

## Chapter 1 : Home - Pathways to Character

*Team Studies on Character: ONE is a new resource co-written by Gordon Thiessen who has served FCA for 30 years in [racedaydvl.com](http://racedaydvl.com) includes new character lessons on: Passion, Pain, Power, Purpose, Commitment, Decisiveness, Friendship, Goal-Oriented, Honor, Hope, Knowledge, Resourceful, Respect, Servanthood, Stewardship and Thankfulness.*

Team Work Students in Mrs. Rickshaw randomly assigns students to teams. Students have approximately four weeks to research and prepare, including two hours of class time. Marks are given based on an instructor evaluation of the presentation combined with a peer evaluation by their team members. During their first team meeting they introduced themselves and began to decide on a topic. After 45 minutes, they were still trying to settle on a topic. They finally settled on Money Management, however the instructor informed them that another team had already chosen that topic but Conflict Management was still available. During the last 15 minutes of class time, Robert tried to convince the group that they should present a role-play of conflict. Sharon wanted to do research and give a more detailed, informational presentation. Jane was excited by the role-play idea and suggested they make a video presentation of their own play-acting. Danny fell asleep some time before the topic was chosen and Liz sat quietly listening to the arguments of her teammates. At the end of the class no work division had occurred but the team agreed to meet in a study area at 4: After waiting for Danny until 4: Jane announced she had to leave in twenty minutes because she had to pick up her child at the day care by 5: Robert was ready to start script writing but Sharon wanted to discuss the content of their presentation and assign research “ thinking they could write the script once they were knowledgeable. Liz just listened quietly. An argument ensued, and Jane had to leave before a decision was reached. The next meeting was to be held during their class time the next week. Before the next meeting, Robert convinced Jane that a role-play was the way to go, and together they put together a draft script, working hard to make the skit funny and entertaining. In the meantime, Sharon picked up six books from the library and printed four articles from the Internet. She prepared an outline detailing various aspects of conflict management. Liz just worried about her role in the whole project. At the class meeting, all team members were present. Robert informed the group that he and Jane had decided to do a skit, and they had a script all ready. Then he began to assign parts to his teammates. Sharon was incensed and insisted the script was short on content and demanded that they re-build the script around her outline. Robert said he wanted no part in a boring presentation. Danny did not show up to the remaining team meetings. Liz agreed to do a small part in the play. Jane promised to gather props and costumes. Sharon stubbornly insisted on preparing an informational presentation. She would have liked to have this integrated into the role-play but Robert would not agree to change his script. They planned a practice of the role-play during their math class on the morning of October 16, the day of their presentation. On the morning of October 16, Danny did not come to school and Liz forgot to bring the props. The practice ended up being more of an argument session. The presentation began with Sharon reading her lengthy introduction and then the skit began. The skit was five minutes in length. The whole presentation left the other class members confused and it ran twelve minutes instead of the required thirty. In your team, each member is to choose one of the characters in the case study. Complete the evaluation on the reverse of this sheet for your own character first and then for the other members of the team. This form will be given to you to evaluate your teammates when your own presentation is completed. In your character groups, discuss the strengths and weaknesses displayed by your character. Return to your home team and summarize the discussion for each character. In your home team, discuss your own personal strengths and weaknesses as you perceive them regarding your contribution to the team project. As a team, write a list of guidelines for the team to follow. This is the same form you will use later to actually evaluate your team members for this class. Give a mark from 0 to 5 for each element on the checklist.

### Chapter 2 : Can sports participation build character? - racedaydvl.com

*Team Studies on Character Character qualities to help make a winning difference in your life. Character qualities are included in these volumes to help make a winning difference in your life.*

