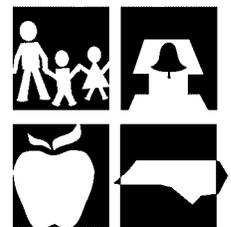


Character Education

Informational Handbook & Guide

for Support and Implementation of the
Student Citizen Act of 2001
(Character and Civic Education)



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Division of Instructional Services
Character Education
www.ncpublicschools.org

"Intelligence plus character—that is the goal of true education."

—Rev. Martin Luther King, Jr.

Character Education Informational Handbook and Guide
Developed and Printed 2002



**CHARACTER
EDUCATION**

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STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
20301 MAIL SERVICE CENTER • RALEIGH, NC 27699-0301

MICHAEL F. EASLEY
GOVERNOR

May 28, 2002

Dear Educator:

I am proud of the progress we are making in our public schools. We are leading the nation in gains in student achievement in math and in improving teacher quality. We are implementing pre-kindergarten programs for at-risk four-year-olds, reducing class size in the early grades, and doing what is needed to recruit and retain the best teachers for our classrooms.

I also believe that our public schools must educate students' hearts as well as their minds. We all like to believe that children are taught respect, responsibility, citizenship and character at home, but the sad truth is that some are not. Schools must be safe, orderly and caring communities where all students have every opportunity to learn and to develop strong character.

It is one of my priorities to ensure that character education is a part of every student's learning experience. In the 2001 legislative session, the General Assembly affirmed their support for this goal by passing the Student Citizen Act of 2001, which directs school systems and their communities to develop and implement character education programs for their schools and students.

It is my pleasure to provide you with the enclosed guide on character education. It is intended to help local boards of education, school systems, schools and communities develop high-quality character education plans and strengthen existing programs.

Thank you for your part in educating our children and helping North Carolina become a national leader in public education.

With kindest regards, I remain

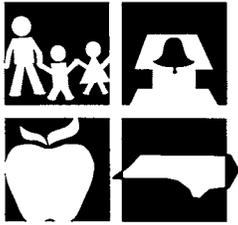
Very truly yours,

A handwritten signature in black ink that reads "Mike Easley".

Michael F. Easley

MFE:jsp





Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman
www.ncpublicschools.org

Department of Public Instruction
Michael E. Ward, State Superintendent

May 28, 2002

Dear Educator:

By passing the Student Citizen Act of 2001, our state legislature and our governor have partnered with the Public Schools of North Carolina to champion character education. We all realize that schools must be safe, orderly and caring communities where all students have every opportunity to learn and develop strong character. As adults, whether a teacher, coach, parent, administrator, or volunteer, our role in supporting and reinforcing the home, and modeling good character in front of our children at all times, is paramount.

We are proud to make this *North Carolina Character Education Informational Handbook & Guide* available to you. This handbook has been designed to offer a closer look at the Student Citizen Act of 2001 and more importantly to serve as a tool for your efforts in implementing character education in your school or district. The ideas and samples included inside are merely that—samples and ideas that you may draw upon. The real strength of your efforts in character education will not come from a book but rather from the collective strength and will of your school, families and community.

Thank you for all that you do.

Sincerely,

A handwritten signature in cursive script that reads "Phillip J. Kirk, Jr."

Phillip J. Kirk, Jr.

A handwritten signature in cursive script that reads "Michael E. Ward"

Michael E. Ward

PJKjr/MEW/cej

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Overview of this Handbook and Guide

“Intelligence plus character—that is the goal of true education.”

—Rev. Martin Luther King Jr.

This handbook, as well as the information provided, is intended for use as an introductory guide to character education for local boards of education, superintendents, character education liaisons/coordinators, principals, teachers, community members, and anyone influencing the lives of our children through our public schools.

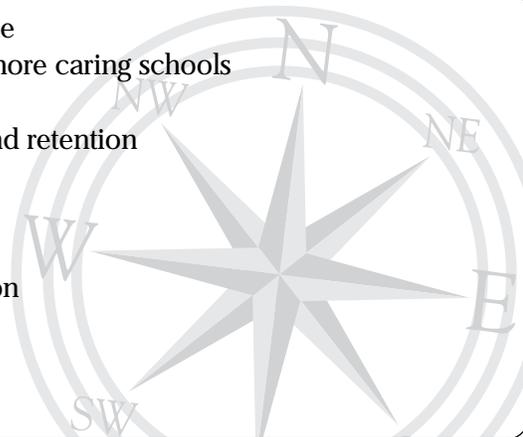
In the fall of 2001, the **Student Citizen Act of 2001** (SL 2001-363) was passed into law by the North Carolina State Legislature. This Act *requires every local board of education to develop and implement character education instruction with input from the local community*. In addition, the legislation directs the State Board of Education to modify the middle and high school social studies curriculum to include instruction in civic and citizenship education. The Act also calls for local boards of education to adopt reasonable dress codes for students.

With the passage of the Student Citizen Act of 2001, the state of North Carolina has affirmed that the development of character in our children is the cornerstone of education. In fact, throughout history, the very foundation of American education has been the preparation of students for life and full participation in a democratic society. Benjamin Franklin said, “Nothing is more important to the public weal [well-being] than to form and train up youth in wisdom and virtue.”

Today, more than ever, societal needs call for a renewed emphasis on traits such as respect, responsibility, integrity, and citizenship in the public schools. While many teachers and administrators across the state are effectively fostering the development of character in students, there is still much work to do.

Character education is not new to North Carolina, but it is time for a renewed commitment from our local boards of education and all of our schools, both to meet the requirements of the law and to make progress in priority areas facing our teachers and schools. For example, character education is, or can be, a key component in the following areas:

- Improving school and classroom climate
- Creating safer (Safe & Drug Free) and more caring schools
- Closing the achievement gap
- Helping address teacher recruitment and retention
- Academic achievement for all
- Academic integrity
- Professional ethics
- Athletic and extracurricular participation
- Health and physical education
- Service to others
- Community building and commitment



But, ABOVE ALL ELSE, this commitment is to and for *ALL of our CHILDREN*, their *PARENTS*, and every *COMMUNITY* in North Carolina.

Thank You!

A deep, heartfelt thank you goes out to many wonderful teachers, educational leaders, and organizations who helped compile and/or who contributed information to this handbook. The teachers and communities of North Carolina owe a debt of gratitude to the following organizations for their outstanding work for children, families, and communities, in the field of character education, and for sharing their work with others, allowing us to use and reprint their information: the *Character Education Partnership (CEP)* in Washington D.C., the former *North Carolina Character Education Partnership*, *The Center for the 4th & 5th Rs* at the State University of New York at Cortland, the *Center for the Advancement of Ethics and Character* at Boston University, the *John Templeton Foundation*, the *North Carolina Center for Character Education*, the *Kenan Institute for Ethics* at Duke University, the *Cooperating School Districts and Character Plus* in St. Louis, Missouri, and the *Character Development Group*, of Chapel Hill, and the teachers and community leaders, such as the *National Conference for Community and Justice (NCCJ)*, from Guilford County, who created the *Guilford County Schools Character Education Handbook* several years ago.

In addition to these organizations, gratitude and honor should be bestowed on the following individuals for their help and contributions, not only to this handbook, but to children, schools and communities across North Carolina and our nation: Dr. Marvin Berkowitz, Dr. James Comer, Debra Henzey, Dr. Duane Hodgin, Dawn Woody, Carol Hudson, Anne Lee, Dr. Helen LeGette, Dr. Tom Lickona, Linda McKay, Melanie Mitchell, Dr. Kevin Ryan, Bill Parsons, Marvin Pittman, Peggy Veljkovic, and Dr. Philip Vincent.

“YOU ARE THE DIFFERENCE.”



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“Character is POWER.”

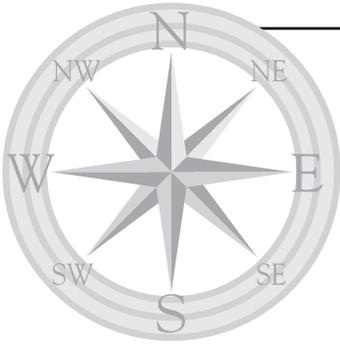
—Booker T. Washington

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“Great learning and superior abilities will be of little value...unless virtue, truth and integrity are added to them.”

—Abigail Adams



Defining and Understanding Character Education

defining &
understanding

Defining & Understanding Character Education

“Character education is not something new to add to your plate. It is the plate!”

—Superintendent John Walko (NY school)

WHAT IS CHARACTER EDUCATION?

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the INTENTIONAL, PROACTIVE effort by schools, districts, and states to instill in their students important core, ethical values such as respect for self and others, responsibility, integrity, and self-discipline. It is not a “quick fix” or silver-bullet cure-all. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools. Character education may address such critical concerns as student absenteeism, discipline problems, drug abuse, gang violence, teen pregnancy and poor academic performance. At its best, character education integrates positive values into *every* aspect of the school day.

Character education...

- is taught through modeling, climate, and curriculum.
- comes from the HOME, COMMUNITY and the SCHOOLS.
- is a proactive way of adapting and using existing educational materials to promote understanding and inspire the development of good character traits among all students in every part of their learning experience.
- is learning how to make good decisions and choices.
- is learning about positive relationships and their development based upon our development and depth of character.
- is grounded in RELATIONSHIPS and school culture.
- is a PROCESS, not just a program.
- at its best, is comprehensive school reform.
- is informed by research, theory and most importantly, teacher and student involvement.
- is bringing out the BEST in ALL OF US—students and teachers.

“Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school.”

—Dr. Marvin Berkowitz

Definitions and Benefits

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values.* An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits:

- It promotes character development through the exploration of ethical issues across the curriculum.
- It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.
- It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear, and violence, and are more conducive to learning.

Civic Education consists of both a core curriculum and teaching strategies that give students the knowledge, skills, virtues, and confidence to actively participate in democratic life.

Benefits:

- It teaches how government, businesses, community groups, and nonprofits work together to create strong communities.
- It emphasizes that both individual and group participation is important to the vitality of communities and critical to sustaining our democratic way of life.
- It teaches civility and respect for others when deliberating, negotiating, organizing, and advocating for one's own positions on public issues.

Service-Learning is a pedagogy that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service-learning goes beyond extracurricular community service because it involves participants in reading, reflection and analysis; provides students an opportunity to develop a personal connection to what they are learning; and creates a context for the application of concepts introduced in the classroom.

Benefits:

- It enhances the educational goals of the curriculum through experiential learning and critical reflection.
- It helps students develop the skills and virtues required for full participation and leadership in their democratic communities.
- It serves the public good by providing a needed service to individuals, organization, schools, or other entities in the community.

* Opening sentence taken from The Center For the 4th and 5th Rs (Respect and Responsibility), Dr. Thomas Lickona, State University of New York at Cortland.

Components of Character Education

After more than a decade of experience with diverse communities, educators learned that these components are critical to the lasting success of character education:

Community participation. Have educators, parents, students, and members of the community invest themselves in a consensus-building process to discover common ground that is essential for long-term success.

Character education policy. Make character education a part of your philosophy, goal or mission statement by adopting a formal policy. Don't just say it—put it in writing.

Defined traits. Have a meeting of parents, teachers and community representatives and use consensus to get agreement on which character traits to reinforce and what definitions to use. Formally state what your school means by “courage” or “perseverance” before they are discussed with students. (The suggested traits listed in the Student Citizen Act might be a great place to start.)

Integrated curriculum. Make character education integral to the curriculum at all grade levels. Take the traits you have chosen and connect them to classroom lessons, so students see how a trait might figure into a story or be part of a science experiment or how it might affect them. Make these traits a part of every class and every subject.

Experiential learning. Allow your students to see the trait in action, experience it and express it. Include community-based, real-world experiences in your curriculum that illustrate character traits (e.g., service learning, cooperative learning and peer mentoring). Allow time for discussion and reflection.

Evaluation. Evaluate character education from two perspectives: (1) Is the program affecting positive changes in student behavior, academic achievement and cognitive understanding of the traits? (2) Is the implementation process providing the tools and support teachers need?

Adult role models. Children “learn what they live,” so it is important that adults demonstrate positive character traits at home, school and in the community. If adults do not model the behavior they teach, the entire program will fail.

Staff development. Provide development and training time for your staff so that they can create and implement character education on an ongoing basis. Include time for discussion and understanding of both the process and the programs, as well as for the creation of lesson plans and curricula.

Student involvement. Involve students in age-appropriate activities and allow them to connect character education to their learning, decision-making and personal goals as you integrate the process into their school.

Sustaining the program. The character education program is sustained and renewed through implementation of the first nine elements, with particular attention to a high level of commitment from the top: adequate funding; support for district coordination staff; high quality and ongoing professional development; and a networking and support system for teachers who are implementing the program.

From *Field-tested Resources in Character Education*, Cooperating School Districts of Greater St. Louis

10 More Good Reasons for Character Education

In Thomas Lickona's *Educating for Character*, he identified 10 wide-ranging reasons for the need for character education, not only in our schools but also within our society. His splendid work appeals to all of us—parents, educators, neighbors, and community leaders. The following list is in addition to Dr. Lickona's. This was created in response to the pressure teachers and schools face daily.

1. Purpose. Why did you become a teacher or get into education in the first place? Your answer is your purpose. We all got into education for essentially the same reason—to touch the lives of children. To positively impact the life of a child. We all wanted to, and still want to, make a difference.

2. Focus. The demands and scrutiny on teachers and public education today are higher than ever before. It's quite easy for teachers to become buried in societal and institutional demands. And yet, we must not lose focus of why we are there in that classroom—for children. We must place our focus on the needs and possibilities of our children. They are our future.

3. Safe Schools. In the wake of recent school tragedies, all too often people were left asking, "What went wrong with "those" kids? Where were the parents? Why didn't the school know this was going to happen? Who else is to blame? Safe schools aren't about blame and scorn, fancy programs, more money or even improved self-defense. They are about the people inside those buildings and the environment they create. The same can be said of character education. It's not about pretty posters and motivational quotes. It is about people caring about others.

4. Achievement. When teachers have more time to teach in a civil, respectful environment, and children feel safe, appreciated and respected—then real achievement and learning can take place. It's called a quality learning environment, and the research shows that how students feel about their learning environment and their opportunity for success are crucial factors in student achievement. The evidence is clear, from New Mexico, to Ohio, to North Carolina and hundreds of places in between, academic achievement can be a powerful byproduct of successful character education efforts.

5. Diversity. Reverend Martin Luther King Jr. had a dream that one day his children would be judged, "not by the color of their skin, but by the content of their character." That dream becomes a real possibility when we realize that nearly all cultures, world religions and schools of thought have their most basic tenet in common—TREAT OTHERS THE WAY THAT YOU WANT TO BE TREATED. Many refer to this as the "Golden Rule." Words and language may change, in Judaism it is stated as "What you hate, do not do to anyone" and in Hindu as "Do nothing to thy neighbors which thou wouldst not have them do to thee," but they all yield the most common character trait of RESPECT. Appreciating diversity begins with knowing and understanding those things we have most in common.

6. Not the "Flavor of the Month." Character education" is nothing new. Discipline, civility, respect for self, others and society, teachers as role models—these things have been a part of education for as long as people have been learning. Character education is simply true, quality teaching. It's not a program to implement and then set on a shelf until you go on to something else. It's a process of caring and determination. Strength lies in comprehensive processes, not in new, short lived programs.

7. “At-Risk” Students. All children are “at-risk” at some point in their life. And all children, whether they are labeled “at-risk” or not, need mentors, role models and caring adults in their lives. They crave nurturing, caring, positive relationships—the essence of character education. All children, labeled or not, want to be successful, appreciated and feel a sense of belonging. There may be no truer statement than the words of James F. Hind, “You’ve got to REACH them before you can teach them.”

8. Transition. Educators around the world spend countless hours and dollars trying to come up with a solution to making the transition from elementary to middle and middle to high school easier for children, both socially and academically. The process of character education is a pre-K through 12 process that ideally utilizes the same language, high expectations and high regard for relationships, throughout the school life of a child. Common language, similar rules and procedures, and common expectations make for a smoother transition.

9. Work Force Readiness. One major goal of schools in all communities is to prepare our children for the world of work. Much of this preparation focuses on vocational and technical skill and knowledge, as it should. But we can’t forget what employers crave most—quality people with a strong sense of respect for themselves and others and high levels of responsibility, determination and self-discipline. Any and all businesses are going to train new employees to do “their way,” but they first need and want quality people of character to employ.

10. Teachers and Students. The results of well implemented character education practices is a gift for both teachers and students. Teachers want to teach. They want to make a positive difference by touching lives. Students want to feel accepted and they want to learn. They want limits, structure and guidance. Character education can be those things for both teachers and students. For the teacher, improved classroom climate and student motivation make our jobs much easier. All students will tell you that the teachers who mean the most are the ones who care. Character education is a win-win situation for all involved!

Adapted from *Developing Character for Classroom Success*. Abourjilie, Charlie. Chapel Hill, N.C.; Character Development Publishing, 2000. Reprinted with permission.

Seven Rules of Thumb

1. Students are treated with respect, responsibility, and care.
2. Significant others treat other people in the student's presence in the same way.
3. Expect and demand good character of all members of the school community.
4. Espouse good character.
5. Provide opportunities to practice character.
6. Provide opportunities to reason about, debate, and reflect on ethical issues.
7. Involve parents in the school's character education efforts.

Dr. Marvin Berkowitz, University of Missouri St. Louis, working through grant sponsored by the John Templeton Foundation

Four Supported Practices

1. Promoting student autonomy and influence
2. Student participation, discussion, and collaboration
3. Social skills training
4. Helping and social service behavior

Dr. Marvin Berkowitz, University of Missouri St. Louis, working through grant sponsored by the John Templeton Foundation

"Good teaching cannot be reduced to technique: good teaching comes from the identity and integrity of the teacher."

—Parker Palmer, *The Courage to Teach*

"We have a profound moral contract with our students. We insist, under the law, that they become thoughtful, informed citizens. We must—for their benefit and ours—model such citizenship. The routines and rituals of a school teach, and teach especially about matters of character."

—Sizer & Sizer, *The Students Are Watching*

The Crucial Role of Civic Education and Service-Learning

Making character education a part of students' lives, inside and outside the classroom is what teaching character is all about. It can't be reduced to a list of traits posted on the wall. It's about the necessity of learning why civility and respect toward everyone are important.

The Student Citizen Act of 2001 requires a focus on character education and civic education. This focus can be achieved through a *commitment* to change the school culture through *community involvement*, *curriculum integration*, and attention to *climate* and the ways in which we interact with others.

It's no accident that the new legislation addresses both character and civic education because experience shows that an integrated character education program can foster compassionate young people who have the desire to help others and to be involved in their communities. These students are more likely to *believe that they can and should make a difference*. Linking character education with an experience-based civics curriculum is a very powerful combination. It assures that students *also have the knowledge, skills and abilities* to be effective community voices.

Definitions

Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which *every* aspect of school becomes an opportunity for character development.

Civic education consists of both a core curriculum and teaching strategies that give students the knowledge, skills, virtues, and confidence to actively participate in democratic life.

A Word About Service-Learning

The Student Citizen Act of 2001 encourages **service-learning** as a teaching strategy. Service-learning is a pedagogy that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service-learning goes beyond extracurricular community service because it involves participants in reading, reflection and analysis; provides students an opportunity to develop a personal connection to what they are learning; and creates a context for the application of concepts introduced in the classroom.

Service-learning is a highly effective and meaningful teaching strategy because it is integrated into the academic curriculum; provides young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities; and includes structured time for young people to think, talk, and write about what was learned during their service activity. Research tracked by Learning in Deed shows that strong civics coursework teamed with service-learning not only helps students *score higher on most tests*, they also more likely to *participate in class projects* and are *less likely to get into trouble*. A new study from Indiana shows that students involved in service-learning as part of the civics curriculum are far more likely to be active participants in their communities *into adulthood*.

Character Education and Civic Education in North Carolina Schools Today

In the summer of 2001, the *North Carolina Character Education Partnership* (NCCEP) completed a five-year grant project to develop, pilot, and disseminate a model character education initiative. NCCEP developed a process and gathered resources to assist schools in a system-wide approach to implementing character education. This wealth of materials is available to every school, through the North Carolina Department of Public Instruction, and by contacting the North Carolina Center for Character Education (NCCCE).

The Civic Education Consortium has actively supported the professional development of teachers and innovative curricula in addition to the expansion of civic education in its “content home” in the social studies curriculum, especially in the courses required for grades four and eight, as well as in the high school ELPS course (soon to be renamed Civics & Economics).

In addition to these two statewide efforts, there are many, many efforts going on in schools across the state. Below is a glimpse of what character education and civic education look like in North Carolina classrooms today. These are just a few examples of character and civic education in our schools. Your schools may have innovative projects just waiting to be discovered, celebrated, and shared.

Each of Donna Stevens’ Timber Drive/Garner kindergarteners and first graders get a chance to take home “Persevering Penguin,” one of her Character Education ‘Characters’—a stuffed animal accompanied by a once-blank journal, now filled with the stories dictated by classmates and written down by parents. The journal entries represent lessons about perseverance learned during the day and at home. First thing the next morning, the child and teacher read aloud what was written, and the penguin gets to go home with another student that afternoon. After everyone in class has had a chance to take home Persevering Penguin, there’s Respectful Roo, Truthful Tiger, Courageous Lion, and so on.

NCCEY Winner 1999

Pam Myrick and Sharon Pearson of Southwest Middle School in High Point brought local civic issues inside the school by developing and piloting the “Citizen I Am” project, where students actively examined, debated, evaluated and held a Town Meeting on the proposed Federal Express hub at the Piedmont Triad International Airport, which was particularly important to Southwest students and their parents because of the school’s proximity to the hub.

Developed with the Civic Education Consortium 1999

Note: The NCCCE is a nonprofit resource organization that was founded to provide a seamless transition from the NCCEP. They can be contacted at 919-828-1166 or www.NCcharacter.org.

“The Epiphany Project” has Matt Bristow-Smith’s alternative ninth-grade students at Tarboro High School focusing on writing about how they got to be where they are and if they could change one single event in their lives, what would it be? In addition to writing, reflecting, word-processing, and desktop publishing their stories, these students use their personal discoveries as an introduction to pen pals at the elementary alternative school. Perhaps for the first time in their lives, these high school students have the chance to be positive role model. And their letters caution, advise, plead with, and implore their younger pen pals not to follow their example.

NCEY Winner 1999

“Why Can’t I Go to School with You?” asked students in Susan Taylor’s ELPS class at Leesville Road High School, frustrated that they were often reassigned to schools and could not attend schools with their closest friends. To answer that question, students investigated the various methods that school systems across the nation use to determine student assignment and weighed them against Wake County’s assignment method. School board members were involved in this exploration and helped judge the final presentations. Most students ended up agreeing that Wake County’s assignment system was one of the fairest methods for high-growth school systems, which was not their belief before the project began.

Developed through the Civic Education Consortium Summer Institute 1999

“The truest friend to the liberty of this country is he who tries to promote its virtue.”

—Samuel Adams

Laying the Foundation for Your Character Education Plan

School boards and superintendents should engage and inspire principals and other school leaders in fulfilling the mandate of the Student Citizen Act of 2001. System-wide leadership is crucial in both sharing the decision-making process and involving communities in implementing the policies and strategies necessary to create a more safe, orderly, and *caring* school system. A focus on civic education and character education will help young people develop the skills necessary to make informed choices for the good of themselves, and their communities.

Step One: Develop a policy on how your district will satisfy the Student Citizen Act of 2001 and the integration of character education system-wide. Those in leadership need to talk about the process your district will adopt.

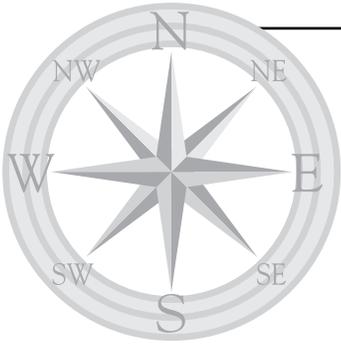
On pages 94-99 you will find a brief outline of the model developed by the NCCEP over the past five years to aid school systems in a holistic approach that has been recognized nationally. This model promotes a commitment to *community consensus-building*, *curriculum integration* and a focus on *climate*.

Step Two: Appoint a lead person in the central office to coordinate assessments, monitor progress, and evaluate achievement of district objectives. It is recommended that all principals assess what they are already doing. The *Self-Assessment* enclosed (pages 108-111) is a quick and simple way to assess where a school is in terms of its character education, civic education, and service-learning strategies. And, just as importantly, it will enable your central office to account for and to monitor each school's efforts against an easily understood and standard template.

Step Three: Distribute information to all principals in your system, including the Self-Assessment, the Guide to Implementing the NCCEP Model Initiative, and the Resource List. Principals should complete their assessments and return results to the lead person in the central office within a few weeks. Each principal should appoint a lead person in each school to review the assessment and determine next steps. Encourage your principals to identify their schools' strengths, build on what they are already doing, share best practices, and recognize any gaps.

The enclosed Guide to Implementing the NCCEP Model Initiative can provide guidelines for principals for full-fledged integration of character education, as well as serve as a guide for pinpointing areas of improvement and expansion.

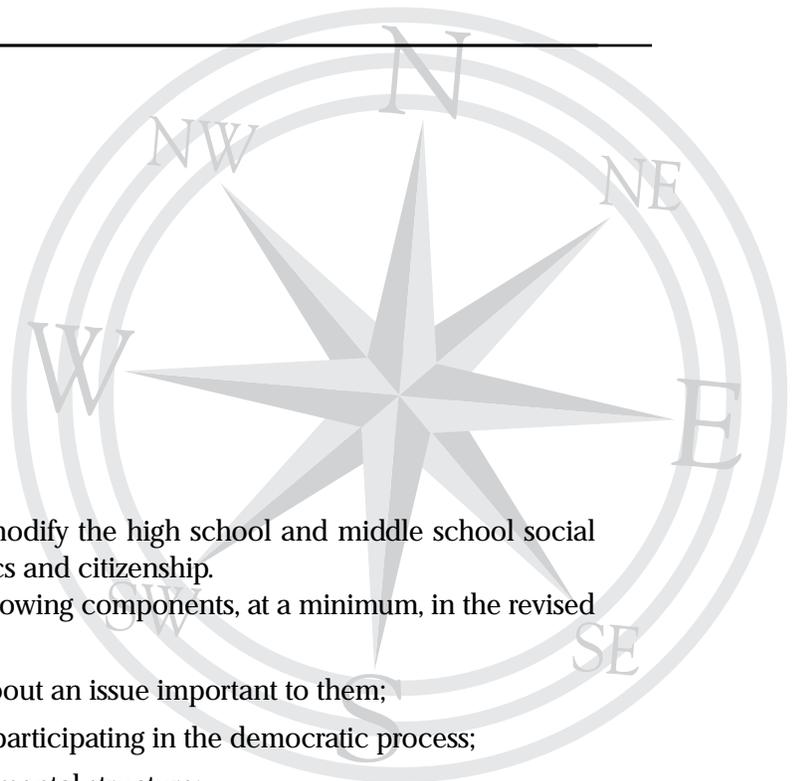
Step Four: Revise existing reporting mechanisms to provide a means of setting goals and monitoring your system's progress in achieving them. Central to the successful integration of character education and the fulfillment of this mandate is the identification of available and needed resources, and meeting accountability requirements.



The Student Citizen Act of 2001

the student
citizen act

Overview of the Student Citizen Act of 2001



Civic Education

The Act *directs the State Board of Education* to modify the high school and middle school social studies curriculum to include instruction in civics and citizenship.

The Act encourages the Board to include the following components, at a minimum, in the revised high school curriculum:

1. having students write to an elected official about an issue important to them;
2. instruction on the importance of voting and participating in the democratic process;
3. information about current events and governmental structure;
4. information about the democratic process and how laws are made.

The Act encourages the Board to include the following components, at a minimum, in the revised middle school curriculum:

1. a tour of local government facilities such as the local jail, courthouse or town hall;
2. that students analyze a community problem and make policy recommendations to the local officials;
3. information about getting involved in community groups.

The State Board of Education must make these modifications to the social studies curriculum by December 15, 2001, and the modified curriculum must be implemented during the 2002-2003 school year.

Character Education

The Act directs each local board of education to *develop and implement character education instruction* with input from the local community. The Act directs local boards to *incorporate this instruction into the standard curriculum*.

Local boards of education must *develop character education instruction* as directed in this Act by January 1, 2002, and must implement this instruction beginning with the 2002-2003 school year. If a local board of education determines that it would be an economic hardship to begin to implement character education by the beginning of the 2002-2003 school year, the board may request an extension of time from the State Board of Education. The local board must submit the request for an extension to the State Board by April 1, 2002.

In developing character education instruction, the Act *recommends* a list of eight traits for inclusion in character education instruction. *This list of traits is not new. These traits were included in legislation in 1996, when the General Assembly first allowed local boards of education to adopt character education programs.* The eight traits are:

1 Courage

Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.

2 Good judgment

Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.

3 Integrity

Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.

4 Kindness

Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.

5 Perseverance

Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

6 Respect

Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.

7 Responsibility

Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.

8 Self-discipline

Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations.

This list was developed by the Wake County Character Education Task Force in 1994, on behalf of the Wake County Public Schools System. It was selected to be used in the 1996 legislation.

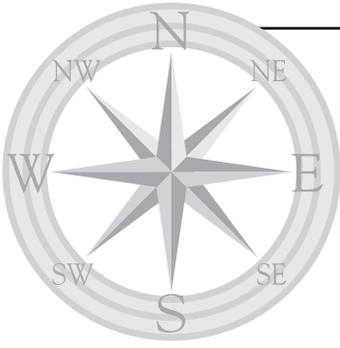
In addition to the above list of traits, the Act encourages local boards of education to include instruction in the following:

- 1. Respect for school personnel**—holding teachers, administrators, and all school personnel in high esteem and demonstrating in words and deeds that all school personnel deserve to be treated with courtesy and proper deference.
- 2. Responsibility for school safety**—helping to create a harmonious school atmosphere that is free from threats, weapons, and violent or disruptive behavior; cultivating an orderly learning environment in which students and school personnel feel safe and secure; and encouraging the resolution of conflicts and disagreements through peaceful means including peer mediation.
- 3. Service to others**—engaging in meaningful service to their schools and communities. Schools may teach service-learning by (i) incorporating it into their standard curriculum or (ii) involving a classroom or other group of students in hands-on community service projects.
- 4. Good citizenship**—obeying the laws of the nation and state; abiding by school rules; and understanding the rights and responsibilities of a member of a republic.

Dress Codes

The Act *directs local boards of education* to include a reasonable dress code for students among its policies governing the conduct of students.

For full text of the Student Citizen Act 2001, go to www.ncga.state.nc.us, look up House Bill 195 (HB 195), General Assembly of North Carolina Session 2001, ratified bills.



Ideas to Get You Started in the School and Classroom

! The ideas and activities shared in this section are provided merely
• as samples and examples. They are NOT mandated. Schools/
teachers are free to use and adapt the following ideas or may
develop their own.

ideas to get
you started

100 Ways to Bring Character Education to Life

(Center for the Advancement of Ethics and Character)¹

Building a Community of Virtue

- 1 Develop a school code of ethics. Distribute it to every member of the school community. Refer to it often. Display it prominently. Make sure all school policy reflects it.
- 2 Institute a student-to-student tutoring program.
- 3 Promote schoolwide or intraclass service clubs to serve the school, class, or external community.
- 4 Encourage students to identify a charity or in-school need, collect donations, and help administer the distribution of funds.
- 5 Ensure that the school's recognition systems cover both character and academics.
- 6 Recognize a variety of achievements, such as surpassing past personal achievements or meeting a predetermined goal.
- 7 Consistently prohibit gossip and, when appropriate, discuss its damaging consequences.
- 8 Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom and on school property.
- 9 Use morning announcements, school and classroom bulletin boards, and the school newsletter to highlight the various accomplishments—particularly character-oriented ones—of students and faculty members.
- 10 When conflicts arise around the school or class, teach about discretion, tact, and privacy—and about discreetly informing appropriate adults of the conflict.
- 11 Have students take turns caring for class pets and taking them home over weekends and holidays. Discuss and demonstrate the responsibility required to care for living creatures.
- 12 Invite student volunteers to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, plant trees, paint a mural, remove graffiti, or clean up a local park or beach.
- 13 Find out the significance behind your school's traditions and emphasize those that build school unity.
- 14 Display the school flag. Learn the school song. If you don't have either, have a contest!
- 15 Have ceremonies to mark the beginning and end of the school year and for teachers and staff members who are leaving.
- 16 Examine school assemblies. Do a minority of students control the majority of assemblies? How could more students be involved? Are the chants at pep assemblies appropriate? Do they build school spirit without demeaning other schools?
- 17 Ensure students behave responsibly and respectfully when watching athletic competitions.
- 18 In physical education and sports programs, place a premium on good sportsmanship. Participation in sports should provide good habits for the life beyond sports.
- 19 Hang pictures of heroes and heroines in classrooms and halls. Include appropriate explanatory text.

