

teacher resource guide

schooltime performance series

character
rocks

arts
education
njpac
discover. create. grow.

about the performance

Travel with Carly on a visit to an interesting rock garden that shows her how cool it is to do the right thing because **CHARACTER ROCKS!**

This highly-interactive performance, with cheerful music and some fun characters (who just happen to be rocks), will have students clapping, singing, moving, and learning about the components of good character, such as respect, integrity, compassion, and citizenship.

Carly isn't happy that everyone seems to be paying special attention to a friend because it's her birthday. But she learns a little something new when she visits a rock garden and encounters some interesting talking rocks who teach her some important lessons. Meet Caring, Respect, Trustworthy, Fairness, Citizenship, Kindness, and Compassion!

Rock Citizenship steps up and explains how everyone is special. Rock Kindness explains that—no matter who might be unkind to you—it's important to stay true to yourself. It's cool to be kind!

Learning to be a good person is a life-long endeavor. This theatrical performance, while fun and interactive, will impart lessons that the audience will take away, long after the singing has faded.

Remember, "It's always cool to do the right thing."



Wincey Terry-Bryant

about wincey terry-bryant

Wincey Terry-Bryant, a native of Newark, New Jersey, is a multi-talented singer, performer, public speaker, book publisher, businesswoman, and community activist.

Terry-Bryant's love for performance and the arts was nurtured in her church growing up where she sang with the choir. From this fertile beginning, she has gone on to work in the music and film business, working with industry giants such as Spike Lee, Bill Cosby, Sting, Tom Jones, and Tina Turner. She has also worked with gospel music star Dorothy Norwood and saxophonist Grover Washington, Jr. Her television credits include *Soul Train*, *The Arsenio Hall Show*, *The Cosby Show*, *Late Night with David Letterman*, *Spike Lee & Company: Do It a Cappella* documentary, and BET's *Dr. Bobby Jones Birthday Celebration*.

Her voice can be heard on TV commercials and on the famed, iconic children's television series *Sesame Street*.

She has opened for great performers like Regina Belle, Tamela Mann, and Ben E. King, to name a few.

Terry-Bryant is also the featured singer on Monie Love's hit single "It's A Shame."

As a community activist, she is a member of the New Jersey Coalition Against Human Trafficking and of Zonta International, an organization that empowers women through service and advocacy.

Among her honors and credentials, Terry-Bryant was awarded the "Phenomenal Women Award" from Kiss FM for her arts integration work, was nominated as one of the top 25 Leading Women Entrepreneurs and Business Owners of New Jersey, and has also earned the minority women's business owner distinction from the NJ Small Business Development Center. She also recently received the "Woman of the Year" award from Zeta Phi Beta Sorority Inc. for her efforts in raising human trafficking awareness.

Terry-Bryant is a Master Teaching Artist for the New Jersey Performing Arts Center, a presenter of arts-integration assembly programs for the Arts Horizons Agency, and a teaching artist for the National Wolf Trap Early Childhood Professional Development Training program.

about winceyco

Terry-Bryant founded Winceyco, a performance arts company, in 1988 to combine her love for music, education, and children. Winceyco teaches audiences about serious social issues in schools throughout New York and New Jersey. The productions are curriculum-based educational programs that marry music and National Core and are NJEA certified.

Winceyco programs offer alternative approaches to learning by integrating performing arts techniques such as music, drama, and dance to teach various topics, including black history, Latinx history, women's history, human trafficking, drug awareness, cancer awareness, and other subjects. The participatory format requires

students to exercise critical thinking, social skills, and more throughout the performance.

The troupe includes professional actors, singers, dancers, and musicians. *Character Rocks* is one of Winceyco's productions.

In addition to the theatrical productions, Terry-Bryant founded the publishing arm of her business in 2010. Among her book offerings is the published version of *Character Rocks*, complete with illustrations and a Spanish translation.

in the spotlight

An interview with Wincey Terry-Bryant

What prompted you to propose a performance for younger children on character education?

The path to a better society is through our children. The best time to plant the seeds of good character is when they are young and impressionable. It's like working with a clean slate.

What are the most important character traits young children should learn—and why?

Respect affects how you treat others and also yourself. Kids cannot learn to be positive on the outside if they cannot maintain a positive inward perspective.

Kindness - the character Carly learns from the kindness rock that you don't have to mirror the negative behaviors that you see. Kindness is a choice. You can be kind even if someone is not so kind to you.

Citizenship - studies show that a high EQ is just as important as a high IQ. It is critically important that our students learn to get along with their friends and neighbors.

What is the message you would like children to take away from this performance?

It's cool to do the right thing.

Why did you use rocks—rather than actual people or even animals—to stand in for your character traits?

To take advantage of the opportunity to play on the words "character rocks". Also to infer that it takes some strength and toughness to demonstrate character.