Subscribe to our FREE email newsletter and download free character development worksheets! Guest Column December 10, The most important part of your novel is the part that will never be seen by the reader. Well, you and your character, that is. You simply cannot write a good novel without knowing your characters inside and out. You can find her at [brendajanowitz.com](http://brendajanowitz.com). It can be a letter your character writes to a friend, it can be a confession your character makes to her shrink, or it can even be a list of things you want to know about her. Long line at the drug store? Hmm, how would my character react to that? Friend late for lunch? "would my character wait, or just walk out in a huff? Car cut you off in traffic? Would my character yell out loud, or take in it stride? But for me, I like to dive into a book and just start free writing, figuring things out as I go. In my current WIP, my character studies became part of the first draft. I felt it was important to give the reader the back stories on my enormous cast of characters, to fully flesh out all of the players. My wonderful editor, Brenda Copeland, recently sent this great Stephen King quote to me: So, we cut the backstories. Each and every one of them. Man, did it hurt! But, you know what? They just made their way into the narrative in a more organic way. Because of those character studies, I know my characters inside and out, and I think that when an author really knows her characters, truly knows them at their core, that comes out in the writing. How old is she? And how old is she mentally? Is she a 40 year old in the body of a sixteen year old, or vice versa? Did she have a happy childhood? How did they affect her? What does she care about? What is she obsessed with? What is the best thing that ever happened to her? Most embarrassing thing that ever happened to her? What is the one word you would use to define her? What are some of your own questions that you ask yourself when it comes to character? What do you think every author needs to know about her characters?

### Chapter 3 : List of The A-Team characters - Wikipedia

*Team Studies on Character [Rod Handley, Gordon Thiessen] on racedaydvl.com \*FREE\* shipping on qualifying offers. We have a major problem in our society-a lack of character.*

University where he earned a Presidential Academic Scholarship. Currently working in Phoenix, AZ area as a physical therapist. Currently playing basketball in Germany. One day he plans on being a Physical Education teacher and coach. Currently playing basketball in Europe. He studied communication there while playing both basketball and baseball. In , Bill and Val moved to Kansas City. In he was promoted to the Quality Circle Facilitator position and stayed there until he resigned in Bill served as the Kansas City Area Director until That was when he branched out on his own and started Enjoy The Game: Bill is now committed and trained to be a Christian Life Coaching. He fully believes God has prepared him for this impactful opportunity. It is said that a good Life Coach has many life experiences. Those who know Bill know he has been through a tremendous life journey. There is no doubt that Bill believes whole heartedly in the providence of God and all these things in his life have happened for a purpose. Rod and Greg would love to personally share our message with every church, school, business and sport team in America, but it is not humanly possible. The only way to penetrate the masses is by sharing CTC with those who will commit to share it with others. CTC identified an initial group of 45 talented and godly men and women who are equipped to carry the CTC message all around the country. They range from business executives to pastors. They are scattered across America with a passion to communicate Biblical truth to audiences of all ages. Each person was challenged to model the CTC message in his home, church and community and then to be faithful in passing it on to others. Here are the people who are now part of the CTC staff. Click here to see a list of the current CTC Associates and their biographies.

### Chapter 4 : Obviously, sports do not build character | Acton Institute

*Team Studies on Character: STRONG is a new resource co-written by Gordon Thiessen who has served FCA for 30 years in Nebraska. It includes new character lessons on.*

