



Ethical Motivation

Activity Booklet 3
Nurturing Character in the Middle School Classroom

Sensitivity	Judgment
Motivation	Action



by

Jim Lies & Darcia Narvaez

***Community Voices and Character Education
Partnership Project***

Department of Children, Families and Learning
& the University of Minnesota

University of Minnesota Design Team Authors

Darcia Narvaez

with

Leilani Endicott Tonia Bock Christyan Mitchell

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Ethical Motivation

ACTIVITY BOOKLET 3



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Includes Links of Motivation skills to Graduation Standards and Search Assets,
Lesson Planning Worksheets, Special Activities and Resources for Ethical Motivation



Organization of Ethical Motivation Booklet

Overview Pages

Ethical Action skills and subskills

Skill Sections (7 skill sections in all--the "*meat*" of the booklet)

Skill Overview (see sample page below)

Subskills (see samples pages on p. 3)

Activities

Assessment hints

Climate suggestions

Appendix

Guide for Lesson Planning

'Linking to the Community' Worksheet

Rubric Examples

Special Activities

Resources

Linking EA Skills to Graduation Standards

Linking EA Skills to Search Institute Assets

References

Skill Overview Page

Skill Title

Minnesota Comprehensive
Goals for Skill

WHAT the skill is

WHY the skill
is important

SUBSKILLS list

Developing Perseverance Ethical Action 6

*This skill addresses the Minnesota Comprehensive Goals:
Productive Group Participant, Self-directed Learner, Responsible Citizen*

WHAT

Perseverance enables individuals to complete actions that are important to them and others. Without it, many ethical actions would fail at the sight of the first obstacle or difficulty.

WHY

Perseverance is important for the completion of an ethical action. Children can be successfully instructed to 'talk to themselves' about not doing something, and instructed on how to distract themselves from unwanted behavior. A form of self-talk to complete a task can be a useful technique to help one find the ego strength to complete an ethical action—at any age.

HELP STUDENTS FIRST LEARN

Planning skills, particularly strategic thinking and goal setting skills (EJ6)

SUBSKILLS OVERVIEW

Self-control
Delayed gratification
Impulse Control
Overcoming obstacles and discouragement
Pushing oneself

EA-6 Developing Perseverance: Overview

Skill Name: Subskill Name
Side Header



Subskill Activities Page

Subskill NAME

Expert Example

**Subskill Activities
by Level of Expertise**
(4 levels total,
usually spans 2-4 pages
per subskill)

Subskill 3: PUSHING ONESELF



Christopher Reeves (who played Superman in the movies) had a ski accident that left him a quadriplegic. He could have given up in life and stayed home quietly. But he became a spokesman for those with spinal injuries, traveling to speak about the importance of research in spinal injuries.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities
Attend to the big picture, Learn to recognize basic patterns

Study self-efficacy. Discuss how, for a particular field, small successes give a person confidence to keep trying and try harder things. Find examples in literature, television and movies, or in a particular subject area. ★

Level 2: Attention to Facts and Skills
Focus on detail and prototypical examples, Build knowledge

Self-talk. Find examples of and discuss how to 'cheerlead' for yourself in different situations. What behaviors help you do your best and reach excellence? ★
(1) Students discuss self-talk and behaviors that help one persevere. (2) Students interview older students or adults about general behaviors. (3) Students interview adults in roles they admire or strive for in a particular field.

Level 3: Practice Procedures
Set goals, Plan steps of problem solving, Practice skills

Examples of pushing oneself in helping others. Students interview elders about their personal experiences of (1) how they persevered in trying to help others; (2) how they persevered in working towards a goal that helped humanity.

Level 4: Integrate Knowledge and Procedures
Execute Plans, Solve Problems

Self-help. Have students practice ways to coach oneself to reach excellence in skills like these for a particular subject area: Persistence in mental and physical learning tasks without

Assessment Hints

Pushing Oneself
Use multiple-choice, true-false, short answer, or essay tests to assess student's knowledge of strategies to push oneself.

Have students write reports, based on observations or interviews, of what they learned about pushing oneself.

EA-6 Developing Perseverance: Pushing Oneself

Skill Name:
Subskill Name
Side Header

**Hints for
Assessment**

Create a Climate to Develop Perseverance

Regularly discuss the importance of finishing a task, as a group or individual.

Regularly point out what would happen if people did not persevere until a job was done (e.g., the highway, a bridge, your house, your car) and how it would affect people around them.

Discuss the importance of persevering in meeting your responsibilities to others.

Sample Student Self Monitoring Developing Perseverance	
<input type="radio"/>	Self-control
	I wait to reward myself until I've finished my work.
	I don't wait until the last minute to do my work.
	I lose control when I am angry. (NOT)
<input type="radio"/>	I control my feelings of anger.
	I resist my impulses to disobey rules.

What you need to know for success in school

1. That attitudes affect behavior
2. That what you believe/think about affects your behavior
3. That you have some control over your attitudes
4. That learning anything requires commitment (decision to put your energies into a task)

EA-6 Developing Perseverance: Climate

Skill Climate Page

**Suggestions for
Creating a Climate
to Develop Skill**

**Sample Self-Monitoring
Questions for Student**

**Selections to Post in the Classroom
for Developing Skill**



Ethical Processes & Skills

with Ethical Motivation Subskills

Activity Booklet 1: ETHICAL SENSITIVITY

- ES-1 Reading and Expressing Emotion
- ES-2 Caring by Connecting to Others
- ES-3 Working with Group and Individual Differences
- ES-4 Taking the Perspectives of Others
- ES-5 Controlling Social Bias
- ES-6 Generating Optional Actions
- ES-7 Identifying the Consequences of Actions and Options



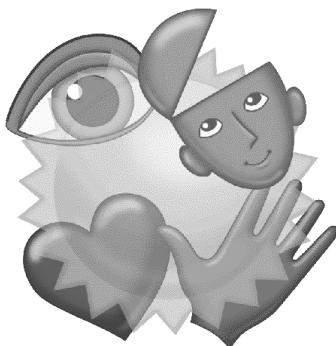
Activity Booklet 2: ETHICAL JUDGMENT

- EJ-1 Developing General Reasoning Skills
- EJ-2 Developing Ethical Reasoning Skills
- EJ-3 Understanding Ethical Problems
- EJ-4 Using Codes and Identifying Judgment Criteria
- EJ-5 Reflecting On The Process And Outcome
- EJ-6 Planning To Implement Decisions
- EJ-7 Developing Optimism



Activity Booklet 4: ETHICAL ACTION

- EA-1 Communicating Well
- EA-2 Resolving Conflicts and Problems
- EA-3 Identifying Needs and Acting Assertively
- EA-4 Taking Initiative as a Leader
- EA-5 Developing Courage
- EA-6 Developing Perseverance
- EA-7 Working Hard



Activity Booklet 3: ETHICAL MOTIVATION

- EM-1 Respecting Others**
 Developing Civility
 Becoming Trustworthy
 Showing Regard



- EM-2 Developing Conscience**
 Self Command
 Self-awareness
 Temperance

- EM-3 Acting Responsibly**
 Meeting obligations
 Stewardship
 Global Citizenship

- EM-4 Helping Others**
 Sharing resources
 Mentoring
 Choosing service

- EM-5 Making Peace and Cooperating**
 Peacemaking
 Cooperation
 Gratitude

- EM-6 Valuing Traditions and Institutions**
 Identifying and Valuing Traditions
 Understanding Social Structures
 Practicing Democracy

- EM-7 Developing Ethical Identity and Integrity**
 Respecting Self
 Creating an Identity
 Reaching Your Potential

Ethical Motivation

Ethical Motivation involves prioritizing ethical action over other goals and needs. This component is influenced by categories in Ethical Sensitivity.

Outline of Skills

EM-1: RESPECTING OTHERS

Respect for persons stems from the belief that other persons have value and thus have certain rights. Believing that people have rights based on their value will lead to greater motivation to follow the established rules of conduct, show civility, become trustworthy, and show respect for creation. Valuing and respecting others involves ethical sensitivity.

EM-2: DEVELOPING CONSCIENCE

Having a sense of conscience involves an understanding that one's actions can have negative effects on another person or persons. Self command, temperance and increased self-awareness with regard to needs and feelings is essential here. It is this empathic understanding that leads the motivation to control potentially harmful impulses.

EM-3: ACTING RESPONSIBLY

Acting responsibly is a desire to uphold all the possible ethical obligations one may have with conscientiousness. One's ethical obligation can be perceived as either an explicit or implicit social contract. At a more advanced level acting responsibly involves evaluating one's action to assess whether the list of obligations, including stewardship and global citizenship, is complete and whether or not the obligations have been met satisfactorily.

EM-4: HELPING OTHERS

Helping others can be termed care-based action, or the assistance one provides to another person or group. Helpfulness can be either proactive or reactive, focus on the future or present, promote positive experiences or mitigate troubling ones. Sharing resources, mentoring, and choosing service are each subskills of helping others.

EM-5: MAKING PEACE AND COOPERATING

Peace-making/cooperation is the motivation to promote and maintain social harmony, through the valuing and supporting of others. Included in peacemaking and cooperating is gratitude. It goes beyond conflict resolution to a fostering, where necessary, of reconciliation, gratitude and hope.

EM-6: VALUING TRADITIONS AND INSTITUTIONS

Having a positive outlook about existing traditions and institutions drives responsible citizenship and may influence the attitude the student has toward helping others, as well as influence the students' comfort level in seeking assistance from social structures outside the family (e.g., community programs). Practicing democracy is a means by which one learns to value traditions and institutions.

EM-7: DEVELOPING ETHICAL IDENTITY AND INTEGRITY

Ethical identity is the perception one has of oneself as an ethical agent. It involves respecting oneself, as well as a positive identification with an ethical role model in order to create a positive ethical identity. Ethical identity is believed to be a motivating force for ethical action, as the person attempts to match his or her ethical self-concept with his or her action. Ultimately, reaching one's potential is the ultimate goal.



Ethical Motivation

WHAT

Ethical motivation has two aspects. One is concerned about completing a particular ethical action. The other is an ethical orientation to everything one does.

WHY

If one is not driven by an ethical identity generally, one may take actions that harm other persons. Similarly, if one does not have an ethical goal in mind when taking an action, one may act in ways that harm the self or others. Ethical motivation is nurtured when one learns to respect others, act responsibly, and develop a positive identity. As with Ethical Sensitivity and Ethical Judgment, there are many aspects of Ethical Motivation that can be taught.

ROLE OF TEACHER/ADULT

Adults model the skills of ethical motivation when they reveal their ideals, mentors, and rationale for action. Adults nurture ethical motivation when they hold high standards for youth that include respect for others, responsible action, and respect for authority.

HELP STUDENTS FIRST LEARN



1. A basic respect and concern for all life
2. A sense of obligation/responsibility to uphold respect for life (developed through making connections with others)
3. Connection to others (at the individual and societal level)
4. A sense that one person can make a difference, and that "little" differences do matter



TACKLING EXCUSES AND HANGUPS

Sometimes students will resist learning or taking action, giving excuses like the following. We offer suggestions about how to counteract these attitudes.

'Why should I bother about them?' (sense of superiority)

Discuss this as a general human bias that one must consciously control.

'Yup, I was right about those homeless people. They're just lazy.'

Discuss the human tendency to look only for confirming evidence of personal bias. Work on perspective-taking.

'I couldn't help it. I was so mad.'

Discuss or demonstrate the benefits of giving emotions a "cooling down period" and being objective.

'It's not my problem.'

Discuss human relatedness (ES-3) and ethical responsibility (EM-4).

'That looks/tastes/smells weird!'

Work on reducing fear of the unknown and the different. Discuss the realistic risks and benefits of learning about something new.

'It's just a TV show, I know it's not real.'

Discuss the harm of desensitization to violence and objectification of people.

'The consequences are too far in the future to concern me.' (This is especially pertinent to young people's attitudes toward drugs, alcohol.) Bring in guest speakers who had these thoughts/attitudes and then experienced the "far off" consequences. Encourage students to discuss issues with the speaker.

'The possible consequences will never happen to me.' (e.g., getting pregnant, being arrested for vandalism, other crimes) Bring in guest speakers who had these thoughts/attitudes and then experienced the "unrealistic" consequences. Encourage students to discuss issues with the speaker.

'The possible consequences will never happen to him/her/them.'

Bring in guest speakers who had these thoughts/attitudes and then witnessed the "improbable" consequences occurring to another (e.g., killing a friend or stranger by driving drunk). Encourage students to discuss issues with the speaker and ask many questions.

'I have no choice - my friends are making me do this.'

Have students practice assertiveness skills (from an EA-3, Subskill 2 activity): (1) Describe the situation that is upsetting, without blaming or getting emotional. (2) Tell other person your feelings. (3) Tell other person what you want him/her to change. (4) Tell other person how the change would make you feel.

'It's not my fault - person X is who you should blame!'

Counter with techniques to foster feelings of responsibility/accountability for one's own actions: (1) Discipline with immediate consequences and a given reason, (2) Help parents with discipline plans that include giving reasons to student when disciplined, (3) Discuss related dilemmas with slight variations.

'I can't change this situation so I won't try.'

Counter with inspirational examples of how others make a difference (e.g., Rosa Parks, or a local community member who has made a difference). Discuss how student is more similar than different from this person. Emphasize how the student can make a difference.



TACKLING EXCUSES AND HANGUPS (continued)

'This situation is none of my concern.' (e.g., witnessing a fight or a crime)

Counter with citizenship activities, discussing the importance of concern for others in the community and outside of the community. Discuss the purpose of citizenship and its related responsibilities. Study exemplars of good citizenship.

'There's no time to think of other alternatives!'

Discuss (1) human tendencies to lose control (and do harm) when emotions are high, and (2) the importance of carefully and systematically thinking through a dilemma or problem and decision so others and self will not be harmed in the immediate or distant future.

'Why should their well-being be my concern?' (lack of positive regard for life)

Encourage a more positive regard for life and discuss in class people who have a healthy regard for life.

'It's not my responsibility to save the world!' (not seeing the value of human existence)

Counter with a discussion of the interconnectedness of us all and our ethical obligations to others.

'Why should I help them?... nobody's ever done anything for me!' (pessimistic attitude

resulting from negative life experience) Discuss the importance of optimism, and of overcoming obstacles.

'It's their own fault that they're in this mess... not mine.' (lack of empathic understand-

ing of others) Foster a discussion of those who are empathic and how to help another in distress.

'I've got other things planned... I don't have time to help!' (having immediate needs that

are in opposition to caring for others) Discuss the importance of weighing others needs against our own, developing courtesy, meeting obligations and showing generosity.

'Being a citizen of the U.S.A. means freedom to do what I want.'

Counter with examination and discussion of various forms of citizenship. Discuss the purpose of citizenship and its related responsibilities.

'This is stuff that adults do.'

Discuss examples of the positive and meaningful impact of young people on the world (e.g., dot-com companies, altruistic group leadership, etc.).

'This is the stuff that people in x-group do.'

Give counter examples to sex-typing, group-typing.

'Other people will take care of it.'

Discuss this as a general human bias.

'I don't want to look like a fool in front of my classmates.'

Discuss counterexamples of young people being assertive, taking action for others and standing out.

'I'm afraid that my classmates might get back at me.' (This may come up especially if the

peers are involved in unethical or illegal activities) Discuss choices of peers, role models and the consequences.

'I don't like people in that group.'

Discuss the changing nature of group membership and feeling 'outside.'

'I can't do it.'

Discuss this as an obstacle to overcome.



