The Think About It!™ Writing Activity Center combines character education with writing skills in a thoughtful and engaging way. Teachers and students discuss the pictured situations using the Talk About It! questions. Then, students choose one of the Write About It! prompts and respond to it.

Contents
- 31”W x 23”H Fabric chart with card storage pocket on back
- 20 Double-sided Think About It! cards featuring 40 illustrated situations, 200 Talk About It! discussion questions, and 120 Write About It! prompts
- Teacher’s Guide

Tips for Using Your Center
- Change the cards weekly, or choose a topical situation. For example, you may wish to discuss Card #24 if an incident of bullying occurs in your classroom, your school, or in the news.
- Choose a card to complement a book your class is reading in which the characters deal with a similar situation.
- Have students create their own illustrated Think About It! situations, questions, and writing prompts. This is a particularly meaningful way to encourage students to make good decisions.
- As you discuss the different character traits highlighted by the situations, post them and student-generated definitions around your classroom. If you wish, have students draw examples of the traits.

Character Traits

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Compassion
Compassion means being kind.

Respect
Respect means treating others like you want to be treated.
**Think About It! Cards**

The Think About It! cards have three parts: an illustrated situation, five Talk About It! discussion questions, and three Write About It! prompts. The cards are perforated and the parts are numbered so that they are easy to keep together once they have been separated.

**Situations**

The 40 situations are grouped by character trait: citizenship, compassion, honesty, responsibility, etc. See the back of this guide for a list of the traits. Some categories, such as tolerance and compassion, overlap. Use the cards in any order you wish (see Tips for Using Your Center).

**Talk About It! Discussion Questions**

There are five discussion questions for each situation. The questions are structured to guide sound decision making in situations that kids face at school, home, or in other social situations. Students learn to appraise what is going on in a situation and to read social cues. Next, they consider the thoughts and feelings of others and the role of our thoughts in how we feel and behave. Finding a way to think differently about a situation is a key component in improving decision making. Finally, students evaluate choices and potential outcomes. This framework of decision-making skills can be generalized and utilized in situations throughout the school year and beyond.

**Write About It! Prompts**

There are three writing prompts for each situation. The prompts are varied and allow students to practice different types of writing including expository, persuasive, descriptive, and narrative. Some prompts are stated as story starters, others as questions. There are also suggestions for letters or journal entries. The prompts encourage students to further explore the issues in a creative way. Students’ responses can also serve as a private way for students to communicate with the teacher.

1. When someone is not playing fair, I can...
2. Explain the importance of playing fair and give examples.
3. Choose a game or a sport, and explain the rules for playing it fair.

**Getting Started**

Preview the Think About It! cards, becoming familiar with their format and the social situations they tackle. Display several of the situations and talk to your students about the pictures. Explain that the pictures show students facing some of the situations they encounter at school, at home, and in their neighborhoods. Tell students that the class will be discussing and writing about the situations.

**Using the Think About It! Writing Center**

1. Separate the three parts of the chosen Think About It! card and place them in their respective pockets.
2. Always begin your discussion with an examination of “What’s happening here?” This will establish common ground for the rest of the discussion.
3. Use the discussion questions as the basis for a class or small-group discussion of the situation.
4. Practice narrative, expository, persuasive, and descriptive writing. After a discussion, students choose a prompt and respond with their relevant personal experiences and opinions.

**NO NAMES, please!**

Be sure to remind students not to use other students’ names in either their verbal responses to the Talk About It! questions or in their written responses to the Write About It! prompts. Also assure them that their responses to the latter are confidential.