Read our Privacy Policy Once you know who should be on the team, you need to look at what each person will do to support the team in its mission. While this may seem like overkill at the very beginning of team formation, it will help you Match team members to roles. Spot gaps in skills and abilities that are necessary for the team to reach its goals. The best way to go about this is to list each team member and define the roles and responsibilities of each. Who will be the team leader? Who is the liaison between the team and the other stakeholders? Who is responsible for what duties and outcomes? The team will be made up of senior representatives from each of the four global regions, HR, the information systems department, the organizational structuring committee, and the finance team. This range of skills and knowledge will enable the team to understand the issues relating to individual countries, as well as developing solutions to the problems outstanding. Sally Vickers will take the role of Team Leader. In that role she is responsible for: Ensuring this Team Charter is abided by. Providing support and assistance to individual team members. Providing status reports to the CEO on a weekly basis. How much time should team members allocate to the team mission, and what priority do team activities have relative to other ongoing activities? How should team members resolve any conflicts between their day jobs and the team mission? What budget is available, in terms of time and money? Can the team recruit new team members? What can the team do, what can it not do, and what does it need prior approval to do? Resources and Support Available This section lists the resources available to the team to accomplish its goals. This includes budgets, time, equipment, and people. In conjunction with the performance assessments, changes to the resources required should be monitored regularly. As well as this, it details the training and coaching support available to the team to help it to do its job. This will fund travel for two team members to interview senior managers in major countries, with other interviews being conducted by teleconference. Operations This section outlines how the team will operate on a day-to-day basis. This can be as detailed or as minimal as the situation warrants. It may be comprehensive and detailed for a long-duration team, or limited to a few bullet points in a team that is expected to have a short lifespan. The team will meet every Monday afternoon from 2: Each member is expected to present a short status report for the aspect of the project he or she is working on. If a member is unable to attend, a notification must be sent to the team leader and someone else designated to report on the status and communicate further expectations. A summary of each meeting will be prepared by Jim and emailed to all members by the morning following the meeting. Negotiation and Agreement A good Team Charter emerges naturally through a process of negotiation. Objectives, composition, roles, boundaries and resources ideally emerge through negotiation between the sponsor, the team leader, the team, and other stakeholders. Three things are key to success here: Discussion within the team and with the team leader to make sure that the mission and Team Charter are credible. Assertive negotiation between the sponsor and the team leader to ensure that the mission is achievable, and that sufficient resources are deployed. Support from the sponsor to ensure that these resources actually are made available. While these may appear to be polite discussions between bosses and subordinates, negotiation is actually taking place in a very real way. Ultimately, the team needs to believe that the mission is achievable, and commit to it. Last, but not least, comes approval. This is where all members of the team sign off on the Charter and commit to the principles it contains and the roles and responsibilities detailed. This is a symbolic gesture that communicates full commitment to the mission and objectives. It also helps to create accountability to one another and to the organization. Key Points By negotiating a Team Charter at the outset of a project, you set up team projects for success. You ensure that everyone understands why the project needs to be carried out, knows what the objectives and measures of success are, and knows who is doing what, with what resources. More than this, by negotiating the Charter assertively, all parties can shape the project so that it stands a good chance of success. Negotiating a Team Charter can also be useful as a way of sorting out a dysfunctional team. Finally, after fair negotiation, people can be asked to commit to the Team Charter, and can

## DOWNLOAD PDF TEAM STUDIES ON CHARACTER

be managed appropriately. Subscribe to our free newsletter , or join the Mind Tools Club and really supercharge your career!

*Team Studies on Character by Rod Handley, July , Cross Training Publishing edition, Paperback in English.*

Why are so many professional athletes, who have spent their entire lives in organized sports, masters at cheating, serial adultery, drunkenness, compulsive gambling, drug abuse, and thuggish fighting “ to name just a few of the vices? The truth is that sports no more builds character than attending Clemson University football games qualifies you to replace Tommy Bowden as head coach. By character, I mean moral excellence: University of Colorado sociologist Dr. Jay Coakley, in his book *Sports in Society*, explains that we mistakenly believe that sports builds character for two reasons. First, we wrongly assume that all athletes have the same experiences in all organized sports. Secondly, we wrongly assume organized sports provide unique learning experiences that are not available from any other activities. Unfortunately, whatever character-building potential may exist in the world of athletics is often overwhelmed by a profit motive devoid of moral constraints. Increasing ticket sales, advertising revenue and winning, by any means necessary, are more important in professional sports than the character of those athletes we cultivate to get there. It is an inhumane system. Michael Vick is only the latest and most sensational example. Vick has possibly ruined his career after pleading guilty to federal dog fighting conspiracy charges. Did sports build the character of Travis Henry? Henry, 28, reportedly has sired nine children with nine different women in at least four states. College athletes fare no better. The Benedict-Crosset Study of sexual assaults at 30 major Division I universities reports that one in three college sexual assaults are committed by athletes. The three-year study demonstrates that while male student-athletes comprise 3. Athletes are merely putting on display the character of the adults who nurtured them. School-age athletes are immersed in a world of adults who are masters at cheating, gambling, violence, serial adultery, lying, drunkenness, drug abuse, and misogyny. Sports do not build character in young people but virtuous adults do. In one sense youth sport is simply a medium for adult mentoring within the context of challenging situations. Character is bestowed “ or not “ from one generation to another. In athletics as elsewhere, we reap the moral character we sow.