Ethical Motivation

How Ethical Motivation Skills Fit with Virtues

VIRTUE	SUBSKILL	EM-1	EM-2	EM-3	EM-4	EM-5	EM-6	EM-7
Altruism					*			
Citizenship					*			
Civility		*						*
Commitment				*				
Compassion					*			*
Cooperation		*	*		*	*		
Courage					*			*
Courtesy		*						
Duty				*				
Faith					*			*
Fairness								
Forgiveness		*				*		
Friendship		*						
Forbearance								
Foresight				*				
Generosity				*	*			*
Graciousness		*						
Hard work					*			
Helpfulness					*			*
Honor								*
Honesty		*						
Hopefulness					*			*
Includes others					*	*		
Justice								
Kindness		*			*			*
Lawfulness			*					*
Loyalty							*	*
Obedience		*	*					
Obligation				*				
Patience		*			*			
Patriotism							*	
Persistence								
Politeness		*						
Respect		*						*
Reverence		*	*					
Personal Responsibility				*				*
Social Responsibility				*	*			*
Self-control		*	*					
Self-sacrifice					*			*
Tolerance			*					
Trustworthiness		*						*
Unselfishness					*			



Ethical Motivation 1

Respecting Others

(Respect others)

This skill addresses the Minnesota Comprehensive Goals of Effective Communicator, Responsible Citizen, Productive Group Citizen.

WHAT

Respect for others is a core societal value and stems from the belief that other lives have inherent value and deserve special treatment. Other lives are treated with respect by following rules of conduct (e.g., courtesy, waiting one's turn, etc.), obeying laws, and cherishing life with keeping one's word.

WHY

The good order of any civil society depends on respect. Civility 'is the sum of the many sacrifices we are called to make for the sake of living together' (Carter, 1998). To be a civil citizen, the student must understand and practice the elements of civility including respect for creation, courtesy, and trustworthiness. For example, as a component of being trustworthy, honesty (one of the Search Institute's developmental assets) is a critical skill for civility and respect.



HELP STUDENTS FIRST LEARN

- To value differences among people (see ES-4)
- To care for others (see ES-2)
- To take the perspective of others (see ES-3)
- To value established social structures (see EM-6)
- The basic codes of their school and community (see EJ-4)

Being Responsive to Others

Part of showing respect is being responsive to others

For example:

Pay attention to others.

Be aware of others and their needs.

Take action to help others in an acceptable way.



SUBSKILLS OVERVIEW

Subskill 1: Developing Civility

Courtesy
Graciousness

Subskill 2: Becoming Trustworthy

Genuineness
Honesty

Subskill 3: Showing Regard

Foster valuing:

The dignity and worth of all persons
Other people's or institutional property
The environment
Aesthetics (Beauty)
Life in general

ATTITUDES

that Can Get in the Way of
Being Responsive to Others

I'm afraid of other people's reactions

I'm afraid to make a mistake

**People don't like me, so why should
I pay attention to them?**

If I do that, people think I'm showing off

I don't know what to do

No one cares what I do



Subskill 1: DEVELOPING CIVILITY

**Creative and Expert
Implementer
Real-life Example**

"Miss Manners," **Judith Martin**, has become the spokesperson for good manners, for civility and for courtesy. More than by example, through her books and advice columns, Miss Manners provides guidance to all those seeking to perfect their skills in this regard.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



Civility in the classroom. Contrast civil behavior with uncivil behavior, using examples from television (e.g., incivility on the Jerry Springer show). Have students discuss how they would like to be treated—what is civil to them and why? Discuss different ways of being civil, courteous, and man-nerly, agreeing on which are necessary in the classroom, e.g., raising one's hand if one has something to say in class. **Assess** by testing recall of and rationale for the agreed-upon rules.

Good manners as a sign of respect. Read excerpts from a book by Judith Martin (*Miss Manners*). (1) Set up a debate about showing respect through good manners, such as courtesy, politeness, and kindness (for example, premise: "It is important to say 'please' and 'thank you' to show respect"). (2) Have students collect examples of respect and disrespect through the week. Bring all examples back to class and discuss what kinds of actions demonstrate a lack of respect. (3) Have students interview community members/elders about what respect means. **Assess** by having students write a paragraph about the ways in which they think others should show respect.

Recognizing cruelty. (1) Discuss what cruelty is and what harm there is in being cruel or allowing cruelty. You might use quotes from the rationale that some school shooters have given—which includes being bullied or put down daily. You might start with a discussion of how people treat animals—sometimes it is easier for people to see the harmful effects on an animal rather than on a human. (2) Discuss the effects of allowing cruelty to continue around you. Find examples of ways to counter cruelty (e.g., do a web search) and have students practice and use the techniques. **Assess** with a knowledge test of how to counter cruelty and/or demonstrations of techniques.

Starred ★ activities
within each subskill
go together!



Subskill 1: DEVELOPING CIVILITY

Ideas for Developing Skills

Level 1 (continued)

The importance of being on time. (1) Punctuality as a matter of responsibility. Interview a manager at McDonald's, at a grocery store, or in your neighborhood. Ask the manager how important it is for employees to be on time and how it affects the business if employees are late. **Assess** by having them write a report about the interview and about how what they learned might be applied elsewhere. (2) Punctuality as a matter of civility. (a) Ask students to list school events that they depend on to occur "on time" and conduct a follow-up discussion (e.g., the bell ringing at the end of class, lunch breaks, the school bus arriving as scheduled, and the end of the school year). Ask them how their being on time can be an act of courtesy. (b) Discuss cultural differences regarding time. Read about or invite a speaker from a culture where time is viewed as inside oneself, rather than outside oneself in a timepiece (e.g., Native American). Discuss the relation of time to courtesy and civility in this cultural context. (c) Review how being late affects others. Discuss how tardiness to school and class can be a disruption. Stress the fact that late-comers to class miss important information and interrupt the learning in progress. **Assess** by having them write a paragraph about something to which they were late and how it adversely affected others.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

Respect interviews. Students interview their parents or other adults to find out how they view respect, as well as how they have reacted to instances of disrespect. The following questions may be helpful: What does the word "respect" mean to you? How do you show respect to other people? To be respected, how should a person act? When you were my age, how were you expected to show respect to adults? To authorities? To siblings and friends? Do you feel that adults treated you respectfully when you were my age? Were there any things you wish they had done, or hadn't done? (Curriculum Module: Respect and Responsibility, Sunburst Communications). **Assess** with report on interview.

Courtesy in different historical time periods. (1) Students research the rules of courtesy and their relation to citizenship in different time periods (for example, it used to be courteous for women to curtsy and men to take off their hats and bow when meeting). Students can demonstrate what they learned in skits. (2) Discuss the evolution of the rules of courtesy in a particular country or culture. **Assess** by writing reflective essays on a comparison of and their reactions to the different styles.

Starred ★ activities
within each subskill
go together!



Subskill 1: DEVELOPING CIVILITY

Ideas for Developing Skills

Level 2 (continued)



Describe how tolerance is a sign of civility. Explore the deeper meaning of the word 'tolerance.' Find different definitions, especially those from political scientists. Discuss how tolerance for other people demonstrates and fosters civility. How can we show appreciation for differences in our culture? **Assess** with an essay.

Respecting differences. Discuss the differences that exist among people at school and in the community. Discuss the sources of some of these differences (e.g., genetics/birth, culture, age). Discuss the importance of respect for these differences and what respect looks like. Contrast this with a discussion of behaviors that should not be tolerated or respected, such as violence, the battering of children or spouses, criminal behavior, etc.

Respect yourself. Ask students how they show respect for themselves. (1) What might the way that each of us walks, acts and dresses say about us? (2) Have students interview professionals about how they dress and what they convey in their dress. As a class, discuss the findings from different professions and what is similar/different about their perspectives.

Civility in particular fields. Discuss with students how people demonstrate civility and courtesy to each other in different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football). (1) Invite a member of the profession to speak to the class on this topic. (2) Find examples in news and media. (3) Have students interview a professional. (4) Have students conduct research.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Respectful Encounters. In small groups, students role play several situations such as: (1) new people are meeting for the first time (vary the ages of the people); (2) a stranger asking for help; (3) helping someone who has dropped everything all over the sidewalk; (4) helping someone in a wheelchair who is approaching a door. Students practice courteous acknowledgments to each other when initially meeting and when parting. Following the encounters students discuss the encounter, participants and onlookers. Discussion can be about how each person felt during the exercise (respected, uncomfortable), whether the encounter looked respectful, and how people from other cultures might respond. The discussion may reveal that students sometimes feel "funny" manifesting courtesy (e.g. saying "please" to a peer), but that other students don't think it sounds "funny." This exercise allows students to practice courteous behavior, watch it being modeled by peers, and sets expectations of proper behavior. Do this with different cultures in mind.

Starred ★ activities
within each subskill
go together!



Subskill 1: DEVELOPING CIVILITY

Ideas for Developing Skills

Level 3 (continued)

Courtesy in different cultures. Students gather information about different cultures in the community, their patterns of courtesy, and the source of these patterns. Students ask for help from community members in learning the ways to be courteous, then practice the different ways and write about using them in real life. This exercise may be conducted in conjunction with “Respectful Encounters” (See Level 3 below). **Assess** with a knowledge test or role plays.

Group Unity. Students engage in activities that build trust and interdependence like a ropes course or a group project (non-competitive games can be used here). Remind them of their role as one of a group and supporter of the others. **Assess** through group reflection after the activity and a self-rating of participation.

Showing respect under difficult circumstances. Have students practice different scenarios in which showing respect is more difficult than usual. Set up scenarios where one would prefer to be cruel or mean to the other person by calling them names or attacking them: (1) Arguing with a friend or family member about something you want that they won’t give you; (2) Someone gets in front of you in line; (3) Someone is talking loudly at in a movie theatre; (4) Someone is calling a friend of yours names; (5) An adult mistreats you; (6) Someone takes credit for something you have done. **Assess** with essays or role plays.


Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Creating a courteous school. Students observe the staff and other students in the hallways, lunchroom, other classes and elsewhere. They record how courtesy was or was not displayed. (If necessary, students first brainstorm about how courtesy should be displayed by students and school staff.) Students discuss their observations. Then students take action with one of the following: (1) write an article about their observations for the school newspaper or report them at a school assembly; (2) Write a skit on courtesy to be presented at a school assembly; (3) Draft a school policy on displaying courtesy; (4) teach other students about how courtesy should be displayed in school. **Assess** with completion of projects.

Civility in practice. Students sign a pledge to be civil in particular ways for a week (preferably an area of weakness or ignorance). They select a judge of their behavior (like an older student or adult friend) who monitors how well they do over the time period. Judge looks for improvement.



Starred  activities within each subskill go together!



Subskill 1: DEVELOPING CIVILITY

Ideas for Developing Skills

Level 4 (continued)

Civility in the media. Students analyze evidence for civility or its opposite in a particular medium (television, movies, music, comic books, advertising). The students discuss how to have an influence on the media (write letters to stations, advertisers). Students may be aware of the negative influence of the media and may need encouragement to find examples of respect and courtesy. **Assess** with students actually writing and sending letters to advertisers or station directors.

Coaching for courtesy and civility. Have students coach a new (younger) student from another culture about what is polite and civil in their new school. Discuss a list of things the coach should discuss and demonstrate and practice with the new student. Have students keep track of the results in a journal.

Assessment Hints

Developing Civility

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned.

Quiz. Give a factual test on critical information that they learned.

Project. Assess a project activity in which students take action to promote civility (e.g., letters to politicians, park clean-up, etc.).

Role Plays. Have the students write a skit and act out the roles of the characters demonstrating what they've discussed and learned about civility.



Subskill 2: BECOMING TRUSTWORTHY


*Creative and Expert
Implementer
Real-life Example*

It is easy to think of people who have failed in being honest or trustworthy. It is more difficult to think of people who are honest and trustworthy as a general rule. **Abraham Lincoln** is said to have walked many miles to return money after he discovered that he had been given too much change in a store purchase.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities


Attend to the big picture, Learn to recognize basic patterns

Identify honesty. Present a film or read a story and have students identify instances of honesty and dishonesty and their consequences. **Assess** by having students identify instances in a new film or story. 

Discuss the definition of trustworthy. Students watch a film or read and story and find instances of trustworthiness. In the discussion, link it to honesty, dependability, and loyalty. How does trustworthiness affect relationships? Who do you most trust in your life? **Assess** with an essay on trustworthiness.

Honesty in different periods in history. Students gather information about honesty in different historical periods. They compare and contrast what areas of life were most important for honesty and what effect dishonesty had on the community. **Assess** through written reports on the information which are presented to the class.

Character Story. Have students read about a real person who may work in a particular area of study. Students reflect upon the story of the person and how caring and honesty is related to a general sense of respect one has for another. Students should also indicate and discuss which behaviors in the story exemplify these skills and how they could exemplify these skills in their lives. For example, read "Steve Rosing" (from the Character Building website): www.coe.osu.edu/eb/resources/character_builder/index.html). **Assess** after discussion with an essay on how students will apply what they've learned.

Starred  activities within each subskill go together!



Subskill 2: BECOMING TRUSTWORTHY

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

Trustworthiness Reality Check. Invite veterans, judges, former convicts to discuss their experiences. (This must be done very carefully so that violence and deviance are not enhanced in the eyes of the students.) Speakers engage the classroom with stories about decisions people have made and how it impacted the lives of those involved. Having judges or other figures in society engage the class with stories about their experiences can help the students develop a sense of understanding of consequences for unethical behavior to the perpetrator and the victim. From this understanding a sense of respect for others should be enhanced. **Assess** with an essay about reasons to avoid such behavior.

Honesty in different cultures. Students gather information about honesty in the different cultures of their community (through interviews or historical documents) and write up the information in a report they present to the class. They can ask such questions as: When is it important to be honest? What information is private? What kinds of questions will yield untruthful information (due to privacy being more important)? Why is honesty important in the community? What happens/should happen to people who are dishonest? Tell about a time when honesty helped or dishonesty hurt your community. **Assess** by having students present the information to class (you may invite community members) in oral reports, drawings, poems, skits.

Mapping trustworthiness. Spend several lessons examining trustworthiness in different ways and contexts. (1) Types of trust. Interview people in different settings about how people can trust one another (contexts such as home, school, work). How do the situations demand different types of trust? Assess with reports on what they've learned. (2) What does a trustworthy person look like? Interview elders, read stories, watch television and develop a list of characteristics of a person who is trustworthy and a person who is not. Assess by report. (From *Teaching Character*) (3) The importance of trustworthiness in a job. Invite a speaker from the counseling office to discuss with students the types of jobs available and the requirement that employees be trustworthy. Assess with reports. (From *Teaching Character*) (4) Trustworthiness and lasting relationships. Locate the latest statistics on marriage and divorce. Discuss these statistics and the importance of trust to long-term relationships. Assess by quality of individual contributions. (From *Teaching Character*) (5) Boundaries of trust. Discuss different kinds of boundaries: relational, social, economic, ethnic. Which should be respected? Assess through a report. (6) The importance of trustworthiness. Interview a manager at McDonald's, at a grocery store, or in your neighborhood. Ask the manager how important it is for employees to be trustworthy. Assess by having them write up the interview in two paragraphs.

Starred ★ activities
within each subskill
go together!



Subskill 2: BECOMING TRUSTWORTHY

Ideas for Developing Skills

Level 2 (continued)

Honesty in particular fields. Discuss with students how people demonstrate trustworthiness within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by: (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Group trust. Use group strengthening exercises to increase trust and sense of community and respect. **Assess** by monitoring participation and cooperation.

Rewriting stories for honesty. Students read stories about honesty and then discuss how the characters were honest/dishonest. The discussion could involve talking about honesty as a code, how the characters thought about honesty, and whether the characters acted honestly. **Assess** by having students write a revision of the story where the character is more honest than in the original story; or students can act out the revision in pairs or in groups.