How do you think children will respond to the performance?

Kids are going to have lots of fun singing along and learning a lot.

inspired ideas in the classroom

P

Prepare for the performance

Review with your students what it means to “Do the Right Thing”. Breakdown the word RIGHT into an acronym standing for Respect, Integrity, Generosity, Honesty, and Truth, all of which are core character values that you would look for in a good person and friend. Discuss with them the meaning of those words and how having these character traits will make each of them a rock star in their own way. Teach them the sign language symbols for each of these traits.

Have students write one word of their choice, each on a rock with a sharpie you supply, which illustrates one of the core character traits of doing the right thing. (They may go outside of the box if it applies to positive character traits). They can discuss a time or experience when they used that specific word or had someone use it towards them. Then they can all place their rocks together and create their own rock garden collectively as a class.

NJ Student Learning Standards

English Language Arts
NJSLSA.W3
NJSLSA.W4
NJSLSA.SL1.

E

Experience the performance

As you are waiting for the performance to begin, ask your students to experience the performance with all of their senses. How does the performance make them feel? What parts of the performance speak to them most strongly?

Do the inanimate objects (rocks) come to life for you through the actors and actresses performances, costumes and music?
Did you learn anything about the core character values discussed earlier in the classroom?
How does the performance make you feel?

English Language Arts
NJSLSA.SL1
NJSLSA.SL2
NJSLSA.SL3
NJ Arts Standard
1.4 Aesthetic Response & Critique

R

Reflect, respond and read

Ask the students to discuss a scene or song from the performance that they feel reflected the core values discussed earlier. Do they think this was a successful way of representing a lesson, while making it fun? Can they relate the scene or song to an experience they’ve had in their lives?
Read out loud to your students *Kindness is Cooler Mrs. Ruler* by Margery Cuyler.

Discuss a scene or song from the performance that you feel reflected the core values discussed earlier. Do you think this was a good way of showing a lesson, while making it fun?
Can you relate a scene or song from the performance to an experience you’ve had in your life?
Read the book *Kindness is Cooler Mrs. Ruler* by Margery Cuyler.

English Language Arts
NJSLSA.SL2
NJSLSA.SL5
NJ Arts Standard
1.4 Aesthetic Response & Critique

F

Focus

Have students work on the activity assignment for “Kindness is Cooler” for an in class assignment or for homework. Have students focus on details from the story to answer their questions.
When students are finished with their assignment, encourage them to begin thinking of ways they can perform their own acts of kindness they can do in school and at home. Challenge them by asking if they think that they can beat the score of Mrs. Ruler’s class!?

Work on questions 1-8 on your activity assignment for “Kindness is Cooler”. Read or listen to details from the book to help you answer the questions.
After you have completed the activity, think about ways that YOU can perform your OWN acts of kindness, similar to the students in Mrs. Ruler’s class. Do you think your class together can beat the score of Mrs. Ruler’s class?

English Language Arts
NJSLSA.R1
NJSLSA.R2
NJSLSA.R7

O

Originate

For the first week, have students make a list of at least 5 acts of kindness they performed at home. (They are encouraged to do as many as they can). At the end of the week have students share their acts of kindness list with the rest of the class for show and tell.
(Week 2)
Have students create another list of acts of kindness that they performed in school. Again, have students share their list with the class at the end of the week. Refer to Activity Assignment 2 for *Kindness is Cooler Mrs. Ruler*.

Create a list seeing how many acts of kindness you can perform at home. After you’re done writing your list, be prepared to share your acts of kindness list with the rest of your classmates and teacher in school.
(Week 2)
Create another list seeing how many acts of kindness you can do in school this time. After you’re done writing your list, be prepared to share your acts of kindness list with the rest of your classmates and teacher in school.
(See if you can do the most acts of kindness in your class!)

English Language Arts
NJSLSA.SL1

R

Rehearse

Break the classroom into groups of 4-5 students and have them share their lists with one another each day leading up to the final day of full class show and tell. Have them compare and contrast any acts of kindness they may have done.

Break up into groups of 4-5 students per group and share your lists with one another each day leading up to the final day of full class show and tell. Compare and contrast with your classmates any acts of kindness they may have done similarly or differently from yours. This may give you some new ideas for acts of kindness you can perform and then add to your list the next day.

English Language Arts
NJSLSA.SL1
NJSLSA.SL2
NJSLSA.W4

M

Make magic

Set the stage for show and tell and allow for students to read from their list, the acts of kindness which they have performed at home. Facilitate the show and tell and encourage students to clap for one another on their acts of kindness. Ask students how did performing these acts of kindness make them feel?

Share your list of acts of kindness with the class for show and tell! You may read from your list. Be proud of your good deeds and acts of kindness accomplishments! You Rock!