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- 20 Make the school a welcoming place. Can people walking through the school's halls get a good idea of what is happening in classrooms? Is the principal frequently visible to students? Are there clear welcome signs prominently placed near the school's main door?
 - 21 Start a school scrapbook with photos, news stories, and memorabilia reflecting the school's history and accomplishments. Involve school members in contributing to and maintaining the collection. Show it off to visitors and new families.
 - 22 Publicly recognize the work of the "unsung heroes" who keep the school running: the custodians, repairmen, secretaries, cafeteria workers, and volunteers. Develop a system of welcoming and orienting new students to the school.
 - 23 Develop a system of welcoming and orienting new students to the school.
 - 24 Prohibit the display of any gang symbols or paraphernalia on school property. Remove graffiti immediately—including in student bathrooms.
 - 25 Let students take some responsibility for the maintenance and beautification of the school. Classes could "adopt a hallway," shelve misplaced books, plant flowers, and so on. Post signs identifying caretakers.

Mining the Curriculum

- 26 Have students do a major paper on a living public figure ("My Personal Hero"), focusing on the moral achievement and virtues of the individual. First, do the groundwork of helping them understand what constitutes a particularly noble life.
- 27 In history and literature classes, regularly weave in a discussion of motivations, actions, and consequences.
- 28 Insist that quality matters. Homework should be handed in on time, neat and complete. Details do count.
- 29 Include the study of "local heroes" in social studies classes.
- 30 Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. These groups can be an opportunity to group students who might not otherwise interact with one another.
- 31 Ensure that students have a firm understanding of what constitutes plagiarism and of the school's firm policy against it. But more importantly, help them understand why it is wrong.
- 32 Celebrate the birthdays of heroes and heroines with discussions of their accomplishments.
- 33 Choose the finest children's and adult literature to read with your students—literature rich with meaning and imagery. Don't waste time with mediocre or unmemorable texts.
- 34 Don't underestimate the power of stories to build a child's moral imagination. Read aloud to students daily.
- 35 Conduct literature discussions—even in the youngest grades. Ask questions that encourage reflection. Don't immediately jump to "the moral of the story" while ignoring the richness, beauty, or complexity of the text. General questions could include: What did this book make you think about or feel? Tell me about [a character's name]—what kind of person was he? Why do you think the author wrote this book—what did she want to say to the reader? Don't leave a story, however without having students grapple with its moral message.
- 36 Build empathy in literature and social studies classes by teaching children to put themselves in the shoes of the people they are reading about or studying.
- 37 Read and discuss biographies from all subject areas. Help students identify the person's core or defining characteristics.

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- 38 While studying about great men and women, do not consistently avoid the subject of personal weakness—especially in the upper grades. A study of a person’s “whole” character can provide a powerful lesson in discernment and compassion. Consider a thoughtful discussion of the following questions: Can a person be “great” (and good) and still have some character flaws?
 - 39 Teach students to write thoughtful letters: thank-you notes, letters to public officials, letters to the editor, and so on.
 - 40 Assign homework that stimulates and challenges students. Engaging and demanding assignments will give rise to self-discipline and perseverance.
 - 41 Set up a buddy reading system between an older and younger class. Carefully teach the older students techniques that will help make their teaching experience successful. Impress upon them the responsibility and patience required when helping those who are both younger and less skilled in a subject than they are.
 - 42 Have students memorize poetry and important prose selections, such as the preamble to the Declaration of Independence or the Gettysburg Address. In the process, make sure they understand the ideas that make these worthy of committing to memory.
 - 43 In science, address with each unit (when appropriate) the ethical considerations of that field of study. Students need to see that morality and ethics are not confined to the humanities.
 - 44 In math classes, specifically address the habits—such as courage, perseverance, and hard work—required to be a successful math student. Class rules and homework policies should reflect and support these habits.
 - 45 In social studies, examine—and reexamine yearly, if the curriculum affords the chance—the responsibilities of the citizen. What can students do right now to build the habits of responsible citizenship?

Involving Teachers, Administrators, and Staff

- 46 Choose a personal motto or mission statement.
- 47 Tell your students who your heroes are and why you chose them.
- 48 Lead by example. Pick up the piece of paper in the hall. Leave the classroom clean for the next teacher. Say thank you.
- 49 Employ the language of virtue in conversations with colleagues: responsibility, commitment, perseverance, courage, and so on.
- 50 Make your classroom expectations clear and hold students accountable.
- 51 Admit mistakes and seek to make amends. Expect and encourage students to do likewise.
- 52 Follow through. Do what you say you will do. For example, administer tests when they are scheduled; don’t cancel at the last minute after students have prepared.
- 53 If you engage in community or church service, let your students know in an appropriate, low-key manner.
- 54 Illustrate integrity; let students see that you yourself meet the expectations of hard work, responsibility, gratitude, and perseverance that you place upon them.
- 55 Give students sufficient and timely feedback when you evaluate their work. This demonstrates to students that their work matters and that teachers take an interest in their improvement and success.
- 56 Teach justice and compassion by helping students separate the doer from the deed.
- 57 Stand up for the underdog or the student who is being treated poorly by classmates. But use discretion: sometimes use an immediate response; sometimes use a private small-group meeting—perhaps the person in question ought not be present.

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- 58 Use constructive criticism (individually and collectively), tempered by compassion. Use class discussions as opportunities to teach students to do the same when responding to one another.
 - 59 Include in faculty and staff meetings and workshops discussions of the school's moral climate. How can the ethos of the school be improved?
 - 60 Begin a bulletin board where teachers and administrators can share their own "One Hundred Ways."

Involving Parents

- 61 Create a written code of behavior for the classroom and the school. Ask parents to read and sign the code, as a pledge of mutual support.
- 62 Consider having a parent representative present while developing such school codes.
- 63 Make the effort to notify parents of student misbehavior, via notes, phone calls, and personal visits.
- 64 "Catch students being good" and write or call parents to report it.
- 65 Communicate with parents about appropriate ways they can help students with their schoolwork.
- 66 Send a letter home to parents before the school year starts, introducing yourself, your classroom, your enthusiasm, and your expectations, particularly your hope that they will help you help their child.
- 67 Involve as many parents as possible in the PTO.
- 68 Frequently share the school's vision and high ideals for its students with parents.
- 69 Open a dialogue with parents. They can be a teacher's greatest ally in helping students succeed. They can provide pertinent, invaluable information about their children's academic and social background, interests, talents, difficulties, and so on.
- 70 In the school newsletter, inform parents of upcoming events, units of study, and opportunities to participate in school and after-school activities.
- 71 Develop a list of suggested readings and resources in character education and share it with parents.
- 72 When appropriate, provide literacy classes or tutors for parents.
- 73 Provide parents with access to the school library. Provide a suggested reading list of books with solid moral content that make good read-alouds.
- 74 Structure opportunities for parents to meaningfully participate in classrooms, beyond providing refreshments and chaperoning field trips. For example: reading with students, presenting a lesson in an area of expertise, tutoring, sharing family heirlooms, helping organize class plays or projects.
- 75 Send out monthly newsletters to parents that include details on your character education efforts.
- 76 Include anecdotes of commendable student performance in the school newsletter.
- 77 Include a "parent's corner" in the newsletter, where parents can share parenting tips, book titles, homework helps, and so on.
- 78 When your school welcomes a new student, welcome the student's family as well.
- 79 What can your school do to encourage greater attendance at parent-teacher conferences? Examine the times they are held and how they are advertised. What is being done to reach out to the parents who never come?
- 80 During parent-teacher conferences, ask parents, "What are your questions or concerns?" Then listen carefully to their answers.

Involving Students

- 81 Begin a service program in which students “adopt-an-elder” from the community. Arrange opportunities for students to visit, write letters to, read to, or run errands for their adoptee.
- 82 Structure opportunities for students to perform community service.
- 83 Prohibit students from being unkind or using others as scapegoats in the classroom.
- 84 Make it clear to students that they have a moral responsibility to work hard in school.
- 85 Impress upon students that being a good student means far more than academic success.
- 86 After students have developed an understanding of honesty and academic integrity, consider instituting an honor system for test taking and homework assignments.
- 87 Provide opportunities for students to both prepare for competition and engage in cooperation.
- 88 Help students acquire the power of discernment, including the ability to judge the truth, worth, and biases of what is presented on TV, the radio, and the Internet.
- 89 Invite graduates of the high school to return and talk about their experience in the next stage of life. Ask them to discuss what habits or virtues could make the transition to work or college successful and what bad habits or vices cause problems.
- 90 Have students identify a substantive quote or anecdote from which they can begin to develop a personal motto.
- 91 Overtly teach courtesy.
- 92 Make every effort to instill a work ethic in students. Frequently explain their responsibility to try their best. Create minimum standards for the quality of work you will accept—then don’t accept work that falls short.
- 93 During election years, encourage students to research candidates’ positions, listen to debates, participate in voter registration drives, and if eligible, vote.
- 94 Use the language of virtue with students: responsibility, respect, integrity, diligence, and so on, and teach them to use this language.
- 95 In large middle and high schools, assess what is being done to keep students from “falling through the cracks.” Every student needs at least one teacher or counselor to take specific interest in them.
- 96 In middle and high schools, consider instituting (or strengthening) an advising program. Advisors should do more than provide job and college information—they should take an interest in the intellectual and character development of their advisees.
- 97 Hold students accountable to a strict attendance and tardiness policy.
- 98 Through stories, discussion, and examples, teach students about true friendship. Help them recognize the characteristics of true friends and the potentially destructive power of false friendships.
- 99 “Doing the right thing” is not always an easy choice—especially in the face of peer pressure. Help students, both individually and as a class, to see the long-term consequences of their actions. They may need the support of a responsible adult both before and after choices are made.
- 100 Remind students—and yourself—that character building is not an easy or a one-time project. Fashioning our character is the work of a lifetime.

Note: This list was created and updated by the staff of the Center for the Advancement of Ethics and Character at Boston University (605 Commonwealth Ave., Boston, MA 02215, Telephone 617-353-3262) with input from various teachers and administrators.

¹ Kevin Ryan and Karen E. Bohlin, *Building Character in Schools* (San Francisco: Jossey-Bass Publishers, 1999), pp. 229-238.

Developing Character Activities

“I care not about what others think of what I do, but I care very much about what I think of what I do. That is character!”

—Theodore Roosevelt

With your selected character traits in front of you, determine your strategies and the character activities that will help develop character in students. For example, if your action plan requires you to increase responsibility in your students, your implementation plan would be create activities to yield the desired attitude and behaviors. A long list of character activities undertaken by Hamilton County, Tennessee schools is provided in this section, listed under action plan goals and areas of school life. Look these lists over; you may want to adopt them in your schools. At the very least, they should spark some ideas.

If you have several areas in which you want to improve, don't try to take on everything at once—that's a great way to have the program collapse quickly. Select one, or perhaps two, areas to focus on and begin. Once you start to see small improvements in these areas, everyone will be eager to do more and go further with character education.

Character Activities

To begin, here are some of Hamilton County's students and teachers describing selected character activities in their own words:

“All Sing at Ooltewah Elementary is a very special time for everyone. Children, teachers, staff, and visiting parents gather in the cafeteria for a magical forty-five minutes. Together everyone experiences the effect of music and community as songs are sung and celebrations made.

“During each All Sing, the character trait of the month is highlighted. Before the event teachers are asked to name one student who displays the month's trait. These children are announced and invited to come to the stage to lead the school cheer. Teachers act out skits to help children understand the character trait. This has proven to be an excellent way to celebrate the community of the school while also highlighting the character trait.”
—Ooltewah Elementary School

“One of the most anticipated events at East Side Elementary is the C.A.T. Program (idea created by third grade teacher Will Campbell). Once a month the excitement and intrigue of a C.A.T. Program permeates the school. First, let me tell you what C.A.T. stands for. The 'C' is for Character, the 'A' is for Academics, and the 'T' is for Trait Tracers.

“Now let me tell you what happens at a C.A.T. program. During the C.A.T. program, children receive awards for displaying character in the classroom. Each month there

is a different character word. And each month the students vote for the student in their class who has best demonstrated the character trait of the month (this is where Trait Tracers fits in). Academic Awards are also given to children in each class who have made academic achievement. We also have special performances and songs that relate the character word of the month. But one of the most talked-about features of the C.A.T. program is the C.A.T. man. He is a fictional character who mysteriously appears at the C.A.T. program.

“Since East Side Elementary has started the C.A.T. program, the morale in the school as well as in the community has been very positive. The C.A.T. program has been featured on every local television station in Chattanooga. Parents also pack the auditorium to see their child perform or to see if their child will win an award at the C.A.T.”

—*East Side Elementary School*

“For the character trait of honesty in the spring of 1999, Tamara Armour, a freshman at Brainerd High School, came up with one of our most popular school-wide character projects. She suggested that students create original bumper sticker designs promoting the value and importance of honesty in the lives of Brainerd’s students.

“The project was promoted through school-wide announcements, signs posted throughout the building, and classroom teacher encouragement. Early on, the students were voicing excitement about and interest in the bumper sticker project.

“On the chosen day, donated poster board that had been cut into bumper sticker shape and size was distributed to each second block teacher. Teachers were asked to discuss with the students the meaning and implications of genuine honesty. Following the class discussion, each student was instructed to concisely express his ideas about honesty in a slogan appropriate for a bumper sticker. Using colored markers, pencils, crayons, and/or paint, the students proceeded to design original ‘honesty bumper stickers’ complete with catchy slogans and illustrations. The finished work was displayed throughout the school, and for several weeks, honesty generated enthusiasm and excitement in Brainerd’s halls. Each student’s participation earned him an out-of-uniform day as well as peer recognition of his clever bumper sticker.”

—*Brainerd High School*

These are a few of the activities implemented by Hamilton County, Tennessee. As you can see, each school has come up with something a little different, in keeping with its age groups and school atmosphere. What follows is a complete list of the ideas that were implemented in various schools in Hamilton County last year or were suggested for the upcoming year. Any number of them may work well in your school.

activities

1. STAFF DEVELOPMENT

GOAL: Provide staff development for character education and establish a common language for implementation of goals.

ACTIVITIES:

- Provide teacher training.
- Seek help from the NC Center for Character Education, the Character Development Group, the Center for the 4th and 5th R's, or other national resources in character education.
- Use the Character Education Institute to access information, in particular the Character Education Curriculum.
- Establish a county-wide clearing house for distribution of material and information about character education.
- Make a resource notebook available to teachers with character education resources/ideas.
- Make weekly character lessons available to teachers, and use a character report form to record implementation.
- Have each grade level turn in a list of character activities to the principal.
- Set up a system to evaluate the success of character education in reducing discipline problems, improving student grades, and increasing participation in extracurricular activities and parent/community involvement.

2. CURRICULUM DEVELOPMENT

GOAL: Integrate character education with the school's academic environment.

ACTIVITIES:

- Implement a dress code to promote an environment conducive to learning.
- Tie a school-wide discipline program to character traits and use character language in disciplinary conferences.
- Incorporate a leadership course into the curriculum. (High School)
- Make conflict resolution and citizenship part of the psychology curriculum, and make psychology a required course. (High School)
- Have students and teachers work on and agree to a code of behavior for schools and classrooms. (Elementary school)
- Provide every student with an Agenda mate. (High School)

GOAL: Integrate character education with the curriculum.

ACTIVITIES:

- Have guidance counselors visit classrooms with lessons on each trait.
- Hold seminars on the relationships between that month's character trait and a literature or art piece.
- Incorporate a section on good sportsmanship into the Wellness/Physical education curriculum.
- Make teams responsible for developing school-wide programs/activities that tie in with each monthly trait.
- Weave the question, "What is the right thing to do?" into stories and social studies units.
- Define the difference between heroes and celebrities and study the positive traits of heroes through social studies and whole language units.

-
- Re-write literature (e.g., How would the Cinderella story turn out if the characters had valued our character traits?).
 - Have students write poems/essays/short stories on character.
 - Show videotapes that deal with character traits.
 - Read stories from *The Book of Virtues*, *Chicken Soup for the Teenage Soul*, or any other collection of character-centered literature.
 - Select outstanding authors, athletes, scientists, and historians in the various disciplines and have students write research papers recognizing their accomplishments and achievements.
 - Have journal writing focus on traits.
 - Have students find newspaper articles that involve traits.
 - Tailor art class assignments to the trait of the month.
 - Let students select a friend and make up a good character poster about that friend.

3. BUILDING COMMUNITY TIES

GOAL: Gauge and build community consensus on common values and recruit community support for character education initiatives.

ACTIVITIES:

- Procure funding through financial resources, such as private/public foundation, state/federal government grants, U.S. Department of Education (e.g., Partnerships in Character Education Pilot Projects).
- Invite guest speakers to talk to students in the classroom about how they have integrated the concept of character into their adult lives.
- Invite speakers to present keynote speeches about character at major events (e.g., sports banquets, graduations, awards ceremonies).
- For high schools: bring alumni back to talk about successful transitions to college, work, or military.
- During regular assemblies, feature guest speakers from the community who can speak about the trait for that month in particular.
- For elementary schools: Have community members come into classrooms and read stories focusing on character.

GOAL: Promote partnerships between parents, schools, community, businesses, and faith communities.

ACTIVITIES:

- Develop a scrapbook recognizing alumni, reflecting the school's history and accomplishments.
- Seek and encourage media coverage promoting character education.
- Involve the local newspaper and other media to help reward the school's citizen of the quarter and other honorees.
- Make a success portfolio of the school's character education efforts available for public viewing.
- Enlist businesses to help publicize and promote character development efforts by sponsoring prizes, billboards, special sections in local newspapers, etc.

4. INCLUDING PARENTS

GOAL: Involve parents in the character education program.

ACTIVITIES:

- Send home an informational packet on the premises and expectations of the character program.
- At the beginning of the year, have both parents and students sign a pledge to build character.
- Devote an entire parent-teacher organization meeting to the character development program.
- Discuss character as well as academics in parent-teacher conferences.
- Send teacher letters home to parents monthly.
- Send newsletters on the character education program home to parents.

5. SERVICE LEARNING

GOAL: Integrate character education and service learning.

ACTIVITIES:

- Require students to obtain a certain number of hours of community service.
- Focus field trips and projects on character traits (e.g., for “citizenship,” sponsor a stream cleanup).
- Offer “cool character” awards to organizations students work with.
- Pair high schools with elementary schools for tutoring, holiday parties, and other projects.

6. HONORING STUDENTS OF CHARACTER

GOAL: Publicly recognize the work and achievements of students.

ACTIVITIES:

- Give a citizenship award to selected students.
- Recognize citizenship award recipients at the end-of-year awards ceremony.
- Have the honors board recognize “Kids of Character.”
- Give students and parents who are nominated for showing the character trait of the month the opportunity to have lunch with the principal.
- Institute a “Random Acts of Kindness” program that gives awards for spontaneous good acts.
- Give out certificates for exemplary character at Class Night.
- Display photos of students of the month for each class on a bulletin board.
- Have a “Citizen of the Week (or Month)” announced by the principal.
- Give the “Student of the Week” special privileges (e.g., a week of no uniform, sports event or ice cream passes, etc.).
- Include anecdotes of commendable student behavior in the school newspaper.
- Recognize students of exemplary character by letting them give the morning announcements.
- Send home cards of praise to recognize students who demonstrate good character.
- Give out awards based on the school mascot for remembering the Quote of the Week.
- Hold a special party for BUGS—“Being Unusually Good Students”—award recipients.

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- Set up a system under which students are given a ticket when caught demonstrating character; these tickets can grant the student special privileges, or they can be redeemed to purchase small items.

7. SCHOOL ENVIRONMENT

GOAL: Incorporate character traits, school motto, and character quotes into the environment of the school.

ACTIVITIES:

Announcements

- Include a focus on the character trait in the morning announcements.
- Include a “Thought for the Day” based on that day’s character trait in the announcements.
- Encourage students to create thoughts for the day around the character trait of the month, and select some to be read during morning announcements.
- If your district produces a “character newspaper,” read stories from it over the intercom.
- Have the principal or members of the student council read the Quote of the Week over the intercom.

Art/Creative projects

- Have students write and produce plays emphasizing the traits for each month (these can draw good publicity—even TV coverage!).
- Have students create a character “quilt” out of paper.
- Have students create a “chain of kindness”—a paper chain with acts of kindness written on each link.
- Have art classes paint character quotes on the walls.
- Hold a poster contest for posters to be displayed in homerooms.
- Sponsor an essay contest on the importance of character traits.
- Sponsor a contest in which students write and perform songs based on the character traits.

Displays

- Display banners, slogans, and quotes related to the traits in all areas of the school.
- Display character quotes in the teachers’ lounges, on lunch menus, computer lab screen savers, etc.
- Publish lunch menus with character quotes.
- Have students and teachers work together on classroom displays based on the trait for the month.
- Change prominent bulletin boards monthly to reflect character traits.
- Put up a “Great Wall of Character” to display quotes, photos of students, and other important character-related items.
- Put the trait of the month on the school’s marquee.

Special events

- Have the yearbook feature a page that focuses on the character traits.
- Hold theme days (e.g., encourage wearing red, white, and blue on “Citizenship Day”).
- Focus your graduation or end-of-year ceremony on character.

The Seven E's of Teaching a Character Trait

1. **Explain it**—define it, illustrate it, and discuss its importance.

2. **Examine it**—in literature, history, and current events.

3. **Exhibit it**—through personal example.

4. **Expect it**—through codes, rules, contracts, and consequences.

5. **Experience it** directly.

6. **Encourage it**—through goal-setting, practice, and self-assessment

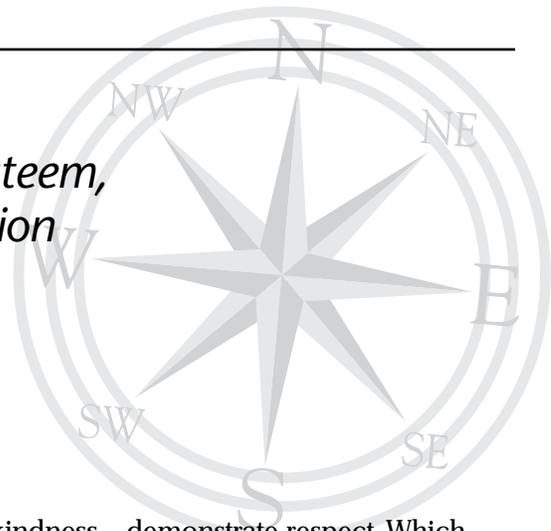
7. **Evaluate it**—give feedback.

1 2 3 4 5 6 7

Source unknown. Handout received at Mid-Atlantic Character Education Conference 2001

RESPECT:

*To have high regard for, to hold in esteem,
to treat with courtesy and consideration*



Short Lessons

- Talk about how good manners—courtesy, politeness, kindness—demonstrate respect. Which actions demonstrate a lack of respect?
- Brainstorm ways in which we communicate verbally. Develop a list of positive and negative words they hear every day which show respect and which do not? How do these words make you and your students feel?
- Discuss individuals/groups of other cultures. How do they show respect and how can you show respect towards them?
- Discuss rules. What are rules for? Why do we have rules? Which rules do we like and which do we not like? Why? Relate this to playing a game, such as football. How does following the rules demonstrate respect?
- Using the U.S. flag, lead the class in the Pledge of Allegiance. Discuss how this demonstrates respect for our country. What is the correct position for reciting the pledge? How does this position demonstrate respect?
- Ask students how they show respect for themselves. What does a person's way of walking, acting, dressing and talking say about him or her?
- Ask students how they can show respect to their parents and grandparents. Why should we respect older people?
- Cards of Courtesy—Give out cards when you see students showing exemplary respect for others. At the end of a certain period of time, count the number of cards for students and hand out appropriate “Thank You Gifts.”

Student Assignments

- Be spies. Pay attention and try to catch other students or teachers being respectful. Nominate these people for a ribbon in school colors to wear for the week. (Teachers: Allow students to present the person with a “respect ribbon.”)
- Keep a respect log. For 24 hours, list every example you can find of people demonstrating respect. This list could include family members, strangers on the bus, etc. As a class, list how many different ways there are to show respect.
- Interview your parents or grandparents and find out how they were taught to demonstrate respect to older people and people in authority.

“Life is not so short but that there is always time enough for courtesy.”

—Ralph Waldo Emerson

What Teenagers Can Do about Prejudice and Discrimination

1 Work on yourself first. You may want to deny you have prejudices. That's a normal reaction, but the first step is to recognize that we all have been "programmed" to have prejudices and stereotypical thoughts, to one extent or another. Don't feel guilty when you find these thoughts in yourself; just work to change them. Also look for ways you might discriminate against others without realizing it, and work on changing that behavior, too.

2 Don't tell or laugh at jokes that stereotype or put people down. What seems like a joke or harmless teasing to you, may not be funny to someone else. If you do accidentally offend someone, don't feel bad; just apologize and refrain from making that joke again. If someone else makes an insensitive joke in your presence, tell them it's not funny. You'll be surprised what a difference it can make.

3 Learn about people who are different from you. Read books and watch movies about other cultures, attend multicultural fairs, art exhibits, etc. Ask for a multicultural curriculum in your school.

4 Form a Multicultural Club at your school. A Multicultural Club is an extracurricular club where people of different backgrounds get together to learn about each other. It can be a support group for students who feel frustrated with discrimination and can be an educational resource for the school. Be sure to invite *everyone* to join.

5 Make a special effort to expand your circle of friends to include those who are "different" or ignored. Who do you see around you that seems lonely or excluded? Try talking to that person. If you feel awkward approaching them by yourself, ask a friend to go with you. Invite them to eat with you at lunch or join your game on the playground.

respect

Contributed by the National Conference for Community and Justice, 332 S. Greene St., Greensboro, North Carolina. Executive Director, Steve Simpson.

Role Plays

Role playing is designed to help students see the choices they have in situations and to show them that they do not have to continue in past patterns. It encourages creative problem solving and enables students to experiment with solutions. However, role playing can be threatening to many students. Others will participate eagerly but sometimes not thoughtfully. “Facing Lines” and “Group Decisions” are preliminary activities for role playing. You will stand a better chance of having more participation and better involvement, if you first use these or other warm-ups.

FACING LINES

This involves only brief action and creates less self-consciousness than role-playing because the whole class is not watching. The activity encourages a variety of solutions to the same problem and forces people to think and act quickly. *Stress that they are to try to get into the character they are assigned and play that part. Everyone will understand that this is acting and not necessarily how someone really feels.*

Ask for two rows of partners facing each other. Use the whole length of your room. Designate one line “X” and the other “Y.” *Do not begin until everyone is quiet, so they can all hear you.* Read the scenario to the students. Then allow thirty seconds for all students to stand quietly and think about their roles and get in character. When you say “Begin,” students start talking with their partners. They continue until you say “Time,” which should be about two minutes later. They must then freeze in place.

Scene one: Line X is Robin. Line Y is Leslie. Leslie asks to use an old school paper of Robin’s which she intends to hand in as her own work. Although Leslie is a good friend, Robin is generally against cheating.

Scene Two: Line X is Tracy and Line Y is Toby. Tracy has just teased Toby because Toby speaks English with a heavy Chinese accent.

Scene Three: Line X is Lee. Line Y is Terry. Terry is observing a religious fast and is not eating lunch during the month of March. Lee is making fun of Terry.

DISCUSSION:

1. How did it feel when you were in each role? Which made you most uncomfortable? Why? In which scene were you playing a part with which you could identify?
2. Share your solutions to the problems in each scene with the class. Were there many different solutions? What are some similar situations you might encounter with friends or classmates?
3. What were some things your partner did that were helpful in coming to solutions? What kinds of behavior turned you off? What might you or your partner have done differently?

GROUP DECISIONS

This requires people to think quickly in stressful situations and with some time pressure. As a small group they must reach agreement. Conflicts often necessitate such quick thinking. Several possible solutions usually come up in different groups; thus, divergent problem solving is encouraged. Because acting per se is not involved, students who are uncomfortable “on stage” often participate more.

Divide students into groups of three or four. Read the first situation to the class. Then allow thirty seconds of quiet thinking time. Then each group has one or two minutes to talk together and reach a

decision about what it will do. Students are playing themselves—*they are to decide what they would do if the three of them were actually in the situation*. After you call time, have each group share its decision with the class.

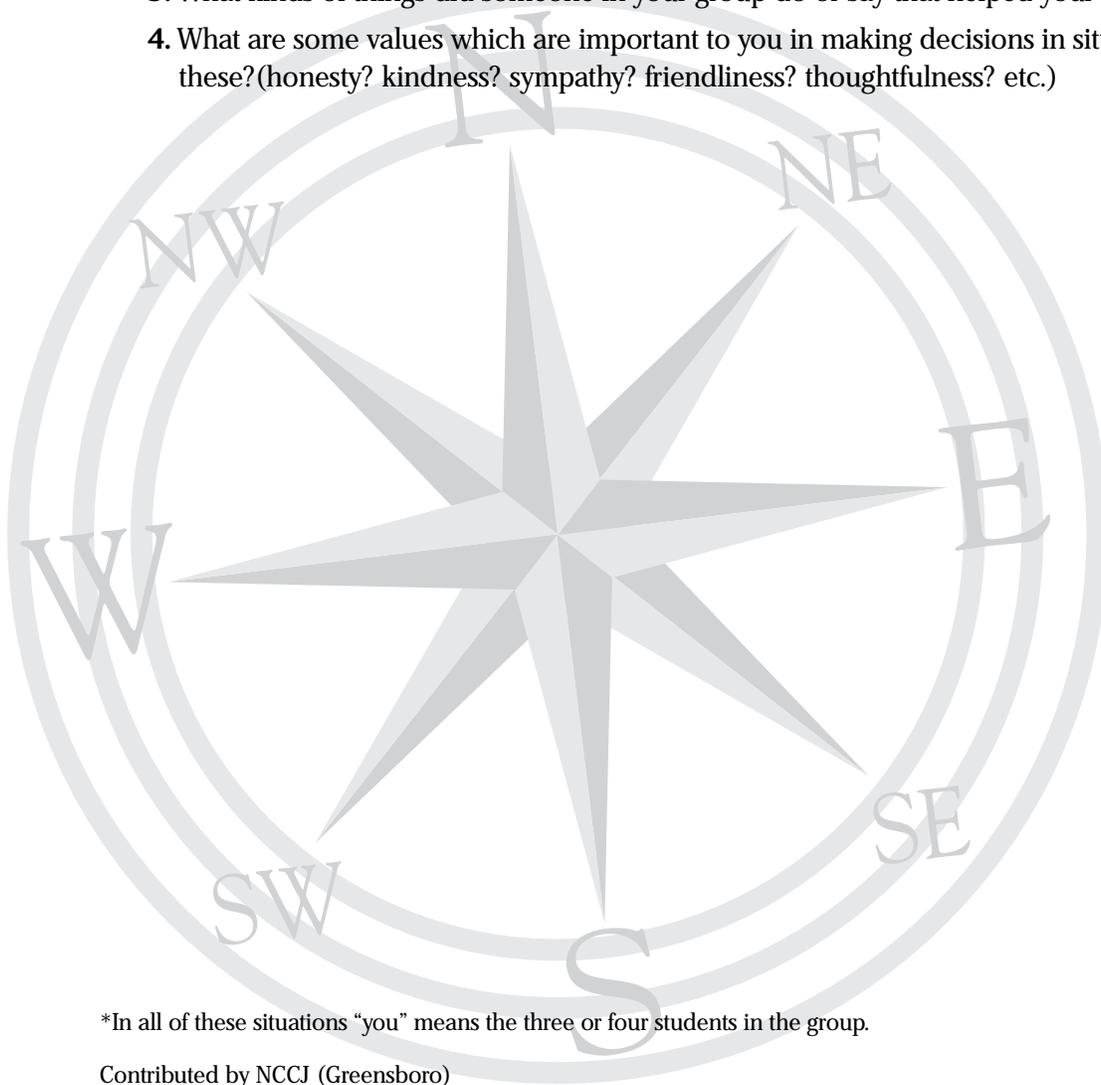
Situation One: You* are on a school trip. You get separated from the group because you wandered off for a while. You know you will be in trouble for not staying with the group and you are trying to decide what to tell the teacher.

Situation Two: You are in the classroom at recess. The principal comes in with a new girl for the class. Serena uses crutches and has metal braces on her legs. She also wears a patch on one eye.

Situation Three: Your class has been planning a trip to a local fair. All of you would be able to bring a few dollars each. It is the day before the fair and you realize that several kids in your class won't have any money to bring along.