A checklist of trustworthiness. Develop a checklist for evaluating the trustworthiness of a person. What criteria would you use to evaluate this characteristic? (You may want to write down how a trustworthy person would respond in a series of situations.) **Assess** checklists. (From *Teaching Character*)

Whom do you know who is trustworthy? Ask the students to identify five persons in their lives whom 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? **Assess** with a report. (From *Teaching Character*)

Role play an ethical dilemma. Provide students with situations in which they are tempted to be untrustworthy and have them role-play different responses. Discuss the ramifications of the choices. **Assess** by observing their participation. (From *Teaching Character*)

Effects of stealing. Demonstrate how stealing begets stealing with classroom role plays. Discuss with the class some of the negative effects that stealing can have on a classroom community and on society as a whole.

Starred ★ activities
within each subskill
go together!



Subskill 2: BECOMING TRUSTWORTHY

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Honesty dilemmas. Presented with a challenging dilemma about honesty (where the truth should be told), students talk about how the dilemma should be resolved and then create an implementation plan, where they then have to role play the actual implementation in small groups. **Assess** with written responses to or role playing a new dilemma.

Honesty in the classroom community. Students discuss different ways dishonesty can damage the classroom community. Students keep track of situations in which students were honest. When these occur, the class discusses why this is beneficial for everyone.

Keeping promises. Assign students to keep track of how many times they make promises and how many times the promises are kept. (1) Students assess themselves daily on how trustworthy each student considers him or herself. Then they write a self-analysis. (2) Students write down the details of times when they did not keep a promise. At the end of the self-assessment period they write an analysis of what makes keeping promises difficult. **Assess** the reports.

Assessment Hints

Becoming Trustworthy

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned.

Checklist. Give the students the opportunity to come up with a list of the qualities and characteristics that describe a trustworthy person.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Role Plays. Have the students write a skit and act out the roles of the characters demonstrating what they've discussed and learned about trustworthiness.

Starred ★ activities
within each subskill
go together!

Subskill 3: SHOWING REGARD

Creative and Expert
Implementer
Real-life Example

Albert Schweitzer, a gifted doctor and musician, moved to Africa to help the less fortunate. He was compelled by his love for humanity to give all of his energy to assisting those in Africa who were in need of his expertise. He had so much respect for life that he would not even swat mosquitoes.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns


Individual worth. Discuss the uniqueness and value of every individual life form, from a snowflake to child. (1) Distribute one peanut-in-its-shell (or orange or other fruit that varies visibly across individuals) to each student. Tell the students that they must get to know their own individual peanut. Draw it. Write down its unique characteristics. Feel it with eyes closed. (Give it a name.) (2) Then collect the peanuts in one (or two) dishes. Students must determine which peanut was theirs. They should exhibit some affection/loyalty to this piece of creation for at least the remainder of that week. **Assess** by having them write a report on the importance of the peanut for human kind.

What is property? Discuss the Western notion of property. (a) Private Property: What can be owned? Who owns what? What do people do with what they own? Point out how owning property, one feels more invested in it and concerned for its welfare. (b) Public Property: Why are some things considered public property? What does that mean? What obligations do we each have for public property and why?

Noticing the environment. Discuss what humans require from their environment (air, water, food). Discuss what can go wrong with these things and how to guard them. What responsibility do we have to those who will come after us years from now, decades from now, centuries from now?

Noticing beauty. Take the students to a location that has natural beauty. Have them point out what is beautiful about it. Have each student write about that which they find to be most beautiful element of the location and why. Have them include in their reports a comment on the value in protecting such sites. **Assess** with reports.



Starred  activities
within each subskill
go together!



Subskill 3: SHOWING REGARD

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

Respecting human life. Discuss how people show respect for human life. Interview community members about this. In what ways do people disagree and why? Have the student consider his or her views on the issue of respect for human life, whether through a written report or journal entries.

Discussion of respecting other people's property. Ask students what it means to respect other people's property. How do they feel when someone messes with their stuff? (From *Teaching Character*)



Signs of respect for the earth. Foster a class discussion about the ways in which we show respect for the earth. How can we better express our respect for nature? What can the class do to show its appreciation for the earth? **Assess** by having students write a report on ways they could better respect the earth.

How do people attempt to create beauty? Students interview people who seek to create beauty (e.g., designers, artists, musicians, dancers) and ask them to identify the important features of their work. Have the students consider, if they could be any sort of artist/designer, what would they choose to be? What medium would they take up?

Focus on a particular domain. Students identify the features within a domain that draw wonder from the people in that domain (e.g., biologists and the cell, physicists and the atom).

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Creating plans for respecting property. Students create a plan together for respecting school property. Whether it be through a poster campaign, or patrolling, or "town-meetings," the class should lay out a detailed plan to implement their objectives.

Discuss respect for the environment. Discuss conservation generally or for a specific area of work (e.g., food service, woodworking). How can we better reduce, reuse, and recycle our resources? How do we show respect for our environment? The class makes a plan for how to do this and how to measure progress. The class monitors success.

Starred ★ activities
within each subskill
go together!



Subskill 3: SHOWING REGARD

Ideas for Developing Skills

Level 3 (continued)

Creating a poster demonstrating respect for the environment. Have the class or small groups create a large poster representing the environment, include the words "Reduce," "Reuse," and "Recycle." Around those words show pictures of ways to do each. **Assess** by observing participation and by quality of poster. **(From Teaching Character)**



Creating beauty. Students create a plan to create beauty in the classroom and school. Either individually, or in small groups, they should come up with at least three concrete things which would enhance their classroom environment, and three things which would contribute to the beauty of the entire school.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

I respect human life. Each student identifies ways that he or she can respect human life and sets detailed and attainable goals to do so, whether through interviews with elders, or reports on visits to nurseries or elder care homes. Students implement their plans. **Assess** with a report on implemented plan.

I respect property. Students implement the plan a plan for respecting school property. Whether it be through a poster campaign, or patrolling, or "town-meetings," the class should implement the detailed plan for the benefit of the entire school community. **Assess** with a report on implemented plan.

I respect creation. Each student identifies ways that he or she can respect creation and sets detailed and attainable goals to do so, whether through the cleaning of a local park or roadside or building a bird house. Students implement their plans. **Assess** with a report on implemented plan.



I create beauty. Each student identifies ways that he or she can create beauty and sets goals to do so. This can include the classroom environment and/or the school as a whole. You might consider having different groups take different areas. Students should implement their plans. **Assess** with a report on implemented plan.

Starred ★ activities
within each subskill
go together!

Assessment Hints

Regard for Creation

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned, or how they intend to implement a plan to improve classroom/school environment.

Posters. Assess by having the students, individually or in small groups, create a poster representing what they've learned.

Individual Performance. Following a cooperative or class activity targeting an issue related to respecting others, assess students on their individual contribution and performance.





Create a Climate to Develop Respecting Others

Encourage children to understand and respond positively to emotions in others.

Promote pro-social action.

Promote the honoring of rights.

Develop a sense of responsibility to the group (in the class, in the school).

Expect honesty, courtesy and regard for others.

Role model honesty, courtesy and regard for others.

- Bulletin Board Idea: Draw a large video camera or movie reel with the film coming out of it. On the 'film,' have squares with the ethical skills that you are focussing on during that lesson/ week/term. (From *Teaching Character*)
- Put "Respect" in the middle of a large bulletin board. Around the word, put pictures or drawings of the different people students need to respect, such as parents, grandparents, teachers, each other, bus drivers, brothers and sisters, and others. (From *Teaching Character*)
- Use a large poster representing the environment. Add the words "Reduce," "Reuse," and "Recycle" and show pictures of ways to do each. Use the header, "Do we respect our environment?" (From *Teaching Character*)



Sample Student Self-Monitoring Respecting Others

Encourage active learning by having students learn to monitor their own learning

Subskill 1: Civility

Civility

When I want to treat someone I don't like with respect, I focus on...

What I remember about how to respect people in this situation...

How do I verify that I am being respectful of this person?

I make fun of my elders. *

I spread gossip about others. *

Courtesy

I listen to others.

I get along with people who are different from me.

I talk back to adults. *

I interrupt other people. *

Subskill 2: Becoming Trustworthy

Honesty

I cover things up when I make a mistake. *

I lie to others. *

I promise to do things for people and then 'forget.' *

I tell the truth to my parents. *

I tell the truth to my friends. *

I tell the truth to my teachers. *

I copy homework. *

I shoplift. *

I exaggerate about my accomplishments. *

Trustworthiness

I make friends.

I honor my family's rules. *

I use things without asking permission. *

I obey my parents and teachers. *

I read other people's private mail. *

Subskill 3: Showing Regard

Respect for myself

I disrespect my body by using drugs or alcohol. *

Respect for others

I see people as individuals not as objects. *

Respect for the environment

I take care to recycle what I can.

[* notes where taken from Character Counts]



Selections to Post in the Classroom For Respecting Others

- “Don’t put off for tomorrow what you can do today, because if you enjoy it today you can do it again tomorrow. –James A. Michener
(From *Teaching Character*)
- Place a clock in the center of the board with the header, “Don’t merely count your days – Make your days count.” (From *Teaching Character*)
- Post a checklist of the characteristics your students use to describe a trustworthy person under the header, “What does it mean to be trustworthy?”



Developing Conscience

(Develop Conscience)

This skill addresses the Minnesota Comprehensive Goals of Purposeful Thinker, Self-directed Learner, and Responsible Citizen

Ethical Motivation 2

WHAT

Conscience is the driving force behind self command and temperance. A sense of conscience is the sense of discomfort, based on empathic regard, that one experiences upon realizing the harm, or potential harm, that one may inflict on others. This sense of discomfort along with self-awareness will help a person consider the ramifications of actions before action is taken.

WHY

In order to take ethical action, a person's sense of what is right and wrong must be accompanied by a sense of conscience. This motivation in conscience, this empathic understanding, will better equip a person to maintain ethical goals even under adverse conditions.

HELP STUDENTS FIRST LEARN



- To care for others (see ES2)
- To decide right and wrong (see EJ2)
- To take the perspective of others (see ES3)
- To control prejudice (see EM5)

SUBSKILLS OVERVIEW

Subskill 1: Self Command

Impulse control

Subskill 2: Self-awareness

Self-knowledge regarding motivations, needs and feelings

Subskill 3: Temperance

Seeking to avoid extremism



Subskill 1: SELF COMMAND

**Creative and Expert
Implementer**
Real-life Example

Daunte Culpepper, the quarterback for the Minnesota Vikings, is able to remain cool under pressure, a remarkable achievement for a young quarterback. His self command extends to how he treats others. He is very respectful of others, and highly regarded by players, coaches and sports reporters for his remarkable courtesy on and off the field, even in adverse situations.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



Observations of developing self command. Have students observe young children and how they do and do not control themselves. **Assess** by having students turn in a checklist of observations.

The consequences of having no self command. (1) Discuss persons who have failed to develop a healthy self command. For example, many convicts acted impulsively when they committed their crime. (2) Discuss examples of persons who no longer have control over their lives. Ask students how they would feel if they were in prison or confined to a bed. (3) Help students identify the advantages of developing a healthy self-command. **Assess** by having students write a paragraph on what they've learned regarding self-command. (From *Teaching Character*)

List of television/cartoon characters and their level of self command. Have the students gather in groups to consider different television characters, animated or otherwise, who display varying levels of self command. What consequences does a lack of self command have in the instances where it appears? **Assess** by having groups present their lists to the class and explain their reasoning.

Self command at work. Students interview working people asking about the situations in their work that require self-control, how they manage it, what the consequences are if they don't.

Starred ★ activities
within each subskill
go together!



Subskill 1: SELF COMMAND

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

Courtesy rules as they relate to self command. Set courtesy rules in class and write about, discuss, and/or debate how these rules relate to self command and why they are important. Post courtesy rules to establish a clear message as to what is acceptable and how it is an important facet of every interaction. The practice of posted courtesy is particularly relevant to the development of a healthy self command and conscience as students can refer to the posted rules as they decide what actions to execute and what impulses to control. In short, having posted courtesy rules makes explicit what should be implicit in an ethical classroom and thus serves as an aide in having these rules internalized, without embarrassment or badgering from the teacher. **Assess** by observing and recording level of participation and contribution of each student.




Essay writing and discussion of conscience. Students write about conscience with the guidance of “thought provoking questions” (e.g. “What is Conscience?”) followed by a class discussion. Students write about the origin of conscience – where it comes from and why it exists. Lickona (1991) lists six questions to have students discuss or write about (from Classroom strategies for Teaching Respect and Responsibility in Educating for Character, T. Lickona, 1991, pp. 263-266).

1. What is conscience?
2. Does everybody have one?
3. When does your conscience appear?
4. Do you listen to your conscience?
5. Which do you consider conscience: an enemy or a friend?
6. What advice would you give to other people about their conscience?

Character story: “Don’t get trapped” (www.coe.osu.edu/eb/resources/characterbuilder/index.html). Use the website story or another one that highlights self-command (or its lack). Have the students discuss the implications of not staying within one’s bounds. Discussion should pay particular attention to the positive aspects of self command and how one can work on improving his or her ability.

Athletes and self command. 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 fail to exercise their self command? Point out that self command is a learned, just as athletic training is learned. **Assess** by brainstorming about those athletes who exhibit a well developed self command; and those who do not. (From *Teaching Character*)

Starred  activities within each subskill go together!



Subskill 1: SELF COMMAND

Ideas for Developing Skills

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Essay on impulse control. Students write an essay recalling a time when they had to exercise impulse control. They should explain the positive outcome, the difficulty in following through, the method they used to stay on task, and the possible negative outcomes had they not had such control. Likewise, students could write an essay about the consequences of a character who did not control his or her impulses. **Assess** by conducting a class discussion about how impulse control enhances the good order of the classroom.

Consider examples in one's own life. Have students consider the ways in which they exercise self command in their own lives, particularly regarding their treatment of other people. When has self command served them well? When have they failed to exercise it? **Assess** with a report.

Identify strategies for avoiding temptation. Identify strategies for avoiding the temptation to respond inappropriately, such as: counting to 10, going for a walk, thinking about the consequences, and trying to identify what the other person is feeling. Have students practice these techniques. **Assess** by having the students journal about when they have used these strategies. (From *Teaching Character*)

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Practicing self command. Everyone has an area to work on in terms of self control (e.g., eating junk food, getting angry, yelling at others, watching too much television). Have students identify their weak areas and practice curtailing for a week. **Assess** with journal on the experience and progress.

An interview with an adult mentor. Have the student interview someone who knows the student well. First, have the student inquire of the mentors own experience of self command in the workplace and at home. Secondly, have the student ask the mentor to list the ways in which he observes self command in the student. **Assess** with a report.

Assessment Hints

Self Command

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about self command and who is a particularly good example of it in their lives.

List of Exemplars. Assess by having the students, individually or in small groups, create a list of those from television or movies who have demonstrated impressive self command and those who have not.

Journaling. Over a period of time, have students record observations of their own, and others' skills with regard to self command, both positively and negatively.



Starred ★ activities
within each subskill
go together!



Subskill 2: SELF-AWARENESS

*Creative and Expert
Implementer
Real-life Example*

Ricky Martin, the Latino pop star, spends a great deal of time in meditation and self-reflection. At one point in his career, he took off several months to devote his time entirely to greater self-awareness and spiritual connectedness.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities


Attend to the big picture, Learn to recognize basic patterns

Using journals to increase self-awareness. Discuss how people use journals to know themselves. Read examples to the class, e.g., "Walden Pond," Albert Schweitzer's journals, etc. Discuss ways that the authors might have benefited from their journal writing.

What am I like? Have students consider what they are like in different situations. For example, at a party, are they outgoing or shy? At a family gathering, are they active or passive? Have them keep a journal for a week.

Conversation about self-awareness. Select several media personalities who exhibit personal awareness and show the students these examples. Discuss what characteristics the students notice among the personalities who reveal self-awareness. Have students identify other examples from movies, TV, and cartoons who appears to know well his or her capabilities, and who does not.

Experts in self-awareness. Students interview counselors or counseling psychologists. Ask questions like: What is self-awareness? What does one do to become more self aware? What are the benefits of self-awareness?

Starred  activities
within each subskill
go together!