*This book identifies 16 character qualities that will make a winning difference in your life and on your team. If you are leading a group, this is a great resource to help any sports team. Rod Handley is the former Chief Operating Officer & Chief Financial Officer for the Fellowship of Christian Athletes (FCA).*

Students will inform classmates about their cultural customs and family traditions through research and formal presentations. Grade 5 Students will be able to analyze the words and actions of fictional characters in order to determine if the individual s showed good character. Grades This lesson introduces students to the life work of Keith Haring, an artist who used a very simple playful style to carry a message of love, peace, and equality. Grades In this lesson, students use their knowledge of democratic principles to create a fictional presidential candidate, run a campaign for election, participate in a political convention and presidential debate, and vote for president. K-5 Teachers and students will discuss what Patience means, when we demonstrate it, and share how difficult it can be at times. K-5th grade Students will respect veterans living and deceased. K-5 Students will make appropriate choices about the right way to act. K-2 Students will work with peers and teacher to set goals for greater character development throughout the school year. K-5 Students will research and discuss the chosen issue, finding a way that they believe they can make a difference. K-3 Students will evaluate traits that make good friends and write how he or she can be a better friend. K-2 An invaluable bond is formed between tutors and students, thus fostering the community spirit upon which our school is based. K-5 Students will be able to demonstrate role playing and the ability to cooperatively discuss solutions. Fifth grade tribes teams of students working together have the opportunity to develop a science lesson for their third grade buddies targeting a simple science concept. Tribes are required to prepare a lesson outline, a hands-on activity, worksheets, and assessments. Stories will be created, illustrated, and shared. K-5 The student will demonstrate that being a good citizen includes taking responsibility for certain classroom chores, taking care of personal belongings, respecting the property of others, following the rules at home, school, and in the community Grade Level: K-3 Students will read a biography, then present the information learned in a "wax museum" format. K-3 Students will discuss story setting, character traits, and goal setting. K-5 Students will define the meaning of The Declaration of Independence and why this document is important to our country. Children need to understand that being honest does not come easy; it is hard work. Elementary Students will learn about empathy. Students will learn to take responsibility for their mistakes when they happen and to learn from them. Students will learn to think before they speak and act. Elementary As a family, students write a caring letter or thank you note to a selected support staff person. The note or letter will be displayed in the school. Mixed grades Students have a reading incentive during March - Reading Month. Also, they discuss core values with their families, making the values more widely known. Martin Luther King Jr. K Each student will serve his or her parent lunch, using the pre-determined language appropriate for a server, as a thank you for all their support for the school year. K-5 Students sold these shoes by the pound or donated to those who needed them. Then the money was used to buy well-digging rigs for countries where clean water is scarce. Primary Students will find relevant facts about Japan and the earthquake that took place in March to share with the entire school community. Students will discuss their own similarities and differences and will celebrate those differences together. K-5 Students will use a variety of anti-bullying strategies that may be practiced at some point in all areas of the school building. Elementary This lesson is to teach children the history of the American Flag. They will have a deeper respect for the American Flag and for those who designed and sewed the Flag. PreK-3 Students will use online resources and through class discussion, students will apply their knowledge of the parts of speech to develop a Mad Lib story. Elementary Students will write a friendly letter to a family or community member thanking them for taking part in the community blood drive. Elementary Students will understand that good readers can use key quotes and sayings to help them understand the thinking and get inside the mind of the main characters, which helps us to gain a deeper insight. Overall, it will help to build unity among classmates and peers. Elementary Fifth and second grade buddies learn about the number of homeless people in the surrounding community and the possible hardships they face. These

