you glad you still kept going? What was your goal? (To get to the other side of the room; to get the cup)




Revising graphic organizer (slides 160-164)

	<p>NOW WE ARE GOING TO REVISE / FIX / IMPROVE our IDEAS</p> <ol style="list-style-type: none">1. The hardest part about revising and checking your work is that students don't want to do it. Or, they change one word and say they're done. Or, they can't think of what to change.2. I'm going to model the process and show you specifically what to do, step-by-step. I changed the background to black so you know we're REVISING (FIXING & ADDING IDEAS)
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Most important feature

Revising our understanding



	<p>STEP 1 (again). CHARACTERISTICS</p> <p>Teacher Prompt: What forms of CHARACTER does the ideal athletes use?</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none"> • Taking shots even though you might miss • Going to practice • Being coachable - willing to listen to coach and team-mates • Open minded to different ways to do things. • Showing up on time. <p>TEACHER PROMPT: Are people born with character? Compare yourself to your siblings, cousins, parents, family members, etc.</p>
	<p>STEP 2 (again). EXAMPLES</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none"> • Both failure and success are not directly related to character <ul style="list-style-type: none"> ◦ You could fail and have worked hard (or not worked at all). ◦ You could succeed and have worked hard (or not worked at all). • You can be doing everything right and still not achieve victory... yet <ul style="list-style-type: none"> • I can plant a seed, and water it every day, but it may not be a tree yet because these things take time. <p>Key ideas:</p> <ul style="list-style-type: none"> • Character is not about the end result (failure / success), it's about the process to get there • Character is shaped through the process / failure • Character requires patience
	<p>STEP 3 (again). ESSENTIAL CHARACTERISTICS</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none"> • It's about how you do it. • It has to do with process. (Sacrifice, dedication) • How you're going about what you're doing to achieve what you want to achieve.

Revisit our examples

Essential Characteristics



Teacher Prompts

Look at the MY DEFINITION box...

- but think about the CHARACTERISTICS and NON-EXAMPLES box (Hmm... thought bubble.)

The goal is to challenge our brains to do some critical thinking

- We are trying to JUDGE / EVALUATE what are the core elements to having CHARACTER.
- Anything that is not essential to CHARACTER can be crossed off (and moved to the CHARACTERISTICS box.)

Possible Teacher Prompts:

- What do you have to be in order to have those characteristics of character?
 - a. You have to be mentally "tough" (tenacity) because you will face adversity
- Do you have to face adversity to have character? So are obstacles a requirement for character?
- How long does character take? (How long does it take to build character?)

Character requires **OBSTACLES**

- Some will be overcome, and some won't be.

Character requires **PATIENCE**

- Like a seed becoming a tree.
- Like becoming a youtube sensation with a million followers

Character is very **INTANGIBLE**


- You can't take someone's character from them.
 - They took Ellen's job (her greatest fear), but they she still had her passion, her desire, her determination, her perseverance.
 - They took away The Rock's house and money, but that made him work harder.

TEACHER POINT:

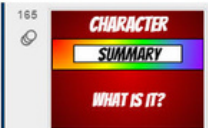
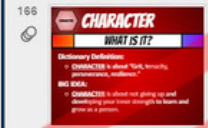
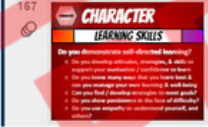
- No one can take away your character. You can't take away someone else's character

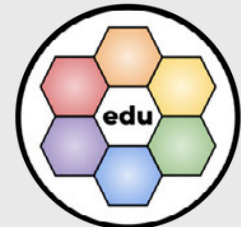


Revise our examples

	<ul style="list-style-type: none">By the same token, no one can give you character. You can't inherit character. You can't buy character
164 	<p>STEP 4 (again). EXAMPLES</p> <ul style="list-style-type: none">Are there any other examples of character that we missed? <p>BONUS: Now that we've played with the word, look up the definition in a dictionary, and see if you agree, or disagree. What did you have / miss?</p> <ul style="list-style-type: none">Dictionary Definition: CHARACTER is about "Grit, tenacity, perseverance, resilience."