Subskill 2: SELF-AWARENESS

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

Consider those whom they know who know themselves. Ask the students to pick one person in his or her life who is very self-aware, someone who seems to know him or herself well.



How do we become more self-aware? Have students research different ways people become more aware of themselves. They should provide an example of the method in practice. After the class discusses all the methods, each student can select one to practice for a week.

Brainstorm about the pitfalls of lacking self-awareness. Brainstorm with the class some possible scenarios that could play out if one were completely lacking in self-awareness. How might it affect their relationships? Their job prospects?

Report on world religions. Break the students into groups and have each of the groups take up one major world religion and investigate how it views self-awareness, and how one might attain it in that particular context, i.e. prayer, meditation, fasting, etc.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Discuss awareness of the ways we communicate. Help heighten self-awareness by discussing the ways we use verbal and non-verbal communication. Role-play situations in which non-verbal conflict causes problems and discuss possible ways to control non-verbal reactions. (From *Teaching Character*)

Interview someone whom you consider to be self-aware. Have the students to seek out a person to interview about self-awareness. Begin by asking the person to give a definition of self-awareness, and to rate themselves on a scale from 1 – 10 (10 being high in self-awareness). Ask them how it affects their life, at home, on the job, in relationships with others. What has helped them to be more self-aware?


Starred ★ activities
within each subskill
go together!



Subskill 2: SELF-AWARENESS


Ideas for Developing Skills

Level 3 (continued)

Understanding and identifying self-awareness. Have the students form partners to discuss the following: what they consider most important in the area of self-awareness, the top three qualities of a self-aware person, and a real-life example of each quality. Pairs share with the class. 

Discuss the relationship between self-awareness and success.


Discuss with the students the importance of being self-aware and the links between it and success. Focus on individuals who seem to know their strengths and weaknesses and the ways in which it helped or impeded their performance. **Assess** by having students list the things that they know themselves to be accomplished at as well as the things where they could do better.

Starred  activities within each subskill go together!

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Journal practice. Have each student keep a journal for five minutes to begin end each day or week. Have students think about particular events and write about their feelings.

An exercise of monitoring personal behavior. Have students use a set of questions to ask themselves at the end of each day which help them to be more self-aware. Areas such as courtesy, diligence, and respect, among others, can be addressed in these questions. **Assess** by incorporating this activity into a journal activity. Collect journals periodically for review. 

Assessment Hints

Self-awareness

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about self-awareness and who is a particularly good example of it in their lives.

Journaling. Over a period of time, perhaps a week, have students record daily measures of their own self-awareness with regard to such things as courtesy, diligence, timeliness, respect, etc.



Subskill 3: TEMPERANCE

**Creative and Expert
Implementer
Real-life Example**

Monks and **nuns** live simply by taking a life-long vow of “poverty.” In an age that seems to value materialism, wealth, and excessive consumption, they are exemplars of temperance.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



What is temperance? Identify examples of temperance in stories and film. Have a discussion of where they practice temperance in their lives and/or observe it in others. **Assess** by observing quality and frequency of contributions.

Examining extremes. Show students examples of people behaving in extreme ways. Have them, as individuals or in groups, find more examples from different domains, i.e., political, religious, comedic, etc. Discuss the dangers.

Temperance at work or study. Discuss with students how people demonstrate temperance within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge



Temperance in the media. Brainstorm with the class about characters in the media, animated or otherwise, who show temperance and avoid extremes. Make two lists: first, of those who show temperance, and then of those who do not. What difference does it make in the lives of the characters? (From *Teaching Character*)

Identify benefits of temperance on health. Identify foods that represent healthy choices, and discuss how eating poorly versus not eating well affects behavior. At the outset, they will probably not make the connection. Ask them to track through a health journal “how good they feel” and see if eating has any effect on them. **Assess** by collecting the health journal each month.

Starred ★ activities
within each subskill
go together!



Subskill 3: TEMPERANCE

Ideas for Developing Skills

Level 2 (continued)

Discussion of choices for and against temperance. Brainstorm with the class about instances when students have valued temperance by their choices and when they have not. **Assess** by asking students to make a list of their responses.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Practicing temperance. Talk about the importance of eating breakfast. How many students skipped breakfast on this particular day? Stress the importance of eating breakfast to their mental capabilities. Challenge them to take time to eat breakfast each day. (From *Teaching Character*)

Define the difference between “aggressive” and “assertive.” Spend time discussing the meaning of and differences between being aggressive and being assertive. Ask students to list in two columns occasions when they have been each. Discuss ways of getting point across without being pushy or losing control. **Assess** by collecting the self-reports of their aggressive/ assertive behavior. (From *Teaching Character*)

Keep a log of food choices. As a means of heightening self-awareness and temperance commit to eating healthy foods for one week, log food choices and note those that satisfy commitment and those that do not. **Assess** by having them turn in their logs for review.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Teaching temperance to younger students. Establish a mentoring program where students teach younger students the meaning of temperance and ways in which to exercise it. **Assess** by asking the pairs of students to present to the class what they have learned through the experience.

Temperance in response to peer pressure. Discuss how temperance is important especially in the face of peer pressure. Identify strategies for maintaining a sound conscience in the face of peer pressure. Examples could include avoiding smoking, drinking, excessive teasing, etc. **Assess** by having the students do a self-evaluation of their temperance in the face of peer pressure and a personal mission statement articulating how they intend to do better. (From *Teaching Character*)

Starred ★ activities
within each subskill
go together!



Subskill 3: TEMPERANCE

Ideas for Developing Skills

Level 4 (continued)

Role-play peer-pressure challenges to temperance. Conduct role-plays of various peer-pressure situations, such as saying 'no' to smoking, drinking, etc. Other roles-plays such as studying for a test even when everyone else is talking, or avoiding teasing when others are doing it.

Assessment Hints

Temperance

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about temperance and who is a particularly good example of it in their lives.

Individual Performance. Following a cooperative or class activity targeting an issue related to temperance, assess students on their individual contribution and performance.

Journaling. Over a period of time, perhaps a week, have students record issues of temperance with regard to such things as health, diet, diligence with homework, etc.



Create a Climate to Develop Conscience

- On a daily basis, discuss personal responsibility to control impulses to get along with others.
- Frequently point out the effects of student behavior on other students, the school community, their families and home communities.
- Model courtesy. Expect courtesy.
- The teacher should model ethical citizenship.
- Teach skills for active democratic citizenship such as discussing the reasoning behind particular arguments for action.
- Model responsible uses of resources, e.g., don't be wasteful, only take what you need, recycle, etc.
- Expect responsible resource use. Discuss resource use in particular fields of study.

Selections to Post in the Classroom for Developing Conscience

- Self command: Put a student figure on one side of the board and feet going across the width of the board. At the top, write "Step into tomorrow with..." and at the bottom, "Self command." On each of the feet going across the board, write techniques for self-control, such as "stop and think," "breathe deeply," "think before you react," "count to 10," "make wise food choices," and "consider the consequences." (From *Teaching Character*)
- Temperance: Put the heading "Control yourself or someone else will" on the top of a bulletin board and then display figures representing the principal's office, jail, hospital, police car, and parents looking angry. (From *Teaching Character*)
- "The art of living consists in knowing which impulses to obey and which must be made to obey." -Sydney J. Harris (From *Teaching Character*)



Sample Student Self-Monitoring Developing Conscience



Encourage active learning by having students learn to monitor their own learning

Self Command

I talk about people behind their backs. *

I blame others when things go wrong. *



Self-awareness

I think about my ideal self when I make decisions.

I think about my values and principles when I make decisions.

I reflect on how I have behaved according to my values.

Temperance:

I can be patient with others. *



I accept corrections when I do things wrong. *

[* indicates those taken from Character Counts]



Acting Responsibly

(Act Responsibly)

*This skill addresses the Minnesota Comprehensive Goals of
Productive Group Participant, Responsible Citizen, Self-directed Leader*

Ethical Motivation 3

WHAT

Acting Responsibly might also be called conscientiousness. It is a desire to uphold all the possible ethical obligations one may have. Conscientiousness involves attending to the details of one's obligations, being a good steward of one's talents and wealth, and maintaining a sense of global citizenship.

WHY

Conscientiousness is a compass for one's behavior that is influenced by one's obligations, sense of citizenship and stewardship. Conscientiousness also measures the current status of completing one's obligations.

HELP STUDENTS FIRST LEARN



Value differences among people (see ES4)

Care for others (see ES2)

Take the perspective of others (see ES3)

Value established social structures (see EM6)

SUBSKILLS OVERVIEW

Meeting Obligations

Stewardship

Global Citizenship



Subskill 1: MEETING OBLIGATIONS

**Creative and Expert
Implementer
Real-life Example**

Nancy Reagan has faithfully cared for her husband Ronald Reagan, who is suffering from Alzheimer's disease. Because of her firm commitment to meeting the obligations of marriage vows she took many years ago, she remains faithful to him even as his ailment prevents him from recognizing her.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



What is an obligation? Consider as a class the meaning of an "obligation." Who determines what they are? What are the consequences of not meeting them?

Finding obligations in the media. Use film and television clips to demonstrate different types of obligations that characters do and do not demonstrate. (From *Teaching Character*)

Discuss obligations that parents have to their children. Spend time in class, in small groups or as a whole, discussing the obligations and responsibilities that parents have for their children. Do those obligations change with age? (From *Teaching Character*)

Discuss obligations that children have to their parents and siblings. Spend time in class, in a small group or as a whole, discussing the obligations that children have to their parents, and their siblings. (From *Teaching Character*) How do they change with age? What will we owe our elderly parents?

Obligations concerning the environment. Bring in people representing different religious and cultural traditions to discuss their group's view on what obligations they have to the environment.

Responsibilities at work. Discuss with students how people demonstrate honesty within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

Starred ★ activities
within each subskill
go together!




Subskill 1: MEETING OBLIGATIONS

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

What kinds of obligations do people have? Have students interview their community elders (e.g., parents) about the obligations they have in general (as human beings) and in particular (as workers, parents, citizens). Put all the information gathered into a class chart. 

Obligations to others. Have the class brainstorm a list of all of their obligations to others at home and at school. Are some more important than others? Do different people have different obligations? Why?


Mapping responsibilities. Students diagram all the responsibilities they have to others, including chores at home, taking care of pets, homework, etc. Have each student rate him or herself on their effectiveness at meeting these responsibilities.

Brainstorm responsibilities for homework. Brainstorm with the class way to demonstrate responsibility for schoolwork. Have each student identify one area of responsibility they will work on.


Obligations associated with group membership. Discuss what happens when a person doesn't meet their obligations. For example, (1) someone makes the entire group late for an event. (2) Someone doesn't follow through on finishing their part of a project. (3) Someone forgets to bring something important to a party. How do they feel about that person? Ask students to provide examples of when this has happened. (From *Teaching Character*)

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Fulfilling obligations. After identifying their responsibilities to others (above), students rate themselves on how well they are meeting their obligations. If they are having trouble, suggest ways to manage their obligations (e.g., keeping a calendar or notebook). 

Identifying family/school obligations. Identify the obligations 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? (From *Teaching Character*)

Starred  activities within each subskill go together!



Subskill 1: MEETING OBLIGATIONS

Ideas for Developing Skills

Level 3 (continued)

Organize school responsibilities. Give students time (perhaps weekly) to organize their notebooks, folders, and day planners in order to better facilitate meeting obligations. Take time to discuss and determine ways to maintain order of materials and responsibilities. **Assess** by reviewing each student's materials.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems



Take on a new responsibility. Encourage each student to take on 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. **Assess** by having them write a paragraph about their experience and the responsibilities involved and how taking responsibility makes them feel.

Consequences. Students write skits that teach a lesson about fulfilling one's moral obligation to another and act it out. The skit should include issues related to the repercussions for not following through with an obligation (e.g., a promise or helping someone). These can be presented to a school assembly or to a younger student classroom.

Guided Social Action. After determining what citizens are responsible for in their communities, have students identify an action that they should take within the community. Have the students devise a plan of action in collaboration with community members, making sure all obligations to all people are being considered. Then implement the plan, and evaluate the success of the implementation (for more details, see *Kids Guide to Social Action*, Lewis, 1998). A critical feature is that the students need to feel ownership of the social action.

Starred ★ activities
within each subskill
go together!

Assessment Hints

Meeting Obligations

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about meeting obligations and who is a particularly good example of it in their lives.

Individual Performance. Following a cooperative or class activity targeting an issue related to meeting obligations, assess students on their individual contribution and performance.

Journaling. Over a period of time, perhaps a week, have students record the obligations that they have, or have failed to meet, during the past week.

Checklist of Obligations. Have the students create a checklist of the obligations that they have in the various areas of their lives, i.e., family, home, school, friends, etc., and record their success at meeting them.



Subskill 2: STEWARDSHIP

*Creative and Expert
Implementer
Real-life Example*


An exemplar of good stewardship is the Dali Lama, the exiled leader of Tibet. He is known not only for his advocacy of peace in the world but also for his living responsibly and unselfishly in the world. He does this by not accumulating possessions, and by eating and dressing simply.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Examples of stewardship. Present students with examples of people (readings, video) who describe their stewardship and what they think about stewardship. Notice what motivates their stewardship and how they define it.


Examine local stewardship. How do local groups and traditions practice stewardship? Students interview representatives of local groups about this. 
Assess by writing up the interviews in report form.

Limits of resources. Discuss the limits of all resources (ecological, social capital, personal energy, time—hours in the day) and how people are always making choices (usually not consciously).

History of stewardship. How have groups practiced stewardship? Have your students break up into groups and choose and present on a particular group that has shown stewardship, e.g., the Sierra Club, the World Wildlife Fund, etc.

Assess with group presentations.

Stewardship at work. Discuss with students how people demonstrate honesty within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

Starred  activities within each subskill go together!



Subskill 2: STEWARDSHIP

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge



Brainstorming exercise on stewardship. After defining what stewardship is, Have the students brainstorm about different ways that they themselves have shown good stewardship. How have people whom they know shown good stewardship?

Assessing resource availability. Find examples of ways that people budget their resource use. What are some effective ways that the students budget their own resources? **Assess**

Create poster demonstrating stewardship. Have students work in groups to create posters demonstrating stewardship. **Assess** by observing participation and quality of and effort put into poster.

Pursuing good health as stewardship. Brainstorm with the class about how caring for one's body, appearance, and overall good health are related to good stewardship. What are some of the benefits that one might experience from such pursuits?

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Write letters of thanks to those who show good stewardship locally. Have the students write letters to the local groups and clubs that have shown admirable stewardship in their group's activities. Include in the letter the ways in which the groups' stewardship has helped the class and the community.

Planning stewardship. After finding out about their own stewardship (above), students make a plan for improvement. **Assess** with write-up of self-assessment and improvement plan.

Self assessment on resource use. Students keep a record of how much of the following they use in one week: water, heat, electricity, foods, transportation, etc. Students come together and graph their usage of each resource.

Advantages of being good stewards. Ask students to identify the advantages of being good stewards. How do they and others benefit? (From *Teaching Character*)

Starred ★ activities
within each subskill
go together!



Subskill 2: STEWARDSHIP

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Invite a local expert. Have the students invite and host a local expert(s) on stewardship in a particular domain, e.g., energy conservation expert, recycling commissioner, etc. Ask the local expert to help the class develop a plan for stewardship (for the class, the school, personally). Invite the expert back in several months to hear reports about how the plan implementation has progressed.

Resource budgeting. Using information from their self assessment (developed in Level 3 above) on resource usage, have students budget themselves on resources usage. The class or group can decide together on limits. **Assess** by having students keep track for a week and report to their group and class.

Implement an action plan for a healthy lifestyle. Have the students create an exhaustive action plan for good health. Include things such as diet, exercise, appearance, time management, etc. Ask them to implement their action plan for one week and report back to the class about their success and the benefits of it.