DISCUSSION:

1. How did you feel in each situation? Which ones were easy? Which ones were hard?
2. In which decisions could your group reach consensus? In which could they not? In what types of real-life decisions do you have to reach decisions quickly?
3. What kinds of things did someone in your group do or say that helped your group?
4. What are some values which are important to you in making decisions in situations such as these? (honesty? kindness? sympathy? friendliness? thoughtfulness? etc.)



*In all of these situations “you” means the three or four students in the group.

Contributed by NCCJ (Greensboro)

Traditional Role Plays

This is the more standard role play. When using role play, give the characters names not belonging to anyone in your class. *Remind the students that they will be playing a part. No one will think they are acting out their own feelings. The discussion afterwards will be much more effective if they will get into the character of the person they are playing.* After the role play ends, have participating students stay where they are in the scene. Using character names, ask each in turn how he or she is feeling. As each person answers, he/she returns to a regular class seat. Now ask (back to their real names) how they feel as themselves. When discussing the role-play, it is important to direct questions in either character names or real names—depending on what you are asking. Ask the students who participated if the problem was resolved. If they reached a resolution, did the characters feel satisfied?

ROLE PLAY 1: At a class party Mitra, who is Hindu, told the parent serving the food that she could not eat the pizza, because it had meat on it. The parent said in a loud voice that she was sure it would be okay just this once and handed her the plate. Mitra was adamant that she could not eat it. Ralph, who is standing nearby is disturbed and surprised when his friends start teasing Mitra and telling her she is weird and to “just eat it.”

ROLE PLAY 2: Carlene is constantly being picked on because of her size. Linda sees a big group of kids on the playground making fun of her.

ROLE PLAY 3: Phil and Martin are best friends, although they are of different races. Gilbert takes Martin aside on the playground and tells him that he should not hang around Phil so much because they are not of the same race.

ROLE PLAY 4: Your school is in an uproar. A racial slur was discovered spray-painted on a student’s locker. Some concerned students call for a meeting to discuss the incident and see what should be done. Gretchen, Clara, and Bruce are at the meeting (Gretchen is in charge of the meeting).

ROLE PLAY 5: Rodney is always making jokes about other people and calling students names. Louise (who is often the target of Rodney’s jokes) tells Richard that she cannot take it any longer and will stop coming to class if the teasing continues.

DISCUSSION:

1. Give some specific examples of things one or more of the actors did in the skit which helped the situation. Are there other ways to handle a similar problem?
2. Which of these situations do you think are most likely to be issues for you and for your school?
3. What kinds of things tend to make it hard to speak up or challenge someone when they are being unfair or mean to someone?
4. Why is it sometimes easier to think of more ideas when you are not directly in a situation?

GLURP

Have students design a “GLURP”

- G** Something I’m **GOOD** at
- L** Something I **LIKE**
- U** Something I could do “**UMPTEN**” times
- R** Something I do to **RELAX**
- P** Something I’m **PROUD** of

They can use art, words, pictures.

Share with the group. *Be sure they speak loudly and clearly and that the group is quiet and respectful as each person shares his/her GLURP.*

GLURP

Contributed by NCCJ (Greensboro)

Heroes and Sheroes

Ask each person to name one of their heroes/heroines (sheroes) and why he or she admires that person. (Stress that it does not have to be a famous person.)

What is a hero? By definition, a hero is described as an individual admired or commended for brave, noble or outstanding character. Heroic deeds are meant to be acknowledged, but often there are “unsung heroes,” who may not receive recognition. Heroes are considered to be good role models. To know them is to not only hold them in high esteem, but to also learn from them.

Have a discussion about what makes a person someone to admire:

Why do you think people admire sports figures and entertainers so much?

Is money a sign of a person’s importance?

Name some people who are not famous, but who are admired because they try to help other people or do good things for their community? (may be a family member, a neighbor, minister/rabbi, public official, scout leader, teacher, etc.)

What is a role model? What makes someone a role model?

Can young people be role models? Why or why not?

How can young people teach others?

Have group brainstorm about young role models. (This would be a good opportunity to talk about the Greensboro Sit-in’s, which were started by four college students from NCA&T State University.)

Is anyone in the class involved in volunteer work (scouting, church group, etc.)? Ask them to share what they are doing and how being involved makes them feel.

Tell about one of two of your own heroes/sheroes. Why do you admire that person?

Alike and Different

1. Ask two students (a boy and a girl—different races) to come to the front of the room. Ask the rest of the class to call out differences between the two and have the boy and girl step away from each other as each difference is named: sex, color, hair, dress, etc.

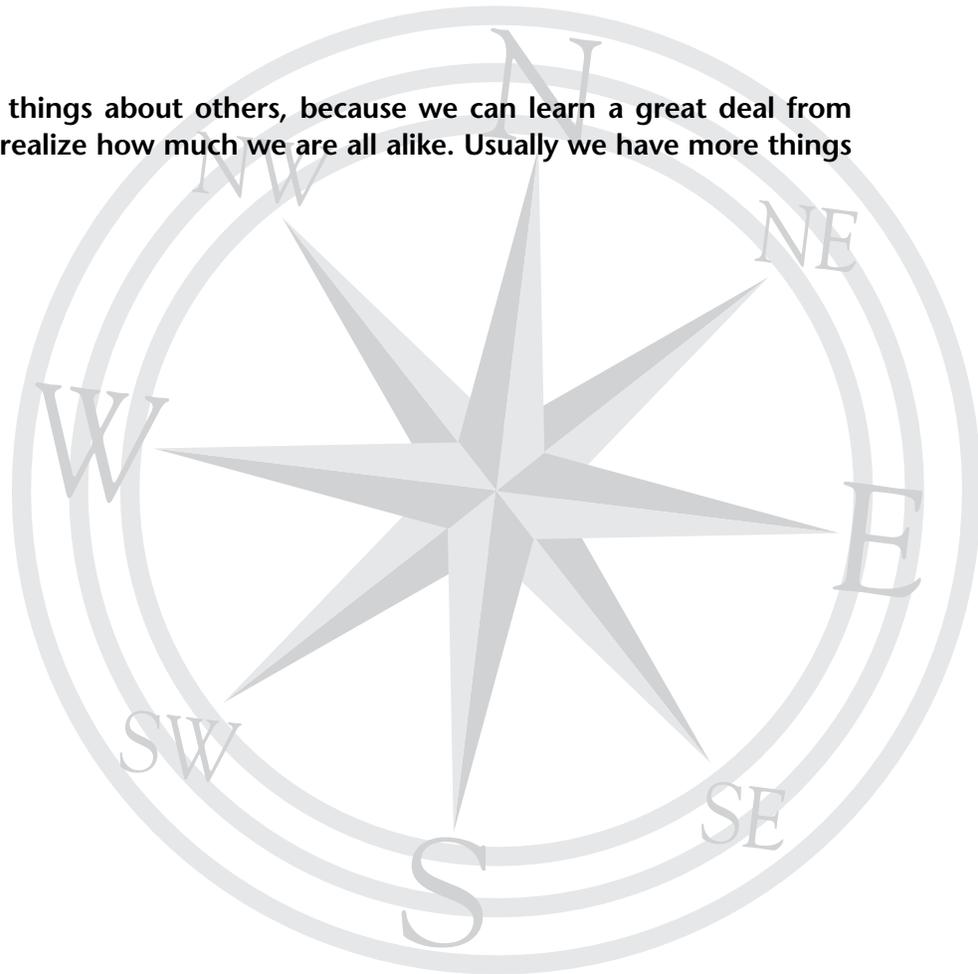
Then ask students to call out similarities: blood, humanity, language, arms and legs, brain, both wearing jeans, both wearing sneakers, etc. The two students are to walk toward each other as the similarities are named. Soon they will have moved so close to each other that you must stop, because there are more similarities than differences.

2. If you have more time, another method of looking at similarities and differences is to put the students into groups of three–five to compile a list of:

3 things they have in common
3 ways they are different

Share the lists with the others in the class. Be sure the class is quiet enough to hear the lists being read.

We appreciate the different things about others, because we can learn a great deal from them. However, we need to realize how much we are all alike. Usually we have more things in common than we realize.

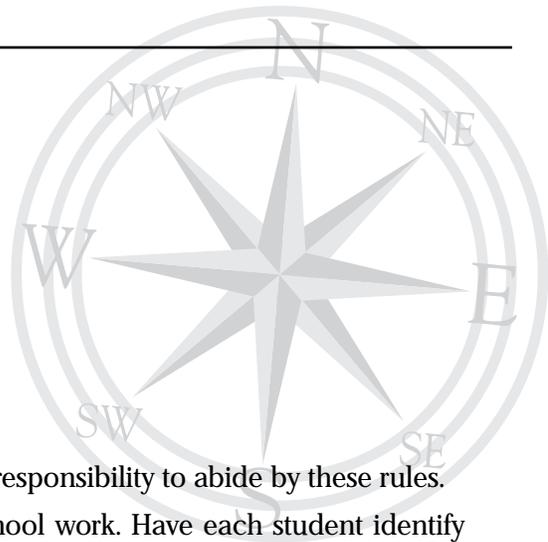


Contributed by NCCJ (Greensboro)

RESPONSIBILITY:

Obligated or expected to account for

Short Lessons



- Write or review class rules and discuss each student's responsibility to abide by these rules.
- Brainstorm ways to demonstrate responsibility for school work. Have each student identify one area of responsibility he or she will work on.
- Discuss chores assigned at home. What are the consequences of not doing these chores? How many of the students have pets? Who is responsible for taking care of these pets?
- Discuss what responsibilities students think that parents have toward their children. Do those responsibilities change as the children get older?
- Identify the responsibilities students have, compared with other persons they live with, such as siblings. Does the baby of the family have the same responsibilities? Why or why not?
- Ask students, "What are the responsibilities you'd like to have as an adult? Why?" Have students write these responsibilities on paper and collect the papers. Ask volunteers to share the ideas.
- Have students choose a person they know, such as a policeman, principal, or fast food worker, and then write down what they think that person's responsibilities are.
- Have students list at least five things they would expect their students to be responsible for if they were teachers. Write all the ideas on the board and tally which five things got the greatest number of "votes."
- Ask students to identify the advantages of being responsible when they come to school. How do they benefit?
- Discuss with students how they plan to assume responsibility for their lunch cards or lunch money during the school year. (Other examples include coats, books, book bags, and pencils.)
- Ask which students are responsible for doing their laundry and cleaning their rooms. How can they assume responsibility for these tasks? What effect could it have if they take on responsibility for these things?

For Students

- Practice keeping a list of all homework this week. Note when you have completed each assignment.
- Ask your parent or guardian what their responsibilities are. As homework, write a paragraph describing those responsibilities.
- Assume a new responsibility at home, such as cooking dinner one night or taking care of a younger brother or sister or a neighbor's child for an hour. Write a paragraph about your responsibility and what it involves.
- Work in teams to design a poster demonstrating responsibility.

“Enter your classroom every day looking for some way to make every student feel good about something. It may be the way a student is dressed, answers a question, helps another student, etc. Use any opportunity, anywhere, anytime.”

—Joseph Kataraki

Student Activities

1. Read a popular children’s story in which one or more characters demonstrate responsible behavior. Throughout the story, point out instances of responsibility and irresponsibility and discuss these examples.

When the story is finished, have students draw a picture illustrating one of the character’s responsible actions. Below this drawing, tell the students to write a sentence or paragraph describing the responsible action and how they feel about it. Circulate as the students draw and write, offering encouragement, acknowledgment, and assistance as needed. Post the drawings along with a banner that reads, “Characters with Good Character.”

Conclude the activity with discussion questions like...

- Does responsible action just happen or do we have to think about it and then do it?
- Is an action responsible if it is sloppy or poorly done? Why or why not?
- What must we do to let people know we are responsible people?

2. See “Taking Responsibility for Myself” Worksheet

responsibility

TAKING RESPONSIBILITY FOR MYSELF

Are you responsible for what happens to you? You need to be! What would happen if there was an emergency and you were asked these questions? Make sure you learn the answers so you can be responsible for yourself.

My full name is: _____

My parents names are: _____

My address is: _____
House number, street name, apartment number

City and state

Zip code

My phone number is: (_____) _____

My birth date is: _____

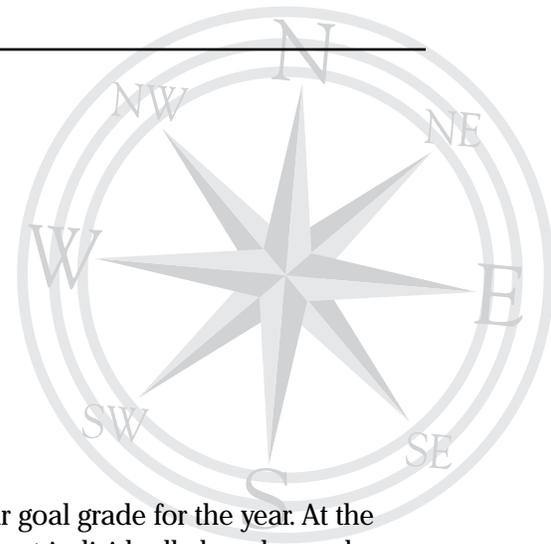
My school's name is: _____

My teacher's name is: _____

My classroom number is: _____

PERSEVERANCE

Sticking to a purpose or aim



Short Lessons

- At the beginning of the year, have students set and record their goal grade for the year. At the end of each interim and report period discuss with each student individually how he or she can continue to reach that goal.
- Talk about perseverance in relationships. Do parents have to persevere with children? Do couples and married people have to persevere in their relationships? Do friends sometimes need perseverance?
- Tell students about Thomas Edison, who tried 1,000 different combinations before he found the right materials for the light bulb. (For a resource, use the book *The Wizard of Sound*, by Barbara Mitchell.) Talk about the importance of trying out an idea, sometimes over and over again.
- Ask students to write down on a piece of paper all the things that they think they can't accomplish in life. Tear up the papers and remind the students that they can do anything they want to do if they are determined.
- Ask students to watch for examples of persons who show enormous perseverance—such as a person injured in an accident who must learn to walk again—or a baby learning to walk for the first time. Discuss the rewards these people will realize because of their determination.
- Talk about goals. Why are they important? What are they for? Ask students, if we don't know where we are going, are we likely to get there?
- Summarize *The Seven Habits of Highly Effective People*, by Steven Covey. Share these habits with your class and briefly describe how each habit can lead to accomplishing goals.
- Read selections of *Chicken Soup for the Soul*, by Jack Canfield and Mark Hansen. Discuss/reflect on the perseverance of individuals in these short stories.
- Interview an older relative, neighbor or friend. Ask the questions below, plus any others you think are important. Write a brief report describing what you learned.

What has brought you the greatest success in life?

What is one thing you would like to tell younger people about successful living?

perseverance

ACTIVITY: THE TORTOISE AND THE HARE

Aesop's Fable, *The Tortoise and the Hare*, contains many educational lessons. First, we learn the value of perseverance. Second, we learn that achieving our goals in life requires hard work, even when we feel like giving up. Finally, we learn that success can be achieved against all odds. What seems impossible may be possible if we don't give up.

THE TORTOISE AND THE HARE

A hare once made fun of a tortoise. "What a slow way you have!" he said. "How you creep along!"

"Do I?" said the tortoise. "Try a race with me and I'll beat you."

"What a boaster you are," said the hare. "But come! I will race with you. Whom shall we ask to mark off the finish line and see the race is fair?"

"Let us ask the fox," said the tortoise.

The fox was very wise and fair. He showed them where to start and how far they were to run.

The tortoise lost no time. He started out at once and jogged straight on.

The hare leaped along swiftly for a few minutes till he had left the tortoise far behind. He knew he could reach the mark very quickly, so he lay down by the road under a shady tree and took a nap.

By and by he awoke and remembered the race. He sprang up and ran as fast as he could. But when he reached the finish mark the tortoise was already there!

"Slow and steady wins the race," said the fox.

Discussion Questions

Aesop's fable also includes a lesson about procrastination (to delay or postpone). The hare didn't take winning the race too seriously. He took a nap because he thought that winning the race was a sure thing. Besides perseverance, the tortoise showed a lot of courage when he challenged the hare, a much faster runner, to a race.

- Who are the main characters?
- How can you tell the hare was being unkind to the tortoise?
- Why do you think the tortoise challenged the hare to a race?
- In the beginning, did it look like the tortoise would win the race?
- What does the fox's statement, "Slow and steady wins the race," mean?

Practicing Perseverance

Choose three volunteers and role-play the story. Discuss the character traits or the lack of character traits exhibited by each character.

POETRY

If

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the earth and everything that's in it,
And—which is more—you'll be a Man my son!

Would men or women who practiced these above mentioned traits be considered to possess good character? Do you agree with all that Kipling is advocating? Would we desire for our children that they tell the truth, and trust themselves if acting in an honorable manner, to be willing to lose and to start again, and to keep their virtue?

COURAGE:

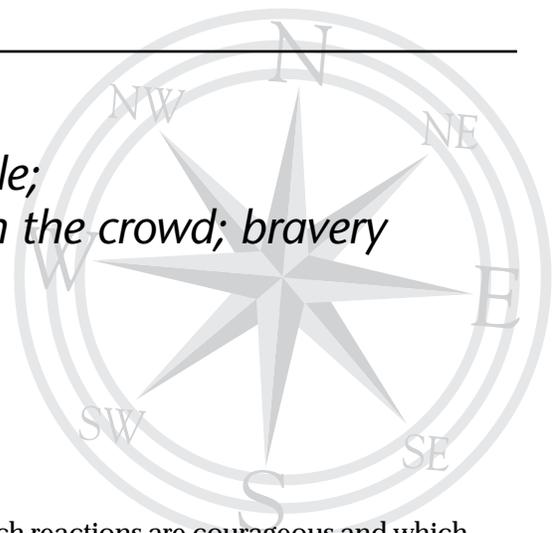
*Attempting things that are worthwhile;
following your conscience rather than the crowd; bravery*

Short Lessons

- Give students a list of situations. Have them decide which reactions are courageous and which are foolish. (Examples: Walking away from a fight vs. fighting, jumping off the roof vs. not jumping even if your friends call you “chicken,” making fun of someone vs. standing up for someone.)
- Talk about courageous acts that are required during times of war. If possible, show video clips of battlefield heroism or of persons hiding Jews during World War II. Have any of your students had a brush with death? Ask them to share how they felt.
- Bring in foods from a different culture to share with the class. As they are trying the foods, talk about how it takes courage to try something new that you’ve never eaten before.
- Tell the story of Joan of Arc and the Trojan Horse. What did Joan do that was so heroic?
- Videotape a clip from the news about a person in your community who showed courage. Show it to the class and talk about what caused that person to be courageous.
- Talk about the courage required by the early settlers, pioneers, and immigrants who founded our country. Does it take courage even today to move to a new place? How many of your students have lived in other states or even other countries?
- Ask students to share what they found out when interviewing someone from another country.
- Talk about the clothes that students wear. Does it take courage to dress differently from the crowd? What do they think of people who dress differently?
- Read stories from your students about times when they were courageous. Ask students to guess which student wrote the story. Throw in your own story of courage.
- Talk about when we feel afraid. Have any of your students had to walk home late at night? Been alone in the house on a dark night? Discuss ways to feel courageous.

For Students

- Write a poem or short story about courage. Develop a character who has to make a choice that requires courage. Remember that there are many forms of courage.
- Write a personal story about a time when you were courageous. Be sure to tell your teacher if your story is too personal to be read aloud in class.
- Imagine a world in which everything is different. (For example, maybe you got dropped onto an unknown planet from a Star Trek spaceship.) Write an essay about what you see. How do you feel? Imagine your courage as you explore this new world.



Student Activities

1. **For Elementary School...** Have sharing time. Create circle discussions for the purpose of building self-confidence.
2. **For Middle School...** Discuss “The Road Not Taken” by Robert Frost.

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler; long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

The Road Not Taken, Robert Frost

- How did the author decide which road to take? Why do you think that he chose “the road less traveled by”? What would you say about the writer’s sense of adventure and why?
- This is a poem about choices. What choices have you made recently that you can remember? Why do you suppose that you can remember these choices and not others?
- Some choices are made every day. Others are made less often. Give some examples of both.
- Why do we have to choose, anyway? Why can’t we just “do it all”?
- “You can do anything that you want. You just can’t do everything that you want.” Discuss.
- How do you make your decisions about what to do or where to go?
- If you take the “road less traveled,” are you thinking like everyone else or are you thinking for yourself?

-
- What do you think it means to take the road “less traveled by” and how can doing so make “all the difference”?
 - Give some examples of where you have taken the “road less traveled.” Did you see your choice as being in any way courageous? Why or why not? What do you think your life would be like if you had made another choice? Would you be better or worse off than you are right now? Would anyone else that you know be better or worse off?
 - What do you think the following means?
“*We don’t make right decisions. We make decisions right.*”

Some roads taken lead to happiness, others lead to sorrow; most have a measure of both. Having decided on your road, is there anything that you might be able to actually do that would increase the joy and decrease the pain? Or are you merely launched on a journey over which you have no control?

3. For High School... Create class discussions on Excerpts from *Walden* by Henry David Thoreau, such as...

What I Lived For

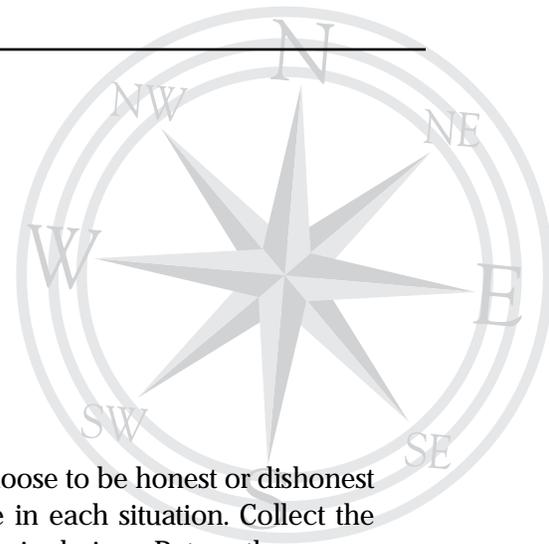
I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion.

—Henry David Thoreau

INTEGRITY:

Honesty, sincerity, and completeness

Short Lessons



- Give students a series of ten scenarios in which they would choose to be honest or dishonest. Ask them to privately record what choices they would make in each situation. Collect the papers and give each student an “honesty” rating based on their choices. Return the papers to students at the next class.
- Play the song, “Honesty,” recorded by Billy Joel. Divide the stanzas into sections (you may want to leave out some stanzas as inappropriate). Assign groups of students to discuss what each stanza means and present their interpretation to the class.
- Divide students into groups. Ask each group to create a three-minute skit in which a person has a choice and either chooses to be honest or dishonest. Make sure students include the consequences of the choice in each skit.
- Ask students to brainstorm times when they feel tempted to be dishonest. Divide those times by whether they involve family members, friends, or strangers. After you’ve discussed why students would be dishonest in those situations, turn the situations around so that the student are the ones being lied to. How do they feel now?
- Discuss cheating on homework. What are the effects of not being honest in school?
- Calculate the dollar amount that shoplifting costs a typical store. Use real numbers from a local retailer, if possible. Then, calculate how much the store-owner would have to raise prices to compensate for what is lost due to shoplifting. Relate this to everyday items that a student would purchase, such as candy and sneakers.
- Ask students for examples from TV programs that make dishonesty seem glamorous. Can they recognize dishonesty even when it seems justified?
- Discuss with students why they often consider it an accomplishment to “get away with” cheating or stealing. Have them give examples of such situations, then ask them to identify who they injure with those actions.
- Brainstorm and develop a list of characteristics of a person who is trustworthy and a person who is not.
- Use well-known sports or entertainment figures to talk about how people get certain “reputations.” Are reputations ever built on trustworthiness? What kind of reputations do the students want to have? Why are “bad” reputations more popular than “good” reputations? Can students get a reputation just because they are members of a certain family?
- Ask students to identify five persons in their lives they think are trustworthy. What are the characteristics that make each of those persons trustworthy? How would they rate their own trustworthiness? How would their friends or parents rate it?
- Discuss what it means to “give your word” that you will do something. Relate “trustworthiness” to the character trait “responsible.”

-
- Invite a speaker from the Big Brother/Big Sister program to discuss the program with your students. Ask the speaker to emphasize the importance of trustworthiness to the success of this program and to discuss the characteristics of a good mentor. Provide information about how your students can become involved with this program if they are interested.
 - Invite a speaker from the employment office to discuss with students the types of jobs available and the requirement that employees be trustworthy.
 - Have students write an essay on one of these two topics: 1) What would a society be like if no one believed in honesty? What kinds of consequences would this cause? 2) What would a society be like if everyone was 100% honest? What kinds of consequences would this cause?

Student Activities

1. Tell the children the story *The Boy Who Cried, ‘Wolf!’* (*Summary: A young boy, for his own entertainment, makes believe and screams that a big wolf has come into the village. The people in the village are very alarmed at first. But after he pulls this stunt several times and no wolf is ever seen, the villagers begin to realize that he is just pretending. One day a mean wolf actually comes into the village. But this time when the boy cries out to forewarn the others, everyone knows that he is not trustworthy and they ignore him.*)

Discuss the importance of telling the truth at all times. Use the following questions in your discussion:

- What happens if someone lies a lot? (Others stop believing you.)
 - Why didn’t the people believe the boy when there really was a wolf? (Because his repeated lying made him untrustworthy.)
 - What is the best way to make sure people believe us all the time? (Always be honest.)
 - Has this sort of thing ever happened to someone you know?
2. Ask the children if they know what a “contract” is. Through class discussion, help them understand that it is an agreement and a special kind of promise. Say: “A contract is made when two or more people discuss a particular situation, decide what to do about that situation, and then promise each other they will do it. An oral contract is one that is spoken; the people tell each other what they will do. There are also written contracts. The people write what they will do, and then sign their names.” Explain that signing their names to a written contract means that you agree what is written and you promise to do what it says.

Prepare a written contract for the class. Have the children choose the most important rules—rules they agree to uphold. (Emphasize that it is up to each child to suggest changes if he/she doesn’t agree with or isn’t prepared to abide by certain rules.) List these on a large piece of paper. Then write, “I will follow these rules at school” (or wherever appropriate). Sign the contract yourself, and ask each of them to sign it. Post the contract in a conspicuous place to remind everyone of the commitments they made.

In addition to, or instead of, the class contract, you might have each child make up his/her own document. Photocopy the “Class Rules Contract” or create your own. Have each child fill in the blanks with commitments he or she agrees to keep. Then sign your names. Have the students take these documents home for parents’ signatures.

-
3. Before discussing the concept of integrity, have the students read literature and see audiovisual presentations on the Holocaust (e.g., Steven Speilberg’s “Schindler’s List”) and the Nuremberg Trials. (Remember first to preview or review these.)

Begin by defining “integrity” and discussing how it relates to the Holocaust. Discuss the motivations and the activities of the Nazis during the Holocaust and the defense used by war criminals during the Nuremberg Trials. (Many charged with war crimes attempted to rationalize their behavior by arguing that they were merely following orders.) Ask how integrity plays into this issue and discuss what alternative courses of action could have been followed. Ask what they would have done.

Read about and discuss those who protected Jews and other persecuted groups from the Nazis during the war. Say: “It would have been easy to disagree with the government’s abominable behavior and still do nothing about it. How is this an issue of integrity?”

Ask them if they can think of any issues in the United States—even in their own community—which require individuals to make sacrifices to do what is right rather than what is convenient.

Have them write an essay on an incident or issue in history (other than the Holocaust) in which individuals demonstrated great integrity in the face of strong pressure to compromise their principles.

4. Ask students what supplies employees often take from the office for use at home or elsewhere (e.g. pens, paper, paper clips, envelopes, staplers, staples, paper pads, computer supplies and calendars). On the chalkboard, list these supplies.

Have the students form small groups and give each group an office supplies catalog to calculate the value of the items listed. Tell them to estimate the total loss to the company in one year. Discuss the monetary loss to the company over the long term, the waste of supplies, and the loss of employer/employee trust.

Ask: “Does taking these items represent a violation of trust in all cases?”

If they answer that it doesn’t matter in the case of staples and paper clips, ask: “Would it matter if the boss knew?”

“Choose always the way that seems the best, however rough it may be. Custom will soon render it easy and agreeable.”

—Pythagoras

“The elegance of honesty needs no adornment.”

—Merry Brown

Integrity

HONOR CODE

On my honor, I have neither given nor received non-permitted assistance on this assignment.

x _____
Student signature

Suggestions for use

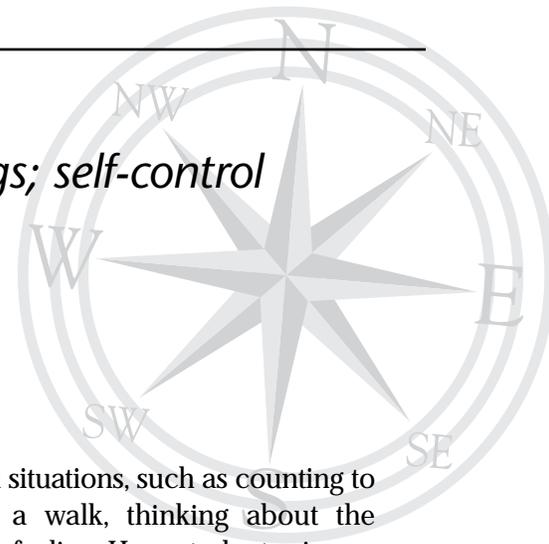
- Have students write and sign this on all written assignments, work, tests, quizzes, etc.
- Before you use an honor code, discuss what “honor” means, both their views on it and the teacher’s point of view.
- Tell them you realize that this is simply their given word and you know that it can easily be broken, but tell them about honor and their word (the value of it, etc.).
- Tell them what “non-permitted assistance” is, and isn’t.
- Tell them about the respect that people earn by always remembering the pledge and staying true to their word.

“The final forming of a person’s character lies in their own hands.”

—Anne Frank

SELF-DISCIPLINE:

The control of one's own actions or feelings; self-control



Short Lessons

- Identify strategies for practicing self-discipline when in heated situations, such as counting to 10, stopping to breathe deeply several times, going for a walk, thinking about the consequences, and trying to identify what the other person is feeling. Have students give an example of when they have used these strategies.
- Discuss examples of persons who no longer have control over their own lives. Ask the students how they would feel if they were in prison or confined to a bed. Help students identify the advantages of exercising control over emotions and actions.
- Talk about athletes and how they become good enough to get their million-dollar jobs. When top athletes have these good jobs, can they quit? What happens when athletes lose self-control? Point out that self-control is a learned skill, just as athletic training is learned.
- Discuss verbal and non-verbal communication. Role-play situations in which nonverbal conflict causes problems and discuss possible ways to control nonverbal reactions.
- Ask students to identify situations in which peer pressure could overwhelm self-control. Develop a list of the kinds of pressures your students face.
- Brainstorm a list of all the excuses people use for being late. What is the wildest excuse they have ever heard? Which ones have they used? Does anyone know a dog that eats homework?
- Discuss what happens when they are part of a group and someone makes the entire group late for an event. How do they feel about that person? Ask students to provide an example of when this has happened.
- Talk about strategies for being on time. Choose a hypothetical situation, such as being on time for school, and strategize ways to be punctual.
- Discuss the benefits of going to school for 12 or more years. Does it take patience to come to school day after day? What are the rewards of getting an education?
- Collect a list of interventions that took years to develop. If possible, show slides or pictures of these interventions. Ask the students to guess how long each one took. Discuss the patience that was required to develop the interventions.
- Discuss what Benjamin Franklin meant when he said, "He that can have patience can have what he will."

For Students

- Pay close attention to every situation today and write down all of the times you see someone practicing self-control. What are the consequences?
- Pay attention to every situation today and write down all of the times you see someone lose his or her self-control. What are the consequences?

-
- How many opportunities do you have in one day to practice self-control? What techniques do you use most often? Keep a list of both.
 - Keep a log of your food choices for several days and record whether these choices affect how you feel.
 - Write several paragraphs describing an incident in which you practiced self-control, and the outcome of that incident. Be sure to use introductory sentences and supporting evidence in each paragraph.

Student activities

3. Discovering Yourself Through Self-Discipline

This poem will help students recognize that self-discipline is essential in their lives if they are to stand up to negative peer pressure. It is a primary character trait needed to reach mature adulthood.

Will The Real You, Please Stand Up!

Submit to pressure from peers
and you move down to their level.

Speak up for your own beliefs
and you invite them up to your level.

If you move with the crowd,
you'll get no further than the crowd.

When 40 million people believe in a dumb idea,
it's still a dumb idea.

Simply swimming with the tide
leaves you nowhere.