Summary (slides 165-167)

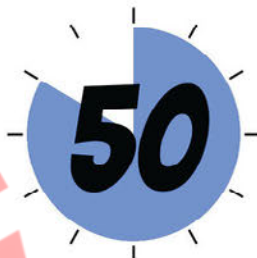
165 	<ol style="list-style-type: none">Summarize what Character isReview what Character is according to "Learning Skills"
166 	
167 	



CHARACTER - LESSON C2: 50 min
Self Evaluation / Review (slides 168-175)

OVERVIEW

- Student Self Evaluation Slides (10 min)
- Chapter Review Test (40 min)



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section C, or Slideshow - Lesson C2)
- Class set of Handout - Self Evaluation
- Class set of Handout - Chapter Review
- Teacher copy of answers (Answers - Chapter Review)

Student Self Evaluation (slide 168-174) - 10 min

	<p>Student Self Evaluation of their "Character" Learning Skill</p> <ul style="list-style-type: none">• You can use the same handout at 3 different times in the term to get diagnostic, formative, and summative information to help with Learning Skills comments for the Report Card. <p>Get the handout</p> <ul style="list-style-type: none">• Together as a class, we're going to go through these questions.• I'm going to read each statement and your job is to figure out if you really strongly agree with it, kind of agree with it, kind of disagree, or really disagree with it.• And then, you circle your answer for that question.

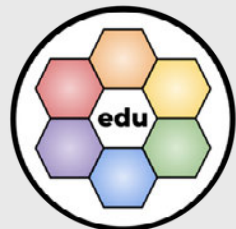
Chapter Review Test (slide 175) - 40 min

	<p>Teachers may choose to do the chapter review handout as an assessment opportunity. 6 short answer questions to see what students remember from the week's worth of lessons.</p>
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Lesson
C2

Self
Evaluation

Chapter
Review



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- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
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About SEOT Mindset

- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
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MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6Cs\) Social and Emotional Learning bundle](#)
- [6Cs Growth Mindset Class Challenge](#)
- [Reading for Meaning Comprehension Strategies](#)



6Cs Character B/C - START HERE - Page 6 of 10

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Specific things to know about this product: 6Cs Character B/C version 2022-07-28

- See lesson plan

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [6Cs Character B/C](#)
- How to update (or know if you need to update): [HELP \(6Cs Character B/C\)](#).

SINGLE PDF FILE update 2022-07-27

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
 - <https://links.educircles.org/tpt/6cs-character-a>
 - <https://links.educircles.org/tpt/6cs-character-bc>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
 - <https://www.teacherspayteachers.com/Product/6Cs-Character-Folder-1-5842110>
 - <https://www.teacherspayteachers.com/Product/6Cs-Character-Folder-2-5842125>
 - <https://www.teacherspayteachers.com/Product/6Cs-Character-Folder-3-5842142>
 - <https://www.teacherspayteachers.com/Product/6Cs-Character-Folder-4-6005039>
 - <https://www.teacherspayteachers.com/Product/6Cs-Character-Folder-5-7306893>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

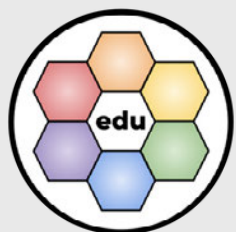
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Updated teaching content:**
 - Replaced the YouTube video for The Rock (slides 139-142); updated lesson plan discussion points.
 - Combined the lesson review for the videos into a single lesson (Lesson B1)
 - Updated the self-evaluation handout
- **Content has been moved around and renamed** (to put the puzzles with the other activities in Section A.)
 - Lesson A1 - Growth Mindset survey - no change
 - Previous lessons B1, B2 (Sudoku) were moved into Section A (with the Growth Mindset survey)
 - Lesson B1 (slides 40-90) was renamed Lesson A2 (40-90)
 - Lesson B2 (slides 91-124) was renamed Lesson A3 (91-124)
 - Sudoku sections of Lesson B3 (slides 125-138) was renamed Lesson A4 (125-133)
 - Lesson B3 and B4 (video analysis) stayed in Section B and combined into a single lesson:
 - 6Cs Character BC - Slideshow - Lesson B1 (134-133)

6Cs Character B/C - START HERE - Page 8 of 10

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Changelog

- Other changes
 - Files are now packaged by section (A. Growth Mindset Survey + Puzzles, B/C Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom, etc.)
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF for easier printing
 - Removed Google Slides versions of handouts (and replaced with Easel by TpT)

Version 2.8 FILE Table of Contents update on October 5, 2021

This update is about trying (again!) to make all of the files less overwhelming. No changes to teaching content.