Group stewardship of the environment. Students participate in a local group that advocates environmental stewardship (e.g., recycling, roadside clean-up, etc). Consider participating in the "Care for a Highway" program where a club or organization agrees to keep a stretch of highway clean for a period of time.

Starred ★ activities
within each subskill
go together!



Stewardship

Assessment Hints

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about stewardship and who is a particularly good example of it in their lives.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Journaling. Over a period of time, perhaps a week, have students record the obligations that they have, or have failed to meet, during the past week.

Write a Letter. Have the students write a letter to express concern to the White House, the Congress, an environmental group, etc., about an issue of importance to them regarding stewardship.

Group Presentations. Have the students break up into small groups to create a presentation for the class on particular groups that support stewardship.

Posters/Graphs. Assess by having the students, individually or in small groups, create a poster representing that which they've learned about having regard for creation.



Subskill 3: GLOBAL CITIZENSHIP

**Creative and Expert
Implementer**
Real-life Example

George J. Mitchell, a former U.S. Senator from Maine (1980-1995), and Senate Majority Leader from 1989-1995, represented the U.S. in peace talks in various parts of the world beginning in the 1990s. He is particularly noted for negotiating the 1998 peace accord for power sharing in Northern Ireland.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Documents of global significance. Have students read one or more of the following documents: United Nations Declaration of Human Rights; United Nations Declaration of the Rights of the Child; Kyoto Global Warming agreement; Nuclear Arms Test Ban Treaty. Have them gather more information from the web or library and report on it. If possible, invite experts into class to answer questions about the document and its impact.




Understanding national citizenship around the world. Conduct research on citizenship in other countries (selected by student or teacher). Report on similarities and differences with U.S. citizenship. Discuss why it might be important to understand the differences in various nations' understanding of citizenship.

Consider the “global thinkers” in your life. Have each student make a list of the “global thinkers” in their lives. In what ways are they global thinkers? How do they stretch us to see the world, and our relationship to it, in a different way? What other qualities do they have? **Assess** by having the students report on the best global thinker he or she knows.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Historical examples of global citizenship. Ask the students to brainstorm about those in history who might be considered global citizens and why. Consider those who have impacted the world for good, such as inventors, peacemakers, religious leaders, etc.

Starred  activities
within each subskill
go together!



Subskill 3: GLOBAL CITIZENSHIP

Ideas for Developing Skills

Level 2 (continued)

Current examples of global citizens. Ask students to (a) define what they think global citizenship means, (b) explain the behavior of one who might be described as a global citizen, (c) what might the students do to be better global citizens?



Highlight global citizens. Share with the class how people like Jimmy Carter and Mother Teresa of Calcutta have been, through their work and their lives, global citizens. (You can find stories about such people in numerous books at your library.)

Ethical Role model. Students are encouraged to be in contact with an ethical role model who is generous to others on a regular basis. Optimally, this ethical role model would be similar in many respects to the students (age, gender), yet have higher status (is considered “cool”) and perform actions in situations that are similar to the one’s the students face. **Assess** by having students write up their interviews and present them to the class.


What can you do at school? Brainstorm a list of ways in which the students could demonstrate global citizenship at school. Point out that global citizenship can be exercised right at home and that things we do everyday, e.g., recycle, be informed about world conflicts, write our government representatives, etc., can potentially effect the wider world community. **Assess** by having students compose a personal list of ways they are already good global citizens.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

World awareness activities. Build awareness of world problems with activities such as “Hunger: A World View” (Center for Learning, 1997) an activities-based lesson about world hunger meant to raise awareness about the problem of world hunger and how one can help. The class should follow through with one of the ideas and help. **Assess** by having students choose an activity and write up how they could tackle it.

Invite international organizations that have a global impact. Invite someone from an international organization such as the United Way, the Red Cross, the International Monetary Fund, or another such organization to speak to the class about what they do and how they are funded. Ask the speaker to talk about the importance of their work and the impact it has on the people they serve. **Assess** with reports on what they heard and how they could help.

Starred  activities within each subskill go together!



Subskill 3: GLOBAL CITIZENSHIP

Ideas for Developing Skills

Level 3 (continued)

Investigate an international organization. Identify an international organization that provides services throughout the world and write a report on this group. What goods or services does it provide? Where does it get funding? For whom might such an organization be particularly important? **Assess** with report.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Adopt a child/family. Ask your students if they would like to adopt a child in another country. Figure out what it would cost to do this and make sure that your students are willing to bring in the money. Have the students write a letter to the child. Alternatively, you could ask the students to adopt a needy family for the holiday. Have the class talk about what they want to provide for that family and divide up the responsibilities. (You might wish to make sure that the needy family does not have children at your school.) (From *Teaching Character*)



Be a global citizen! Choose a way to exercise global citizenship and do it! Whether it be something that the student does regularly, or something that they've taken on anew, at the end of a week have the students report to the class on what they've done, e.g., recycling, study of global conflicts/issues, wrote letters to government representatives about issues of concern.

Assessment Hints

Global Citizenship

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about global citizenship and who is a particularly good example of it in their lives.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Checklist of Global Citizenry. Have the students create a checklist of the things that one must do to be a good global citizen.

Group Presentations. Have the students break up into small groups and present to the class on a global issue, i.e., world hunger, arms proliferation, etc.

Starred ★ activities
within each subskill
go together!



Create a Climate to Develop Responsibility

Write or review class rules and discuss each student's responsibility to abide by these rules.

On a daily basis, emphasize the importance of fulfilling one's ethical obligations (e.g., keeping your word).

Set clear goals and responsibilities for ethical behaviors and attitudes.

Discuss global citizenship regularly.

Model and explain good citizenship.

Selections to Post in the Classroom for Developing Responsibility

- Dedicate a bulletin board to "Responsible Students of the Week." Spotlight two or three responsible students a week by putting their photos on the board in order to highlight and reinforce the behavior. (From *Teaching Character*)
- "It is well to give when asked, but it is better to give unasked, through understanding." -Kahlil Gibran. (From *Teaching Character*)
- Put a very large picture of a dollar bill on the board. Add the words, "Stretch yourself... Give generously!" (From *Teaching Character*)





Sample Student Self-Monitoring Acting Responsibly



Encourage active learning by having students learn to monitor their own learning

Obligations to others:

I focus on keeping my word. *

I think about my responsibilities to others in this situation.

I think about the effects that I can have on others.

I get to places on time. *

I do my household chores. *



I make excuses to get off the hook. *

Adults can depend on me. *

I complete my homework. *

I treat everything like a joke or game. *

I do things to the best of my ability. *

Stewardship



When I use a resource, I am careful not to waste it.

[* indicates those taken from Character Counts]

Ethical Motivation 4

Helping Others

(Help others)

This skill addresses the Minnesota Comprehensive Goals of Purposeful Thinker, Responsible Citizen, Productive Group Participation.

WHAT

Helping others is a concrete way to show ethical motivation. Ways to help include sharing one's resources, being of service to the needs of others, and mentoring the younger or less skilled. Helpfulness can be either proactive or reactive, focus on the future or present, promote positive experiences or mitigate troubling ones.

WHY

In order to be helpful, one must notice the opportunity and one must know appropriate ways to help. Without the awareness of opportunity and appropriate action, individuals will find it difficult to share and be of service to others.

HELP STUDENTS FIRST LEARN



- To care for others (see ES-2)
- To take the perspective of others (see ES-3)
- To identify needs (EA-3)
- To value differences among people (see ES-4)

SUBSKILLS OVERVIEW

Subskill 1: Sharing Resources

- Generosity
- Finding opportunities for empathy (See ES-1 & ES-2 for related activities)

Subskill 2: Mentoring

Subskill 3: Choosing Service



Subskill 1: SHARING RESOURCES

**Creative and Expert
Implementer
Real-life Example**

Bill and Melinda Gates have begun a charitable multi-billion dollar foundation that gives away millions of dollars a year to those in need, particularly in the areas of health care and immunization in economically poor nations.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Character stories. *The Struggle to Survive* (Center for Learning, 1994) is a narrative about two boys struggling to survive on their own. The story is meant to develop “an awareness of the value of caring for and helping others.” The students should discuss the value of helping others, and that valuing others can lead to a sense of ethical obligation to help others. To facilitate the discussion teachers can have students address specific questions like: Is it wrong to not help another person when you can? What if everyone thought that someone else would help the person in need? Also used with Responsibility/Obligations

Interview someone who shares resources well. Have the students determine someone whom they know to share well their resources and interview them. Whether it be a parent, grandparent or even peer, have them question them about their motivations and what benefit they themselves get from sharing.



Resources that can be shared. Students identify resources people can share (from possessions, money, to time and support). Break the class into groups and have each of the groups take up the different sorts of resources that can be shared by a person, a family, a nation, a church community, etc. Assess presentations to the class by each group.

Sharing with others at work. Discuss with students how people share with each other within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

Starred ★ activities
within each subskill
go together!



Subskill 1: SHARING RESOURCES

Ideas for Developing Skills


Level 1 (continued)

Highlight generous people. Share with the class how people like Booker T. Washington and Mother Teresa of Calcutta have contributed generously to the lives of others. (You can find stories about such people in numerous books at your library.) **Assess** with report. (From *Teaching Character*)

Consider the generous people in your life. Have each student make a list of the most generous people in their lives. In what ways are they generous? How do they feel about those people? What other qualities do they have? **Assess** by having the students on the most generous person he or she knows.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge


Resources that can be shared. Students research and identify resources people can share (from possessions, money, to time and support). Break the class into groups and have each of the groups take up the different sorts of resources that can be shared by a person, a family, a nation, a church community, etc. 

Why people choose to share their resources. Facilitate a class discussion which asks the question why people, families, nations, churches might choose to share their resources.

Interview someone who shares resources well. Have the students determine someone whom they know to share well their resources and interview them. Whether it be a parent, grandparent or even peer, have them question them about their motivations and what benefit they themselves get from sharing.

Brainstorm about things we can do to be generous. Brainstorm with the class the small ways they can be generous with their time and energy. For example, a student might choose to give up a 20-minute free period to volunteer in the school office or with younger students. **Assess** according to feasibility of plan made. (From *Teaching Character*)

Ethical role model. Students are encouraged to be in contact with an ethical role model who is generous to others on a regular basis. Optimally, this ethical role model would be similar in many respects to the students (age, gender), yet have higher status (is considered "cool") and perform actions in situations that are similar to the one's the students face. **Assess** by having students write up their interviews and present them to the class.

Starred  activities within each subskill go together!



Subskill 1: SHARING RESOURCES

Ideas for Developing Skills

Level 2 (continued)

Blood Drive Information Day. Invite a person from the Red Cross to speak to your class about blood drives and organ donation. Why are these functions important? Discuss generosity in this context. (From *Teaching Character*)

Brainstorm about ways to be more generous. Consider in small groups or in the class as a whole how each person might be more generous at home, with friends, family, etc. Relate this conversation to the obligations that a student may have and his or her willingness to take the initiative in accomplishing them.

What can you do at school? Brainstorm a list of ways in which the students could do something generous for their school. Point out that generosity can be a gift of time, talent and treasure. **Assess** by having students compose a personal list of ways they are already being generous. (From *Teaching Character*)

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills


Sharing my resources. Have students identify their own personal resources and ways that they can share them with others. Brainstorm about how one can share resources while maintaining the dignity of the other person, particularly persons in need.



Create a plan for sharing resources. Students identify a resource they want to share in a particular situation or with a particular person or group. Students create a plan for sharing it over a period of time. **Assess** by having students write-up their detailed plan.

Perspective taking. Students find ethical situations in stories about sharing with others in need. Students can either elaborate on the text by writing a continuation or tangent to the story (related to helping behavior) or present the story to the class, or group, by acting out one or more roles of the characters involved in a sequence related to helping others.

World awareness activities. Build awareness of world problems with activities such as "Hunger: A World View" (Center for Learning, 1997) an activities-based lesson about world hunger meant to raise awareness about the problem of world hunger and how one can help. The class should follow through with one of the ideas and help. **Assess** by having students choose an activity and write up how they could tackle it.

Starred  activities within each subskill go together!



Subskill 1: SHARING RESOURCES

Ideas for Developing Skills

Level 3 (continued)

Invite organizations through which we can display generosity.

Invite someone from a non-profit organization such as the United Way, a foundation, or another such organization to speak to the class about what they do and how they are funded. Ask the speaker to talk about the importance of volunteers in such organizations. (From *Teaching Character*)

Investigate a charitable organization. Identify a charitable organization that depends on generosity to stay in business and write a report on this group. What goods or services does it provide? Where does it get funding? (From *Teaching Character*)

Write a story of a person who refuses to share resources. Write a fictional story about a person who refuses to share. Cause something to happen in the story that changes this person's attitude. **Assess** with report.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Implementing the plan to share resources. Students, having identified a resource they want to share in a particular situation or with a particular person or group, act on their plan. Students practice sharing their identified resource and report on the experience.

Investigate a charitable organization. Identify a charitable organization that depends on people to share their resources to stay in business and write a report on this group. What goods or services does it provide? Where does it need from others?

Adopt a child/family. Ask your students if they would like to adopt a child in another country. Figure out what it would cost to do this and make sure that your students are willing to bring in the money. Have the students write a letter to the child. Alternatively, you could ask the students to adopt a needy family for the holiday. Have the class talk about what they want to provide for that family and divide up the responsibilities. (You might wish to make sure that the needy family does not have children at your school.) (From *Teaching Character*)

Be generous! Choose a way to be generous with your time at home. Remember the definition of generous – willing to share. **Assess** by reporting to the class on how you shared your time. (From *Teaching Character*)

Starred ★ activities within each subskill go together!

Assessment Hints

Sharing Resources

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about sharing resources, and give an example of a particularly generous person in their lives.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

List of Exemplars. Assess by having the students, individually or in small groups, create a list of those who have demonstrated impressive generosity, whether in their lives or from the wider culture.

Group Presentations. Have the students break up into small groups and present to the class on what it means to share resources, whether individually or globally, and who might be in particular need of them.



Subskill 2: MENTORING

**Creative and Expert
Implementer
Real-life Example**

Archie Manning, the father of Peyton Manning, talented quarterback of the Indianapolis Colts, was himself a great college and professional quarterback. He has instilled in his son not only his skill and love for the game, but also an integrity and commitment that Peyton exemplifies.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

What do mentors do? Students find a mentor (of someone else) whom they can follow around to observe what a mentor does. **Assess** with a report on what they've observed.



What is a mentor? (1) Have the students interview older students and adults to find out what they think a mentor is. Ask those whom they interview who have been mentors for them. **Assess** with report on interview. (2) Have the students conduct research about what a mentor is and does. Encourage them to consider all of the people in their lives who have been mentors for them. **Assess** participation in class discussion.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Ethical role model. Students are encouraged to be in contact with a mentoring role model. Optimally, this role model would be similar in many respects to the students (age, gender), yet have higher status (is considered "cool") and perform actions in situations that are similar to the one's the students face. **Assess** with a report on what the student learned.

Personal case of responsibility. Put the class in pairs and have the students exchange stories about times when they had to take responsibility for mentoring another. The partner of each student presents that student's mentoring experience to the class. **Assess** presentation to the class.

Being mentored. Students look at the people who give them advice (mentors) in their lives (including parents and teachers) and determine how the mentors guide them. **Assess** participation in class discussion.

Starred ★ activities
within each subskill
go together!



Subskill 2: MENTORING

Ideas for Developing Skills

Level 2 (continued)

Interview a mentor. Interview people involved in actual mentor organizations (e.g. Big Brother, Big Sister). What compels them to be a mentor? What benefit do they gain by giving their time and energy in this way?

Assess with report on interview.



Starred ★ activities within each subskill go together!