So if you believe in something that's good,
honest and bright—
stand up for it.

Maybe your peers will get smart
and drift your way.

Discussion Questions

1. What do you think the title means?
2. Name some types of negative peer pressure.
3. What does “*Submit to pressure from peers and you move down to their level*” mean?
4. What does “*Speak up for your own beliefs and you invite them up to your level*” mean?

-
5. Ask the students the meaning behind the statement, “*When 40 million people believe in a dumb idea, it’s still a dumb idea.*” Remind them of how millions of people once felt about slavery, smoking, Hitler’s ideals.
 6. Ask the students the meaning behind the statement, “Simply swimming with the tide leaves you nowhere.”
 7. Ask what character traits are needed to avoid “swimming with the tide,” or going along with the crowd.
 8. Name some benefits if you stand up for what you believe in.

2. Practicing Self-Discipline

On the board, list some of the consequences young people may experience because they want to be liked and accepted by the “crowd.” Examples may include lying, cheating, smoking, drinking, and hurting others. On the opposite side of the list, put the benefits of practicing self-control. Examples may include: freedom from problems associated with smoking and drinking, praise and privileges from parents and teachers, good reputation, viewed as a leader among peers, staying out of trouble, etc.

REMEMBER...

Positive things

- Being self-disciplined means being able to control your actions.
- Being self-disciplined means not allowing your feelings to control your actions.
- Being self-disciplined means maintaining a routine at home and in school.
- Being self-disciplined means not giving in to negative peer pressure.
- Being self-disciplined means avoiding procrastinating and being lazy.
- Being self-disciplined means treating others as you want to be treated.
- Being self-disciplined means standing up for what you believe.

Negative things

- Being undisciplined means letting your feelings and thoughts control your actions.
- Being undisciplined means others cannot count on you to get the job done.
- Being undisciplined means constant problems at home and in school.
- Being undisciplined means not following rules and guidelines at home and in school.
- Being undisciplined means only doing what is right when someone is watching your every action.
- Being undisciplined means there is no order in your life.

Character Education by Subject

ALL SUBJECTS

- Cooperative learning
- Service projects (tutoring younger students, assisting the handicapped, etc.)
- Displays related to the principles of character
- Thought for the day
- Inspirational stories, readings
- Character-based rules and disciplinary procedures
- Emphasis on good manners and the practice of the principles of character
- Use of the “teachable moment”

ENGLISH LANGUAGE ARTS

- Poems, novels, biographies, autobiographies, short stories, plays, essays, etc.
- Writing assignments (What did the main character do that showed respect, responsibility, etc.? Write an essay: “My hero is a person of good character.” Compare the character traits shown by two national figures.)
- Social courtesies (Teach students to write thank-you notes, help them understand the etiquette of interview situations, etc.)
- Class discussions on character issues
- Media literacy (What are the messages about character which are being communicated in popular television programs and movies? How can students become more informed media consumers?)

HISTORY/SOCIAL STUDIES

- Biographies, autobiographies (Discuss motivation, person’s character, effects of decisions, etc.)
- Historical documents (What are the messages regarding responsible citizenship? Write a class constitution. How did a particular document affect the lives of citizens in the country involved?)
- Current events (Analyze various political and social actions in relation to character issues.)
- Mock elections
- Class discussions on topics such as ethics in politics, trade agreements, business, social agendas, etc.

SCIENCE/MATH

- Biographies, autobiographies of famous scientists and mathematicians (Discuss the character issues in their lives and work. Compare and contrast the actions of various individuals.)
- Class discussions on ethical issues such as the manipulation of data, the human issues in various research projects, “online” concerns, etc.

MUSIC/FINE ARTS

- Depiction of heroic deeds
- Posters illustrating good character
- Patriotic music, art, dramas
- Biographies, autobiographies of great artists and musicians
- Public performances at rest homes, work with the handicapped, etc.
- Class discussions on current music (What are the messages related to character that are being expressed in the lyrics of some hard rock and “gangsta rap” music?)

HEALTH, P.E., ATHLETICS

- Good sportsmanship in class and in athletic competition
- Care and respect of the body, especially in relation to sex, drugs, alcohol, etc.
- Sports “heroes” (Are they *real* heroes?)
- Cooperative learning, team building
- Service projects to help younger children develop positive attitudes, resist drugs and alcohol, promote healthy living, etc.

VOCATIONAL/BUSINESS EDUCATION

- “Conscience of craft” (positive work ethic)
- Class discussions on ethical issues, such as honoring commitments, complying with business law, not cutting corners, etc.
- Computer issues (confidentially, copyright laws, legal and moral issues related to the internet)
- Service projects to help school or community

STUDENT GOVERNMENT

- Community and school service projects, such as school clean-up and beautification initiatives
- Discussion of issues such as an honor code, student ethics, cheating, responsible behavior, etc.
- School pride
- School safety issues
- Student elections as a democratic (citizenship) issue
- Student recognition programs related to good character
- Orientation programs and assistance to new students
- School “ambassadors” to help with visitors to the school

Media Literacy

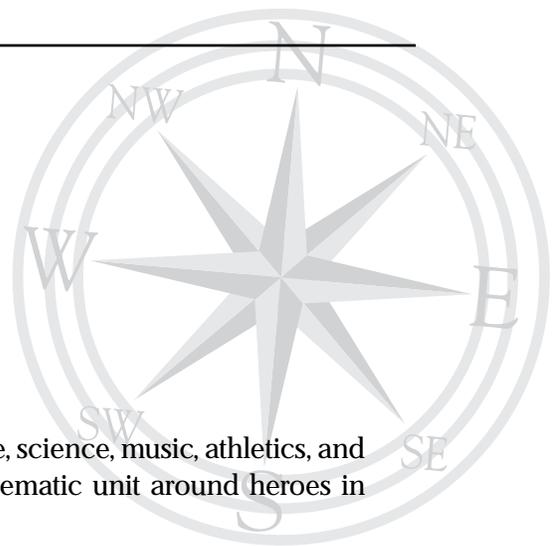
(Sample Unit for Character Education)

- Discuss the positive and negative influences of the media on modern life and the media's role as a major transmitter of values in America.
- Have students watch a specified number of television programs and/or movies:
 - Keep a log of programs watched, time of day, day of week, etc.
 - Make graphs showing the number and types of violent acts.
 - Analyze each program/movie in terms of its messages regarding the family, drugs and alcohol, attitudes toward authority figures, etc.
- Have students write a critical review of one program or movie:
 - What character messages did the program/movie portray?
 - Analyze the main characters. (Were they people of good character?)
 - Write a possible alternative ending to the program/movie.
- Assign related research projects to individuals or cooperative learning groups (viewing habits of American families, effects of media violence on children and youth, violence in the schools, First Amendment legal issues, etc.)
- Bring in speakers from the media, education, law, psychology, or medicine to address media violence, effects on children, freedom of expression issues, etc.
- Have students research the influence of current music ("gangsta" rap, heavy metal, etc.), video games, and the internet on the attitudes and behavior of children and youth.
- Involve students in social action (writing letters to television station managers, movie producers, program sponsors, and/or legislators; planning and promoting a "TV Turn-off Week," etc.)
- Have a class debate or panel discussion on violence in the media.
- Have students keep a journal during the project.
- Allow students (individuals or groups) to choose related class projects: Produce a public service announcement for parents regarding the influence of media on children, interview representatives of area television or radio stations, prepare a display for the library (school or community), write letters for area editorial pages, etc.
- Develop a plan for students' sharing the outcomes of their study of the media (program for parents, media coverage, etc.)

Note: This sample unit could be adapted for almost any grade level and could be used in language arts, social studies, or family living. It could easily be used to integrate several curriculum areas: math, art, music, drama, etc. Materials from the Center for Media Literacy would be good resources.

Prepared by Helen LeGette, P. O. Box 1764, Burlington, NC 27216-1764

Heroes



(Sample Unit for Character Education)

- Discuss the meaning of heroism versus celebrity or notoriety.
- Provide students with examples of heroes from history, literature, science, music, athletics, and everyday life. (Subject area teachers could build an entire thematic unit around heroes in their discipline.)
- Have students (individually or in groups) select a hero and research the person's life and present a report, skit, poem, or song about that person to the class.
- Have students (individually or in pairs) interview local heroes and/or interview their parents, teachers, and neighbors about who their heroes were when they were in school.
- Bring in local, state, or national heroes to speak to students.
- Have students review newspapers and magazines to find stories about ordinary people who have shown extraordinary courage or strength of character.
- Have students look for newspaper articles about sports or entertainment figures and consider the question: Are they “real” heroes? Rank them 1–5 on character traits such as honesty, fairness, caring, citizenship, respect, and responsibility.
- Have students critique recent movies or television shows in terms of the main characters' heroism or lack of it.
- Have students keep a journal during the project.
- Allow students (individuals or groups) to choose related class projects: Prepare a “heroes” bulletin board, design a “school heroes” display, make a collage of heroes, design a scrapbook of “hometown heroes,” write an essay (My Hero—A Person of Good Character), etc.
- Involve students in a “You Make a Difference” recognition project in which they give blue ribbons to people who have made a difference in the students' lives or in their community.
- Develop a plan for students' sharing the outcomes of their study of heroes (program for parents, school assembly, media coverage, etc.)

Note: This sample unit could be adapted for almost any grade level and could be used in language arts, history, science, or social studies. It could easily be used to integrate several other curriculum areas: math, art, physical education, music, drama, etc. A good resource for such a unit would be Raoul Wallenberg: A Study of Heroes (Sopris West, 1140 Boston Avenue, Longmont, CO 80501).

Additional Ideas

Wake County Public School System

- Encourage teachers to begin each day, or a particular secondary class period, with a five-minute focus on character. Ideas might come from a newspaper article, a short passage from a book, a quotation, or a specific school or societal problem and how it might be alleviated.
- Have a poster contest on “Responsibility is...” or “Respect is...,” etc. Display posters.
- Ask students to write about a specific time when they, or someone they know, were faced with a tough decision and chose to be “a person of character.”
- Ask classes to research quotations from famous people on character in general, as well as the eight character traits. Display quotations.
- Have a media center scavenger hunt in which students utilize research skills in order to find such things as:
 - a quotation from Winston Churchill that defines perseverance
 - the U.S. president who established the Peace Corps
 - a book in which a character named Peg Leg Joe displayed respect and kindness
- Have a “Rap for Character” or “Poetry for Character” day. Have students write raps or poems and share with classmates.
- Ask drama classes to develop short skits or pantomimes on matters of character. Present these to younger classes, followed by a discussion focusing on the application of the eight traits in making decisions.
- Use Paideia seminars to discuss issues of ethics and character.
- Ask students to bring in current events that show either problems arising from a lack of character or positive benefits resulting from good character.
- Make a mural depicting situations where good character is being displayed.
- Try playing a simple game in physical education without establishing any rules. When things begin going awry, stop and discuss why games have rules, why we enjoy playing with others who follow the rules, etc.
- Brainstorm the qualities that make a hero or heroine (in literature, history etc.). Extend the discussion to what character traits we admire in friends, teachers, etc. and why. Discuss whether many of our modern day “heroes” measure up to those standards.
- In studying a historical event, such as the Holocaust or the American Revolution, discuss how the course of history might have been altered if individuals either had or had not displayed strong character.
- In physical education, or after school sports programs, discuss how character is important (e.g., the importance of self-discipline in training, the responsibility each person has to teammates, etc.).

-
- Use short stories, historical events, quotes, dilemmas in fiction, etc., from curriculum as a springboard for discussion about character.
 - Include character trait information in newsletters to parents.
 - Ask a group (student council, Beta Club, school newspaper staff) to write some common school-related situations which require students to make a decision related to character. Conduct a survey to see what students would do in these situations. Publish the results in the school newspaper with comments and analysis of how student decisions match the eight character traits.
 - Ask the student council to be actively involved in planning character education activities.
 - Encourage the PTA to sponsor character-related activities.
 - Display students' artwork or writing assignments focusing on character.
 - Study a famous person, highlighting the character traits that made this person famous.
 - Brainstorm a list of "Eight Ways To Have a Great Day" using the eight character traits.
 - Develop a character education resource area in the media center.
 - Create student committees to focus on high-priority, school-wide issues or problems, such as:
 - developing positive bus behavior
 - improving cafeteria atmosphere
 - fostering good sportsmanship on the playground or at athletic events
 - creating community service projects or community involvement projects
 - establishing and supporting an effective school-wide behavior code
 - Post sayings that encourage good character.
 - Read and discuss biographies of accomplished individuals highlighting the character traits that contributed to their success.
 - Begin an exchange network or bulletin board by which teachers and administrators can share ways to promote character education.
 - Design banners or logos symbolizing each character trait and display them. Design a t-shirt promoting good character and school pride.
 - Analyze whether rules and expectations are stated positively and reinforce character traits. Make "big books" in grades K-2, which are compilations of the work of small groups of students writing and illustrating what they can do to encourage everyone to use the eight character traits. Have older students write their own books on one of the eight character traits and share with younger students.
 - Make connections between character education and other programs (e.g., conflict resolution, peer mediation, SOS, School-to-Work, etc.).

Suggested Timeline for Developing A Character Education Program

- 1. Develop the vision with the staff (3 - 4 weeks).** This can be done by:
 - Analyzing discipline data
 - Having staff members attend a character education conference and share information
 - Having a motivational speaker address the staff regarding successful programs
 - Referring to existing state guidelines
 - Purchasing literature to read and conduct study groups
 - Visiting a school of character
 - Conducting a needs assessment regarding existing school culture
 - Considering the possibilities of working in a school where every student in the school was provided character education since kindergarten—and their behavior reflected it!
- 2. Conduct staff, parent, and student surveys (2 - 3 weeks).**
- 3. Begin student recognition/information program** (recommended especially for middle/high school). Develop the basic curriculum and plan the kick-off while the recognition program/information program is going on (2 - 3 months).
- 4. Begin the program with a special kick-off celebration (1 week)**
 - Guest speaker for students, staff, and/or parents
 - Character education t-shirts, bumper stickers, buttons, posters, etc.
 - Community-wide support and celebration
- 5. Conduct an initial evaluation after one month into the program (1 week).**
- 6. Conduct a formal evaluation at the end of the year (1 month).**
- 7. Assess results and make changes and additions to the program (1 - 2 months).**
- 8. Fan the flames to keep character education exciting and motivating (never stop).**

Bill Parsons, Troup County Comprehensive High School, LaGrange, Georgia

timeline

Morgan Road Elementary School: A National School of Character

Richard Parisi, Principal

**The two great goals of education: growing academically
and becoming the best people we can be.**

—Author unknown

In a national competition sponsored by the Character Education Partnership, Morgan Road Elementary School was one of 10 schools selected as a 2000 National School of Character.

When I'm invited to share the "Morgan Road Story" with school staffs or university classes, I always begin by calling to mind the two great goals of education: growing academically and becoming the best people we can be.

Morgan Road, a K-6 school in Liverpool, New York, serves a mixture of blue-collar and white-collar families. Five years ago, we sent a team of teachers to attend the Summer Institute in Character Education run by the Center for the 4th and 5th Rs. With that background, a core group of faculty and administration helped our school community embrace a common vision—helping our students become both smart and good.

We then joined the Character Counts Coalition and adopted their six core virtues as the pillars of our character education program: *respect, responsibility, fairness, caring, citizenship* and *trustworthiness*. We made the Golden Rule the foundation of these pillars.

Our Leadership Team

We called our character education leadership team the Character and Reading Enrichment Committee (CARE). We thought, why not have the character education team focus on enriching the reading program as well? We didn't want people to get the wrong idea that character education was a stand-alone.

Our committee has about 10 members who meet monthly and for three half-days in the summer to plan the upcoming year. The committee has planned schoolwide activities, developed reading guides for specific stories, and proposed general questions that can be used with any piece of literature to help teachers mine the meaning of a text. The committee has looked at questions such as, "How might character journals be a part of the writing process?"

Curricular Integration

One intermediate teacher taught a literature unit with her students using books that highlight the character pillars. Students worked in cooperative groups and made computer slide presentations showing how the books they were assigned connected with the pillars. In another class, after studying the structure of fables, students created their own fables and shared them, discussing the moral they chose to highlight in their story.

The school library staff creates a monthly display of books for each pillar and sends out a monthly list of books to the staff related to the character pillar in focus.

In 1996, seven staff members attended a two-day Kagan Institute of Cooperative Learning. A staff member then attended a week long training and, for the last two summers, has offered training to her colleagues.

Building Community Through Buddy Classes

Every class in the building has a buddy class. We felt it was important for students to have mentoring opportunities. Each month, the classes meet and reflect on the core virtue being focused on that month. During the course of the year, all six virtues are covered through writing activities, art activities, and other creative endeavors. This pairing of older and younger students has inspired older students to do other volunteer service in the building. For example, about 15 sixth-grade students serve as kindergarten helpers.

The Spirit of Service

We think the spirit of service has taken hold. When the school underwent a construction project leading to a large enclosed courtyard, a parent who was a landscape architect volunteered to run a before-school class for fifth- and sixth-graders to help them decide how to beautify the space. This initial group continued as an after school club self-named the Gardenateers. The students meet once a week after school to work on planting and landscaping. The space now includes a bird sanctuary, a wildflower area, and a set of raised planters for students with physical disabilities.

Another popular after-school club focuses on serving others with understanding and compassion. Kids Care was formed after a staff member heard character educator Deb Austin Brown speak about “the power of one.” Fourth-, fifth-, and sixth-grade students meet to design and make cards for hospital patients, armed service members, and anyone who they’ve been told may need a pick-me-up. They write notes of appreciation to slip in staff members’ mailboxes and think of creative ways to thank bus drivers.

A Yearly Project

Each year, in addition to the everyday integration of character education, Morgan Road chooses a special project to unify and focus the school. In 2000, the Random Acts of Kindness program gave students, staff, and parents an incentive not only to perform acts of kindness but also to notice the kind acts of others. When someone observed an action that demonstrated true kindness, they could go to the office and ask for a “key,” made of colorful paper, where they could describe what they had witnessed. These keys decorated doors and enriched open houses.

The Parent Connection

Students have played an important role in keeping parents informed and involved. One year we gave “blocks” to adults in the community and asked them to write about a time they saw a student “doing the right thing.” These blocks were half sheets of paper that could be used to build a “wall.” As a surprise for open house, students wrote a block about their parents and what they do to show good character.

Our monthly calendar and newsletter remind parents of upcoming events and of the character education trait that is being emphasized at school.

Student-Led Conferences

Some teachers use student-led conferences in lieu of the traditional parent-teacher conferences. Students put together a portfolio of their work to share with their parents. The teacher schedules three to five parent-student teams at a time, rotating them from station to station, allowing the parents to hear about the inner workings of the classroom from the mouths of their own children.

Character on the Bus

At the start of each school year, I meet with all of the bus drivers at a breakfast. One year I asked if anyone wanted to try extending character education to the bus route. A driver who had the “tough” bus route volunteered. After arriving at school, the students who don’t eat breakfast have to wait on the bus for a few minutes. He decided to have students come to the front of the bus and share something about themselves. He said, “I saw more respect for one another as kids got to know one another.” This driver also greets every child by name as they get on the bus each morning and afternoon, and they greet him back!

Discipline Problems Down, Scores Up

Our kids are far from perfect, of course. But when they do something wrong, our character pillars guide the discipline process. When a student is sent to me, one of the first questions I always ask is, “Tommy, can you tell me which of the pillars you had trouble following in this situation?”

Student referrals from the classroom, cafeteria, and buses are all at their lowest level. Student test scores are on the increase. On a standardized writing exam, 100 percent of students have scored above the state benchmarks. In math and reading, over 98 percent of students were above state standards.

We credit much of this success to a classroom environment created by a focus on character that has allowed more uninterrupted instruction time.

kindness

Adapted from the book, *2000 National Schools of Character* with profiles of the 10 award winners; available from CEP; Tel: 800-988-8081; www.character.org.

Five Keys To Success

1. Instruction Must be Planned

Character education will not just happen. Direct instruction must be planned in advance. Once organized, this will serve as a springboard to other ideas and schoolwide activities.

Success is 90% preparation—10% implementation.

2. Application

Students must be able to apply what they have learned. Learning the definition of diligence does a child little good if he seldom sees it in action.

3. Teacher Friendly

All instructional and schoolwide components of the program must be as teacher friendly as possible. This increases the likelihood of the program being accepted by the teachers and taught effectively.

4. Supported By All

To reach its fullest potential, the program should be supported by everyone in the school. School leaders can make it important by providing the necessary materials, scheduling time for the program and assemblies, and talking about it frequently.

5. PREPARE THE STUDENTS

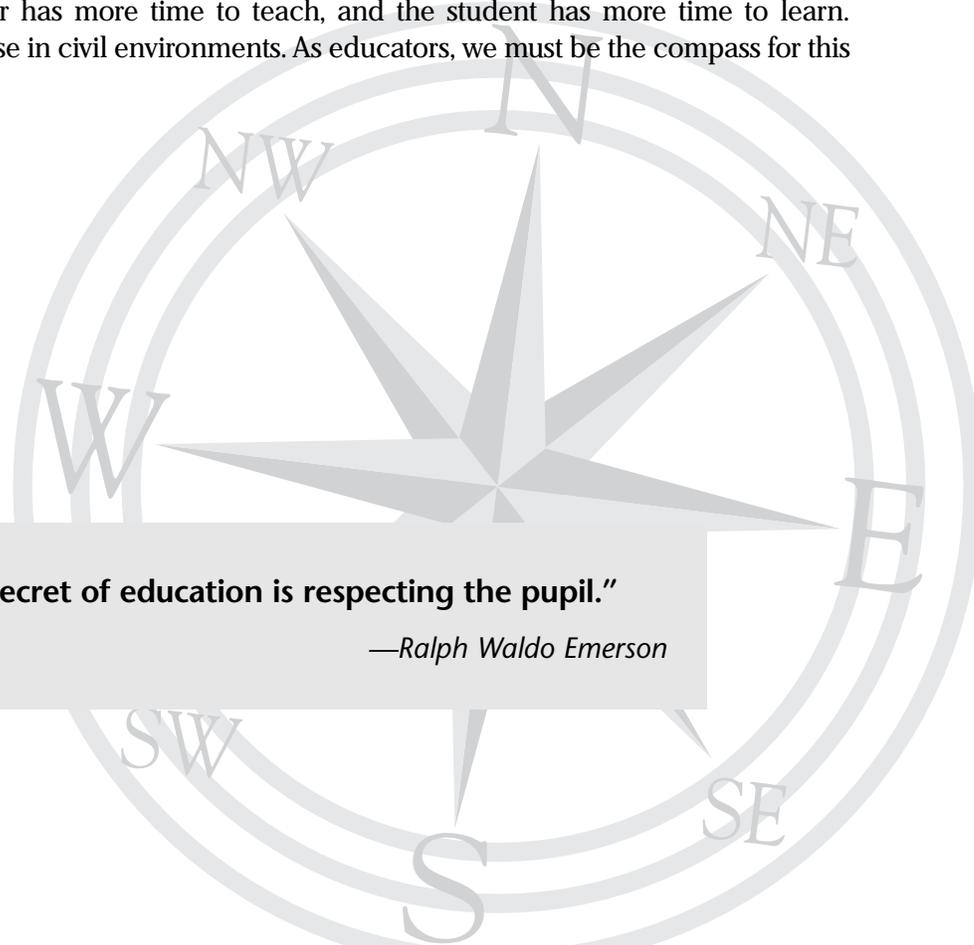
Middle school and high school students often approach the notion of character education with skepticism. Substantial, well planned efforts must be made to create a school climate conducive to maximum buy-in by students.

Suggestions for Character Implementation and Development in High Schools

1. **Establish rituals and traditions.** For example, I have been in several high schools where the seniors are assigned to mentor and support in-coming freshman. I have also noted that in assemblies all rise for the seniors who enter as a group and who sit down front. Seniors are also the first to leave. Underclassmen have told me that they do not mind standing because one day, “Everyone will stand for me.”
2. **Establish consistent rules and procedures for the school.** Enforce consequences for tardies and other unacceptable behaviors. This helps build a sense of responsibility in students and provides a more positive environment.
3. **Involve student government in formulating plans on how to promote character development and civility in a high school.** One high school’s efforts is highlighted in the book *Rules and Procedures: The First Step in School Civility*.
4. **The importance of character should be promoted throughout the school.** This can be through posters and bulletin boards in classrooms as well as hallways. Monday announcements should address those students who have participated in service projects during the weekend. Ask the faith communities and service clubs to fax participants of service activities to the school.
5. **Much in character education is caught and not taught.** Teachers must model what they want their students to do. Greet students at the door. Have homework and classwork posted in the same places every day. Take time to help students before and after school. Arrive at school on time every day. If students have to be at school on time so should all teachers. Remember, be the moral compass for the students.
6. **Consider writing a “Chicken Soup” type book within your school.** Hixon High School in Chattanooga, Tennessee did just this. The students wrote about parents, teachers and others in the community who have made a difference in their lives.
7. **Encourage employers to request that a prospective employee provide not only the academic record but also his/her attendance, and any listings of suspensions or expulsions.** The student can deny this request, but the employer is sending a message that your attendance and civility in school matters. Share with students that employers are requesting this information.
8. **Celebrate academics, athletics and character.** One high school in Indiana has three entrances. One entrance celebrates the academic efforts over the history of the school. Another celebrates the athletic. The third entrance celebrates the good citizens of the school.
9. **Infuse character into the curriculum.** This is not an “add-on.” It must reflect the “ethos” or life of the school. Each discipline should be responsible for a presentation on how character is being developed within its curriculum.

suggestions...

10. **The faculty must treat their peers with respect.** Faculty meetings are not for grading papers. Educators must develop the habit of treating those who are presenting ideas with respect and dignity. In addition, each faculty meeting should involve some discussion on the character-building efforts of the school.
11. **Maintain and enforce a consistent dress code.** This does not necessarily mean uniforms, but it does mean appropriate dress for school. Communicate this with parents as well as students.
12. **Have staff trained in strategies such as seminar teaching and cooperative learning.** These strategies have been shown to increase civility between students and also between teacher and students.
13. **Recognize that character is as important as academics.** If students are more civil to each other, then the teacher has more time to teach, and the student has more time to learn. Academic standards rise in civil environments. As educators, we must be the compass for this to occur.

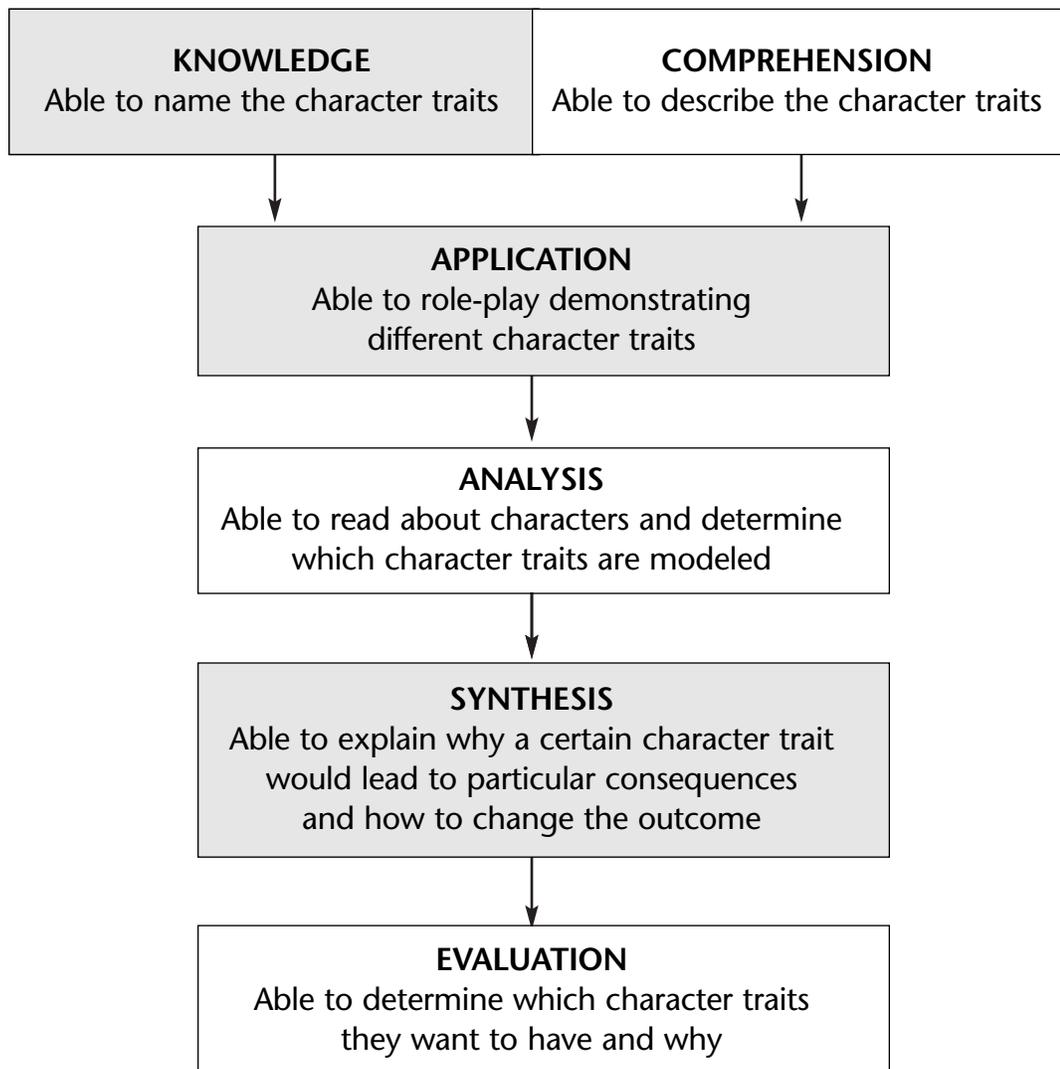


"The secret of education is respecting the pupil."

—Ralph Waldo Emerson

Dr. Philip Fitch Vincent, Character Development Group, Chapel Hill, NC

Character Education and Bloom's Taxonomy



Jean Cunningham, Third Grade, Harrison Hill MSDLT

A Few Things I'm Thankful For

thanks

List up to 20 items/things that you are thankful for in each category. *Think, thank, think, thank, think, thank!*

| Things (material items) | Things (non-material) | People/loved ones/living things |
|-------------------------|-----------------------|---------------------------------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. _____ | 6. _____ |
| 7. _____ | 7. _____ | 7. _____ |
| 8. _____ | 8. _____ | 8. _____ |
| 9. _____ | 9. _____ | 9. _____ |
| 10. _____ | 10. _____ | 10. _____ |
| 11. _____ | 11. _____ | 11. _____ |
| 12. _____ | 12. _____ | 12. _____ |
| 13. _____ | 13. _____ | 13. _____ |
| 14. _____ | 14. _____ | 14. _____ |
| 15. _____ | 15. _____ | 15. _____ |
| 16. _____ | 16. _____ | 16. _____ |
| 17. _____ | 17. _____ | 17. _____ |
| 18. _____ | 18. _____ | 18. _____ |
| 19. _____ | 19. _____ | 19. _____ |
| 20. _____ | 20. _____ | 20. _____ |

So you want some examples, huh? Well I am thankful for my house and job, I am thankful for my wonderful wife and beautiful children, and I am thankful for the opportunities that I have everyday just because I have waked up and get another chance!

Challenge: From now until January 1st, tell someone different "Thank You"!—everyday. Hugs are optional.

Sample Pledge

HIGH POINT CENTRAL BISON

“I Will” Pledge...

To be part of the solution

In 2000-2001 and beyond.

As part of my community and High Point Central High School, I will:

...pledge to be part of the solution:

...eliminate threats and taunting from my own behavior and encourage others to do the same:

...do my part to make my community a safe place by being more sensitive to others:

...set the example of a caring and respectful person:

...eliminate profanity towards others from my language:

...discourage fighting:

...not let my words or actions hurt others.

This is my community and my school.

These are my neighbors and my friends.

If others won't become part of the solution, I will.

Signing here reflects

your commitment to this pledge _____

Sample Notice

Great Kid/Student Notice

Just wanted to let you know that it is great to have

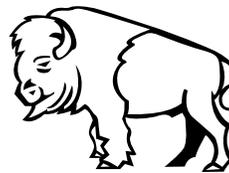
in class. He/she is awesome!

Thank you for sending me your best.

Have a Great Day!

Thank You,

HIGH POINT CENTRAL
HIGH SCHOOL



IT MATTERS TO THIS ONE



As I walked along the seashore
This young boy greeted me.
He was tossing stranded starfish
Back to the deep blue sea.
I said, "Tell me why you bother,
Why waste your time this way?
There's a million stranded starfish...
Does it matter, anyway?"
And he said, "It matters to this one.
It deserves a chance to grow.
It matters to this one,
I can't save them all, you know.
But it matters to this one.
I'll return it to the sea.
It matters to this one,
And it matters to me."