English Language Arts
NJSLSA.W3
NJSLSA.W4
NJSLSA.SL4.
NJ Arts Standard
1.3 Performance

curriculum standards

NJ Arts Standards

1.1 The Creative Process

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts & Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance

All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing and/or presenting works of art in dance, music, theatre and visual art.

1.4 Aesthetic Response & Critique

All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

National Arts Standards

- 1:** Generate and conceptualize artistic ideas and work.
- 5:** Develop and refine artistic techniques and work for presentation.
- 6:** Convey meaning through the presentation of artistic work.
- 7:** Perceive and analyze artistic work.
- 8:** Interpret intent and meaning in artistic work.
- 10:** Synthesize and relate knowledge and personal experience to make art.
- 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NJ ENGLISH LANGUAGE ARTS

state.nj.us/education/cccs/2016/ela

NJ SOCIAL STUDIES STANDARDS

state.nj.us/education/cccs/2014/ss

NJ WORLD LANGUAGE STANDARDS

state.nj.us/education/aps/cccs/wl

NJ ARTS STANDARDS

state.nj.us/education/cccs/2009/1.pdf

NATIONAL ARTS STANDARDS

nationalartsstandards.org

new jersey student learning standards

English Language Arts

NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

NJSLSA.SL5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.W3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



cultural connections

Character education loosely describes education that helps students develop as moral, civic, good, mannered, behaved, non-bullying, healthy, critical and successful human beings. Concepts that now and in the past have fallen under this term include social and emotional learning, moral reasoning and cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation.

Thomas Lickona, developmental psychologist and professor of education at the State University of New York at Cortland, has said, “Character education is as old as education itself. Down through history, education has had two great goals: to help people become smart and to help them become good.”

The formal teaching of morals and values is not new: It has been part of education throughout history. Plato and Aristotle in 4th century B.C.E Greece believed the role of education was to train good and virtuous citizens. John Locke, the 17th-century democratic philosopher, believed that learning was secondary to virtue.

In America, developing good character in young people was an essential part of the educational mission from the colonial period through the first part of the 20th Century. Character education in school in the United States began with the circulation of the New England Primer. Besides rudimentary instruction in reading, it was filled with Biblical quotes, prayers, catechisms and religiously charged moral exhortations.

As religious teachings in the schools came under fire, teachers looked for other ways to impart morals without evoking religion.

Character education, as we know it today, began in the early 1990s. A 1991 book by the afore-quoted Thomas Lickona, *Educating for Character*, reintroduced the idea that there is a set of common beliefs and values upon which all people can agree. Since the early 1990s, the federal government has embraced the idea of offering character education in public schools and has made grants available to states interested in piloting new character education programs in their schools.

A common approach of current programs is to provide a list of principles, pillars, values or virtues, which are memorized or around which themed activities are planned. It is commonly claimed that the values included in any particular list are universally recognized.

While there has been some controversy as to “whose values are being taught,” most character education programs today are based on traits developed from the civic virtues found in the U.S. Constitution and the United Nations charter—as well as common civil and moral values such as honesty, courage, and respect for others. Advocating that honesty is better than dishonesty, or that free speech is better than censorship, rarely invites controversy.

Recent character education in schools has encompassed bullying and ways to stop it. Bullying is a perennial topic of interest in schools, inviting criticism on how it is handled and ideas on ways to stop it.

School is a fraught time because children are constantly comparing themselves with each other and singling out people who may go against the norm, whether because of different cultural background, income level, clothes, sexual orientation, gender, stigmatized behavior, etc. These different characteristics offer many opportunities for bullies to target people.

Bullying has become more complicated too. It doesn’t just take place in school cafeterias and hallways, but on social media. Stop Bullying programs teach kids that bullying is ethically wrong and harmful, towards the victim and the bully. Some of these programs also teach kids how to identify bullying behavior and how to safely stand up to it. Stopping it, whether verbally to the bully or notifying school leaders or law enforcement can be a complicated issue for children, who are afraid of being stigmatized themselves.

vocabulary

Caring

Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

Character education

An educational movement that supports the social, emotional and ethical development of students. It is a proactive effort by schools, districts, and states to instill in students important core, ethical values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. Character education provides long-term solutions to moral, ethical, and academic issues that are of growing concern in society and schools. Character education teaches students how to be their best selves, how to do their best work, and how to treat others.

Citizenship

Being law abiding and involved in service to school, community and country.

Courage

Doing the right thing in the face of difficulty and following your conscience instead of the crowd.

EQ

Abbreviation of Emotional Quotient, a psychological measure of a person’s adequacy in such areas like self-awareness, empathy, and dealing sensitively with other people. People use it as shorthand for the term emotional intelligence. Some experts say the five qualities of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and development of good social skills.