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Mentoring as a Big Brother/Big Sister. 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 good mentoring to the success of this program. Provide information about how your students can become involved with this program if they are interested. **Assess** with a report on what they've learned. (From *Teaching Character*)



Mentoring in informal ways. Though there are formal roles of mentors, much of mentoring can (and often does!) occur in implicit ways, such as tutoring younger students, babysitting, or even just spending time with them. Children learn by modeling adolescents and adults, regardless of whether the child is in a formal mentoring relationship. Discuss how students can mentor younger students/children informally by modeling appropriate behavior and then talking about it with the child.

Assessment Hints

Mentoring

Essays or Oral Reports.

Have students write an essay or give an oral report about what they've learned about mentoring and who is a particularly good example of it in their lives.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Mentoring a younger student. Pair students up with a younger student to meet once per week to work on a skill the older student can teach the younger student. **Assess** with a report on the experience by the student mentor.



Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview with one of their mentors.

Cross-age Mentoring. Train student leaders (grades 6 or 7) how to facilitate peer refusal; positive peer skills; and to present factual prevention information, including advertising and media techniques related to alcohol and tobacco, through puppet skits and role play activities to younger aged students (grades 3 or 4). Mentoring younger students may instill a sense of duty to help others, especially those that are less developed or have fewer resources. Mentoring younger students may also facilitate the transition of focusing on external rewards for ethical behavior to having a more intrinsic satisfaction from helping.

Individual Performance.

Following a cooperative or class activity or discussion targeting an issue related to mentoring, assess students on their individual contribution and performance.



Subskill 3: CHOOSING SERVICE

**Creative and Expert
Implementer
Real-life Example**

Mother Theresa of Calcutta, India, gave her life in service to the poor and the outcast. She showed kindness, courtesy and respect for all whom she met, especially those whom the rest of society had shunned. She has inspired many to offer their talents and time regularly in their own neighborhoods and communities.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Character stories. Discuss stories that articulate a message about the impact a person can have on another. The students should consider the value of helping others, and how valuing others can lead to a sense of ethical obligation to help others. Address specific questions like: Is it wrong not to help another person when you can? What if everyone thought that someone else would help the person in need? Students can also discuss what actions in the story were obliged and which weren't and why. You may find specific stories at www.coe.osu.edu/eb/resources/characterbuilder/index.html, such as "Climbing Mt. Fuji" (about unity, reaching a common goal), "Lord Baden-Powell" (about concern for others' welfare and what one person can do).

Interview someone who does service. Have the students interview people involved in service activities. Have them inquire about their experiences. What compels them to do service? How do they benefit from doing service?

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

Create an exhaustive list of community service providers. Use the internet, the phone book, municipal government information, church bulletins, etc. to create as complete a list as possible of the service opportunities in your community. Include contact information for those who are interested in getting involved.

Learning about service learning. Students find out about service learning in their school and community. What options are available to people who are interested in service learning? What learning might be involved in service? How might it be best accomplished?

Starred ★ activities
within each subskill
go together!



Subskill 3: CHOOSING SERVICE

Ideas for Developing Skills

Level 2 (continued)

Investigate a charitable organization. Identify a charitable organization that depends on volunteers to stay in business and write a report on this group. What goods or services does it provide others? What does it ask of its volunteers? What do the volunteers do? What do the volunteers gain from the experience? **Assess** with report.

Discuss Volunteer Service. What are some of the opportunities for service in our society? Who does service? Who benefits from volunteer service? What are some of the benefits that the volunteer receives?



Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Planning service learning. Have students identify needs and develop a plan to provide service to meet the need(s). Have them also include in their service project plan a component which brings them together after having done the service to reflect on what they learned.

Conduct or participate in a food drive. Encourage participation in a canned food drive at your school. Point out to students that they don't need money to serve others. (From *Teaching Character*)



Respectful service. Students write skits that teach a lesson about helping another person respectfully and act it out. The skit can include issues related to the repercussions of helping in a disrespectful manner.


Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Mount a donation drive. Students put together a coat, shoe, toy or eyeglasses drive in your region. Students ask other students to bring in an item in good condition to donate to the drive. Invite a representative from the responsible organization to speak or write a letter to the school telling them where their donations went. **Assess** with letters.

Implement service learning project plan. Students, having identified a need and a service project to it, now implement their project. Upon completion of the project include a time for reflection on the activity and what they learned from it. (From *Teaching Character*)



Starred  activities within each subskill go together!



Subskill 3: CHOOSING SERVICE

Ideas for Developing Skills

Level 4 (continued)



Conduct a blood drive. Students invite the Red Cross to the school and assist them in collecting blood from volunteer donors. Students can also contribute time to advertising the event and volunteering during the drive itself.

Assessment Hints

Choosing Service

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about choosing service and who is a particularly good example of it in their lives.

Group Service Project. Have the students come up with and execute a class service project.

Skits. Have the students, in small groups, write a skit and act out the roles of the characters demonstrating what they've discussed and learned about choosing service.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview with either a service organization representative or a person who volunteers frequently.

Starred ★ activities
within each subskill
go together!



Create a Climate to Develop Responsibility

Provide many opportunities to engage in prosocial behavior in the classroom.

Point out the virtues of being helpful.

Heighten awareness of how each student can help the others.

Model being helpful to others.

Discuss different ways that people are helpful to others generally.

Build in opportunities for students to share resources and to offer service.

Selections to Post in the Classroom for Developing Responsibility

- Post the word "Mentors" on a bulletin board and have students create posters, pictures, etc. depicting the mentors in their lives.
- "Lives of Service" can be displayed on a bulletin board with pictures, or names, of people who have given their lives in service to others, e.g. political figures, religious leaders, local personalities, etc.



Sample Student Self-Monitoring Acting Responsibly

Encourage active learning by having students learn to monitor their own learning

○

Generosity

I observe others to see how I can help them.

I volunteer to help others without being asked.

Desire to be empathic

I always think of sharing fairly with others. CC

Mentoring

○

I remember that I am a role model to younger children.

I recall how important mentors have been in my life.

Preserving dignity/not patronizing

I verify that they would like help.

I know how to be helpful without being patronizing.

[CC indicates those taken from Character Counts]

○



Making Peace and Cooperating

(Make Peace)

*This skill addresses the Minnesota Comprehensive Goals of
Purposeful Thinker, Responsible Citizen, Productive Group Participant*

Ethical Motivation 5

WHAT

Peacemaking is an orientation to maintaining and building social harmony in everyday life. Peacemakers give others the benefit of the doubt and avoid envy by focusing on gratitude for what they have.

WHY

Societies, communities, and schools are built upon the concept of citizens working together towards common goals and objectives. This requires skills of cooperation and peacemaking. Being able to express gratitude can enhance relationships and encourage a positive attitude.

HELP STUDENTS FIRST LEARN



To care for others (see ES2)

To take the perspective of others (see ES3)

To value differences among people (see ES4)

SUBSKILLS OVERVIEW

Peacemaking
Cooperation
Gratitude



Subskill 1: PEACEMAKING

**Creative and Expert
Implementer
Real-life Example**

Former President **Jimmy Carter** is one of the foremost peacemakers now, at the turn of the century. Not only does he promote peace and human rights through the Carter Center, he is also a peacemaker in his ordinary relationships.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



What is peacemaking? Show examples of peacemaking in the world (tearing down of the Berlin wall, Nelson Mandela and the reorganization of South Africa). Students reflect on the characteristics of a peacemaker. Discuss who have been peacemakers in their lives, families, etc.

Peacemaking in action. Invite peace activists or others who promote peace (e.g., Buddhists) to speak to the class about their traditions, what they do and why.

Examine those places where peacemaking is needed. Have the students find examples of places, situations, domestic and international conflicts, where peacemaking is needed. What is the root of the problem in each case? What can be done to remedy the contentious, perhaps violent, situation?


How do we maintain peace in our lives? Have the students interview family members (or elders in the community) about how peace is maintained in their homes, e.g., rules, chores, honoring parents, etc. Who intervenes in conflicts at home? At school? Who among their friends would they describe as a peacemaker? Why?

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge



Conduct research on programs that promote peacemaking methods. Investigate negotiating and conflict resolution skills that might be used to facilitate peacemaking. Have the students seek out different programs which might further peacemaking. How might they apply to problems in relationships with others? With family?

Starred  activities
within each subskill
go together!



Subskill 1: PEACEMAKING

Ideas for Developing Skills

Level 2 (continued)

Peacemaking in everyday life. For a week, students identify peacemaking opportunities in television stories, books, their own experiences. **Assess** with a report on what they've observed.

Investigate steps toward peacemaking. Encourage the students to brainstorm about the steps necessary to bring peace to a contentious situation, e.g. bring the parties together, insure that they listen to one another, avoid expressions of anger and resentment, etc.

Peace in literature and poetry. Have the students seek out works of literature or poetry which highlight the importance and the virtue of peace. Give them the opportunity to share it (or a portion of it) with the class and explain why they chose that particular work.

Investigate the role of law in maintaining peace. Students should consider how laws, from local to international, further the maintenance of peace in our local communities, our nation and the world.

Invite guests who have experienced conflict. Have the students invite exchange students (from countries that have experienced conflict or struggle) or veterans to speak of their experience of war or conflict. Ask the guests to reflect on the value of peace and the importance of peacemaking. Have the students write an essay on the importance of being peacemakers.


Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Practicing and using peacemaking statements. Students practice saying peacemaking statements that they can use when conflict arises around them. Students identify opportunities to use them. Statements include: "Take it easy," "It's no big deal," "Let's go," "Cool it," etc.



Class meetings. Use class meetings as a vehicle for practicing peaceful resolution strategies. These can be regularly scheduled and/or held when a conflict arises. Unless students are skilled in self-government, the class meetings should be led by teachers. For best results, they should last usually two minutes long on a consistent basis.

Starred  activities within each subskill go together!



Subskill 1: PEACEMAKING

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems



Be a peacemaker! Choose to be conscious of the ways that you can bring peace to a situation at home or at school. Within the next week take the opportunity to be the peacemaker in a conflict. **Assess** by reporting back to the class about the experience.

Using peacemaking. Students identify one type of situation in which they will practice peacemaking during the week. This can be at home intervening in a conflict between siblings or seeking peace in a school setting. Practice and report on the outcome, difficulties and successes.

Fostering peace through pen pals. Give the students the opportunity to form pen pal relationships with students from other countries and cultures. Encourage discussion about how communicating with others can foster ongoing peace between individuals and nations.

Assessment Hints

Peacemaking

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about peacemaking and who is a particularly good example of it in their lives.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview with an exemplary peacemaker.

Individual Performance. Following a cooperative or class activity targeting an issue related to peacemaking, assess students on their individual contribution and performance.

Starred ★ activities
within each subskill
go together!



Subskill 2: COOPERATION

*Creative and Expert
Implementer
Real-life Example*

Habitat for Humanity, International, an organization founded by **Millard and Linda Fuller**, brings together people around the world who cooperate in building houses with and for those who could not otherwise afford a home. Those who build the houses are ordinary citizens who often learn on the job.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Cooperation at school. Invite a school official or superintendent to discuss the importance of cooperation at school. What does it look like? What benefit is there for the class when each individual cooperates?

Cooperation in public places. Invite a local politician or police officer to discuss the importance of cooperation in public places, e.g., train stations, airports, grocery stores, ticket lines, parks, etc. How do we benefit as individuals, as a society, from cooperation?

Cooperation at home. Students interview family members about the importance of cooperation in the home. Ask students for examples from their families of how cooperation is needed. What are some of the benefits of cooperating in a family?

Cooperating at work. Discuss with students how people cooperate with each other within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

Interview on cooperation on the job. Have students interview an adult about cooperation on the job. What situations require cooperation in the business world? In a factory or hospital setting how does health and safety depend on cooperation?

Observing cooperation on TV. Ask students to watch their favorite TV program to find examples of cooperation or non-cooperation and the consequences. (From *Teaching Character*)



Subskill 2: COOPERATION

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Teach cooperation skills. Teach the class fundamentals of team dynamics, such as choosing a team leader, writing team rules, and encouraging discussion from all members. **Assess** by reports of ways in which cooperation is important.



Age group differences in cooperating skills. Bring in a community member who works successfully with people of different ages. Ask the person what kinds of skills are needed to work with each group. Students reflect on the skills needed for working with different age groups.

Cultural group differences. Have the students interview members of different cultural groups about how the culture cooperates among its members. Then as a group, have the students reflect on what is needed for working with different cultural groups.

Brainstorm attitudes for effective teamwork. Brainstorm and create a list of attitudes needed to work effectively on a team, such as accepting suggestions, being friendly, compromising, and not being bossy. (From *Teaching Character*)

Discuss importance of every member of group. Discuss the concept that “None of us is as smart as all of us.” Is this true? Ask for examples of how cooperative effort has resulted in great discoveries. **Assess** by having students list the things that they bring to a group that others might not. (From *Teaching Character*)

Global cooperation. Introduce the concept of cooperation on a global scale with a discussion of the United Nations. Bring this concept down to the level of local government, perhaps by discussing an issue of local relevance in which parties are divided on the best decision. (From *Teaching Character*)

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Role play cooperative skills. Students act out cooperative behaviors in different situations and with different groups.


Practice cooperation skills. Drawing on a conversation about team dynamics, practice the principles by writing classroom rules.



Subskill 2: COOPERATION

Ideas for Developing Skills

Level 3 (continued)

Practice age group differences in cooperating skills. After bringing in a community member who works successfully with people of different ages, ask the person what kinds of skills are needed to work with each group. Encourage the students to consciously practice these skills at home and at school for a week and report back to class about the effects of their cooperating. 

Brief cooperative project. Give students a small cooperative project that can be completed in a short time period. At the end of the time allotted, discuss any problems that occurred when working together. Did one or two members take over the project? How were differences handled? (From *Teaching Character*)

Group poster project. Have students work in small groups to develop a poster about character education at your school. Allow the students to be as creative as they want using the materials you provide. As the groups are working, walk around providing instruction on how to make decisions and differences as a team. **Assess** by observation and poster. Post posters in classroom. (From *Teaching Character*)

Practice cultural cooperation. After interviewing members of different cultural groups about how his or her culture cooperates among its members, have the students practice these skills in the classroom. Encourage them to reflect in conversation about their observations.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Cooperative group activities. Students learn about the different ways that groups can work and the different roles that group members can take. Students then form small groups and are given a complex problem (could be social or logic problem) that is not easily solved. The groups then have to discuss what roles the group members are going to have and how they are going to solve the problem. **Assess** by having the student write a self-report and/or a group report analyzing the role play. Have them address how well they worked together and how they benefited from cooperating.

Group project. Give students a more complex assignment to complete, such as writing a group story or doing a group research project. Encourage students to divide the task into sections and have each person responsible for a certain section. (From *Teaching Character*)



Subskill 2: COOPERATION

Ideas for Developing Skills

Level 4 (continued)

Group skits. Have students work together in small groups to write skits about the school year, summer vacation, etc. Provide a period of time each day to work on the skits, and have the groups perform for the school or for younger children. (From *Teaching Character*)

Assessment Hints

Cooperation

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about cooperation and who is a particularly good example of it in their lives.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview..

Individual Performance. Following a cooperative or class activity targeting an issue related to cooperation, assess students on their individual contribution and performance.

List of Examples. Assess by having the students, individually or in small groups, create a list of examples of cooperation or non-cooperation from television or movies.

Role Plays. Have the students write a skit and act out the roles of the characters demonstrating what they've discussed and learned about cooperation.

Posters. Assess by having the students, individually or in small groups, create a poster representing that which they've learned about cooperation.

Ideas to Post for Developing Responsibility

- Cover the board with pictures of groups of people working together on projects. Use the header, "Cooperation gets things done!"
- Show a globe and cut-outs representing people from around the world. Link the people-figures around the outside of the world. Use the header, "Cooperation: Key to a Global Community."
- Ask the students to help create a collage with images from magazines and newspapers which represent the things for which the students are most thankful. Put a heading on the board such as "The things for which we are Thankful" or perhaps, simply, "Thankfulness."