students are empowered through knowledge to explore ways they can help the homeless in the community. Students will discuss differences and similarities, and why it is important to be accepting. Mixed Grades K-8 Friendship Letters Every student writes a personalized letter and draws a picture for every child in his or her class and every child receives a personalized letter and picture from every student in his or her class. This is a great way to conclude the school year. Elementary Students listen to a story read aloud, thinking and reflecting about instances in the story where someone was wronged, was unfairly treated, or was not treated respectfully. Elementary Students will reach out to the local community by performing holiday songs with movements at a local nursing home. If the music is fast, the group should move quickly; if slow, they move slowly. When the music stops, all freeze. Through the character report card, core values become internalized as part of their education and part of their lives. Elementary Persons of Character Research Report and Wax Museum Through this lesson, students will research a person of character and write a report on that person. Once the report is written, students will transform the information into a first-person speech. Elementary Students use their knowledge of democratic principles to create a fictional presidential candidate, run a campaign for election, participate in a political convention and presidential debate, and vote for president. Elementary This purpose of this lesson is to build a caring community within a classroom. The lesson will encourage students to identify their unique talents, abilities, and strengths and thereby increase self-confidence. Elementary By examining themes in literature as well as the actions of characters in fiction and persons in non-fiction, students can observe character in action. Elementary Students should be aware of what the value of sharing means in the classroom. Elementary Students will learn about civility and compassion by creating a poster to spread inspiration about kindness with their community. Elementary DENS developing, educating and nurturing students are cross-grade-level community meetings. This den, advisory, or classroom activity becomes a service project. Elementary At the conclusion of this lesson, students will be able to define perseverance. Elementary In this lesson, students explore the environmental issue of excess garbage and how recycling can help reduce the amounts of garbage in landfills. Elementary In this lesson, students will discuss jobs adults do at their school and why it is important to show respect to all workers. Elementary Students construct a large animal toy [rabbits, birds, small deer, etc. Elementary This lesson is particularly effective in the beginning of the year as it allows students to begin to know each other. Elementary Character-Go-Round is a lesson designed to help students recognize the relationship between words, actions, and character traits. Elementary This is a three-part lesson that helps students become aware of being caring and kind citizens in their school, home, and community. Elementary Students will understand that kindness begins with being kind to yourself. Elementary Students will understand that the positive things they do for others show respect and will no doubt come back to them. Elementary "Homeside activities" are designed as an extension of "Schoolside" activities. They further promote the development of a "Caring Schools Community.

## Chapter 7 : Team Charters - Team Management Training from racedaydvl.com

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Activities for Building Student Character, School Community In an already packed school day, finding time for character education can be a challenge. Most of these ideas can be worked seamlessly into the school day to build student character and to develop a sense of community in your school. With all of the things that your school does for its students, how does it address one of its primary objectives--not just teaching students, but helping them to become good people? Every school can set a tone of honesty, respect, and kindness toward others. To help you get started, explore these ideas.

**Pillars of Character** The first and most important advice for those who want to build character in students--and a sense of community in their school--is to focus on the Six Pillars of Character. These "pillars"-- identified by the Josephson Institute of Ethics--are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Other resources sometimes also include three additional qualities: The Cleveland County Schools of North Carolina recommend emphasizing one trait of good character each month, with bulletin boards, writing assignments, and morning announcements. Students may pen slogans about the trait of the month, and a special section of the library might be designed to offer students easy access to the biographies and other stories of people who exemplify the best of each trait. The following ideas are organized by the trait they most closely address. Because the traits are interrelated, the activities often support more than one aspect of good character. The group is rewarded with a special treat when the jar is filled. Trustworthiness plays an especially important role in this project because the acts that are recognized must be authentic and well meaning, not exclusively the means to an end. Helping Heroes, Enhancing Character Promoting good character is even more necessary in unsettled times. Expand their understanding by introducing them to programs that seek to help true heroes, those who put themselves at risk to save others. Finding ways to support heroic efforts builds character. Because the military can often only offer transportation to specific bases in the United States, Operation Hero Miles takes donations of frequent flyer miles to supply soldiers and their families with free airline tickets in times of need. Any Soldier shares information about volunteer contacts in the military who can take delivery of care packages and will place them in the hands of soldiers who do not receive much mail. These aspects are honesty in what you say and do, integrity, reliability, and loyalty. Post their reflections on these concepts with the artwork around the school. Establish a "board game bank" to which students donate board games, especially those that reinforce strategy skills and educational concepts. Students can borrow games overnight or for weekends. Students may operate the bank and track its progress. The Center for Character Development shares a lesson called Building Trustworthiness that uses a wall built of empty shoeboxes to represent the aspects of character and illustrate the value of each pillar. This can be used to introduce the concepts, and then the school might establish a "wall of character"--with shoeboxes or in paper form on a bulletin board -- that contains specific acts of character that groups of students have performed. Respect Every teacher at one time or another has cringed at the personalities children choose to admire. The K Giraffe Heroes Program provides a free lesson that opens students eyes to the true heroes of our world--people who pursue just causes, often at great personal cost and risk. Use the lesson to encourage students to identify appropriate heroes. Then invite them to design posters about the individuals. They may include facts, quotes, and illustrations. Create a display of the posters in a "hall of achievement. These helpers may serve as friends or even tutors. They might generate "guides" to the school for newcomers, with rules, a map, insider "tips," important dates to remember, and more. Invite guests to speak about positive character traits. Students may ask informed, thoughtful questions. The experience will reinforce the importance of good manners and respectful tone when dealing with guests and authority figures. Bullying shows a complete disregard for the respect of others, and often their property. Give students the help they need to avoid conflict and handle it when it does occur. Sharing advice in the form of a message board in a common area, a newsletter, or in announcements can be effective. For some suggestions about what kids