Fairness

Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.

Honesty

Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.

Integrity

Firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.

IQ

A number used to express the apparent relative intelligence of a person. Some intelligence experts say that the measuring of IQ may have a latent bias, meaning that it simply favors groups of people who are good test takers and discriminates against underrepresented groups. Some critics say these tests don’t encompass other forms of intelligence, such as social intelligence, street smarts, etc.

Kindness

The quality of being friendly, generous, and considerate.

Perseverance

Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.

Responsibility

Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.

Respect

Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.

resources

Websites:
Winceyco
winceycomusic.com
Wincey Terry-Bryant resume
[inkedin.com/in/winceyco](https://www.linkedin.com/in/winceyco)
Wincey Terry-Bryant bio
winceycomusic.com/bio
Character Education...Our Shared Responsibility
www2.ed.gov/admins/lead/character/brochure.html
Character Education: An Historical Overview
charactercounts.org/character-education-an-historical-overview
The history of character education
doi.org/10.1080/07303084.1997.10605027
What is character education?
character.org/key-topics/what-is-character-education
20 Good Character Traits Essential For Happiness
iveboldandbloom.com/10/relationships/good-character-traits
Bullying prevention
character.org/key-topics/bullying-prevention
Stop Bullying
stopbullying.gov

Videos:
Character Rocks sample
youtu.be/mtRIRNmoVaA
Winceyco YouTube account
youtube.com/user/winceyco1/videos
Sesame Street Character Education Videos
youtube.com/playlist?list=PLCq6_Cnw4TaOQLkT4xQ82WI78VFryoVtE
Sesame Street: Zac Efron and Elmo - Patience
youtu.be/qgeuCgODgv4
Sesame Street: Mark Ruffalo: Empathy
youtu.be/9_1Rt1R4xbM
Sesame Street: Cobie Smulders shows Grover how to be Courteous
youtu.be/JhVMDLY_A2s
Teaching Moral Character in the Classroom
youtu.be/fjofs5A6doQ

The Importance of Character Education in Schools
youtu.be/cmHf7qTxrR0
Effective Character Education Takes Time
youtu.be/wUVsf_IQ9RI
The Science of Kindness
youtu.be/O9UByLyOjBM
Using Babies to Decrease Aggression, Prevent Bullying
youtu.be/fvelYfCZCZs

Books:
The Big Umbrella
Amy June Bates and Juniper Bates, Simon & Schuster/Paula Wiseman Books, 2018
The Book of Virtues: A Treasury of Great Moral Stories
William Bennett, Simon & Schuster, 1993
Stick and Stone
Beth Ferry and Tom Lichtenheld, HMH Books for Young Readers 2015
The Bad Seed
Jory John and Pete Oswald, HarperCollins, 2017
What Do You Stand For? For Kids: A Guide to Building Character
Barbara Lewis, Free Spirit Publishing, 2005
10-Minute Life Lessons for Kids: 52 Fun and Simple Games and Activities to Teach Your Child Honesty, Trust, Love, and Other Important Values
Jamie Miller, William Morrow Paperbacks,1998
Books That Build Character: A Guide to Teaching Your Child Moral Values Through Stories
Gregory and Suzanne Wolfe, Touchstone, 1994
Emotional Intelligence: Why It Can Matter More Than IQ
Daniel Goleman, Bantam Books, 2005
UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World
Michele Borba, Touchstone, 2017
How Children Succeed: Grit, Curiosity, and the Hidden Power of Character
Paul Tough, Mariner Books, 2012

njpac staff

(partial listing)
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the arts in your school

In-School Residencies: Drama + Social Studies. Dance + Math. It all adds up in NJPAC's In-School Residencies in which professional teaching artists partner with educators to bring the arts into the classroom. Each 7- to 10-week program culminates in a student performance or an interactive family workshop. All programs address state and national standards. NJPAC is the regional provider in New Jersey for international arts programs like the NJ Wolf Trap Program and Dancing Classrooms Global.

Assemblies: NJPAC presents engaging school assembly programs that are presented by professional artists that invite students into the enchanting world of live performance. NJPAC's assembly series promotes cultural awareness and invigorates learning by presenting works that are connected to your school's curriculum.

Professional Development: NJPAC Professional Development engages classroom teachers, arts specialists and teaching artists as integrated teams that combine arts pedagogy, content, classroom management and social behavioral strategies to ignite and inspire arts-rich classrooms. Working as a team empowers teachers to share practice and strategy. Our goal is to inspire artistic and intellectual capacities in students, building competence and confidence in both students and teachers.

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level—from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in film, contemporary modern dance, hip hop, jazz, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.



**For more information or to schedule an appointment, please call our education sales team at 973.353.7058
or email artseducation@njpac.org. Visit www.njpac.org/education**

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