- Added a File Table of Contents with one-click links to the files needed by lesson (**File 0**)
- Created a Google Drive Folder with a UNIT OVERVIEW and each lesson plan as a separate file PDF (**Folder 5**)
- Updated the READ ME FIRST file
 - Added a START HERE link to the FILE Table of Contents to make it more obvious in thumbnail mode on Google Drive
 - Updated the Copyright / Technical info stuff.
- Added © symbol to some files as a reminder that Educircles content is copyright.
- Renamed Lesson Overview to Unit overview (**File 3**)
- Added Social Emotional Learning wording to heading
- Fixed some copy/paste errors
- Put Google Doc Sudoku solutions (**File 5d** and **File 5g**) back into Folder 2

Version 2.0 Distance Learning update on July 28, 2020

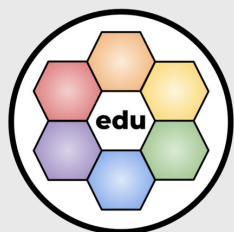
- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- **The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive.** No more copying view-only files.
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 3 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C)
- **Easy uploading to Google Classroom assignments by lesson.** The slideshow is now also broken up into individual lessons that you can upload: (**File 3** Lesson A1, B1, B2, B3, B4, C1, C2)
- **Added NEW lesson review handouts** for lessons that didn't have handouts (**File 4** A1, B1, B2, B3, B4)
- **Adapted for Google Classroom**
 - The Growth Mindset survey (**File 5a**) and the Sudoku puzzles (**File 5g, 5h, 5i, 5j, 5k**) are now also available in Google Slides format so students can click and drag responses.
 - The vocabulary builder (**File 5b**) and the Venn Diagram (**File 5d**) are now converted into Google Slides format (so students can type responses directly in the graphic organizers).
- File numbers and lesson timing have changed
- The Rock and Ellen YouTube videos from version 1 are no longer available so they have been replaced with new YouTube videos.
- Created tutorial video to show how to play Sudoku on Google Slides <https://youtu.be/S2xeMreGZig>

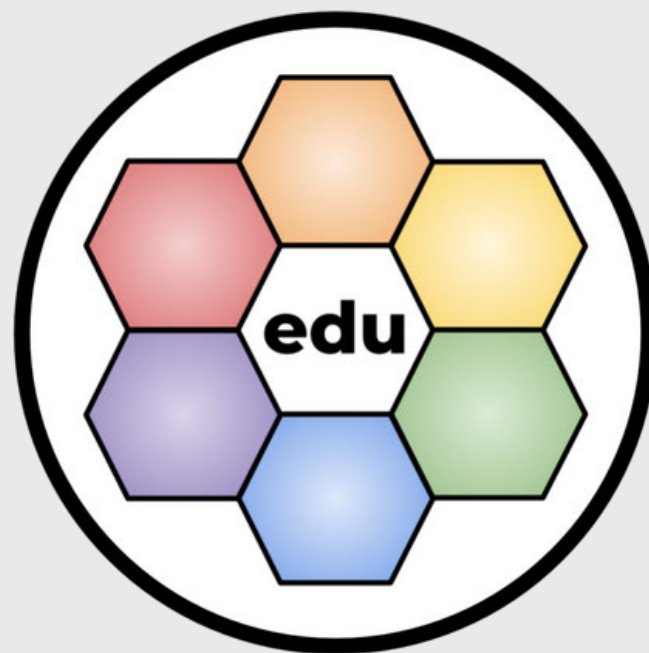


Version 1.0: Initial release of Character on August 2018

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at support@educircles.org
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.

PREVIEW
do not print





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