Subskill 3: GRATITUDE

*Creative and Expert
Implementer
Real-life Example*

The *Pilgrims* suffered difficulties in traveling to the “New World.” Life was difficult in their new home, yet the indigenous peoples were generous in providing food and advice. Each year we celebrate Thanksgiving to remember the Pilgrims’ gratitude for their new friends and to express our own gratitude for the riches we enjoy.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Exemplars of gratitude in our lives. Have the students brainstorm about the people in their lives for whom they are most grateful. Discuss the things that those people have done for which the students are thankful.

Gratitude scenarios. Present students with different video and story scenarios, and ask students to discriminate between gratitude and ingratitude. Have the class discuss the scenarios and point out the ways in which the characters show gratitude.

Gathering examples of expressions of gratitude. Have students find examples of gratitude (1) from books, or the web; (2) from family and community members. Ask them to write up a report on the benefits of being grateful and showing gratitude.

Discuss the many gifts we have in the U.S. (1) Shelter. Describe the shortage of housing in some countries, and how families have to share one room together or a small apartment with other families. How would they feel if another family moved in with them? Ask each student to identify one thing that they are thankful for about their home. (2) Food. Describe the shortage of food in other parts of the world, and that many people go to bed hungry. Have they ever gone to bed hungry? What does/might that feel like? What food/meal are they most grateful for? (3) Clothing. Have they ever been wanting for clothing? Who around them might be in need of clothing? What might cause others to have fewer clothes than them and fewer options of getting them? Do we need all that we have? Do we wear everything in our closets? Might we consider giving away our unused clothing? What is our favorite piece of clothing/outfit? (4) Heat and air-conditioning. Do you have heat and air-conditioning in your home? How often do you use it? Could you live without it? Are there those who do? (5) Entertainment. Have them brainstorm about their entertainment options. To whom are such activities available? What do they most enjoy?



Starred ★ activities
within each subskill
go together!



Subskill 3: GRATITUDE

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge



The benefits of living in the U.S. Do an in-depth study of one of the areas mentioned in level 1. Discuss the advantages of living in the United States compared to other, perhaps poorer, nations. What opportunities do we know here that those in other countries may not? What are some of the things for which the students are thankful. (From *Teaching Character*)

Brainstorm about ways we could be more grateful. Consider in small groups or in the class as a whole how each person might show more gratitude at home, at school, with friends, with family, etc. Relate this conversation to the times that they themselves have valued gratitude being shown to them by others.

Discuss being grateful for good health. Address some of the following questions: Is good health something that students take for granted? Have any of the students had a serious illness or surgery? Do they have a parent or grandparent who is in poor health? How is that person's life affected by poor health? (From *Teaching Character*)

Discuss service personnel who 'deserve' our thanks. Is it important to say "thank you" to someone who is just doing what they are paid to do, such as the janitor, teacher, or cafeteria worker? Ask students to write a short thank you note to someone who works at the school. After you read the notes to make sure they are appropriate, deliver them for your students. (From *Teaching Character*)

Appreciating that "It's a wonderful life." Have the students watch the film *It's a Wonderful Life* and discuss the things that George Bailey had to be thankful for even though he didn't realize it. Have the students make a list of the things for which they could be grateful.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Interview a person about gratitude. Interview a person who emigrated to the U.S. from another country; ask that person if they are thankful to be in the U.S. For what in this country are they particularly thankful? **Assess** with an essay based on the interview.

Practice gratitude. Practice gratitude by having the students write a letter to someone to whom they are grateful. Have them be especially aware of the things that people do for them each day and to keep track of such things for a 24-hour period.

Starred ★ activities
within each subskill
go together!




Subskill 3: GRATITUDE

Ideas for Developing Skills

Level 3 (continued)

Discuss family members who ‘deserve’ our thanks. Have each student ask each member of his or her family to tell them three things that they are thankful for, and make sure that each person says different things than the other persons.

Write a note of thanks to the person whom you interviewed. After reflecting on the interview with the person from another country who is living in the U.S. (see level 3 above), have the students write a letter to the person expressing gratitude. The thanks can be for both the time they gave them to do the interview, but also, perhaps, a thank you for heightening their awareness of the things they take for granted.

Starred  activities within each subskill go together!



Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Journaling on gratitude. Students reflect and write on personal experiences with gratitude for one week. Ask them to keep track of those things for which they were particularly thankful that week, and what they did to express their gratitude, if anything.

Write a story of an ungrateful person. Write a fictional story about an ungrateful person. What implications might it have for the person's life? Cause something to happen in the story that changes this person's attitude. What changes might result?

Assessment Hints

Gratitude

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about the importance of gratitude and who is a good exemplar of it in their lives.

Creative Writing. Have the students write a story that portrays someone who lives this skill particularly well, and also one that portrays someone who lives it rather poorly.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Journaling. Over a period of time, have students record observations of their own, and others' demonstrations of gratitude, or perhaps those instances where there is an obvious lack of it.

Write a Letter of Thanks. Have the students write a letter of thanks to those to whom they are particularly thankful, or those who do work around the school for which they are rarely thanked, e.g., janitors, cooks, secretaries, etc.





Create a Climate to Develop Responsibility

- Verbalize the benefit of prosocial action for others.
- Promote an atmosphere of fairness and equality.
- Establish the classroom as a considerate and sensitive community.
- Model gratitude.
- Encourage gratitude as a helpful and healthy attitude.
- Discuss and promote peaceful ways of solving problems.

Sample Student Self-Monitoring Acting Responsibly

Encourage active learning by having students learn to monitor their own learning

Peacemaking skills

I try to end fights, not start them.

Hopefulness

I look at the bright side of things.

Cooperative skills

I notice what behaviors hurt other people and avoid those behaviors.

I know how to work with others in a group:

Take turns talking

Take turns being leader

Take turns being the recorder

I listen

Gratitude

I realize that I need to be more grateful

I notice that I should be more aware of the good things in my life and relationships

I notice I'm more generous when I consider the many advantages I've had

[CC indicates those taken from Character Counts]

Valuing Traditions and Institutions

(Value social structures)

This skill addresses the Minnesota Comprehensive Goals of Productive Group Participant and Responsible Citizen.

Ethical Motivation 6

WHAT

Valuing traditions and institutions means respecting the laws, practices, and organizations of one's society. Respecting them requires an awareness of what the traditions and institutions are and a sense of obligation to them. A critical tradition in a democracy is participatory citizenship, a set of skills that every citizen should learn.

WHY

Having a positive feeling toward the laws, practices and organizations of society can lead to increased participation in community decision making. A democracy is only as good as the citizens that create it. Active citizenship can lead to a motivation to help others and an ability to find the resources needed to get the job done.

A student who feels part of a system that is supportive may be more likely to feel that he or she can help another person. In other words, if the student feels supported by society and has a general level of trust in societal forces then he can "afford" to extend him or herself to benefit another person. Conversely, if the student has developed a negative attitude toward the society, and feels unsupported, then he or she may feel the need to satisfy his or her own needs first, possibly at the cost of others.

HELP STUDENTS FIRST LEARN



Learn to care for others (see ES-2)

Be able to take the perspective of others (see ES-3)

Learn to value established social structures (see EM-6)

SUBSKILLS

Identifying and Valuing Traditions

Understanding Social Structures

Practicing Democracy



**Creative and Expert
Implementor
Real-life Example**

Subskill 1: IDENTIFYING AND VALUING TRADITIONS

Senator **Robert Byrd** of Virginia is widely known as the “Dean of the Senate.” He is well read in its history and is respected for attempting to honor its history by maintaining decorum and respect for the institution.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



Community traditions. Have students interview local community leaders to find out about the traditional ways of organizing the neighborhood(s), fostering change, supporting neighbors, helping the less fortunate, etc.

Holiday traditions. Have the students find out about local holiday traditions. For example, what do people do to celebrate the 4th of July? What are some of the varying family customs around the celebration of Christmas, Hanukah, or Ramadan? Why might traditions differ among families? Why do they become important?

The successful marriage. Interview a couple who have been married for more than ten years. Ask them what characteristics they think are important in helping them stay together. **Assess** with a report on your interview. (From *Teaching Character*)

Respect for my culture. Students interview elders in their communities about the community’s customs and traditions. How do they honor the traditions and customs? How do people of different age groups honor them? What are the benefits of these traditions and customs? Students report on their findings.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge



Local customs. Have the students find out about local customs, e.g. holiday parades, annual school events, local cultural festivals, etc. Why are they important for the community? For whom might they have particular importance? (From *Teaching Character*)

Valuing Family. Research your family name by interviewing family members or using other resources. See if you can find out its origin and meaning. **Assess** with a report summarizing what you found.

Starred ★ activities within each subskill go together!

Subskill 1: IDENTIFYING AND VALUING TRADITIONS

Ideas for Developing Skills

Level 2 (continued)

Investigate traditions. Have the students investigate the roots of various traditions, e.g., wedding rituals, holiday customs, family traditions, etc. Encourage a conversation about the importance of these traditions. **Assess** by having the students report on what they've learned.

Starred ★ activities within each subskill go together!

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Involvement in community traditions. After interviewing local community leaders to find out about the traditional ways of organizing the neighborhood(s), fostering change, supporting neighbors, helping the less fortunate, etc., have the students investigate how they can get involved in such organizations.



Practicing a tradition. Students select a tradition in which they would like to get involved, e.g., attending the meeting of a social club or order, participating in an Irish dance class, cooking an ethnic specialty, etc. Have them report back to class on their experience.

Trying different traditions. Students identify a tradition outside their own and participate. Have them interview those who continue the tradition. Have them report back to the class on their experience and on the importance of the particular tradition to those who continue to honor it.

Assessment Hints

Identifying and Valuing Institutions

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about the importance of identifying and valuing institutions.

Group Project/Activity. Assess a project activity in which students take action to promote a valuing of institutions by visiting a local institution, by observing their level of participation.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Leading a tradition. Have the students take charge of an old tradition in the school or neighborhood. Have them investigate its importance before taking it on, and then put them in charge of conducting it for a period of time. Encourage them to reflect on why people might value this particular tradition.

Adapting a tradition. Encourage the students to investigate traditions of other cultures and societies and adapt it for a classroom or school activity. Have a group or the whole class be the planning team and include in the event as many educational elements as possible. Invite those who are of that culture, or who have been helpful in educating the students about the particular tradition, to the event.



**Creative and Expert
Implementer
Real-life Example**

Subskill 2: UNDERSTANDING SOCIAL STRUCTURES

Kofi Anan, a graduate of Macalester College in St. Paul, Minnesota, is General Secretary of the most widely known international organization in the world, the United Nations. Effectiveness in his position requires that he have a keen understanding of social structures and traditions of peoples, cultures, and nations all over the world.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Taking a look at non-profit organizations. Students interview or correspond with leaders in non-profit groups to find out how they accomplish their goals. How do they view their work in terms of constitutionality? How do they benefit society? etc.

International structures. Divide the class into groups and have each group research the role and structures of international groups such as UNESCO, the United Nations, UNICEF, etc. What is the mission of each group? How does each benefit society?



Social structures in action. Visit a social institution such as a hospital, a police station, a traffic control center, or a city council meeting. Students keep notes on what benefits the institution bring to the citizens and later discuss the experience. **Assess** with an essay after the discussion.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Classroom discussion about social structures. Facilitate a classroom discussion to answer the following questions: What are social structures? Which of them do you participate in, either actively or passively? How do they benefit society?

Consider a world. Encourage the class to consider a world where we did not value and sustain social structures. What would it mean for society? Who would lead? Who would follow? Lead the discussion toward a greater appreciation of social structures and their contribution to the common good and social order.

Starred ★ activities
within each subskill
go together!


Subskill 2: UNDERSTANDING SOCIAL STRUCTURES

Ideas for Developing Skills

Level 2 (continued)

Understanding the responsibilities of citizenship. Have students write an essay on what responsibilities they have as citizens of the U.S. This is a free country, but can you do anything you want? Why not? **Assess** by essay. (From *Teaching Character*)


Team work as a component of effective social structures. Have students work as a team on a project and then lead a discussion on the following questions. How does one's experience on a sports team teach one about effective teamwork in a club or organization? What elements of a successful athletic team might inform and enhance the effectiveness of a social club or group?

Investigate community organizations. Ask each student to investigate a particular community organization, whether local, regional, national or international. Encourage each student to speak to a member of the group, or if not possible, to research the group on the internet or elsewhere. **Assess** by report to the class. 

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills


Participating in community organizations. Students select a group and become a student or honorary member. The group could be international, national, regional, local non-profit or government related. Students identify how these groups work on the inside. **Assess** with report to the class.

Visit the local City Hall or government building. Conduct a class activity that visits the local city hall. Have the students arrange a meeting with a city official at that time, i.e., the mayor, city administrator, local ward supervisor, etc. Ask the official to speak about the importance of social structures/organizations for the common good. 

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Create a mock social organization. Have the students create their own activist social organization to address a particular local need, e.g., conservation, homelessness, public safety, etc. Encourage them to mobilize forces to address the concern, and then to act on the results of the meetings. Assess by reporting back on results of efforts.

Starred  activities within each subskill go together!



Subskill 2: UNDERSTANDING SOCIAL STRUCTURES

Ideas for Developing Skills

Level 4 (continued)



Activist participation in community organization. Students identify an issue (as a whole group, small groups or individuals) in which they want to get involved. Students then join the group as honorary or student members and work on their issue. Report to class on the experience.

Assessment Hints

Understanding Social Structures

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about the importance of understanding social structures.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Individual Performance. Following a cooperative or class activity targeting an issue related to understanding social structures, assess students on their individual contribution and performance.

Starred ★ activities
within each subskill
go together!



Subskill 3: PRACTICING DEMOCRACY


Creative and Expert
Implementer
Real-life Example

Susan B. Anthony believed that women should have full citizenship status. She held rallies and gave speeches about the nature of democracy. Her and her colleagues were instrumental in persuading the U.S. congress to allow women to express their opinions and vote.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Government in action. Visit a social institution such as a hospital, a police station, a traffic control center, or a city council meeting. Students keep notes on what benefits the institution bring to the citizens and later discuss the experience. 

Duties of citizenship. Students interview a government official about the duties of citizenship. Students should consider the ways in which they already fulfill those duties. What privileges must they wait for in order to fulfill, e.g. voting, military service, public office, etc.


A story of citizenship. Read the story, "The Stone in the Road," which can be found in *The Moral Compass*, by William Bennett. Discuss how actions, not complaints, often get the job done. (From *Teaching Character*)

Supporting the military. Invite an armed services recruiter to speak to the class about the work of the military, and of career options available.

Assess by having the students write a report on what they heard. (From *Teaching Character*)

Interview someone who served in the military. Have students interview someone who served in the military. How did they enjoy their experience? Would they encourage it of others.

Understanding taxes. Invite an accountant or regional tax official to discuss taxes. Why is it a duty of citizens to pay their taxes? Discuss the goods and services that taxes provide. (Students may be unaware of many of the ways taxes benefit everyone.) (From *Teaching Character*)

Starred  activities
within each subskill
go together!



Subskill 3: PRACTICING DEMOCRACY

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge



Essay on government. Have a class discussion on each visit to a social institution; and then have each student or groups of students write about government and the particular institutional function which they visited or were assigned.

Classroom discussion about government structures. Facilitate a classroom discussion to answer the following questions: What are government structures? Which of them do you participate in, either actively or passively? How do they benefit society?

Discuss freedom of speech. Invite a member of the American Civil Liberties Union or a constitutional scholar to discuss the importance of the freedom of speech. Why is this a very important part of our country's identity? How has it been denied people in various places throughout the world throughout history? (From *Teaching Character*)

Conduct an interview about taxes. Ask your parent or guardian how he or she feels about taxes. Do they think taxes are necessary? What percentage of their income goes to taxes? **Assess** with an essay about how the government could get money if it didn't have taxes. (From *Teaching Character*)

Investigate the life of an American Hero. Invite a local hero or read about one. Why is this person an "American" hero? How does he or she reflect the values of our nation? Would this hero be a hero in any other land or nation?