need to know, see *Bullying Advice for Kids*. These resources even help those who bully to identify themselves and alter their behavior.

**Responsibility** Ask students to write pledges for the character traits that describe how they will fulfill their promise to follow each pillar. Then have them sign the pledges. Set up a peer-tutoring program. Tutoring may occur during, before, or after school and may feature students working with partners in the same grade or another. Increase the number of jobs students may perform at school. Some ideas include making morning and afternoon announcements; helping the school nurse; assisting in the library, office, or other locations; turning in attendance forms and carrying out other daily tasks between classrooms and the office or cafeteria; and serving as safety patrols. Offer training to youth leaders--such as class officers, student council members, and committees--and explain what is expected of them in those roles.

**Fairness** How many times have students told you that school or classroom rules are not fair? Be ready to counter their complaints by basing rules on the traits of character. When appropriate, students can help to design the rules and choose the consequences of violations. Focus on and reward academic integrity. Encourage students to complete all of their assignments and do their own work, and show them how to properly cite the ideas of others. Consider an "Honest Abe" or "Worker Bee" award for those who do their individual best. Have coaches and supervisors share their character and team building suggestions. Instruct students who generate the school paper to seek journalistic integrity--attention to detail, fairness, accuracy, and balance--in what they report. Editorials and articles should be clear in what is fact and what is opinion. The writers should proudly put their names on every article they publish. Have students identify a need in the school or community and develop a plan to help. This might take the form of a book and magazine drive for a retirement home, crocheting hats and blankets for newborns, or another project that displays care for others. Structure volunteer programs within the school, such as opportunities for students to help out in life skills classes, read or tutor young children, assist in the computer lab, aid students in the library, provide support to students who are recovering from an injury or dealing with a medical condition, or gather work for students who miss school. Collect donations for a worthy organization, preferably one that serves children. One such group is The Smile Train, which arranges for free surgeries for poor children who have cleft lip and palate. The students might conduct a recycling project, hold a penny drive, do work for donations, or take pledges for biking or walking or dancing. For a list of charitable organizations started by kids, see *Idealist*.

**Citizenship** Follow the news. Share stories from your own community and the national news headlines about people who possess the character traits. Ask local leaders to address the students. The Giraffe Heroes Web site has a wonderful collection of Giraffe Profiles that is rich in stories of real people who personify good character and would be an ideal library from which to select tales to share with students. Plan, or have your students organize, patriotic events. You might schedule a concert that features patriotic musical selections by a band or chorus. Local environmental organizations might invite students to join in water testing or ask for their assistance in constructing bat houses or bird nesting boxes, cleaning community parks, and more.