—Author Unknown

"I've come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

—Haim Ginott

A GLOBAL VIEW THE GOLDEN RULE

AFRICAN TRADITIONAL RELIGIONS: One going to take a pointed stick to pinch a baby bird should first try it on himself to feel how it hurts. (Yoruba Proverb, Nigeria)

BAHA'I FAITH: He should not wish for others that which he doth not wish for himself.

BUDDHISM: Hurt not others with that which pains thyself.

CHRISTIANITY: Do unto others as you would have them do unto you and love thy neighbor as thyself.

HINDUISM: Do nothing to thy neighbor which thou wouldst not have them do to thee.

ISLAM: No one of you is a believer until he loves for his brother what he loves for himself.

JAINISM: A man should wander about treating all creatures as he himself would be treated.

JUDAISM: What you hate, do not do to anyone.

SIKH: As thou deemst thyself, so deem others.

TAOISM: Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

ZOROASTRIANISM: Whatever is disagreeable to yourself do not do unto others.

CONFUCIUS: What you do not want done to yourself do not do to others.

ARISTOTLE: We should behave to our friends as we wish our friends to behave to us.

SOURCES: Josephson Institute of Ethics 1996 and Amy Enderle (MO), compiled by Charlie Abourjilie

RESPECT

Something to think about...



If we could at this very moment shrink the earth's population to a village of precisely 100 but all the existing ratios remain the same, it would look something like this:

- There would be: 57 Asians
21 Europeans
14 Western Hemisphere people (North and South Americans)
8 Africans
- 70 of the 100 would be non-white; 30 would be white.
- 70 of the 100 would be non-Christian; 30 would be Christian.
- 50 percent of the entire world's wealth would be in the hands of 6 people, and all six would be citizens of the United States;
- 70 would be unable to read; 50 would suffer malnutrition;
- 80 would live in substandard housing and only one would have a university education.

When we consider our world from such an incredible compressed perspective, the need for both tolerance and understanding becomes glaringly apparent.



"We must learn to live together as brothers or perish together as fools."

—Martin Luther King Jr.

Laws of Life: Writing About What Really Matters

“Love and respect yourself and others have no choice but to do the same.”

The essay of a high school student concluded with this “law of life.” It speaks to the community-building dynamic at work within the international *Laws of Life* Essay Contest. Something self-affirming happens when young people are asked to write about values that are personally meaningful, stories of who and what shaped them, how they operate in their lives and the principles on which they intend to build their lives. When this is done within the context of peer support and public appreciation, it creates a community of people who honor what really matters in each other’s lives.

“GETTING PAST THE POTHOLES IN LIFE”

Growing up in St. Louis, my mother and father stressed to me that in order to succeed in life you must have patience. Take your time and observe all things, they said... Writing this paper has caused me to think about slowing down and looking at the whole perspective of my life, not focusing on the tempting things, such as fancy cars, clothes and material things. Instead, I plan to focus on education... and other important things that will help me to become a well-spoken businessman in my city.

—Kevin Holloway
excerpted from *Writing from the Heart*
(See box, page 75)

More than 1500 students in the Hazelwood School District (Missouri) considered their own laws of life. The effort, introduced by the superintendent and organized by a district coordinator, involved English classes at three high schools and three middle schools. The essays revealed the writers’ passionate voices, and although the topics were at times sad, they clearly expressed thoughtful analysis and deep convictions. A personal account by one student who was ridiculed illustrated her courage and belief in herself. Another student found a cherished heritage in his memories of a grandmother’s joy for life. The Hazelwood

teachers voluntarily joined in the process, writing about their own laws of life. As students and teachers safely shared their drafts during the peer editing process, the culture of the classroom warmed. People simply got to know each other better, and this fostered a deeper sense of belonging.

Laws of Life Provides a Flexible, field-tested format

The *Laws of Life* Essay Contest, initiated by the John Templeton Foundation, has a classroom and a community component. The classroom component involves the process of prewriting, peer editing and submitting the finished works. The community component involves organizations—civic, service or corporate—in the judging process and sponsorship of the awards ceremonies. This field-tested format:

- challenges young people to discover for themselves the core values that guide them and allows them to express their ideas in writing that is meaningful to themselves and others.
- encourages teachers and students, parents and children, schools and community members to think about what is important to them and their society.

-
- supports curriculum requirements and state standards for language arts.
 - offers communities an opportunity to honor young people for articulating what they believe.
 - builds strong ties as educators and community volunteers work side by side on an activity that encourages positive public impressions of students.

Keys to Making it Work

The reflective nature of the essay and the freedom to choose the focus engages each student's genuine voice. Students become involved emotionally and intellectually; they want to write well. At the same time, the community wants to hear what they have to say. The success of the contest lies in its ability to evoke the authenticity of students and involve the community in recognizing their voices. The process of creating the essays involves the following facets:

Prewriting: Directions for this contest are flexible. Students may write on any topic related to the laws of life, including personal narratives about events that illustrate their codes of living; expositions about principles that direct their daily lives; and descriptions of role models, real or fictional. Questions that help elicit essay ideas are suggested in the handout "Thoughtful Questions" on page 76.

Some teachers tie the assignment to literature, history or environmental issues. Hazelwood teachers use this writing to fulfill curriculum standards for essays and portfolios. They require submission of the essay for a class grade but make entry in the contest optional.

Peer Response and Peer Editing: When students have created first drafts, they share them in small groups. It usually takes one class period, allowing supportive responses to the content and suggestions for clarification or development. Teachers guide students toward constructive rather than critical statements, focusing on such comments as, "What happened isn't clear to me." "You could give more details about what this person did next." or "You might want to add some dialogue." Because students often write about sensitive and personal experiences, peer editors need to respond with compassion and confidentiality. A structured review list helps students to know what to expect and to focus on grammatical and mechanical improvements. After receiving a peer response, students revise and edit their own writing. A few days are usually sufficient for final revisions.

Judging Entries: Essays are submitted with an entry form so names remain anonymous. The form is included in the *Laws of Life Teacher's Guide* (see box). If the number of essays submitted is large, screeners may determine a smaller quantity to send to the judges. Hazelwood teachers from the next grade levels found screening essays increased their understanding of students they would work with

TEACHING TIPS

Many students write about sensitive and personal experiences. They should choose something they feel they can share with others. Confidentiality is built into the submission and judging process, but sharing of one's work is part of the classroom dynamic and peer editing. Also the essays may be read at the awards ceremonies and published.

Give ideas of what others have written about, but avoid reading essays by previous winners. These essays can intimidate students and inhibit their originality.

Encourage students to use their personal experiences (either positive or negative) to generate ideas for their essays.

Discourage students from writing about their romantic relationships.

Be flexible. Students of all abilities and levels can write meaningful essays. Individualize your expectations for each student.

the following year. Selection of finalists is based on the same criteria as the final judging: content that clearly states or illustrates a law of life, clarity of writing, the emotional involvement apparent in each essay, and specific and persuasive support. Judges are often volunteers from the organization that helps sponsor the contest. In Hazelwood, however, district administrators ranked the essays. Whatever the source, judges evaluate the essays for compelling content rather than mechanics, remain impartial and retain confidentiality. Suggestions for judging criteria and tally forms are included in the Contest Manual (see box).

Celebrating: Local sponsors often assist schools with prize money and awards celebrations. In Hazelwood, the local Rotary Club helped finance prizes and an evening ceremony. Finalists received framed certificates and monetary awards. Their teachers shared the stage with them. The winners from each grade level read their essays to an audience that was moved by their experiences and sincerity. The celebration—whether it is a school assembly, luncheon, evening reception or dinner—brings the community together to applaud the efforts of all essay writers and to recognize the winners.

Publishing: Schools have created booklets including the final submissions of all of their students. More polished editions have been printed with the support of sponsors and distributed throughout local areas.

WHERE TO GO FOR MORE

The John Templeton Foundation provides these materials free of charge:

- Contest Brochure
- Contest Manual
- Teacher's Guide
- *Essays from the Heart* Video

(800) 245-1285 or (610) 687-8942

Web site: www.lawssoflife.org

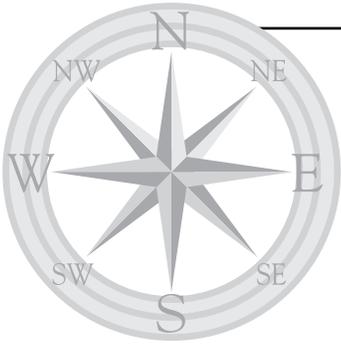
A worldwide selection of essays are included in *Writing from the Heart*, edited by Peggy Veljkovic. This book is available from the John Templeton Foundation.

Laws of Life: Thoughtful Questions

The laws of life are the core values and ideals by which we live. Honesty, perseverance, the Golden Rule, these are universal laws that transcend religious, cultural and national borders.

NOTE TO TEACHERS: *The following questionnaire is an effective tool to help students determine what they may want to write about in their essays.*

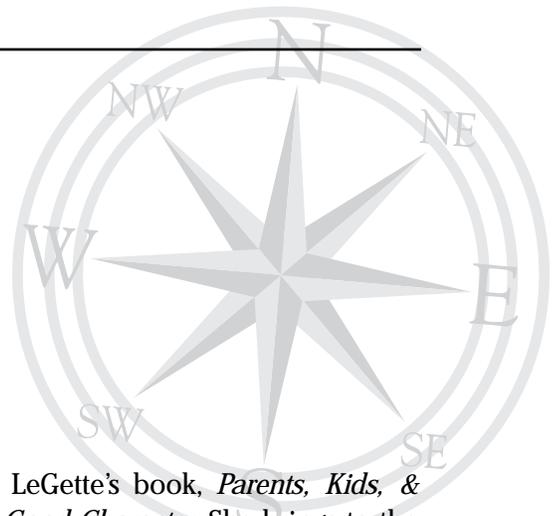
1. Who is someone that you admire? List three qualities that you admire about that person.
2. Describe an incident or event from which you learned a lesson “the hard way.”
3. What could you change about yourself to become a better person?
4. What three qualities do you value in a friend, a teacher, a parent?
5. Describe a situation in which you went out of your way to help someone else.
6. Has life been good to you? Explain.
7. Describe a situation in your life in which someone went out of his or her way to help you.
8. Name three things for which you are thankful.
9. Who has been most important in your life in helping you establish your values? Explain.
10. Do you have a responsibility to help those who are less fortunate? Explain.
11. When you become a parent, what are the three most important values that you hope your children will have?



Parents
Business
Community

parents
business
community

20 Strategies to Help Your Children Develop Good Character



The following 20 **suggestions** are excerpted from Dr. Helen LeGette’s book, *Parents, Kids, & Character: Twenty-one Strategies to Help Your Children Develop Good Character*. She brings to the reader knowledge and experiences from her highly successful 33-year career as a leader in education—as a teacher, counselor and administrator. She knows that children who have limits in the home and parental expectations of good character have a much greater chance at success in school and in a career. Her book offers ideas that can be implemented in any family home.

- 1. Model good character in the home.** As William Bennett observes in *The Book of Virtues*, “there is nothing more influential, more determinant in a child’s life than the moral power of a quiet example.” It is critically important that those who are attempting to influence children’s character in positive ways “walk the talk.”
- 2. Be clear about your values.** Tell your children where you stand on important issues. Good character is both taught and caught. If we want children to internalize the virtues that we value, we need to teach them what we believe and why. In the daily living of our lives, there are countless opportunities to engage children in moral conversation.
- 3. Show respect for your spouse, your children, and other family members.** Parents who honor each other, who share family responsibilities, and who resolve their differences in peaceful ways communicate a powerful message about respect. If children experience respect firsthand within the family, they are more likely to be respectful of others. Simply stated, respect begets respect.
- 4. Model and teach your children good manners.** Insist that all family members use good manners in the home. Good manners are really the Golden Rule in action. Whether the issue is courtesy or other simple social graces, it is in the home that true thoughtfulness for others has its roots.
- 5. Have family meals together without television as often as possible.** Mealtime is an excellent time for parents to talk with and listen to their children and to strengthen family ties. Whether the meal is a home-cooked feast or fast-food from the drive-through, the most important ingredient is the sharing time—the time set aside to reinforce a sense of belonging to and being cared about by the family.
- 6. Plan as many family activities as possible.** Involve your children in the planning. Family activities that seem quite ordinary at the moment are often viewed in retrospect as very special and memorable bits of family history. A dad’s “date” with a teenage daughter, a family picnic in the park, or a Sunday excursion for ice cream can provide a meaningful time for being together and sharing as a family.

-
7. **Don't provide your children access to alcohol or drugs.** Model appropriate behavior regarding alcohol and drugs. Despite peer pressure, the anxieties of adolescence, a youthful desire for sophistication, and media messages that glamorize the use of drugs and alcohol, the family is the most powerful influence on whether a young person will become a substance abuser. Nowhere is the parents' personal example more critical than in the area of alcohol and drug use.
 8. **Plan family service projects or civic activities.** At the heart of good character is a sense of caring and concern for others. Numerous opportunities for family service projects exist in every community, and even young children can participate. Simple acts like taking food to a sick neighbor, mowing an elderly person's yard, or collecting outgrown clothes and toys for charity help youth learn the joys of assisting others and develop lifelong habits of service.
 9. **Read to your children and keep good literature in the home.** Great teachers have always used stories to teach, motivate, and inspire, and reading together is an important part of passing the moral legacy of our culture from one generation to another. Children's questions and comments about the stories offer parents important insights into their children's thoughts, beliefs, and concerns.
 10. **Limit your children's spending money.** Help them develop an appreciation for non-material rewards. In today's consumerist culture, youth could easily come to believe that image—wearing the “right” clothes, driving the “right” car, etc.—represents the path to success and happiness. Parents can make strong statements about what they value by the ways in which they allocate their own resources and how they allow their children to spend the funds entrusted to them.
 11. **Discuss the holidays and their meanings.** Have family celebrations and establish family traditions. Abraham Lincoln observed that participating in national celebrations causes Americans to feel “more attached the one to the other, and more firmly bound to the country we inhabit.” Observing holidays and celebrating family traditions not only develop these feelings of attachment to and kinship with others, but they also serve as a special kind of glue that binds us together as human beings, as family members, and as citizens.
 12. **Capitalize on the “teachable moment.”** Use situations to spark family discussions on important issues. Some of the most effective character education can occur in the ongoing, everyday life of the family. As parents and children interact with one another and with others outside the home, there are countless situations that can be used to teach valuable lessons about responsibility, empathy, kindness, and compassion.
 13. **Assign home responsibilities to all family members.** Even though it is often easier to clear the table, take out the trash, or load the dishwasher ourselves than to wait for a child to do it, we have an obligation to help children learn to balance their own needs and wishes against those of other family members—and ultimately, other members of society.
 14. **Set clear expectations for your children and hold them accountable for their actions.** Defining reasonable limits and enforcing them appropriately establishes the parents as the moral leaders in the home and provides a sense of security to children and youth. It also lets them know that you care enough about them to want them to be—or to become—people of good character.
 15. **Keep your children busy in positive activities.** Children and youth have remarkable energy levels, and the challenge is to channel that energy into positive activities such as sports, hobbies, music or other forms of the arts, or church or youth groups like the Scouts. Such activities promote altruism, caring, and cooperation and also give children a sense of accomplishment.

-
16. **Learn to say no and mean it.** It is natural for children—especially teenagers—to test the limits and challenge their parents’ authority. Despite the child’s protests, a parent’s most loving act is often to stand firm and prohibit the child’s participation in a potentially hurtful activity.
 17. **Know where your children are, what they are doing, and with whom.** Adults need to communicate in countless ways that we care about children and that we expect the best from them, but also that we take seriously our responsibility to establish standards and to monitor, chaperone, and supervise. At the risk of being perceived as “old fashioned,” insist on meeting your children’s friends and their parents.
 18. **Refuse to cover for your children or make excuses for their inappropriate behavior.** Shielding children and youth from the logical consequences of their actions fails to teach them personal responsibility. It also undermines social customs and laws by giving them the impression that they are somehow exempt from the regulations that govern others’ behavior.
 19. **Know what television shows, videos, and movies your children are watching.** While there are some very fine materials available, a proliferation of pornographic and hate-filled information is easily accessible to our youth. By word and example, teach your children responsible viewing habits. If you learn that your child has viewed something objectionable, candidly share your feelings and discuss why the material offends your family’s values.
 20. **Remember that you are the adult!** Children don’t need another buddy, but they desperately need a parent who cares enough to set and enforce appropriate limits for their behavior. Sometimes being able to say, “My dad won’t let me” provides a convenient escape for a youth who really didn’t want to participate in a questionable activity.

Dr. Helen LeGette, former Associate Superintendent, Burlington City Schools, Burlington, NC
Adapted from *Parent, Kids, & Character* by Helen LeGette. Chapel Hill: Character Development Publishing, 1999. Reprinted with permission.

**“Don’t worry that children
never listen to you;
Worry that they are always
watching you.”**

—Robert Fulghum

strategies

Ten Tips for Raising Children of Character

10

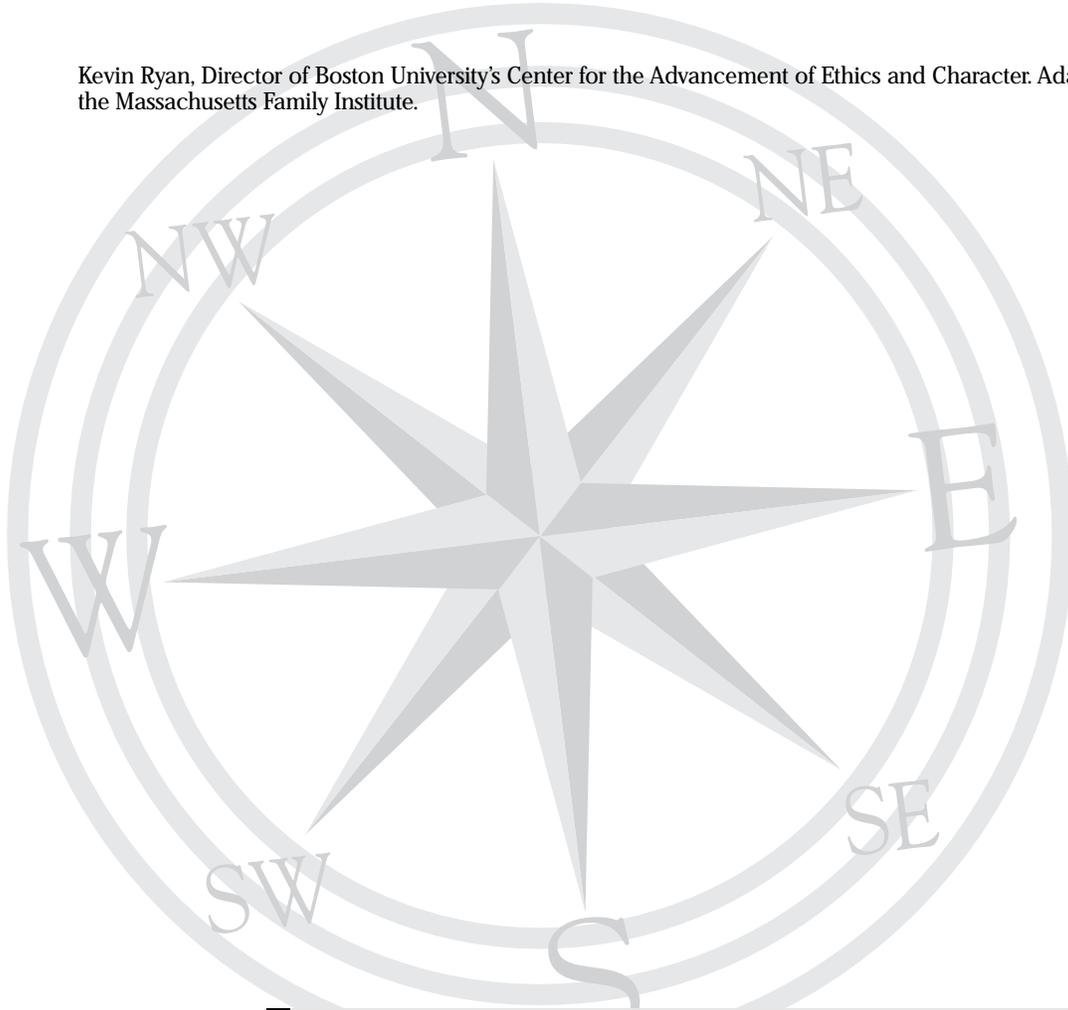
It is one of those essential facts of life that raising good children—children of character—demands time and attention. While having children may be “doing what comes naturally,” being a good parent is much more complicated. Here are ten tips to help your children build sturdy characters:

1. **Put parenting first.** This is hard to do in a world with so many competing demands. Good parents consciously plan and devote time to parenting. They make developing their children’s character their top priority.
2. **Review how you spend the hours and days of your week.** Think about the amount of time your children spend with you. Plan how you can weave your children into your social life and knit yourself into their lives.
3. **Be a good example.** Face it: human beings learn primarily through modeling. In fact, you can’t avoid being an example to your children, whether good or bad. Being a good example, then, is probably your most important job.
4. **Develop an ear and an eye for what your children are absorbing.** Children are like sponges. Much of what they take in has to do with moral values and character. Books, songs, TV, the Internet, and films are continually delivering messages—moral and immoral—to our children. As parents we must control the flow of ideas and images which are influencing our children.
5. **Use the language of character.** Children cannot develop a moral compass unless people around them use the clear, sharp language of right and wrong.
6. **Punish with a loving heart.** Today punishment has a bad reputation. The results are guilt-ridden parents and self-indulgent, out-of-control children. Children need limits. They will ignore these limits on occasion. Reasonable punishment is one of the ways human beings have always learned. Children must understand what punishment is for and know that its source is parental love.
7. **Learn to listen to your children.** It is easy to tune out the talk of our children. One of the greatest things we can do for them is to take them seriously and set aside time to listen.
8. **Get deeply involved in your child’s school life.** School is the main event in the lives of our children. Their experience there is a mixed bag of triumphs and disappointments. How they deal with them will influence the course of their lives. Helping our children become good students is another name for helping them acquire strong character.
9. **Make a big deal of the family meal.** One of the most dangerous trends in America is the dying of the family meal. The dinner table is not only a place of sustenance and family business but also a place for the teaching and passing on of our values. Manners and rules are subtly absorbed over the table. Family mealtime should communicate and sustain ideals which children will draw on throughout their lives.

10. Do not reduce character education to words alone. We gain virtue through practice. Parents should help children by promoting moral action through self-discipline, good work habits, kind and considerate behavior to others, and community service. The bottom line in character development is behavior—their behavior.

As parents, we want our children to be the architects of their own character crafting, while we accept the responsibility to be architects of the environment—physical and moral. We need to create an environment in which our children can develop habits of honesty, generosity, and a sense of justice. For most of us, the greatest opportunity we personally have to deepen our own character is through the daily blood, sweat and tears of struggling to be good parents.

Kevin Ryan, Director of Boston University's Center for the Advancement of Ethics and Character. Adapted with permission of the Massachusetts Family Institute.



“Few things help an individual more than to place responsibility upon him and to let him know that you trust him.”

—Booker T. Washington

What You Can Do to Help Your Child at Home

“Parents are the first and most important models and teachers of their children.”

—Dr. James Comer

Each day ask your child what he/she did that day in school.

Each day ask to see your child’s papers and notices from school.

Have a quiet time each day when the children sit down to do their homework—TV-OFF.

Make sure your child gets proper rest so he or she can function at school—a reasonable bed time.

You take charge of the TV and decide what your children will watch.

Use the newspaper and magazines with your child.

Each child needs a place to call his or her own, a place to keep his or her things.

All things for school should be assembled the night before.

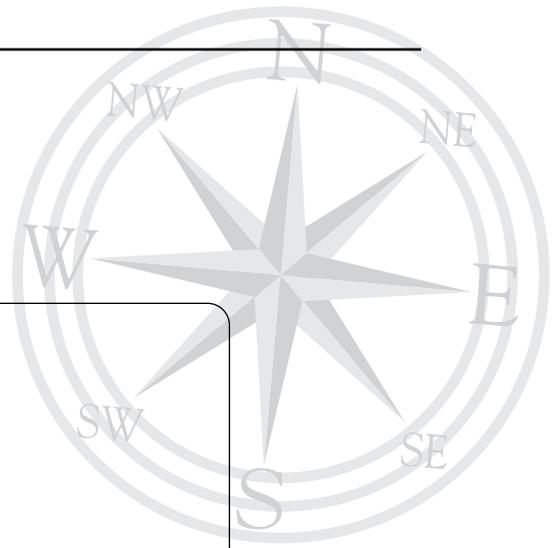
Your child should leave for school in a good frame of mind.

- Breakfast!
- Routine
- Notes to school written beforehand

Come to school as often as you can.

From *School Power*; by Dr. James Comer

Children and Danger: A Look at the Statistics



- 20+ teens killed daily—13 by guns
- 8 million teens drink per week
- 1.3 million teen ALCOHOLICS
- 2,478 drop out of school per day
- 7,742 start having sex per day
- 2,700 teenage girls become pregnant each day
- 1:10 teen boys attempt suicide
- 1:5 teen girls attempt suicide
- 1:8 girls will be a victim of date RAPE (1:4 attempted)
- 135,000 children bring guns to school per day
- 3,300 runaways per day
- 180+ teachers attacked daily

Statistics compiled by Charlie Abourjilie, 2001

“Facts do not cease to exist simply because they are ignored.”

—A. Huxley

**“Parents say they want to know what’s going on in our lives,
what we do, but they don’t *really* want to know.”**

—11th grade student, 2001

Respect

“Children may close their ears to advice, but they open their eyes to example.” —Unknown

Definition: To have high regard for,
to hold in esteem,
to treat with courtesy and consideration

Your child can show respect by:

- Being kind to a brother, sister, or friend when angry.
- Sitting down and talking with a grandparent.
- Answering his or her teacher politely.
- Not talking when someone else is talking.
- Not using foul language.

Questions to discuss together:

- How would you feel if someone got mad and yelled at you for something you didn't do, and then refused to listen to your point of view?
- Do we use a lot of “put-downs” in our family? What are some examples? How can we speak to each other respectfully?
- Do we respect the environment? What could we do to reduce the amount of trash we throw away?
- Are the household chores fairly divided? Does it show respect for other family members to leave things lying around the house? In what areas do we need to show more respect for each other?
- Do we respect our clothes and other possessions? What does it mean to take care of what we have?

Projects to do together:

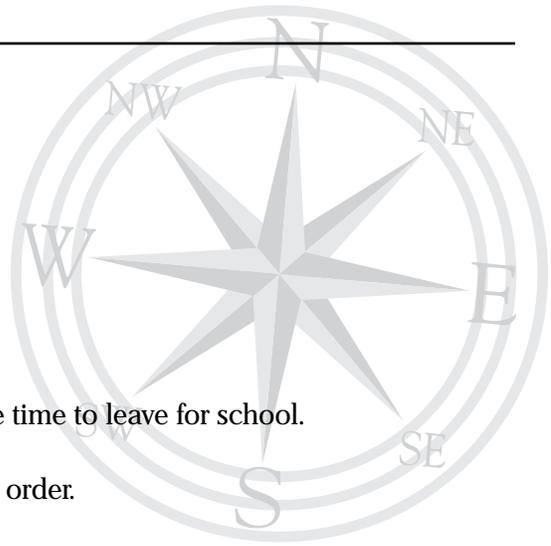
- Help your child develop a list of questions to ask a grandparent. You can suggest fun things about the grandparent that your child may not know. Then encourage your child to sit down and get to know that grandparent better.
- Plan how your family can “Reduce, Reuse, and Recycle” to cut down on waste and respect the environment. Look for specific ways to reduce your trash.
- Do a community service project with your child, like picking up trash on the sidewalk. While you are working, discuss how your efforts show respect for your community.
- If possible, go out to dinner together and discuss how to ask for something from the server. Talk about how to treat persons who are serving you with respect.

Encouraging respect in your child:

- Answer your child's questions with respect, and expect your child to do the same with your questions.
- Catch your child doing something respectful and give him or her praise.
- Remind your child to say “please” and “thank you.”
- Encourage your child to talk to grandparents, neighbors, and others in a polite tone of voice, and comment when he or she does.
- Point out that when people are respectful, it's easier to understand each other.
- Give your child an example from your day of how someone was respectful and how that made you feel.

Excerpt from *Teaching Character: A Parent's Guide* by Anne C. Dotson and Karen D. Dotson

Responsibility



Definition: Obligated or expected to account for

Your child can show responsibility by:

- Getting up, getting dressed, and eating breakfast by the time to leave for school.
- Helping with household chores without reminders.
- Doing homework on time and keeping school work in order.
- Taking care of his or her own laundry.
- Beginning a savings account and putting a little money into it each week or month.

Questions to discuss together:

- What are the responsibilities each of us has in our family?
- What are your specific responsibilities, both at home and at school?
- What are your responsibilities for lessons you take, sports you are involved in, or extracurricular activities?
- When someone is acting irresponsibly, how does it affect us? (For example: What is the effect of not being waited on in a store because the employee is on the phone?) How does it make you feel when someone you are counting on is not responsible?
- What are ways we can be responsible for our health? (Discuss nutrition, exercise, and wellness in this context.)

Projects to do together:

- Help your child get his or her notebooks organized for the school year.
- Agree on bedtimes and wake-up times.
- Discuss foods needed for feeling good and being ready to study.
- Take your son or daughter grocery shopping. Assist them with the responsibility for one week of making the grocery choices and handling the grocery money.
- Read *Every Kid's Guide to Family Rules and Responsibilities*, by Joy W. Berry.

Encouraging respect in your child:

- Remind your child to be responsible for each class by writing assignments in the class planner.
- Check your child's notebook each day for a few days or weeks. Be patient as he or she learns responsibility and praise good efforts.
- Watch for ways your child is being responsible. Give positive feedback and appreciation when you see responsible actions.
- Share examples of how you or someone you know was responsible today.
- If your child forgets to be responsible, encourage a fresh start.

Character Education and the Business Community

When you hire employees, don't you want *both* high grades in school and high responsibility? Your personnel director will tell you that the key predictors of an employee's job success and retention are character traits, not necessarily levels of knowledge. If you can find potential employees who are honest, dependable, cooperative and responsible, you can teach them the job!

Where do young people learn these traits of good character? Primarily in the home, but not always. Many school districts now are adopting character education into their curriculum, focusing on traits everyone likes to find in people around them—truthfulness, respect, self-discipline, persistence, personal responsibility, following through on tasks, and getting along with others. *Are these the traits you like to find in your employees? Would you like to have more applicants with these traits? Support character education in your schools!*

HOW CHARACTER APPLIES IN THE WORKPLACE:

| | |
|------------------------|--|
| Honesty | Employee can be trusted |
| Reliability | Attendance and work quality can be counted on |
| Respect | Cooperation and good communication benefit all |
| Self-discipline | Distractions are at a minimum |
| Persistence | Job completion is assured |
| Resourcefulness | Problem-solving at primary levels |
| Caring | Support for co-workers, strength of team |
| Patience | Work is done thoroughly |
| Loyalty | Employees feel emotionally connected |
| Integrity | Moral behavior applies in all areas |
| Creativity | Innovation is born often |
| Goal-setting | Greater achievement is sought |
| Citizenship | Community-oriented thinking |

Imagine what employees of good character can do for your business environment! Imagine having a company where employees trust, respect and care about each other—where ethical behavior is encouraged and hundreds of daily decisions are made based on what is right and fair. You'd have to turn away people who want to work for you!

You can create a pool of employees with these traits by investing in character education in schools! Contact your school superintendent or principal. You can help bring character to your community.

Good character is good for business! Reputation is everything in business, and the financial benefit of being known as an ethical, responsible, caring company is incalculable. Investing in character education in school pays BIG rewards for your company!

Be one of the leaders in your business community who supports character education in schools!

Ginny Turner, Character Development Group

30 Ways Mayors and Local Governments Can Promote Good Character

1. Join an organization that promotes character, e.g., *Character Counts Coalition* (310-306-1868) or *Character Education Partnership* (800-988-8081).
2. Issue a Mayor's/City Council Proclamation endorsing the target character traits and encouraging all employees and citizens to model and promote these traits.
3. Take part in CHARACTER COUNTS WEEK (3rd week of October); encourage schools, families, and community groups to do activities that promote character.
4. Create a leadership group from all parts of the community; provide character education training with a commitment from a nucleus to serve as trainers.
5. Sponsor a Community Summit on Character Education; invite government leaders, business people, youth group leaders, clergy, parents, educators, and youth. Focus: *What character traits does the community want its youth and adults to possess? How can the schools, families, and community foster these traits?*
6. Assess community needs and character resources.
7. Establish different committees (e.g., on schools, families, youth organizations, sports, the media) to deal with different aspects of the character challenge.
8. Ask major employers and service clubs to help fund the effort; ask printers to donate printing of storefront posters, flyers, school cafeteria placemats, etc.
9. Ask the Chamber of Commerce to promote the traits.
10. Ask youth organizations such as Scouts, 4-H, camps, sports leagues, and after-school care programs to incorporate the target traits into their activities.
11. Train adult mentors to promote the character traits.
12. Ask all schools, K-12, to infuse the character traits into their daily curricular and extracurricular activities.
13. Help community groups exchange character ideas; collect successful strategies in a Book of Character.
14. Arrange for local media coverage of how schools and community groups are promoting character.
15. Ask the local newspaper to run a series of articles, each focused on a particular trait and spotlighting exemplary students or other community members.
16. Have the Police Department sponsor a "Do the Right Thing" program honoring young people for acts of good character.
17. Have City Council present certificates to youth and other groups that perform public service; give a special monthly award to a Person of Character.
18. Challenge all public employees, including candidates for office, to model the target traits.
19. Display the target traits, a character logo, and pertinent quotes wherever possible: in the Mayor's office, City Hall lobby and Council Room; on city buses, trucks, pavilions, parade floats, fair exhibits, and school marquees.

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20. Have all computers in city/county offices display the monthly trait and a quote when employees log on.
 21. Ask businesses to display the monthly trait in their storefronts and in the workplace environment.
 22. Use the traits as employee performance expectations; ask employers to incorporate the traits into interviews.
 23. As mayor, visit schools to support character efforts.
 24. Invite a state or U.S. senator or representative to speak at a community event on the importance of good character; get a prominent sports figure to endorse your effort. Invite school and community groups to City Hall to describe their character education efforts; use the community access channel to televise these reports.
 25. Create a Teen Council to advise the Mayor and City Council on youth matters. Work with youth to create a teen center.
 26. Work with schools and community agencies to expand students' opportunities for service-learning.
 27. To discourage gang membership, seek to involve all middle school students in an after-school club or sport. Teach existing gangs how to resolve conflicts.
 28. Ask faith communities to incorporate the traits into sermons and religious instruction.
 29. Sponsor a Random Acts of Kindness Week or Month.
 30. Create a community Family Resource Center that provides parent education and family counseling; encourage parents to read their children books that build character; provide list of recommended books.

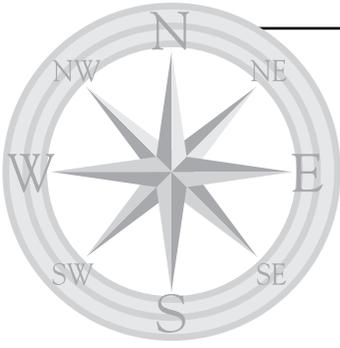
Dr. Thomas Lickona, Director, Center for the 4th and 5th Rs

"It's not hard to make decisions when you know what your values are."

—Roy Disney

"Children spell 'love'... T-I-M-E."

—Dr. Anthony P. Witham



The North Carolina Character Education Partnership (NCCEP) Model Initiative

**"Never doubt that a
small group of
thoughtful, committed
citizens can change
the world. Indeed,
it's the only thing that
ever has."**

—Margaret Mead

NCCEP Partners:

Charlotte-Mecklenburg Schools

Cumberland County Schools

Wake County Schools

NC Center for the Prevention of School Violence

NC Department of Public Instruction

The grant cycle for the partnership ended in 2001. Information, resources, etc., developed through the grant can be accessed through the NC Center for Character Education (www.nccharacter.org) and the Department of Public Instruction at www.ncpublicschools.org/charactereducation

NCCEP model initiative

Introduction

Throughout history, the cornerstone of education has been the development of character in young people. The very foundation of American education is the preparation of students for full participation in a democratic society. Benjamin Franklin said, “Nothing is more important for the public weal [well-being] than to form and train up youth in wisdom and virtue.” Today, more than ever, societal needs call for a renewed emphasis on traits such as respect, responsibility, integrity, and citizenship. These traits transcend cultural, religious, and socioeconomic differences, thus promoting the common good for all in society. While the family is and always has been the primary influence on character development, supporting this development is the responsibility of all community members.

In North Carolina, character education is an integral part of the ABC accountability model. All educators know that success today is increasingly judged by performance on standardized tests. However, classroom management sets the tone for teacher and student success within the classroom. This success has a direct impact on classroom climate. Therefore, it is essential that administrators recognize that character education can assist in creating learning-enriched classrooms that provide opportunities for success for all students. In the words of Martin Luther King, “Intelligence plus character—that is the goal of true education.”

The character education model developed by the North Carolina Character Education Partnership consists of three major focus areas, community, climate, and curriculum. While the original pilots of this model did not address civic education nor did it promote service learning as a major strategy, we have noted places in our process where these components of Senate Bill 898 could be logically addressed in these three focus areas:

- **Community** refers to the process of building consensus and sustaining community involvement in the shared responsibility of developing character and active citizenship in young people.
- **Climate** incorporates multiple factors that affect the school environment, such as personal relationships, leadership, discipline, sense of community, safety, civic involvement and democratic leadership.
- **Curriculum** includes strategies and resource materials for integrating elements of character into the entire school curriculum and for strengthening the civics curriculum. Service-learning is suggested as a highly successful strategy for both character and citizenship development.

Holding or “cementing” these together is **Commitment**. With the infusion of commitment throughout the entire character education model, educators provide opportunities for positive outcomes for both students and the community at large. Community, Climate, Curriculum, and Commitment are the building blocks to prepare a generation of youth for the 21st century. To maximize commitment and to minimize alienation, the process for building consensus should include parents, school personnel, and representatives from various geographic areas, races, cultures, religions, local governments, business and civic organizations. To build trust between the home and school, it is particularly important that parents and students are given a strong voice in reaching consensus about the character traits that form the basis for good character. This same group should also be involved in determining strategies for enhancing the civics curriculum (both in social studies and other courses) and for promoting the use of service-learning as a successful teaching method. The following strategies provide a blueprint for launching a character education initiative that will be supported by the community and that will also encourage active youth citizenship.

- Establish a community leadership team.
- Identify and define the character traits.
- Develop a system-wide mission statement.
- Secure the approval and support for the initiative from appropriate bodies such as the Board of Education, Board of County Commissioners, and/or City Council.
- Develop a system-wide communication plan to promote a common understanding and language.
- Mobilize the community to actively promote the development and practice of good character.
- Utilize a committee at each school to coordinate activities.
- Assess individual school needs for each of Thomas Lickona's six elements of a positive school culture. (See page 96.)
- Integrate these strategies into the school improvement plan and the safe schools plan.
- Coordinate the implementation of strategies.
- Assess effectiveness of action plan and modify strategies accordingly.
- Utilize a committee at each school to coordinate activities.
- Utilize the NCCEP matrix or a modified version to cross-reference the character elements with the curriculum.
- Reference the NCCEP Character Education Bibliography for curricular integration.
- Empower classroom teachers to use and adapt character education Model Unit Plans.
- Provide staff development for integrating elements of character into the curriculum.
- Develop and collect resource materials.
- Assess the extent of curricular integration.

commitment

Community

“As Aristotle taught, people do not naturally or spontaneously grow up to be morally excellent or practically wise. They become so, if at all, only as the result of a lifelong personal and community effort.”

—Jon Moline

There is no single approach for starting and sustaining an effective character education initiative that also focuses on citizenship. However, a common factor among effective character education programs is the process for building consensus and commitment through inclusion. This is an important starting point for a community-wide effort.

Strategy One

Establish a community leadership team.

Action Steps:

- Select team members that represent schools and families, service organizations, local government, and businesses, civic and faith communities.
- Agree on ground rules for working together that promote consensus.
- Inventory character education and civic education efforts in the schools and community to determine what is already being done. Also, identify classrooms where students are involved in service-learning.
- Develop a consensus-building process to identify and define character traits and establish a common language for both character and civic education.

Strategy Two

Identify and define the character traits.

Action Steps:

- Brainstorm a list of character traits.
- Cluster similar traits.
- Identify the trait that best represents each cluster.
- Define selected traits.
- Seek additional input from the broader community.
- Determine the character traits that the community will emphasize, support, and use to build a common language.

Strategy Three

Agree on community goals for civic education and service-learning

Action Steps:

- Seek input from a team of social studies teachers and student groups involved in civic activities to work with your local government.
- Review and agree on local definition of civic education and service-learning.

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- Brainstorm and agree on key goals for civic education in K-12.
 - Brainstorm and agree on key goals for integrating service-learning in K-12.

Strategy Four

Develop a system-wide mission statement addressing both character and civic education.

Action Steps:

- Review mission statements developed by other groups to provide a helpful prototype.
- Draft and refine statement.
- Present final draft to appropriate bodies for approval.

Strategy Five

Secure the approval and support for the initiative from appropriate bodies such as the Board of Education, Board of County Commissioners, and/or City Council.

Action Steps:

- Determine bodies to endorse the initiative.
- Ascertain procedure and format for securing endorsement.
- Determine optimal time for presentation.

Strategy Six

Develop a system-wide communication plan to promote a common understanding and language.

Actions Steps:

- Prepare materials including the mission statements, character traits, definitions, and key goals to distribute in the schools and the community.
- Identify a lead person in each school to coordinate character education activities.
- Provide staff development for the school-based leaders.
- Establish or identify a school-based committee to implement and coordinate character education initiative.
- Develop a process to involve parents, students, and staff at each school site.

Strategy Seven

Mobilize the community to actively promote the development and practice of good character and active citizenship.

Action Steps:

- Establish a community involvement committee representing various segments of the community.
- Collaborate with community groups sharing common goals.
- Prepare a packet of information including a brochure and frequently asked questions.
- Plan and implement community forums.
- Establish a speakers bureau and provide training for the members.
- Solicit speaking engagements to inform community groups about character/civic education initiative.
- Assess and develop strategies to sustain and expand community involvement.

Climate

“A school can create a coherent environment, a climate, more potent than any single influence—teachers, class, family, neighborhood—so potent that for at least six hours a day it can override almost everything else in the lives of children.”

—Ron Edmonds

There are many terms used to describe the atmosphere of a school—ethos, climate, and culture to name a few. Although these terms may each have special dimensions, they all have to do with the relationships among the persons who are an integral part of the school community: administrators, teachers, staff, students, parents and community partners. In *Educating for Character*, Thomas Lickona (1991) identified six elements of a positive moral culture in the school. They are:

1. Moral and academic leadership from the principal.
2. Schoolwide discipline that models, promotes, and upholds the school’s values in all school environments.
3. A schoolwide sense of community.
4. Student government that involves students in democratic self-government and fosters the feeling “This is our school, and we’re responsible for making it the best school it can be.”
5. A moral atmosphere of mutual respect, fairness, and cooperation that pervades all relationships—those among the adults in the school as well as those between adults and students.
6. Elevating the importance of morality by spending school time on moral concerns.

Research from the Education Commission of the States and others show that climate also plays a role in supporting effective civic education. For example, does the teacher, the principal or the community model basic democratic values? Do students have a voice in important issues? Does the school system support teachers or students being involved in community issues? These elements serve as the framework for improving the climate for learning in NCCEP’s model for character education.

Strategy One

Utilize a committee at each school to coordinate activities.

Action Steps:

- Review responsibilities and roles of existing school committees.
- Designate a committee to implement and coordinate climate-related activities.
- Ensure input from a broad representation of the school community.

Strategy Two

Assess individual school needs for each of Thomas Lickona’s six elements of a positive school culture.

Action Steps:

- Review school accountability data including reports of school violence.
- Conduct the NCCEP School Climate-Character Education Survey. (pages 108–111)

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- Review each element and identify strengths and needs for each.
 - Identify strategies to strengthen each element.
 - Delegate responsibilities for strategies and establish a timeline.

Strategy Three

Integrate these strategies into the school improvement plan and the safe schools plan.

Actions Steps:

- Review school improvement plan and safe schools plan.
- Determine the appropriate placement for strategies.

Strategy Four

Assess climate related to modeling of democratic principles.

Action Steps:

- Review system-wide processes to identify where there might be conflicts with democratic governance.
- Agree on specific processes that should be targeted for further study and possible revision.
- Involve representatives of groups that would be impacted by these targeted processes.
- Identify specific strategies to address problematic processes.
- Make recommendations to appropriate bodies for approval.

Strategy Five

Coordinate the implementation of strategies.

Action Steps:

- Provide staff development to faculty and staff.
- Communicate strategies to school community.
- Model the selected character traits and democratic principles.
- Empower students through peer-led activities such as peer mediation and through service-learning activities integrated into the curriculum and extra-curricular activities.
- Recruit parent support and participation.
- Handle discipline problems and disagreements in ways that reflect both good character and democratic principles
- Incorporate time for reflection and discussion of character issues, moral dilemmas, and good citizenship.
- Recognize and celebrate behavior that reflects the character traits and good citizenship.

Strategy Six:

Assess effectiveness of action plan and modify strategies accordingly.

Action Steps:

- Compare baseline accountability data with current data.
- Initiate necessary changes in the strategies and continue implementation.

climate

Curriculum

“Character education is the central curriculum issue confronting educators. Rather than the latest fad, it is a school’s oldest mission.”

—Dr. Kevin Ryan

Elements of character are embedded in all areas of the curriculum, from language arts and social studies to drama and computer classes. Our task is to identify where in the curriculum a focus on character already exists and make additional connections between curricular content and character development. Many teachers incorporate character education into their teaching, whether in lesson plans or in naturally occurring “teachable moments.” The goal is to permeate instruction with a focus on character development and the utilization of a common language. Civic education has traditionally found its home within the social studies curriculum, but it can also be the focus of studies in language arts, science and other classes. The goal is to assure that civic education is well-represented in all of K-12 and that effective strategies, such as service learning, are encouraged.

Strategy One

Utilize a committee at each school to coordinate activities.

Action Steps:

- Review responsibilities and roles of existing school committees.
- Designate a committee to implement and coordinate curriculum-related activities.
- Ensure input from a broad representation of the school community.

Strategy Two

Utilize the NCCEP matrix or a modified version to cross-reference the character elements with the curriculum.

Action Steps:

- Establish a committee of classroom teachers representing each grade level and selected subject areas.
- Design a format for the curriculum alignment.
- Complete the matrix and distribute to all teachers.

Strategy Three

Agree on civic education curriculum and strategies.

Action Steps:

- Create a team of teachers from all levels of social studies curriculum to lead this strategy.
- Inventory civic education units and related hands-on activities that are already in use in your school system that should be replicated. This includes exploring the use of service-learning in civics (primarily 4th and 8th grade courses and high school ELPS) and/or in other classes.
- Identify ways to link civics curriculum to character education units.

-
- Develop a menu of options for teachers to choose from (e.g., a sampling of model units that include hands-on activities and that include reflection on the values and traits of effective leaders.)
 - Decide whether or not specific civics units and activities are required or optional. Present final draft to appropriate bodies for approval.

Strategy Four

Reference the NCCEP Character Education Bibliography for curricular integration.

Action Steps:

- Review bibliography and identify appropriate selections.
- Solicit additions to the bibliography from teachers and media specialists.

Strategy Five

Empower classroom teachers to use and adapt character education and civic education Model Unit Plans.

Action Steps:

- Review unit plans and identify curricular connections, including building appropriate links between character education and civics curriculum.
- Develop integrated units for character education including the civics curriculum.

Strategy Six

Provide staff development for integrating character education and to support effective civic education.

Action Steps:

- Assess staff development needs and determine participants.
- Identify instructors.
- Design a process incorporating instruction, application, and evaluation.

Strategy Seven

Develop and collect resource materials.

Action Steps:

- Determine available materials and additional resources needed.
- Research and purchase high quality materials.
- Utilize InfoTech: The Advisory List and/or EvalUTech online, as well as the sample civics units available from the Civic Education Consortium.
- Develop resources such as quotation lists, hero profiles, a speakers' bureau, and a collection of news articles relating to real issues
- Provide a process for teachers to share ideas and to address barriers.

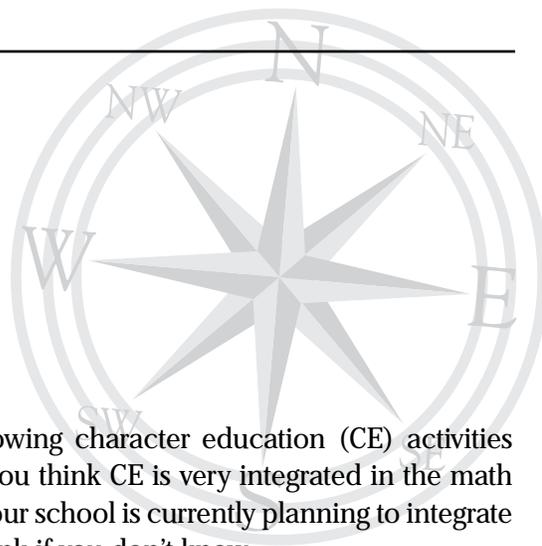
Strategy Eight

Assess the extent of curricular integration.

Action Steps:

- Utilize the NCCEP School Implementation Checklist.
- Identify strengths, needs, and areas for expansion.

Character Education School Implementation Checklist



Please rate your school's level of involvement in the following character education (CE) activities based on your experience at your school. For example, if you think CE is very integrated in the math classes at your school, fill in the circle under "A" for high. If your school is currently planning to integrate CE into math, fill in the circle under "D". Leave the item blank if you don't know.

| | A-High | | B-Medium | | C-Low | | D-Plan to | | E-None | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------|--|--------|--|
| Character Education Activity | A | B | C | D | E | | | | | |
| 1. Having parents speak about CE in the classroom | <input type="radio"/> | | | | | |
| 2. Involving parents in CE through parent conferences | <input type="radio"/> | | | | | |
| 3. Involving parents in CE through the Parent Teacher Association | <input type="radio"/> | | | | | |
| 4. Having parents serve on committees that promote CE | <input type="radio"/> | | | | | |
| 5. Informing parents about CE program through publications (newsletters, media, brochures, etc.) | <input type="radio"/> | | | | | |
| 6. Involving community members in choosing CE traits | <input type="radio"/> | | | | | |
| 7. Having community members speak at CE events | <input type="radio"/> | | | | | |
| 8. Having community members speak about CE in the classroom | <input type="radio"/> | | | | | |
| 9. Having community members contribute materials for CE rewards | <input type="radio"/> | | | | | |
| 10. Having community members serve on committees that promote CE | <input type="radio"/> | | | | | |
| 11. Informing community members about CE program through publications (newsletters, media, brochures, etc.) | <input type="radio"/> | | | | | |
| 12. Recognizing students for showing good character | <input type="radio"/> | | | | | |
| 13. Having student assemblies that promote CE | <input type="radio"/> | | | | | |
| 14. Involving students in CE contests (e.g., essay contest) | <input type="radio"/> | | | | | |
| 15. Having students serve on committees that promote CE | <input type="radio"/> | | | | | |
| 16. Developing discipline policies that promote CE | <input type="radio"/> | | | | | |
| 17. Developing strategies for improving school climate | <input type="radio"/> | | | | | |
| 18. Offering staff development focusing on CE | <input type="radio"/> | | | | | |
| 19. Participating in staff development focusing on CE | <input type="radio"/> | | | | | |
| 20. Using peer mediation/conflict resolution to settle disputes | <input type="radio"/> | | | | | |
| 21. Promoting CE through morning announcements | <input type="radio"/> | | | | | |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. Using banners, posters, bulletin boards, school marquee, etc. to spread CE message | <input type="radio"/> |
| 23. Having students participate in lessons that teach CE | <input type="radio"/> |
| 24. Integrating CE into English/Language Arts | <input type="radio"/> |
| 25. Integrating CE into Math | <input type="radio"/> |
| 26. Integrating CE into Science | <input type="radio"/> |
| 27. Integrating CE into Social Studies | <input type="radio"/> |
| 28. Integrating CE into Guidance | <input type="radio"/> |
| 29. Integrating CE into music | <input type="radio"/> |
| 30. Integrating CE into Art | <input type="radio"/> |
| 31. Integrating CE into PE | <input type="radio"/> |
| 32. Integrating CE into non-instructional activities (e.g., discipline code, classroom management) | <input type="radio"/> |
| 33. Emphasizing CE within a lesson | <input type="radio"/> |
| 34. Having daily CE-related classroom activities | <input type="radio"/> |
| 35. Using curricular units that integrate CE | <input type="radio"/> |
| 36. Developing a plan to integrate CE into curriculum | <input type="radio"/> |
| 37. Having students participate in service learning projects | <input type="radio"/> |
| 38. Promoting CE in extra-curricular activities (e.g., clubs, sports, etc.) | <input type="radio"/> |
| 39. Helping other schools implement CE | <input type="radio"/> |
| 40. Attending CE conferences or other activities outside of school | <input type="radio"/> |

Reflections from the Partnership

“Character isn’t inherited. One builds it daily by the way one thinks and acts, thought by thought, action by action.”

—Helen Gahagan Douglas

- Character education is not a separate course or an “add-on”. A focus on character should be incorporated into the fabric of the curriculum and not relegated to morning announcements or a certain class.
- Elements of character should be integrated into all areas of the school curriculum. Most schools report character integration into English/language arts and social studies; only a few report integration into virtually all curricular areas.
- The best way to teach character is to model it. Someone once said, “The footsteps children most often follow are the ones we thought we’d covered up.” It is imperative that students be surrounded by positive role models who demonstrate the lessons being taught.
- It is important to emphasize the application of character traits in life situations and to teach decision-making skills. Opportunities for applying the character traits enable students to develop the habits of character.
- Students need opportunities to experience practicing good character through such activities as service opportunities, peer tutoring, and cooperative learning. Such activities give students “hands on” experience in utilizing the elements of character.
- Character education appears to have had its most profound impact on school climate. Results from a student climate survey showed that 79% of 19 case-study schools indicated a more positive school climate in 1997-98 than 1996-97. On a 1998 principal survey, 41% of 118 principals responding to a question regarding lessons learned about school climate and character education reported that character education had a positive impact on school climate or that character education and school climate went hand-in-hand. Additionally, all of the case-study schools that participated in focus groups of school staff and parents reported that students were more polite, honest, and respectful.
- Character education efforts appear to have increased the level and type of community involvement, and have given school staff and students a new language and ideal to which they can aspire. Results from a 1998 principal survey showed that about half of the principals involved their parents in character education through parent conferences or PTA meetings. Additionally, 42% of principals reported community members contributing materials as incentives used in the character education program, and 35% of the principals reported community members serving as speakers

**“We must use time creatively,
in the knowledge that the time is
always ripe to do right.”**

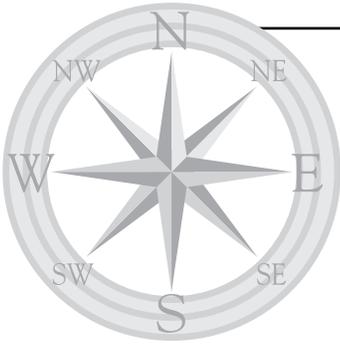
—Dr. Martin Luther King

at character education events or in the classroom. Character education has also given schools a common language. Nearly all of the case-study schools participating in focus groups discussed the importance of the character education terminology in improving communication in the school setting, helping students and staff deal with conflict, and enriching classroom instruction.

- In some cases character education has been credited for improving student achievement. Some schools have reported that character education has indirectly improved student achievement by way of reducing the number of classroom disruptions, allowing for more learning. It is possible that these effects will become more prevalent as a school's character education program matures and becomes an integral part of its day-to-day routine.

“Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing.”

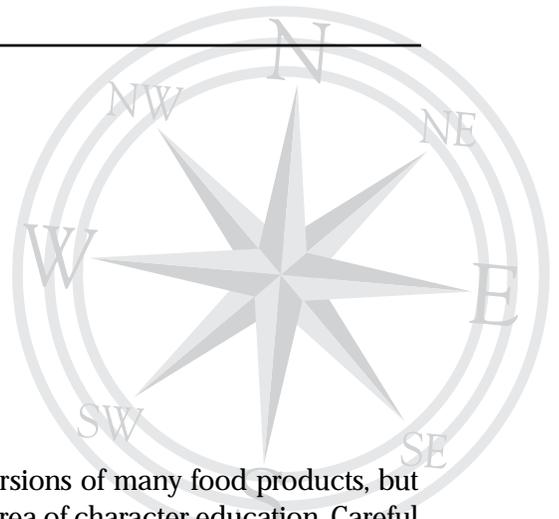
—Abraham Lincoln



Sample Assessment Tools

assessment
tools

How to Plan and Assess a Comprehensive Program



Consumers today may have good reason to choose the “lite” versions of many food products, but educators wisely avoid “lite” academic fare, particularly in the area of character education. Careful planning of a comprehensive character education program, which includes setting reasonable assessment goals, can help prevent what we call “character lite.”

While we recognize the value of such generic school practices as posters spotlighting character traits, awards assemblies to recognize good behavior, and presentations of character education themes during morning announcements, these fall short of constituting a comprehensive program. They are merely the frosting, not the cake.

To have meaningful impact, character education must reflect the ethos and daily life of the school, and the staff must treat character development and academic development as equally important. The following five strategies, presented in *Developing Character in Students* (Dr. Philip Vincent, 1994), support a balanced focus on students’ character and academic development.

1. Maintaining a schoolwide focus on rules and procedures that support character development;
2. Integrating into the curriculum literature that has rich, meaningful examples for character formation;
3. Developing age-appropriate lessons that advance students’ thinking skills;
4. Promoting cooperative learning throughout the school; and
5. Encouraging student service projects as powerful learning experiences.

Drawing from this model and the work of Thomas Lickona (1991) and Edward Wynne and Kevin Ryan (1997), each school can build a caring and challenging learning environment for students that not only prepares them academically, but teaches them to “know, love, and do the good.”

For schools just beginning to create a comprehensive mix of academic and character education, we suggest a multi-year strategy led by a diverse team of school stakeholders, supported by an annual budget. The stakeholders on the character education team should represent staff, students, parents, and the community. The following suggestions for year-by-year goals, based on the Character Assessment Instrument (Wangaard 1997), may be used as reference points in planning or assessing a comprehensive character education initiative.

Year One

- Have the stakeholder team conduct a needs assessment, articulate a clear mission to integrate character instruction throughout school programs, and identify character traits for instruction, modeling, and positive reinforcement.
- Recruit school organizations (PTA, student government, service clubs, media) and individuals to support the mission.

-
- Offer professional development opportunities to staff and community supporting the character initiative.
 - Develop and implement pilot projects to model exemplary practices. For example, begin a service learning project at a nearby senior center in which students and seniors socialize and share life experiences. Assess the process through oral presentations, journals, or other writing projects.
 - Establish baseline measures to monitor academic and behavioral trends. These baselines may include percentage of homework completion, hours of service in and out of school, school attendance (by staff and students), standardized test scores, office referrals, and suspension rate.
 - Recognize participation by school staff and progress towards your goals for student, parent, and community participation.

Year Two

- Expand the stakeholder team to include more staff and community participants. Then have stakeholder team clarify and document goals for the upcoming year.
- Continue professional development opportunities to support new and continuing pilot projects.
- Continue monitoring baseline measures with the stakeholder team. Share assessment reports with rest of the staff and community. Celebrate success stories and evaluate struggling pilot projects.
- Recognize staff participation and progress towards goals for others' participation.

Year Three

- Have stakeholder team clarify mission and strategic plan, with continuing input from staff, parents, students, and others.
- Through professional development, continue to disseminate the lessons and skills learned from successful pilot projects. To lead workshops, select teachers who have successfully integrated collaborative learning strategies and other innovative techniques in their classrooms.
- Use surveys and interviews to supplement baseline monitoring. Have stakeholder team review the three years of collected data and revise program goals.
- Recognize staff participation and progress towards goals for others' participation.

Future Assessment

Implementation and assessment should not end in the third year. A comprehensive character education program will require continued leadership and renewal to remain a vital focus in any school. Thoughtful educators will recognize that character education requires the same amount of time and dedicated planning as any academic program to avoid becoming “lite.”

Character Education School Site Self-Assessment

PURPOSE OF SELF-ASSESSMENT: This self-assessment is designed for internal use by the school to identify areas of strength and areas that need improvement in building a strong character and civic education program for your school. You are encouraged to meet with your School Improvement Team, teachers and key staff to complete this self-assessment of curricular or extra-curricular programs and activities that support effective character education and citizenship development.

School Name: _____

SECTION 1: Foundation Elements

Please respond to each question with a numerical rating from 1 to 4, with 1 indicating very little or no school activity in this area, 2 indicating sporadic or limited efforts, 3 indicating moderate efforts and 4 indicating significant efforts throughout the school.

| QUESTION | Very little | | A lot | |
|--|-------------|---|-------|---|
| | 1 | 2 | 3 | 4 |
| Have you involved students, teachers, staff, parents and community members in developing a consensus of the vision, core values, and/or direction of your character education/civic education program? | | | | |
| Have you developed rules and procedures that facilitate a civil and caring school environment with the input from major stakeholders (students, parents and teachers)? | | | | |
| Have you promoted character development through exploration of ethical issues and choices across the curriculum? | | | | |
| Have you helped students develop the skills, knowledge and virtues required for full participation and leadership in democratic communities? | | | | |
| Have you taught civility and respect for others when resolving conflicts, deliberating, negotiating, organizing and/or advocating positions? | | | | |
| Have you emphasized at all grade levels that both individual and group participation is important to our communities and critical to sustaining our democratic way of life? | | | | |
| Have you enhanced the educational goals of the curriculum through experiential learning and critical reflection? | | | | |
| Have you promoted the public good and fostered community partnerships by helping students and teachers play a role in meeting the needs of individuals and groups on campus and in the community? | | | | |

SECTION II. Effective Strategies & Components

Please indicate with a numerical rating from 1 to 4 how often you are using the following strategies or components throughout your school (curricular and extra-curricular), with 1 indicating very little or no school activity in this area, 2 indicating sporadic or limited efforts, 3 indicating moderate efforts and 4 indicating significant efforts throughout the school.

| | Very little | | A lot | |
|--|-------------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| PARENT PARTICIPATION | | | | |
| Involving parents through input from the PTA or PTO | | | | |
| Securing parental representation on key character education advisory board or committees | | | | |
| Keeping parents informed about character education programs | | | | |
| COMMUNITY PARTICIPATION | 1 | 2 | 3 | 4 |
| Securing diverse community representation on major school committees or boards | | | | |
| Involving community members and public leaders in classroom activities | | | | |
| Enlisting community contributions for classroom resources or recognition programs | | | | |
| Inviting the community to be involved in and keeping them informed about character education programs | | | | |
| CAMPUS/CLASSROOM CLIMATE AND PROGRAMS | 1 | 2 | 3 | 4 |
| Helping teachers create democratic classrooms, such as holding class meetings | | | | |
| Fostering collaborative and/or cooperative learning | | | | |
| Modeling participatory decision-making throughout the school | | | | |
| Promoting active discussion and dialogue about current events or issues | | | | |
| Identifying and addressing problems of at-risk students (e.g. anti-social behavior, bullying) | | | | |
| Recognizing teachers doing good work for character and civic education | | | | |
| Recognizing students involved in community work and/or who model good character | | | | |
| Providing conflict resolution training and support for students and teachers | | | | |
| Providing access to and encouraging staff development for character and civic education | | | | |
| Reinforcing character and civic education through morning announcements, bulletin boards, and other communication routines | | | | |
| Developing school disciplinary policies that involve the student in addressing and resolving the his/her behavior problems, including making restitution | | | | |
| Helping other schools implement character and civic education programs | | | | |

| | Very little | | Alot | |
|--|-------------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| CAMPUS/CLASSROOM CLIMATE AND PROGRAMS, continued | 1 | 2 | 3 | 4 |
| Promoting faculty and staff attendance and participation in character education or civic education conferences and seminars | | | | |
| Developing other school strategies or policies to support character and citizenship development | | | | |
| CAMPUSWIDE & CLASSROOM INSTRUCTION | 1 | 2 | 3 | 4 |
| Infusing guided ethical reflection by students | | | | |
| Integrating instruction about attitudes, values, caring and ethics | | | | |
| Addressing civic life, including civic roles and responsibilities | | | | |
| Addressing civility and respect for others | | | | |
| Addressing global citizenship and global values, including social responsibility | | | | |
| Helping students develop responsible, ethical decision-making skills | | | | |
| Emphasizing specific character traits that are identified by the school (with community input) as top priorities | | | | |
| Offering student assemblies or campus-wide programs to promote character/civic education | | | | |
| Integrating character development in all subject areas | | | | |
| Integrating citizenship development in most subject areas, especially in social studies and language arts | | | | |
| Using hero-based curriculum components that expose students to ethical role models | | | | |
| Developing sets of lessons and lesson plans for character development for all courses at all grade levels | | | | |
| Developing sets of lessons and lessons plans for citizenship development for all social studies and most language arts classes at all grade levels | | | | |
| Other campuswide or classroom instruction that promotes character and citizenship development | | | | |
| STUDENT PARTICIPATION & INTERACTIVE STRATEGIES | 1 | 2 | 3 | 4 |
| Securing diverse student representation on major character education boards or committees | | | | |
| Keeping students informed about character programs and opportunities | | | | |
| Sponsoring student simulations of democratic processes (trials, hearings, council meetings, etc.) in classes, clubs and other school-based programs | | | | |
| Involving students in coaching, mentoring or teaching others students relative to character and civic education, such as cross-grade buddy programs, peer tutors or advisor/advisee programs | | | | |

| | Very little | | | Alot |
|---|-------------|---|---|------|
| | 1 | 2 | 3 | 4 |
| STUDENT PARTICIPATION & INTERACTIVE STRATEGIES, continued | | | | |
| Allowing students to observe public bodies or role models in action | | | | |
| Using peer mediation and/or teen court programs to resolve disputes or conflicts | | | | |
| Using consensus-building as a process to find common ground | | | | |
| Integrating service-learning at all grade levels (such as the Giraffe Project, Ethics & Service curriculum, etc.) | | | | |
| Involving students in state or national civics opportunities, such as the Youth Legislative Assembly, Model UN or Close Up visits | | | | |
| Providing meaningful field experiences that enhance character or civic education | | | | |
| Sponsoring student violence prevention programs or clubs | | | | |
| Providing opportunities for student leadership development and practice | | | | |
| Promoting exploration of current events through such programs as Newspapers in Education | | | | |
| Offering other hands-on civic education programs, such as Kids Voting, Project Citizen, etc. | | | | |
| Allowing students to shadow or interview community or public leaders and role models | | | | |
| Other student participatory strategies | | | | |

FINAL INSTRUCTIONS: First, identify those sections where you have indicated higher levels of involvement by the school and build on those existing programs. Second, identify those sections where you have primarily rated as ones or twos. These are areas where the school might work with parents, teachers, students, and partners in the community to develop priority strategies in the first year or two.

assessment

School as a Caring Community Profile-II (SCCP-II)

“A good community will have a high degree of congruence in its perception of itself.”