**Chapter 8 : Novel Writing: 10 Questions You Need to Ask Your Characters | racedaydvl.com**

*The Travel Team Community Note includes chapter-by-chapter summary and analysis, character list, theme list, historical context, author biography and quizzes written by community members like you. Study Guides.*

He is a brilliant tactician and a master of disguise. Hannibal is distinguished by his cigar smoking, black gloves, disguises, and his catch phrase , "I love it when a plan comes together. He also works as an actor, playing monsters in low-budget horror movies. He is portrayed by Liam Neeson in the film adaption. Effectively second-in-command behind Hannibal although Murdock outranks him , he is the one who arranges for supplies, equipment, and sensitive information using numerous scams and hustles. Raised in a Christian orphanage, Face has respect for the church. Tim Dunigan played this role in the pilot episode , and Bradley Cooper in the film adaption. Howling Mad Murdock H. Although he was their pilot on the Hanoi bank raid, he was not officially part of the A-Team and so not tried by the military. Though interned at a psychiatric hospital, he routinely escapes to accompany the A-Team on their missions. The symptoms of his "insanity" varies from episode to episode, but generally includes self-identification with fictional characters, hallucinations, belief in the "intelligence" of inanimate objects, among others. He frequently refers to his invisible dog, "Billy". He was permanently discharged from the hospital in the fifth season. He is portrayed by Sharlto Copley in the film adaption, where he also identifies himself as an Army Ranger. Baracus Bosco Albert "B. His character is basically that of the public persona of Mr. He is a skilled fighter and is easily roused to anger, earning him the nickname "Bad Attitude". Despite his reputed attitude, he is a nice guy at heart. He has a special fondness for children and never drinks alcohol , preferring milk instead. He is most upset by Murdock, frequently referring to him as a "crazy fool". He suffers an intense fear of flying , especially when the plane in question is flown by Murdock. He is portrayed by Quinton "Rampage" Jackson in the film adaption. Courier paper who joined the team in its pilot episode. Amy has a best friend at the Courier, Zach Ron Palillo , although he is only seen in the pilot and never referred to again. Amy was written out of the show in the middle of the second season, as a result of a conflict between Culea and the production team. There are conflicting reports over whether Culea eventually left of her own accord, or if she was fired as a result of her continual pushing for more to do in the show. The latter is the more commonly accepted reason, and an oft-cited tale is that Culea found out about her firing when she was given a script and found out she was not included in the episode. She was also a reporter who had heard of the team through Amy and helped the A-Team out a few times, although she never fully incorporated herself into the team, as Amy had done reflected by the fact that she was never added to the opening credits, and was not present in two stories, "Harder Than It Looks" and "Semi-Friendly Persuasion", during her time in the series. Marla Heasley had appeared in a small role previously in the second season, as Cherise in the episode "Bad Time on the Border". She was inducted into the team in "The Sound of Thunder", the finale to season 4, after the death of her father and her own wanted status in Vietnam and illegal status in the US. He was blackmailed into joining the team by Gen. Stockwell after he and Murdock helped the team escape the firing squad. In "The Theory of Revolution" it is remarked that Frankie claimed to have served as a paratrooper although Murdock is skeptical of this given his unfamiliarity with the military 24hr time system. It is mentioned that he has a father in a nursing home in "Trial By Fire". Unlike Amy and Tawnia, Frankie makes full participation in action sequences and normally uses a Heckler and Koch P7 pistol. The Colonel pursued them throughout the first season. He was mentioned to still be in pursuit of the team at the start of the second season, though was never actually seen. He also made a surprise return to make one last effort at catching the team in the third season episode "Showdown!". For the film, the character is changed from the Wile E. Burrell is ultimately revealed to be the one that framed the A-Team. When asked what his name is, the agent answers "Lynch. He reports to Lynch about the activities of the Team, such as when Hannibal and B. A picked up Amy at her apartment in "Mexican Slayride" and when Lynch sent in an undercover operative to follow Amy in "Holiday in the Hills". He was picked for the job because of his unorthodox warfare techniques it was revealed that in Vietnam , he was known for blowing up Viet Cong hospitals. Decker was much more ruthless than Lynch, but also always

got outsmarted. He equally despises and respects the A-Team, and Smith in particular, for their ingenuity and teamwork. Decker reappears in the fifth season episode "Trial by Fire" to testify against the A-Team.

**Chapter 9 : Activities for Building Student Character, School Community | Education World**

*Rod Handley. Rod Handley is the Founder and President of Character That Counts, a ministry that was established in July Rod is also the co-founder of TGIW ("Teaching Guys Infinite Wisdom") a ministry which began in Lee's Summit, MO in September*