—Douglas Heath, *Knowledge Without Goodness Is Dangerous*

In the *Eleven Principles of Effective Character Education* by the Character Education Partnership, Principle 4 states:

The school must be a caring community. The school itself must embody good character. It must progress toward becoming a microcosm of the civil, caring, and just society we seek to create as a nation.¹

The *School as a Caring Community Profile—II (SCCP-II)* is an instrument developed by the Center for the 4th and 5th Rs (Respect and Responsibility)² to help schools assess themselves as caring communities. The SCCP may be administered at any point (ideally at the beginning) of a character education initiative and then at later points to assess progress. Its validity as a measure of caring community is enhanced if it is given to varied constituencies that make up the school:

| | | |
|-----------------------|-----------------------------------|-----------------------------|
| Students | Professional Support Staff | School Board Members |
| Teachers | Other Staff | Parents |
| Administrators | | |

The *School as a Caring Community Profile-II (SCCP4I)* is a 43-question survey. The first 26 items relate to perceptions of students; the final 17 items relate to perceptions of adults. (For most items, a high rating is positive; for a few items, the reverse is true.) The SCCP identifies areas of strength and areas for improvement. Areas of relatively low ratings, and areas where there are significant discrepancies between ratings by different groups, can then become the focus of efforts to strengthen the experience of the school as a caring community.

Note: The items in this survey seek to gather the perceptions of all members of the school community. In order to validly assess the strength of community in a school, it is important to assess how both students and adults are perceived. Data analysis, however, should protect the anonymity of all individuals, students and adults. An individual teacher may wish to look at the data for his/her classroom, but those data should be recoded and/or entered into a school-wide data pool that does not link classroom data to particular faculty.

There is no fee to administer the instrument. The Center for the 4th and 5th Rs does offer for-fee data analysis and presentation services.

¹Character Education Partnership, *Eleven Principles of Effective Character Education* (CEP, 1025 Connecticut Ave., NW, Suite 1011, Washington DC 20036; 800/9888081).

²The SCCP-II was developed by T. Lickona and M. Davidson at the Center for the 4th and 5th Rs, SUNY Cortland, P.O. BOX. 2000, Cortland, NY 13045; 607/753-2455. *It may be duplicated without permission of the authors.*

(last revised June, 2001).

SCHOOL AS A CARING COMMUNITY PROFILE-II (SCCP-II)¹

A Survey of Students, Staff, and Parents

Directions: Respond to each item below by shading the appropriate number on the computer scan sheet indicating the response that describes how frequently you observe the following behaviors in your school. Additional space is provided below each item if you wish to explain your response (you may use the back of the sheet if you need more room). However, you do not need to provide a reason if you don't want to.

Circle one:

- (1) Administrator (2) Teacher (3) Professional Support Staff
(4) Other Staff (5) Student (6) Parent
(7) Other _____

Almost Always=5 Frequently=4 As Often as Not=3 Sometimes=2 Almost Never=1

| | | | | | |
|---|---|---|---|---|---|
| 1. Students treat classmates with respect. <i>Explain (If you wish to):</i> | 1 | 2 | 3 | 4 | 5 |
| 2. Students exclude other students because they are different. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 3. Students try to comfort peers who have experienced sadness. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 4. Students respect the personal property of others. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 5. Students help each other, even if they are not friends. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 6. When students do something hurtful, they try to make up for it (for example, they apologize or they do something nice). <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 7. Students show respect for school property (such as, desks, walls, bathrooms, busses, buildings, and grounds). <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 8. Older students are unkind to younger students. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 9. Students try to get other students to follow school rules. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 10. Students behave respectfully toward all school staff (including secretaries, custodians, aides, and bus drivers). <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 11. Students work well together. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 12. Students help to improve the school. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 13. Students are disrespectful toward their teachers. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 14. Students help new students feel accepted. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 15. Students try to have a positive influence on the behavior of other students. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 16. Students pick on other students. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 17. Students are willing to forgive each other. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 18. Students show poor sportsmanship. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 10. Students are patient with each other. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 20. Students resolve conflicts without fighting, insults, or threats. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 21. Students are disrespectful toward their schoolmates. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 22. Students listen to each other in class discussions. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 23. When students see another student being picked on, they try to stop it. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 24. Students refrain from put-downs (negative, hurtful comments). <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 25. Students share what they have with others. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 26. Students are involved in helping to solve school problems. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 27. Students can talk to their teachers about problems that are bothering them. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 28. Parents show that they care about their child's education and school behavior. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 29. In their interactions with students, all school staff (the principal, other administrators, counselors, coaches, secretaries, aides, custodians, bus drivers, etc.) act in ways that demonstrate the character qualities the school is trying to teach. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 30. Students are disrespectful toward their parents in the school environment. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 31. Teachers go out of their way to help students who need extra help. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 32. Teachers treat parents with respect. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 33. In this school you can count on adults to try to make sure that students are safe. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 34. This school treats parents in a way that makes them feel respected (welcomed, valued, cared about). <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 35. Faculty and staff treat each other with respect (are caring, supportive, etc.). <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 36. In their interactions with students, teachers act in ways that demonstrate the character qualities the school is trying to teach. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 37. Teachers are unfair in their treatment of students. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 38. This school cares about the thoughts and feelings of parents. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 39. Faculty and staff are involved in helping to make school decisions. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 40. In this school, parents treat other parents with respect. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 41. Parents show respect for teachers. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 42. In their interactions with children, parents display the character qualities the school is trying to teach. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |
| 43. This school shows appreciation for the efforts of faculty and staff. <i>Explain:</i> | 1 | 2 | 3 | 4 | 5 |

profile

¹The SCCP-II was developed by T. Lickona and M. Davidson at the Center for the 4th and 5th Rs, SUNY Cortland, P.O. Box 2000, Cortland, NY 13045; (607) 753-2455. It may be duplicated without permission of the authors (last revised July 2001).

NORTHWEST GUILFORD HIGH SCHOOL: SCHOOL AS A CARING COMMUNITY PROFILE

Circle one:

Administrator
Teacher

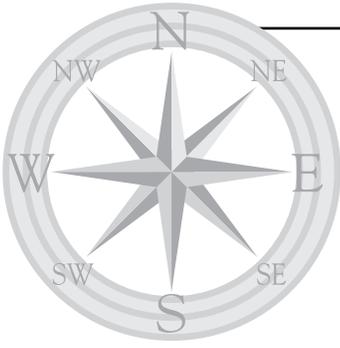
Parent
Non-teaching professional

Support Staff
Other _____

Respond to each item below with the response that describes how often you see this behavior in your school.

| | 1 Never | 2 Rarely | 3 Sometimes | 4 Often | 5 Almost Always |
|--|------------|-------------|----------------|------------|--------------------|
| 1. Students treat classmates and schoolmates with respect. | 1 | 2 | 3 | 4 | 5 |
| 2. Students respect others' personal property. | 1 | 2 | 3 | 4 | 5 |
| 3. Students behave respectfully toward their teachers. | 1 | 2 | 3 | 4 | 5 |
| 4. Students behave respectfully toward all other school staff. | 1 | 2 | 3 | 4 | 5 |
| 5. Students treat the school building and other school property with respect. | 1 | 2 | 3 | 4 | 5 |
| 6. Students behave respectfully toward their parents. | 1 | 2 | 3 | 4 | 5 |
| 7. Students refrain from put-downs and use appropriate language | 1 | 2 | 3 | 4 | 5 |
| 8. Students help new students make friends and feel accepted. | 1 | 2 | 3 | 4 | 5 |
| 9. Older students are kind to younger students. | 1 | 2 | 3 | 4 | 5 |
| 10. Students show good sportsmanship | 1 | 2 | 3 | 4 | 5 |
| 11. Students care about and help each other, even if they are not friends. | 1 | 2 | 3 | 4 | 5 |
| 12. Teachers treat students with respect and caring. | 1 | 2 | 3 | 4 | 5 |
| 13. Other school professionals (principals, counselors, etc.) treat students with respect. | 1 | 2 | 3 | 4 | 5 |
| 14. Other school staff (secretaries, custodians, busdrivers, etc.) treat students with respect. | 1 | 2 | 3 | 4 | 5 |
| 15. Students act responsibly at school (including completion of school work, punctuality, and behavior). | 1 | 2 | 3 | 4 | 5 |
| 16. Teachers treat all students fairly and don't play favorites. | | | | | |
| 17. Teachers go out of their way to help students who need extra help. | 1 | 2 | 3 | 4 | 5 |
| 18. Teachers respect, care about, and help each other. | 1 | 2 | 3 | 4 | 5 |
| 19. The school treats parents in a way that makes them feel respected, welcomed and cared about. | 1 | 2 | 3 | 4 | 5 |
| 20. Parents support and work with the school. | 1 | 2 | 3 | 4 | 5 |

Comments:



Resources

Links

Character Education

Bibliography

resources links
bibliography

The North Carolina Center for Character Education

This nonprofit organization provides information through its resource center, consultation and referral services, and training programs for educators, students, parents, youth-serving organizations, and community leaders from the business, faith, and civic sectors. The center is funded through partnerships from both the public and private sectors.

The center works with educators and communities to:

- promote good character, citizenship and leadership in young people.
- raise public awareness about the importance of character development in schools, the workplace, and society as a whole.
- promote safe and civil schools where every person is respected and learning is the priority.
- encourage community initiatives in character development and provide ongoing support.

The center targets:

- **Public Schools (K–12)**
Objective: Comprehensive character education in all North Carolina schools serving K–12
- **Preservice Education**
Objective: Effective preservice education that prepares teacher, counselors and administrators for active involvement and leadership in a comprehensive character education initiative
- **Inservice Education**
Objective: Effective inservice education that enables current teachers, counselors, and administrators to implement a comprehensive character education initiative in their schools
- **Parents**
Objective: Assistance to parents individually and through organizations such as PTA that enables them to develop strong character in their children
- **Community Leaders and Organizations**
Objective: Consultation, collaboration and provision of resources to enhance what they may already be doing to positively impact the character development of young people

Staff development for educators focuses on a comprehensive character education model that includes:

- **Curriculum Integration**
Objective: Integration of a focus on character development throughout the North Carolina Standard Course of Study (e.g. social studies/civic education/history, language arts, physical education/health)
- **Climate Infusion**
Objective: Infusion of the elements of character into all aspects of the school day and the school environment, thereby positively impacting the relationships, procedures and policies within the school
- **Community Involvement**
Objective: Involvement of the community (the home as well as the faith, business, civic, and youth-serving sectors) in a collaborative approach to character development

NC Center for Character Education Philosophy

“Serving individual, schools and communities desiring to positively impact the character development of youth”

Youth today are challenged by many problems that exist in our society. They need help in developing strong character that will enable them to withstand negative pressures and make good decisions. It is the responsibility of all adults to model positive character, to strengthen our moral and civic foundation, and to support our young people in the process of becoming good citizens.

Character education is an initiative focusing on those core character traits that communities want to pass on to the next generation. The center’s philosophy is that *character is the core not only of education but also of life*. The main goal is to help all citizens become actively involved in the process of teaching, modeling, and affirming desirable character traits.

NC CENTER FOR CHARACTER EDUCATION 19 West Hargett St., Suite 212, Raleigh, N.C. 27601, nccharacter.org (919) 828-1166, fax (919) 828-6002, ncchared@bellsouth.net

The Center for the Prevention of School Violence and Character Education: Youth Violence Prevention and Positive Youth Development

The Department of Juvenile Justice and Delinquency Prevention—Center for the Prevention of School Violence recognizes the important role character education plays in both youth violence prevention and positive youth development. From 1996-2001, the Center served as a partner in the North Carolina Character Education Partnership (NCCEP). NCCEP included the Department of Public Instruction (DPI) and the school systems of Charlotte-Mecklenburg, Cumberland, and Wake counties. NCCEP developed a model which puts forth that character education should be based in community consensus, target school climate, and focus on curriculum integration. Serving as a resource for the partnership, the Center assisted in workshop and conference planning and character education implementation efforts in the partner school systems as well as others. The Center also assisted with the evaluation component of NCCEP.

With NCCEP’s work completed, the Center is continuing its efforts in the arena of character education. Efforts that foster character education as an avenue through which youth violence prevention and positive youth development take place are emphasized. Center services with regard to character education include:

- the dissemination of information about character education;
- the provision of awareness sessions, staff developments, forums, and workshops which link character education to youth violence prevention and positive youth development;
- assistance with character education research and evaluation efforts; and
- the development of an approach to character education in juvenile justice settings.

The Center’s character education services are provided to raise awareness and encourage action about the importance of character education as a component of efforts which are put forth to prevent violence and promote positive youth development.

The Center's view of character education has evolved since its initial work with NCCEP. The Center now sees character education as a large umbrella which encompasses citizenship education, law-related education, service learning, and other youth development approaches which are directed at assisting youth to become productive members of their schools and communities. The Center's transition into the Department of Juvenile Justice and Delinquency Prevention, in particular, affords it an opportunity to expand focus and encourage the implementation of character education in juvenile justice settings. Addressing the needs of at-risk youth in the juvenile justice system through building character is essential to the task of building resiliency and reintegrating these youth back into school and community settings.

CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE Physical Location: 313 Chapanoke Road, Suite 140, Raleigh, NC 27603, 919-173-2846, 800-299-6054, FAX: 919-773-2904, www.cpsv.org

North Carolina Character Educators of the Year (NCCEY) Awards Program

The *NCCEY* Awards Program is the only statewide effort celebrating K-12 educators who have developed exemplary ways of integrating character education into the classroom and school experience. Since 1999, these awards have recognized the role classroom educators play in nurturing good character through their development of innovative and replicable curricula that make character development an integral part of students' course of study. Award-winning projects must incorporate issues of character and ethics as part of the goals and objectives required of students.

Applications are evaluated and recipients selected by a team of educators, former *NCCEY* recipients, and community representatives from across the state. A total of nine state level awards (first, second, and third place at the elementary, middle, and high school levels) totaling \$21,000 may be given annually. Recipients of the award are honored each May at a luncheon attended by the State Superintendent, the Chair of the State Board of Education and many others.

Who is eligible and how to apply

The *NCCEY* awards program is open to any K-12 NC-certified teacher or guidance counselor in a public or private school. Principals are not eligible.

Educators must self-nominate and complete an application that includes an essay describing the project and how it supports the NC Standard Course of Study, anecdotal evidence of its impact and success, lesson plans, and samples of student work. Applications are accepted for individual classroom, team, and school-wide projects. **Annually updated guidelines and an application form are available at the website <http://kenan.ethics.duke.edu>.**

The application deadline for the *NCCEY* Awards is generally in February.

Founding sponsors of the *NCCEY* awards program are the *Kenan Institute for Ethics* at Duke University, the *North Carolina Character Education Partnership*, the *Center for the Prevention of School Violence*, the *Luther H. Hodges, Sr. Ethics Committee*, and *Rotarians* of Rotary International.

Please contact the Kenan Institute for Ethics if you or someone you know might be interested in sponsoring the *NCCEY* Awards Program and the innovative efforts of character educators statewide.

THE KENAN INSTITUTE FOR ETHICS, Box 90432, Duke University, Durham, NC 27708
Phone 919-660-3033, Email kie@duke.edu, Fax 919-660-3049, Web <http://kenan.ethics.duke.edu>

Fayetteville State University Character Development Institute

Escalating violence in our schools, the rekindled spirit of patriotism in the aftermath of September 11th, and the renewed emphasis on worthy citizenship have led the North Carolina legislature to enact House Bill 95, which mandates the teaching of character education in our public schools. At the same time, statewide efforts to improve the academic achievement of all of our students have been focused on, eliminating the gap in the achievement of majority and minority students.

Recognizing that these two issues, character development and academic achievement, are inextricably related to one another, Fayetteville State University (FSU) and Cumberland County Schools (CCS) have established a partnership to promote character development in the schools of North Carolina. This unique partnership rests on the belief that character development is essential to academic achievement.

The goal of this statewide project is to design and implement character education initiatives that can be integrated into classroom instruction, are consistent with the NC Standard Course of Study, and can be carried out in conjunction with North Carolina ABC's Accountability Model.

The objectives are:

1. To develop exemplary community-school character education programs that can be replicated throughout the state.
2. To provide forums for the exchange of best practices by administrators, teachers, and community leaders engaged in character education programs.
3. To implement a series of in-service and pre-service character development programs for training teachers and administrators.
4. To develop printed and web-based materials that can be used by educators and community leaders throughout the state to support character development programs.
5. To establish a resource center for the collection and assessment of data and dissemination of information about character education programs in North Carolina.
6. To provide a cadre of professionally trained coaches to support the enactment of functional and effective character development programs in LEAs throughout the state.

The collaboration of a higher education institution and a local schools system also makes the partnership uniquely qualified to initiate this effort. While school systems have generally been supportive of character education initiatives, colleges and universities have frequently not viewed character education as a priority. The FSU-CCS partnership combines the extensive experience of CCS personnel in character education with the research expertise of university faculty who play a vital role in the preparation of future teachers. For more information about this partnership, please visit our website at <http://www.uncc.edu/plret/>, or contact Dr. John Griffin at (910) 672-1768.

tsu-ccs

Character Education Resource List

resources

Organizations

Center for the Advancement of Ethics and Character. Dedicated to helping schools recapture their role as moral educators, the Center has developed a model that emphasizes the curriculum as the primary vehicle for transmitting moral values to the young. The Center publicizes this model primarily through its “Teacher Academies” for elementary and secondary teachers and administrators. A similar program is directed toward college and university faculty responsible for the preparation of future teachers. The Center is also involved in researching and developing curricular materials for use by schools, teachers, and parents. Boston University, School of Education, 605 Commonwealth Ave., Boston, MA 02215; Phone (617)343-3262. <http://www.education.bu.edu/charactered/>

Center for the Fourth and Fifth Rs (Respect and Responsibility). Directed by Tom Lickona, this Center sponsors an annual summer institute in character education, publishes a Fourth and Fifth Rs newsletter, and helps form a network of schools committed to teaching respect, responsibility, and related core values as the basis of good character. Education Department, SUNY Cortland, P.O. Box 2000, Cortland, NY 13045; Phone (607)753-7881. <http://www.cortland.edu/www/c4n54s/home.htm>

The Character Counts! Coalition. A project of the Josephson Institute; represents a national partnership of organizations and individuals involved in the education, training, or care of youth. Joined in a collaborative effort to improve the character of America’s young people based on core ethical values, the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Aims to combat violence, dishonesty, and irresponsibility by strengthening the moral fiber of the next generation. 4640 Admiralty Way, Suite 1001, Marina del Rey, CA 90292; Phone (310) 306-1868. www.charactercounts.org

Character Development Group. Offers complete resources, including publications and staff development training for the planning, implementation and assessment of an effective character education program. Character Development Group, P.O. Box 9211, Chapel Hill, NC 27515-9211; Phone (919) 967-2110; Web Site: www.CharacterEducation.com

The Character Education Partnership. A nonpartisan coalition of organizations and individuals concerned about the moral crisis confronting America’s youth and dedicated to developing moral character and civic virtue in our young people as a way of promoting a more compassionate and responsible society. Activities include a national clearinghouse, community programs, school support, publications, annual and regional forums, national awards and a media campaign. Esther Schaefer, Executive Director, The Character Education Partnership, 1025 Connecticut Ave., NW, Suite 1011, Washington DC 20036; Phone 1-800-988-8081. www.character.org

The Child Development Project. An effort to take research knowledge and theory about how elementary-age schoolchildren learn and develop—intellectually, socially, and ethically—and translate it into a practical program for classroom, school, and home use. Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA 94606-5300; Phone (510) 533-0213.

Communitarian Network. A coalition of individuals and organizations that have come together to shore up the moral, social, and political environment. This national organization is nonsectarian and nonpartisan. It sponsors an annual conference, produces position papers (on family, health-care reform, domestic disarmament, character and a civil society, and organ donation), and publishes a quarterly journal, *The Responsive Community: Rights and Responsibilities*. 2130 H Street, NW, #174, Washington, DC 20052; Phone (202) 994-7997, Fax (202) 994-1606.

On-Line Resources

North Carolina Department of Public Instruction

www.ncpublicschools.org/charactereducation (Links, history, legislation, updates, “Shining Stars” of North Carolina, and much more! This site will be growing and developing periodically.)

The North Carolina Center for Character Education

www.nccharacter.org (This is a nonprofit organization providing information through its resource center, consultation and referral services, and training programs. This is an excellent searchable bibliography on children’s literature that supports character education.)

The Southern Regional Education Board

www.evalutech.sreb.org (Evalutech is a searchable database of instructional resources to support the North Carolina Standard Course of Study in grades K-12.)

The Center for the Prevention of School Violence

www.ncsu.edu/cpsv/ (The Center’s web-site is nationally recognized as a resource for information about school violence prevention.)

For General Information:

<http://www.character.org> The Character Education Partnership

<http://www.cortland.edu/www/c4n5rs/home.htm> The Center for the Fourth and Fifth Rs

<http://info.csd.org> Cooperating School Districts (of St. Louis, MO)

<http://www.NAPEhq.org> National Association of Partners in Education

<http://www.project.org> Project America

<http://www.charactercounts.org> Character Counts!

<http://www.loveandlogic.com> Love and Logic

<http://www.learning-for-life> Learning for Life

<http://www.globalethics.org> Institute for Global Ethics

For Character Education Reading and Resource Lists:

http://www.usoe.k12.ut.us/curr/char_ed/resource/reading.html

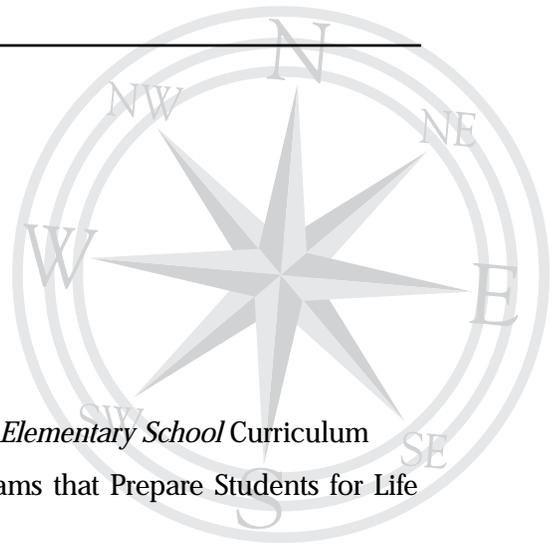
http://www.usoe.k12.ut.us/curr/char_ed/resource/resources1.html

http://www.education-world.com/a_lesson/lesson085.shtml

<http://www.parentsplace.com/readroom/childnew/index.html>

http://www.usoe.k12.ut.us/curr/char_ed/chbldr

Curricular Resources Available through NCDPI Publications



Activities for Teaching Responsibility: Teaching Responsibility in the Elementary School Curriculum

Building A Foundation for Citizenship: Ideas for Developing Programs that Prepare Students for Life (1995)

Curriculum Connections (1995)

Tremendous examples of the most obvious curriculum connections for:

- English/Language Arts
- Guidance
- Healthful Living
- Math
- Science
- Technology
- Social Studies
- Vocational & Technical Education.

Service Learning: Curriculum Integration Guide

The Social Studies Character-Citizenship Education Connection: Teaching Responsibility in the Middle School Social Studies Curriculum

The Social Studies Character-Citizenship Education Connection: Teaching Responsibility in the High School Social Studies Curriculum

www.ncpublicschools.org
Look under *Publications*

LINKS OF INTEREST

Character Education Internet Resources— 32 for Starters

America's Promise

<http://www.americaspromise.org/>

Appleseeds (quotations & short stories
that promote positive attitudes)

<http://www.appleseeds.org/>

The Center for the 4th & 5th Rs
(at Cortland)

<http://www.cortland.edu/www/c4n5rs/>

Center for Youth Issues (STARS)

<http://www.cyi-stars.org/>

Character Counts!

<http://www.charactercounts.org/ccwelcome.htm>

Character Development Group

<http://www.CharacterEducation.com>

Character Education—ERIC Resources

http://www.indiana.edu/~eric_rec/ieo/bibs/characte.html

The Character Education Partnership

<http://www.character.org/>

Character Education Resources

<http://www.charactereducationinfo.org/>

Community of Caring

<http://www.communityofcaring.org/>

Developmental Studies Center

<http://www.devstu.org/>

The Heartwood Institute

<http://www.enviroweb.org/heartwood/>

In Search of Character

<http://www.goodcharacter.com>

Institute for Global Ethics

<http://www.globaethics.org/>

Institute for the Study of Civic Values

<http://www.libertynet.org/edcivic/iscvhome.html>

International Center for Character Education

<http://www.teachvalues.org/icce/>

Jefferson Center for Character Education

<http://www.jeffersoncenter.org/>

Kenan Institute for Ethics Center

(Duke University, Durham, North Carolina)

<http://kenan.ethics.duke.edu/>

Learning for Life

(a subsidiary of the Boy Scouts of America)

<http://www.learning-for-life.org/>

Live Wire Media (K-12 Guidance Videos)

<http://www.livewiremedia.com/>

Motivating Moments (Inspirational Quotes)

<http://www.motivateus.com/cibt.htm>

National Service Learning Clearinghouse

<http://www.nicsl.coled.umn.edu/>

National Youth Leadership Council

<http://www.nylc.org/>

North Carolina Center for Character Education

<http://www.NCcharacter.org/>

Quest International (Lions Club Program)

<http://www.quest.edu/>

Points of Light Foundation

<http://www.pointsoflight.org/default.html>

Project Wisdom

<http://www.projectwisdom.com/>

Random Acts of Kindness

<http://www.readersndex.com/randomacts/>

The School for Ethical Education

<http://www.ethicsed.org/>

Search Institute

<http://www.search-institute.org/>

SERVEnet

(The World of Service and Volunteering)

<http://www.servenet.org/>

The Southern Poverty Law Center

(including the "Teaching Tolerance" project)

<http://www.splcenter.org/>

Taking the Bully by the Horns

(self-help book and website)

<http://members.aol.com/kthynoll/bully.htm>

Education Links

The following links are not specific to Character Education, but may be useful to educators.

Research & Critical Thinking:

<http://www.execpc.com/~dboals/think.html>

Educational Theories & Methods:

<http://www.funderstanding.com/>

Erie Catt Teacher Center (good links):

<http://members.aol.com/eriecatt/sites.html>

US Government Resources (free):

<http://www.ed.gov/free/what.html>

New Horizons for Learning:

<http://www.newhorizons.org/>

Disclaimer: *This list is not meant to be an endorsement of any of these organizations or their products. They are all connected to Character Education or Service Learning, either directly or indirectly.*

Civic Education On-Line Resources

North Carolina Civic Education Consortium

Access to curriculum resources including sample lessons and unit plans, Citizen I Am town meeting activity, links to community resources, website links to other resources and small grants.

Phone: 919-962-8273

Website: <http://www.civics.org>

Email: henzey@iogmail.iog.unc.edu

Center for Civic Education

Textbook materials and teacher training for We, the People (high school) and Project Citizen (middle school).

Phone: (818) 591-9321

Website: <http://www.civiced.org>

Email: cce@civiced.org

Newspapers-in-Education

Materials and teacher training.

Phone: (919) 787-7443

Email: sandy@ncpress.com

N.C. Bar Association

Lending library, model curricula, teacher training (in the planning stage) and attorneys willing to help in the classroom.

Phone: (919) 677-0561

Website: <http://www.ncbar.org/>

Email: Jpetilli@ncbar.org

Kids Voting North Carolina

Curriculum materials, teacher workshops, only available in selected counties or school systems.

Phone: (336) 370-1776

Website: www.kidsvoting.org

Email: kvnc@bellsouth.net

N.C. Youth for Justice Program

We, the People and Project Citizen materials and training (in-state), law-related education materials and training, school safety curriculum.

Phone: (919) 773-2346

Website: <http://www.ncsu.edu/lcpsv/>

Email: Joanne.mcdaniel@ncmail.net

N.C. City-County Management Association

Supplementary materials on local government, teacher newsletter and teacher training.

Phone: (919) 220-2552

Website: <http://www.ncmanagers.org/teachers/>

Email: j.boyyette@gte.net

School-Based Student Assembly

Guidebook produced by Wake Forest/Rolesville High School. Contact Hallie Wilson.

Phone: (919) 554-3611

Email: hmawilson@gtemail.net

Constitutional Rights Foundation

Curriculum materials, newsletter, workshops and summer institutes in law and government for teachers of all levels.

Phone: (312) 663-9057

Website: <http://www.crfc.org/lre.html>

Email: pereira@crfc.org

Street Law

Classroom materials for mock trials, law and justice study, a Youth Summits Planning Guide, Summer Institute on the Supreme Court for high school teachers, mediation and conflict resolution training materials.

Phone: (202) 293-0033

Website: <http://www.streetlaw.org>

Email: clearinghouse@streetlaw.org

Capitol Forum

The Choices for the 21st Century Education Project Sponsored by Brown University is an annual competition of student/teacher teams on international topics. Teacher workshops, curricular materials, and annual competition.

Website:

<http://www.choices.edu/edaboutchoices.html>

Phone: 401-863-3155

Email: CHOICES@BROWN.EDU

National Archives and Records Administration

Lessons and materials for teaching from primary sources in the National Archives; focus on both current and historical issues.

Website: <http://www.nara.gov/fedreg/elctcoll/index.html#top>

USInfo

Web site of US Department of State: news articles, background papers, and original documents organized around National and International topics for civics and history class.

Website: <http://usinfo.state.gov/homepage.htm>

ThinkQuest

A guide to government written for kids; annual contest for kids 12-19; chat communities organized around civics topics of interest.

Website: <http://library.thinkquest.org/13506/>

State of North Carolina's Kids Page

Facts, figures, and documents about the state.

Website: <http://www.secretary.state.nc.us/kidspg/homepage.asp>

The Gateway

A website of the Department of Education. Many issue-based and participatory lessons, curriculum units, and other resources.

Website: <http://thegateway.org/>

FREE

Resources and lessons on American history, culture, and civics

Website: <http://www.ed.gov/free/what.html>

Service Learning

Learn and Serve North Carolina (Dept. of Public Instruction)

Teacher training, model curricula, small grants, state conference, support network. Contact: Norman Camp

Phone: 919-807-3764

Email: ncamp@dpi.state.nc.us

Website: <http://www.dpi.state.nc.us/servicelearn/>

N.C. Commission on Volunteerism and Community Service (Governor's Office)

Provides support for various community service and service-learning initiatives. Offers training and materials.

Phone: 919-715-3470

Email: tim.kelly@ncmail.net

America's Promise

National youth-focused campaign coordinated by Communities in Schools, Inc. Hosts youth summits and provides materials.

Contact: Linda Harrill

Phone: 919-832-2700

Email: lhcisnc@aol.com

Creating Citizens as Well as Scholars

Schools are increasingly looking at the value of adding service learning to the students' curriculum. One nonprofit, Do Something, is playing a role in supporting service learning and community service initiatives in schools.

Website: <http://pnnonline.org/education/dosomething082201.adp>

Character Resources

(literature listed by grade level and character trait)

GRADES K-1

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--|-----------------|---------|----------------|----------|--------|-------------|
| MYSELF (Banners Unit) | | | | | | |
| Daniel's Dog | ● | | | ● | | ● |
| The Snowy Day | | ● | ● | | | |
| Chester's Way | ● | | ● | ● | | ● |
| General Store | | ● | ● | | | |
| Is This for You? | | | ● | | | ● |
| HOLIDAYS (Banners Unit) | | | | | | |
| Lion Dancer | | ● | ● | | | |
| Las Nandades | | | ● | | | ● |
| Valentine Friends | | | | ● | | |
| Celebrations | | | ● | | | ● |
| It's Thanksgiving | ● | | | | | ● |
| The Halloween Performance | | | ● | | | ● |
| HOMES (Banners Unit) | | | | | | |
| Yonder | ● | | | ● | | ● |
| Home in the Sky | ● | | ● | ● | | ● |
| A Clean House for Mole & Mouse | | ● | ● | ● | | ● |
| This Is the Place for Me | | ● | | | | |
| How a House is Built | | ● | | ● | ● | |
| The Big Orange Spot | | ● | | ● | | ● |
| A House Is a House for Me | | | | | | ● |
| OTHER BOOKS (Not Banners) | | | | | | |
| The Foolish Tortoise (Erick Carle) | | ● | | | | |
| The Greedy Python (Erick Carle) | | | | ● | | ● |
| Franklin Fibs (Paulette Bourgeois, Brenda Clark) | ● | | ● | | | |
| What Mark Jo Shared (Janice M. Udrey) | | ● | ● | | ● | |
| Tyone the Double Dirty Rotten Cheater (Hans Wilhelm) | | ● | ● | | | ● |
| Tyone the Horrible (Hans Wilhelm) | | ● | | ● | | ● |

Character Resources

(literature listed by grade level and character trait)

GRADE 2

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|---|-----------------|---------|----------------|----------|--------|-------------|
| Horton Hatches the Egg (Dr. Seuss) | ● | | | | | |
| George & Martha Stories | ● | | | | | |
| Amelia Bedelia | ● | | | | | |
| Amazing Grace | ● | | ● | | | |
| Ira Sleeps Over | ● | | | | | |
| Charlie and the Chocolate Factory | ● | | | | | ● |
| Mrs. Piggle Wiggle Books | ● | ● | | | ● | |
| Berenstein Bear Books | ● | ● | ● | | ● | ● |
| Miss Nelson Books | | ● | | | | |
| Leo the Late Bloomer | | ● | | | | ● |
| Perfect the Pig | | ● | | | | |
| Alexander's Terrible, Horrible, No Good, Very Bad Day | | ● | ● | | ● | |
| Make Way for Ducklings | | | ● | | | |
| Three Bears | | | ● | | | |
| Best Friends (Steven Kellogg) | | | ● | | | ● |
| Big Orange Spot | | | | ● | | |
| Cinderella | | | | ● | ● | |
| Rough Face Girl | | | | ● | | ● |
| Freckles and Willie | | | | | ● | |
| I'll Love You Forever | | | | | ● | |
| I'll Always Love You | | | | | ● | |
| Garden Gates | | | | | | |
| Max | ● | | | | | |
| Nate the Great | ● | ● | | | | |
| Ugly Duckling | | ● | | | | |
| Keep the Lights Burning Abbie | | | ● | | | |
| The Story of Johnny Appleseed | | | | | | ● |
| Daniel's Duck | | | | | ● | |
| Train Set | | | | | ● | |
| A Chair for Mother | | | | | ● | |
| Going Places | | | | | | |
| Soccer Sam | ● | | ● | | | |
| Dandelion | ● | | | | | |
| Mitchell is Moving | | | | | | ● |

Character Resources

(literature listed by grade level and character trait)

GRADE 3

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|---|-----------------|---------|----------------|----------|--------|-------------|
| Charlotte's Web | ● | ● | ● | ● | ● | ● |
| Ramona Quimby, Age 3 | ● | ● | ● | ● | ● | ● |
| Castles of Sand | | | | | | |
| When I Was Nine | | ● | ● | ● | ● | |
| Thy Friend Obadiah | | | ● | ● | ● | ● |
| Pilgrim Times | ● | ● | ● | ● | | ● |
| Granddaddy's Place | | ● | | | ● | |
| The White Stallion | ● | | | | | |
| Mr. Peaceable Paints | | | ● | | | |
| Tim to the Rescue | | ● | | | ● | |
| The Sea of Gold | | | ● | | ● | |
| Monkey and the Crocodile | ● | | | ● | ● | |
| The House on East 88th Street | | | | ● | ● | ● |
| Jason | | | ● | ● | ● | |
| Recital | | ● | ● | ● | ● | |
| Phyllis Wheatly | | ● | ● | | ● | |
| Alexander's Terrible, Horrible, No Good, Very Bad Day | | ● | ● | ● | ● | |
| Forecast | ● | | | | | |
| Words In Our Hands | | ● | | ● | ● | |
| The Horse who Lived Upstairs | | | | ● | ● | |
| Mufaro's Beautiful Daughter | ● | ● | ● | | ● | ● |
| The Boy Who Cried Wolf | ● | | | | | |
| Piglet Meets a Hefalump | | | ● | | ● | |

Character Resources

(literature listed by grade level and character trait)

GRADE 4

Title

Trustworthiness

Respect

Responsibility

Fairness

Caring

Citizenship

RESERVED NOVELS

| | | | | | | | | |
|--|---|---|---|---|---|---|--|---|
| Tales of a Fourth-Grade Nothing | | | ● | ● | ● | ● | | |
| Mr. Popper's Penguin | | | ● | ● | ● | ● | | ● |
| Stone Fox | | ● | | ● | ● | ● | | |
| The Mouse and the Motorcycle | | | | ● | ● | ● | | |
| How to Eat Fried Worms | ● | | | ● | ● | ● | | |
| American Tall Tales | | ● | | ● | ● | ● | | |
| Be a Perfect Person In Just Three Days | | ● | | ● | ● | ● | | |
| Beezus and Ramona | | | ● | ● | ● | ● | | |
| Caddie Woodlawn | | | ● | ● | ● | ● | | |
| Charlotte's Web | | | ● | ● | ● | ● | | |
| Chocolate Fever | | | | ● | ● | ● | | |
| Class President | | ● | | ● | ● | ● | | ● |
| The Cricket in the Square | | ● | | ● | ● | ● | | |
| Encyclopedia Brown Series | | | | ● | ● | ● | | ● |
| The Enormous Egg | | | | ● | ● | ● | | |
| The Fantastic Mr. Fox | | | | ● | ● | ● | | |
| The Giving Tree | | | | ● | ● | ● | | |
| How to Fight a Girl | | | | ● | ● | ● | | |
| The Hundred Dresses | | ● | | ● | ● | ● | | |
| Hurray for Ali Baba Berenstein | | | | ● | ● | ● | | |
| Jelly Belly | | | | | ● | ● | | |
| Little House on the Prairie | | ● | | ● | ● | ● | | |
| Moss Gown | | | | ● | ● | ● | | |
| Mighty Nightmare | | | | | ● | ● | | |
| Phoebe the Spy | | ● | | ● | ● | ● | | ● |
| Rabbit Hill | | | | ● | ● | ● | | |
| The Reluctant Dragon | | ● | | ● | ● | ● | | |
| Scared Silly | | | | | ● | ● | | |
| Stuart Little | | | | ● | ● | ● | | |
| There's a Boy in the Girl's Bathroom | | ● | | ● | ● | ● | | ● |
| The Velveteen Rabbit | | | | ● | ● | ● | | |
| The Whipping Boy | | | | ● | ● | ● | | |
| The Year of the Perfect Christmas Tree | | ● | | ● | ● | ● | | ● |



Character Resources

(literature listed by grade level and character trait)

GRADE 5

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|---------------------------------------|-----------------|---------|----------------|----------|--------|-------------|
| RESERVED NOVELS | | | | | | |
| Pinballs | ● | ● | ● | ● | ● | ● |
| Maniac Magee | | | ● | ● | | |
| Dear Mrs. Henshaw | ● | | ● | ● | ● | |
| Indian in the Cupboard | | ● | | | | |
| A Taste of Blackberries | | | ● | | ● | |
| Fifth Grade Reading List | | | | | | |
| A Christmas Carol | | ● | | ● | ● | |
| Ben and Me | | | ● | | | |
| Charlie and the Chocolate Factory | ● | | ● | ● | ● | |
| Homer Price | ● | | | | | ● |
| The Incredible Journey | ● | | ● | | ● | ● |
| Indian in the Cupboard | | ● | | | | |
| The Lion, the Witch, and the Wardrobe | | ● | | | | |
| Make Four Million Dollars by Thursday | | ● | ● | | ● | |
| Sadako and the Thousand Paper Cranes | ● | ● | ● | ● | | ● |
| Sarah, Plain and Tall | ● | | ● | | ● | |
| The Secret Garden | ● | | | | | |
| Trumpet of the Swans | ● | ● | ● | ● | ● | ● |
| Tuck Everlasting | ● | ● | ● | ● | ● | |
| The War with Grandpa | | ● | ● | | | |
| The Wish Giver | ● | ● | ● | ● | ● | |

Character Resources

(literature listed by grade level and character trait)

GRADE 6

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--|-----------------|---------|----------------|----------|--------|-------------|
| NOVELS The Black Pearl | ● | ● | ● | | ● | ● |
| The Endless Steppe | | ● | ● | ● | ● | ● |
| From the Mixed-up Files of Mrs. Basil F. Frankweiler | ● | ● | ● | ● | ● | ● |
| Monkey Island | | ● | ● | ● | ● | |
| Number The Stars | ● | ● | ● | ● | ● | ● |
| The Secret Garden | ● | ● | ● | ● | ● | |
| Sounder | ● | ● | ● | ● | ● | ● |
| Where the Red Fern Grows | ● | ● | ● | ● | ● | |
| The Witch of Blackbird Pond | ● | ● | ● | ● | ● | ● |
| Zlata's Diary | | ● | ● | ● | ● | ● |
| Short Stories | | | | | | |
| Becky and the Wheels and Brake Boys | | ● | ● | ● | ● | ● |
| Carrying the Running-Aways | ● | ● | ● | ● | | ● |
| Five | ● | ● | ● | | | |
| President Cleveland | ● | ● | ● | | ● | |
| The Scribe | | ● | | | | ● |
| Sweet Summer | | ● | ● | ● | ● | ● |
| Tuesday of the Other June | | ● | ● | ● | ● | ● |
| The White Umbrella | | ● | ● | ● | | |
| PLAYS A Christmas Carol | | ● | ● | ● | ● | |
| Riddles in the Dark | ● | ● | ● | ● | ● | ● |
| The Secret Garden | ● | ● | ● | ● | ● | |
| A Shipment of Mute Fate | | | ● | | | |
| You're a Good Man, Charlie Brown | | ● | | ● | ● | |
| POETRY Common Bond | | ● | | | ● | |
| Foreign Student | | ● | | | ● | ● |
| Legacy | | ● | | ● | | ● |
| Life Doesn't Frighten Me | | ● | | | ● | |
| Mama is a Sunrise | | ● | | | ● | |
| The Rescue | | ● | | ● | ● | ● |
| Sarah Cynthia Sylvia Stout | ● | | ● | | | ● |
| The Sneetches | | ● | | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

GRADE 7

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--|-----------------|---------|----------------|----------|--------|-------------|
| NOVELS The Adventures of Tom Sawyer | ● | ● | ● | ● | ● | ● |
| Call of the Wild | ● | | ● | ● | ● | |
| Diary of a Young Girl: Anne Frank | ● | ● | ● | ● | ● | ● |
| Dacey's Song | | ● | ● | ● | ● | |
| The Good Earth | | ● | ● | ● | ● | |
| Jonathan Livingston Seagull | | ● | | ● | ● | |
| Kidnapped | ● | | ● | | | ● |
| The Pearl | ● | | ● | ● | | |
| The Red Pony | | ● | ● | ● | ● | |
| Roll of Thunder: Hear My Cry | ● | | ● | ● | ● | ● |
| A Solitary Blue | | | ● | ● | | ● |
| Short Stories | | | | | | |
| All Summer in a Day | ● | | ● | | ● | |
| Charles | ● | | ● | | | |
| Gentlemen of Rio en Medio | ● | | ● | ● | | ● |
| The Old Demon | | | ● | ● | | |
| The Ransom of Red Chief | | | ● | ● | | |
| Rikki-tikki-tavi | | | ● | | ● | |
| A Secret for Two | | | ● | | ● | |
| Zoo | | | ● | | ● | |
| PLAYS Scrooge & Marley: A Christmas Carol | | ● | ● | ● | ● | |
| Driving Miss Daisy | ● | | ● | ● | ● | |
| Grandpa and the Statue | | ● | | ● | | ● |
| The Monsters are Due on Maple Street | ● | | | ● | | |
| POETRY The Courage that My Mother Had | | | ● | | ● | |
| If I Can Stop One Heart From Breaking | | | ● | | ● | |
| I'm Nobody | | | ● | | | |
| Madam and the Rent Man | | | | ● | ● | |
| A Minor Bird | | | ● | | ● | |
| Mother to Son | | | ● | | ● | |
| A Song of Greatness | | | ● | | | ● |
| Stopping by Woods on a Snowy Evening | ● | | ● | | ● | |
| What Do We Do With a Variation? | | ● | ● | ● | | |

Character Resources

(literature listed by grade level and character trait)

GRADE 7, Continued

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--|-----------------|---------|----------------|----------|--------|-------------|
| NOVELS The Black Pearl | | ● | ● | | | |
| The Endless Sleppe | | ● | ● | | ● | ● |
| From the Mixed-up Files of Mrs. Basil E. Frankweiler | ● | ● | ● | ● | ● | ● |
| Monkey Island | | ● | ● | ● | ● | |
| Number The Stars | ● | ● | ● | ● | ● | ● |
| The Secret Garden | ● | ● | ● | ● | ● | ● |
| Souder | | ● | ● | ● | ● | |
| Where the Red Fern Grows | ● | ● | ● | ● | ● | |
| The Witch of Blackbird Pond | | ● | ● | ● | ● | ● |
| Zata's Diary | | ● | ● | ● | ● | ● |
| Short Stories | | | | | | |
| Becky and the Wheels and Brake Boys | | ● | ● | ● | ● | ● |
| Carrying the Running-Aways | ● | ● | ● | ● | | ● |
| Fire | ● | ● | ● | ● | | |
| President Cleveland | ● | ● | ● | ● | ● | |
| The Scribe | | ● | ● | ● | ● | ● |
| Sweet Summer | | ● | ● | ● | ● | ● |
| Tuesday of the Other June | | ● | ● | ● | ● | ● |
| The White Umbrella | | ● | ● | ● | | |
| PLAYS A Christmas Carol | | ● | ● | ● | ● | |
| Riddles in the Dark | ● | ● | ● | ● | ● | ● |
| The Secret Garden | ● | ● | ● | ● | ● | |
| A Shipment of Mute Fate | | | ● | | | |
| You're a Good Man, Charlie Brown | ● | ● | ● | ● | ● | ● |
| POETRY Common Bond | ● | ● | ● | ● | ● | ● |
| Foreign Student | ● | ● | ● | ● | ● | ● |
| Legacy | ● | ● | ● | ● | ● | ● |
| Life Doesn't Frighten Me | ● | ● | ● | ● | ● | ● |
| Mama is a Sunrise | ● | ● | ● | ● | ● | ● |
| The Rescue | ● | ● | ● | ● | ● | ● |
| Sarah Cynthia Sylvia Stout | ● | ● | ● | ● | ● | ● |
| The Sneetches | ● | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

GRADE 8

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|------------------------------------|-----------------|---------|----------------|----------|--------|-------------|
| NOVELS | | | | | | |
| The Chocolate War | | ● | ● | ● | | |
| The Giver | | ● | ● | ● | ● | |
| To Kill a Mockingbird | ● | ● | ● | ● | ● | ● |
| The Outsiders | ● | ● | ● | ● | ● | |
| The Pigman | ● | ● | ● | ● | ● | ● |
| Ransom | ● | ● | ● | ● | ● | |
| The Red Badge of Courage | | ● | ● | ● | ● | ● |
| The Scarlet Letter | | ● | ● | ● | ● | ● |
| The Weirdo | | | ● | ● | ● | |
| Where the Lilies Bloom | | ● | ● | ● | ● | |
| Short Stories | | | | | | |
| The Adventure of the Speckled Bird | ● | ● | ● | ● | ● | |
| Charles | ● | | ● | ● | | |
| Christmas Day in the Morning | ● | ● | ● | ● | ● | |
| The Finish of Patsy Barnes | ● | ● | ● | ● | ● | |
| Flowers for Algernon | ● | ● | ● | ● | ● | ● |
| A Retrieved Reformation | ● | ● | ● | ● | ● | |
| Thank You Ma'am | ● | ● | ● | ● | ● | |
| PLAYS | | | | | | |
| A Raisin in the Sun | ● | ● | ● | ● | ● | ● |
| Romeo & Juliet/West Side Story | ● | | | | | ● |
| POETRY | | | | | | |
| Barbara Fricchie | ● | ● | ● | | | |
| For My Sister Who In The Fifties | | ● | ● | | ● | |
| O Captain! My Captain! | | ● | | | ● | |
| Paul Revere's Ride | | | ● | | ● | |
| Recommended Reading List | ● | ● | ● | ● | ● | |
| Freak the Mighty | | ● | ● | | ● | |
| Johnny Tremaine | | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

HIGH SCHOOL, PAGE 1

Title

Trustworthiness

Respect

Responsibility

Fairness

Caring

Citizenship

WORLD LITERARY & HISTORICAL RESOURCES

NOVELS

| | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|
| All Quiet on the Western Front | ● | ● | ● | ● | ● | ● | ● |
| Animal Farm | ● | ● | ● | ● | ● | ● | ● |
| Anthem | ● | ● | ● | ● | ● | ● | ● |
| David Copperfield | ● | ● | ● | ● | ● | ● | ● |
| Anne Frank: Diary of a Young Girl | ● | ● | ● | ● | ● | ● | ● |
| Frankenstein | ● | ● | ● | ● | ● | ● | ● |
| The Good Earth | ● | ● | ● | ● | ● | ● | ● |
| Lord of the Flies | ● | ● | ● | ● | ● | ● | ● |
| 1984 | ● | ● | ● | ● | ● | ● | ● |
| A Tale of Two Cities | ● | ● | ● | ● | ● | ● | ● |
| Things Fall Apart | ● | ● | ● | ● | ● | ● | ● |

VIDEOS

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|
| Excaliber | ● | ● | ● | ● | ● | ● | ● |
| Gandhi | ● | ● | ● | ● | ● | ● | ● |
| Guns of August | ● | ● | ● | ● | ● | ● | ● |
| Oliver | ● | ● | ● | ● | ● | ● | ● |
| Rise and Fall of the Third Reich | ● | ● | ● | ● | ● | ● | ● |
| Schindler's List | ● | ● | ● | ● | ● | ● | ● |

POETRY & EPICS

| | | | | | | | |
|-----------------------------|---|---|---|---|---|---|---|
| The Aeneid | ● | ● | ● | ● | ● | ● | ● |
| Beowulf | ● | ● | ● | ● | ● | ● | ● |
| The Canterbury Tales | ● | ● | ● | ● | ● | ● | ● |
| Egyptian Poets (selections) | ● | ● | ● | ● | ● | ● | ● |
| England in 1819 | ● | ● | ● | ● | ● | ● | ● |
| The Epic of Gilgamesh | ● | ● | ● | ● | ● | ● | ● |
| If | ● | ● | ● | ● | ● | ● | ● |
| Iliad | ● | ● | ● | ● | ● | ● | ● |
| Inferno | ● | ● | ● | ● | ● | ● | ● |
| Li Po, Selected Works | ● | ● | ● | ● | ● | ● | ● |
| Odyssey | ● | ● | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

HIGH SCHOOL, PAGE 2

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--------------------------------------|-----------------|---------|----------------|----------|--------|-------------|
| POETRY & EPICS, CONTINUED | | | | | | |
| On His Blindness | ● | ● | ● | ● | ● | ● |
| Paradise Lost | ● | ● | ● | ● | ● | ● |
| Pilgrim's Progress | ● | ● | ● | ● | ● | ● |
| The Rubaiyat | ● | ● | ● | ● | ● | ● |
| Russia 1812 | ● | ● | ● | ● | ● | ● |
| The Seafarer | ● | ● | ● | ● | ● | ● |
| Sir Gawain and the Green Knight | ● | ● | ● | ● | ● | ● |
| Song of Roland | ● | ● | ● | ● | ● | ● |
| The Thousand and One Nights | ● | ● | ● | ● | ● | ● |
| Ulysses | ● | ● | ● | ● | ● | ● |
| The Wanderer | ● | ● | ● | ● | ● | ● |
| DRAMA | | | | | | |
| Antigone (Jean Anouilh) | ● | ● | ● | ● | ● | ● |
| Antigone (Sophocles) | ● | ● | ● | ● | ● | ● |
| Cyrano De Bergerac | ● | ● | ● | ● | ● | ● |
| A Doll's House | ● | ● | ● | ● | ● | ● |
| Everyman | ● | ● | ● | ● | ● | ● |
| Faust | ● | ● | ● | ● | ● | ● |
| Hamlet | ● | ● | ● | ● | ● | ● |
| Joan of Arc | ● | ● | ● | ● | ● | ● |
| Julius Caesar | ● | ● | ● | ● | ● | ● |
| Macbeth | ● | ● | ● | ● | ● | ● |
| A Man for All Seasons | ● | ● | ● | ● | ● | ● |
| Medea | ● | ● | ● | ● | ● | ● |
| Merchant of Venice | ● | ● | ● | ● | ● | ● |
| Oedipus | ● | ● | ● | ● | ● | ● |
| Othello | ● | ● | ● | ● | ● | ● |
| Pygmalion | ● | ● | ● | ● | ● | ● |
| Romeo & Juliet | ● | ● | ● | ● | ● | ● |
| Tartuffe | ● | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

HIGH SCHOOL, PAGE 3

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|---|-----------------|---------|----------------|----------|--------|-------------|
| SHORT SELECTIONS | | | | | | |
| Aesop's Fables | ● | ● | ● | ● | ● | ● |
| The African Child (excerpt) | ● | ● | ● | ● | ● | ● |
| African Proverbs | ● | ● | ● | ● | ● | ● |
| Analects | ● | ● | ● | ● | ● | ● |
| The Apology (excerpt) | ● | ● | ● | ● | ● | ● |
| Athenian Oath | ● | ● | ● | ● | ● | ● |
| The Babur Nama (excerpt) | ● | ● | ● | ● | ● | ● |
| The Beggar | ● | ● | ● | ● | ● | ● |
| The Bible (excerpts: Parables, Prodigal Son, Good Samaritan, Story of Ruth, Job, Sermon on the Mount, Book of Psalms, Ten Commandments) | ● | ● | ● | ● | ● | ● |
| By Any Other Name | ● | ● | ● | ● | ● | ● |
| Candide (excerpt) | ● | ● | ● | ● | ● | ● |
| A Child's Christmas in Wales | ● | ● | ● | ● | ● | ● |
| Dead Men's Path | ● | ● | ● | ● | ● | ● |
| Don Quixote (excerpt) | ● | ● | ● | ● | ● | ● |
| Fairy Tales | ● | ● | ● | ● | ● | ● |
| The False Gems | ● | ● | ● | ● | ● | ● |
| Hammurabi's Code | ● | ● | ● | ● | ● | ● |
| Here I Stand: Biography of Martin Luther (excerpt) | ● | ● | ● | ● | ● | ● |
| Hippocratic Oath | ● | ● | ● | ● | ● | ● |
| History of the Peloponnesian War | ● | ● | ● | ● | ● | ● |
| Speech From Pericles Funeral | ● | ● | ● | ● | ● | ● |
| How Much Land Does Man Need? | ● | ● | ● | ● | ● | ● |
| Kaffir Boy (excerpt) | ● | ● | ● | ● | ● | ● |
| The Koran (excerpt) | ● | ● | ● | ● | ● | ● |
| The Last Lesson | ● | ● | ● | ● | ● | ● |
| Les Miserables (excerpt) | ● | ● | ● | ● | ● | ● |
| Magna Carta | ● | ● | ● | ● | ● | ● |
| Masnavi | ● | ● | ● | ● | ● | ● |
| The Metamorphosis | ● | ● | ● | ● | ● | ● |
| Mythology | ● | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

HIGH SCHOOL, PAGE 4

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--|-----------------|---------|----------------|----------|--------|-------------|
| SHORT SELECTIONS, CONTINUED | | | | | | |
| No Witchcraft for Sale | ● | ● | ● | ● | ● | ● |
| The Overcoat | | ● | ● | ● | ● | ● |
| The Prince (excerpts) | | ● | ● | ● | ● | ● |
| The Rat Trap | ● | ● | ● | ● | ● | ● |
| The Republic (excerpts) | ● | ● | ● | ● | ● | ● |
| The Rockinghorse Winner | ● | ● | ● | ● | ● | ● |
| The Social Contract (excerpts) | ● | ● | ● | ● | ● | ● |
| The Spirit of Laws (excerpts) | ● | ● | ● | ● | ● | ● |
| Three Baskets of Wisdom | ● | ● | ● | ● | ● | ● |
| Treasury of African Folklore (selections) | ● | ● | ● | ● | ● | ● |
| Two Treatises on Government (excerpts) | ● | ● | ● | ● | ● | ● |
| A Vindication of the Rights of Women | ● | ● | ● | ● | ● | ● |
| WORLD LITERARY & HISTORICAL RESOURCES | | | | | | |
| NOVELS | | | | | | |
| Black Boy | ● | ● | ● | ● | ● | ● |
| The Grapes of Wrath | ● | ● | ● | ● | ● | ● |
| The Great Gatsby | ● | ● | ● | ● | ● | ● |
| I Know Why the Caged Bird Sings | ● | ● | ● | ● | ● | ● |
| Native Son | ● | ● | ● | ● | ● | ● |
| Of Mice and Men | ● | ● | ● | ● | ● | ● |
| The Red Badge of Courage | ● | ● | ● | ● | ● | ● |
| The Scarlet Letter | | ● | ● | ● | ● | ● |
| A Separate Peace | ● | ● | ● | ● | ● | ● |
| To Kill a Mockingbird | ● | ● | ● | ● | ● | ● |
| DRAMA | | | | | | |
| The Crucible | ● | ● | ● | ● | ● | ● |
| Death of a Salesman | ● | ● | ● | ● | ● | ● |
| The Glass Menagerie | ● | ● | ● | ● | ● | ● |
| Grandpa and the Statue | ● | ● | ● | ● | ● | ● |
| The Miracle Worker | ● | ● | ● | ● | ● | ● |
| Our Town | ● | ● | ● | ● | ● | ● |
| A Raisin in the Sun | ● | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

HIGH SCHOOL, PAGE 5

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|-------------------------------------|-----------------|---------|----------------|----------|--------|-------------|
| VIDEOS | | | | | | |
| Glory | ● | ● | ● | ● | ● | ● |
| Gideon's Trumpet | ● | ● | ● | ● | ● | ● |
| Eyes on the Prize | ● | ● | ● | ● | ● | ● |
| Letters Home from Vietnam | ● | ● | ● | ● | ● | ● |
| Apollo 13 | ● | ● | ● | ● | ● | ● |
| Roots | ● | ● | ● | ● | ● | ● |
| All the President's Men | ● | ● | ● | ● | ● | ● |
| Roll of Thunder, Hear My Cry | ● | ● | ● | ● | ● | ● |
| POETRY | | | | | | |
| In Honor of David Brooks, My Father | ● | ● | ● | ● | ● | ● |
| Any Human to Another | ● | ● | ● | ● | ● | ● |
| If You Were Coming in the Fall | ● | ● | ● | ● | ● | ● |
| Tell All the Truth | ● | ● | ● | ● | ● | ● |
| Douglass | ● | ● | ● | ● | ● | ● |
| The Haunted Oak | ● | ● | ● | ● | ● | ● |
| The Death of the Hired Man | ● | ● | ● | ● | ● | ● |
| Mending Wall | ● | ● | ● | ● | ● | ● |
| Neither Out Far Nor in Deep | ● | ● | ● | ● | ● | ● |
| I, Too | ● | ● | ● | ● | ● | ● |
| God's Trombones | ● | ● | ● | ● | ● | ● |
| Evangeline | ● | ● | ● | ● | ● | ● |
| "Burch" Weldy | ● | ● | ● | ● | ● | ● |
| America | ● | ● | ● | ● | ● | ● |
| Chicago | ● | ● | ● | ● | ● | ● |
| I Hear America Singing | ● | ● | ● | ● | ● | ● |
| SHORT SELECTIONS | | | | | | |
| All Summer in a Day | ● | ● | ● | ● | ● | ● |
| Anteaus | ● | ● | ● | ● | ● | ● |
| Blues Ain't No Mockingbird | ● | ● | ● | ● | ● | ● |
| By Waters of Babylon | ● | ● | ● | ● | ● | ● |
| The Egg | ● | ● | ● | ● | ● | ● |
| A Man Called Horse | ● | ● | ● | ● | ● | ● |
| Maud Martha | ● | ● | ● | ● | ● | ● |

Character Resources

(literature listed by grade level and character trait)

HIGH SCHOOL, PAGE 6

| Title | Trustworthiness | Respect | Responsibility | Fairness | Caring | Citizenship |
|--------------------------------------|-----------------|---------|----------------|----------|--------|-------------|
| SHORT SELECTIONS, CONTINUED | | | | | | |
| The Minister's Black Veil | ● | ● | ● | ● | ● | ● |
| My Oedipus Complex | | ● | ● | ● | ● | ● |
| An Occurrence at Owl Creek Bridge | ● | ● | ● | ● | ● | ● |
| The Open Boat | ● | ● | ● | ● | ● | ● |
| Poison | ● | | ● | ● | ● | ● |
| Rules of the Game | ● | ● | ● | ● | ● | ● |
| The Scarlet Ibis | ● | ● | ● | ● | ● | ● |
| The Sniper | ● | ● | ● | ● | ● | ● |
| Thank you, Ma'am | ● | ● | ● | ● | ● | ● |
| The Women from Brewster Place | ● | ● | ● | ● | ● | ● |
| NON-FICTION | | | | | | |
| Aphorisms | ● | ● | ● | ● | ● | ● |
| The Autobiography (excerpts) | ● | ● | ● | ● | ● | ● |
| Boy Scout Oath | ● | ● | ● | ● | ● | ● |
| A Christmas Memory | ● | ● | ● | ● | ● | ● |
| Civil Disobedience (excerpts) | ● | ● | ● | ● | ● | ● |
| Common Sense, No. 1 | ● | ● | ● | ● | ● | ● |
| The Declaration of Independence | ● | ● | ● | ● | ● | ● |
| Gettysburg Address | ● | ● | ● | ● | ● | ● |
| Girl Scout Promise | ● | ● | ● | ● | ● | ● |
| I Have a Dream | ● | ● | ● | ● | ● | ● |
| Kennedy's Inaugural Address | ● | ● | ● | ● | ● | ● |
| My Bondage and My Freedom (excerpts) | ● | ● | ● | ● | ● | ● |
| A Narrative of Her Captivity | ● | ● | ● | ● | ● | ● |
| Nature (excerpts) | ● | ● | ● | ● | ● | ● |
| Of Plymouth Plantation | ● | ● | ● | ● | ● | ● |
| Roots (excerpts) | ● | ● | ● | ● | ● | ● |
| Savings of Poor Richard | ● | ● | ● | ● | ● | ● |
| Self-Reliance | ● | ● | ● | ● | ● | ● |
| Sinners in the Hands of an Angry God | ● | ● | ● | ● | ● | ● |
| Speech to the Virginia Convention | ● | ● | ● | ● | ● | ● |
| Up From Slavery (excerpts) | ● | ● | ● | ● | ● | ● |
| Walden (excerpts) | ● | ● | ● | ● | ● | ● |