Study the structure of our local and national government. Have the students do a chart explaining the role of the president, senators, and representatives on the national level, and another of local officials, e.g., mayor, city council members, etc. Include on the chart the names of the present office-holders in each case. Discuss the roles of each.

Level 3: Practice Procedures

Set goals, Plan steps of problem-solving, Practice skills

Classroom government. Discuss with your students the governing of the classroom. What is required for the good order of the classroom? Who is responsible to see that good order is maintained? Discuss ways to govern the classroom. Implement one or two.

Starred  activities within each subskill go together!



Subskill 3: PRACTICING DEMOCRACY

Ideas for Developing Skills

Level 3 (continued)

List of duties for a good citizen. Design a worksheet on which students list duties of a good citizen and benefits of being a good citizen. What are we entitled to as citizens of the U.S.? What are we responsible for? Have students assess themselves on how well they are completing their responsibilities. (From *Teaching Character*)



Practicing democracy in everyday decisions. First discuss how we exercise democracy when making group decisions, such as choosing a movie to attend. Have students keep a journal on their different experiences of democracy during the week. When they report to the class, have them indicate where democracy could be practiced more or better.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Community participation. Consider ways in your class that others have contributed to the good order of the community in which they live. Plan how they themselves can contribute to the civic good in solving a local problem. Execute the plan.

Run a mock meeting of the U.S. Senate or House. Have the students run a mock meeting of one of the Houses of Congress. Designate a Speaker, and particular members and reenact a typical gathering in a Congressional chamber debating a bill which addresses a particular issue of concern to the class or the community.

Write letters to political leaders on important local and/or national issue(s). Have the students write letters to their municipal, state or national political leaders about an issue of concern. Read the letter to the class before sending it. Report on reply if and when one is received.



Starred ★ activities
within each subskill
go together!

Assessment Hints

Practicing Democracy

Essays or Oral Reports.

Have students write an essay or give an oral report about what they've learned about the importance of practicing democracy and who is a good exemplar of it.

Checklist of Citizenship.

Give the students the opportunity to come up with a list of the qualities and characteristics that describe a good citizen.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Write a Letter. Have the students write a letter to an elected official expressing concern about an issue of importance to them.



Create a Climate to Develop Valuing Traditions and Institutions

(from *Educating for Character*, 1991, p. 100)

Build positive cohesion

- Develop class traditions and symbols.
- Develop each student's feeling of being a unique and valued member of the class community.
- Create accountability to group rules.
- Foster an ethic of interdependence.

Promote knowledge of the system

- Make it explicit what to do when there is an academic problem.
- Make it explicit what to do when there is a social problem.
- Make it explicit what to do when there is a psychological problem.

Understanding of systems

- Provide opportunities for the building of trust among members of the class.
- Encourage trust of rules and systems.
- Make justice/fairness an explicit concern of yours.
- Keep bureaucratic regulations to a minimum.
- Provide resource guides to enable independent resource acquisition.
- Alter infrastructures when they no longer benefit students.
- Maintain a positive community spirit (responsive classroom).
- Establish clear behavior codes (discuss meaning and development of codes).
- Foster peer connections
- Point to cooperation as an important/amiable characteristic for group projects.

Understanding of Society as a Good

Social Systems. Look at the development of various social systems and how its people translated their values and their needs into social institutions.



Sample Student Self-Monitoring Acting Responsibly

Encourage active learning by having students learn to monitor their own learning

Following protocol/rules/laws

The institutions that I come into contact with are _____

The reasons people have created X institution are _____

Participating in government

How can I help the institution do its job?

How can I help the institution improve its service?

[CC indicates those taken from Character Counts]

Selections to Post in the Classroom for Developing Responsibility

- Cut out newspaper articles (or ask students to find them) about good persons in your community who are being good citizens. Use the header, "Meet the good citizens of your town." (From *Teaching Character*)

- Show persons of all colors and nationalities spread across a diagram of the U.S. (Don't forget Hawaii and Alaska.) Use the header, "Liberty and Justice for All." (From *Teaching Character*)



Ethical Motivation 7

Developing Ethical Identity and Integrity

(Build Integrity)

*This skill addresses the Minnesota Comprehensive goals of
Responsible Citizen and Self-Directed Learner.*

WHAT

Ethical Identity is how you feel about yourself as an ethical person. It is the degree to which you feel that your actions are consistent with your ethical values, ideals, and judgment. To maintain a positive ethical identity you must ask yourself whether you are doing all that you can to promote harmony in your relationships.

WHY

Integrity is rooted in a positive ethical identity. A positive identity leads to more positive behavior. A belief that one is an ethical person leads to more ethical behavior. Ethical identity is heavily influenced by role models. To benefit from an ethical role model, you need to identify with the role model and take on the model's characteristics.

HELP STUDENTS FIRST LEARN



Learn to value differences among people (see ES-4)

Learn to care for others (see ES-2)

Be able to take the perspective of others (see ES-3)

Learn to value established social structures (see EM-6)

SUBSKILLS OVERVIEW

Respecting Self

Creating an Identity

Reaching Your Potential



Subskill 1: RESPECTING SELF


**Creative and Expert
Implementer
Real-life Example**

Olympic athletes are examples of people who respect themselves. This is evidenced in their remarkable efforts in self-discipline and training in hopes of becoming all that they can be in their respective expertise.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns


Discussion of individual uniqueness. Discuss individual uniqueness of each human being. (1) Watch videos of babies and children. Have students discuss how people can vary visibly (e.g., height, weight, hair color) and invisibly (intelligence, motivations, interests). Discuss how people show their uniqueness. (2) Have students write about each others' unique qualities (positive) on a sheet with the classes names. Compile these comments and hand them to each student. 

Focusing on respect. Bring in several experts who work with self-respect in their clients, such as counselors, ministers, women's advocates. Ask them to discuss what self-respect means and how they foster it in their clients. Also discuss the relation between self-respect and respect for others.


Draw a scene from your life. Draw a scene from your life with the heading, "I respect myself when I..." In this scene, show a time when you did something that gave you self-respect. **Assess** by creativity and quality of project. (From *Teaching Character*)

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Describe a person of self-respect. Present a list of characteristics that describe a person with self-respect, or develop this list with the students. Have students select the characteristics that apply to them and add other characteristics they think are appropriate. **Assess** by having students draw up their own list. 

Self-respect everywhere. Brainstorm with the class all of the different ways in which self-respect is played out in school, at home, in society, etc. What are some ways in which we show respect for ourselves? What implications does it have for the choices we make? (From *Teaching Character*)

Starred  activities within each subskill go together!



Subskill 1: RESPECTING SELF

Ideas for Developing Skills

Level 2 (continued)

The relationship between diet and self-respect. Show students the Food Pyramid and discuss the relationship between food choices and self-respect. Talk about the eating disorders of anorexia and bulimia. How do these show a lack of self-respect? Discuss the physical consequences of these illnesses.

The links between self-respect and respecting others. After defining self-respect, facilitate a conversation among the class about the links between respecting self and respecting others. Is one who does well at one likely to be good at the other? Can one who fails to respect others really respect oneself?

Who are role models for respecting self? Discuss with the class those who are role models for self-respect. Who in their world is particularly good at caring for themselves without being selfish? Who seems to value their own contributions while still valuing the contributions of others? (From *Teaching Character*)

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Respecting self by clarifying and maintaining values. On a sheet of paper, have students list ten qualities that you especially admire and respect in a person. When finished, have them join with two or three other people to share their lists and identify the qualities that they listed in common.

Assess by having the small groups present their three key values to the whole class.

Write an essay about yourself. Have the students write a personal essay in which they start every sentence with, "I like myself because..." Have them focus on their own personality, skills and abilities, more than external realities. (From *Teaching Character*)

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems



How can I be a role model for respecting self? Discuss with the class those who are role models for self-respect and how each of them can become such a role model. What can they do to be better at caring for themselves without being selfish? How can they value their own contributions while still valuing the contributions of others? (From *Teaching Character*)

Starred ★ activities
within each subskill
go together!

Subskill 1: RESPECTING SELF

Ideas for Developing Skills

Level 4 (continued)

Keeping a healthy choices record. Have students keep a record of their food choices and amount of sleep for one 24-hour period. Discuss what choices show self-respect and which do not.

Assessment Hints

Respecting Self

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about the importance of respecting oneself.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Journaling. Over a period of time, have students record observations of their choices regarding personal health and self-care.

Individual Performance. Following a cooperative or class activity targeting an issue related to respecting self, assess students on their individual contribution and performance.

Starred ★ activities
within each subskill
go together!



Subskill 2: CREATING AN IDENTITY

**Creative and Expert
Implementer**
Real-life Example

Minnesota Vikings' wide receiver **Chris Carter** and feminist activist **Gloria Steinem** are two people who have made great efforts in creating identities for themselves, and in so doing influenced many people.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Examining stories of positive identity. Read stories that provide examples of ethical motivation that is tied to a person's identity. Discuss the value of acting consistent with one's ethical judgement. When is it hard to do the right thing? What are some of the road blocks the characters faced in trying to complete an ethical action? What are some of the ways the characters in the stories got around or dealt with these difficulties? What are some ways you deal with such difficulties? Students also discuss what actions in the story exemplified skills that are most helpful when trying to complete ethical action (e.g., courage, a sense of commitment to others, etc.). Sample stories can be found at the Character Building website: www.coe.osu.edu/eb/resources/character_builder/index.html. "George Washington Carver" (a story about curiosity, integrity, love of knowledge, work ethic), "Confucius" (a story about humility and integrity), "Eleanor Roosevelt" (a story about courage, dignity, equality, hard work and self-worth), "Corrie Ten Boom" (a story about ethical courage, integrity, kindness, endurance, empathy).



Stories of honor. Discuss the meaning and manifestation of honor after reading stories like the Red Badge of Courage. Who do they know who shows honor in the way that he or she lives life? **Assess** with a report by each student on a person of honor in their lives.

Value identification. Students should find out what the values of family/ religion/culture/community are by means of (1) interviews of family or community members, (2) library research, (3) community exploration. They should ask 'what are the standards for behavior?' What are obligations vs. personal preferences?' With whom does the student identify most?

Starred ★ activities
within each subskill
go together!



Subskill 2: CREATING AN IDENTITY

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Stories of positive identity. Take a language arts lesson and remodel it to focus on character. Check comprehension by requiring students to use independent thinking (“What is a positive identity?” “How does the main character reveal his/her positive identity?” “How do you reveal your positive identity?”), analysis of actions (“Why does the main character act the way s/he does?” “How do his/her actions relate to his/her positive identity?”), and other higher level thinking skills. (See Paul, et al. (1990) *Critical Thinking Handbook*, pp. 136-138, for more ideas).

Looking for positive ethical identities. Students identify features of adults’ attitudes and behaviors that reflect a positive ethical identity. Brainstorm about features and about those in their world who embody them.

Valuing the good. Discuss what goodness is, what excellence is. How do people strive for these? Where do you strive for goodness? For excellence? (e.g., on sports field) Is this something that I would be proud of? Is this something my positive hero would be proud of?


Historical values. Understanding that everything you do is driven by one value or another. Needs are interests which are values. What you focus on becomes what you value. Read about historical figures: Good and evil people and what drove them to what they did.

Elements of honor. Have the students review their own descriptions of honor in their reports on people who seem to portray honor. Identify the characteristics that seem to be inherent in people of honor. What are they? Do I have them?



Self-respect and our family. Discuss how our families affect our self-respect. Ask students to think of someone in their family histories who had a quality they admire and have them share with the class. (From *Teaching Character*)

The relationship between prejudices and self-respect. Discuss prejudices and self-respect. Are these two attitudes related? Ask students to share examples of prejudices, then look at how these incidents affect self-respect – in both the person feeling the prejudice and the person receiving the prejudice. (From *Teaching Character*)

Starred  activities within each subskill go together!





Subskill 2: CREATING AN IDENTITY

Ideas for Developing Skills

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Ethical role model. Students complete a survey regarding someone they consider their hero. "What makes a person a hero" is discussed after the survey is completed. Discussion should focus on whether the hero is someone whom exemplifies ethical behavior or is simply someone who looks "cool." Discussion can be facilitated by having the students describe the personality of their hero and imagine how their hero would act in a hypothetical situation.



Taking the perspective of people of honor. Students find situations about honor in films or stories and present them to the class. Of particular interest are stories and situations where characters sacrificed for society or someone rather than a family member. Students can either elaborate on the text by writing a continuation or tangent to the story (related to helping behavior) or present the story to the class, or group, by acting out one or more roles of the characters involved in a sequence related to helping others.

Brainstorming values. Brainstorm with the class about what they perceive to be the most important values in our society. How are they collectively arrived at in society? How do we determine the action most consistent with the highest moral standard or public good?

Prepare a self-profile sheet. Prepare a self-profile sheet for students to complete. Ask them to list three each of the following: qualities they like best in themselves, qualities they think their teachers like, qualities their friends like, qualities that would make them good employees, qualities that their parents like, and hobbies or activities they enjoy and do well. (From *Teaching Character*)

What describes you? Ask students to bring to class a sack of small items that describe themselves. As teacher, model the activity by introducing yourself using the items you selected, and then have each person say something about themselves related to their items.

Starred ★ activities
within each subskill
go together!

Subskill 2: CREATING AN IDENTITY

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Essay on identity. Students write an essay about their positive (ethical) identity and show it to an admired adult in the community who discusses the essay with the student. The student answers questions such as: What goals do I have for my life? What do I want people to say about me after I die? What kind of mark do I want to leave on the world? Whose life do I want to emulate?

Questions only I can answer. Write an essay about yourself. Begin the sentences in the following way: (1) I am, I want to be, I will be (2) I think, I want to think, I will think (3) I know, I want to know, I will know (4) I wish, I want to wish, I will wish (5) I feel, I want to feel, I will feel (6) I wonder, (7) I see, I want to see, I will see (8) I believe, I want to believe, I will believe (9) I can, (10) I will. Discuss your essay with an adults mentor.

Assessment Hints

Creating an Identity

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about the importance of creating an identity.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Create a Self-Profile. Have students record observations of the qualities that they like best about themselves and the qualities that others' may like best about them.

Individual Performance. Following a cooperative or class activity targeting an issue related to creating an identity, assess students on their individual contribution and performance.





Subskill 3: REACHING YOUR POTENTIAL

Creative and Expert Implementer
Real-life Example

Tiger Woods, Steven Spielberg, and Bob Dylan are each examples of those who have reached their potential in their chosen careers. Each one worked hard day in and day out, pushing themselves towards their dreams.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Stories of success. Read stories of those who worked hard and reached their goals (using stories from a book like Unstoppable). Discuss what kept them going (their ideals and goals).

People at the top of their game. Identify and discuss individuals who have developed their talents to the fullest. Brainstorm about what they might have done to reach their fullest potential.



Human potential. In what ways do humans excel? (1) Students interview older students and adults about their opinions about human potential. What positive things do they strive for? What role models do they admire? (2) Have the students write up a report detailing their findings.

The future. Have students interview several different ages asking them to discuss what kind of world they would like to live in. How should people behave towards one another? What should people spend their time doing? What kinds of community event should there be? What kind of person (personal characteristics) do they want to be?

Level 2: Attention to Facts and Skills

Focus on detail and prototypical examples, Build knowledge

My future. Use questions from the interviews on other people's perceptions of the future and ask students to answer the same questions themselves. Have the students compare their answers with the interviewees and with each others'. Emphasize the positive. After compiling a list (or the students' making their own lists), the students write about the steps needed to reach one of their goals.


Starred ★ activities within each subskill go together!

Subskill 3: REACHING YOUR POTENTIAL

Ideas for Developing Skills

Level 2 (continued)

Community stories. (a) Students gather stories of best selves from the community. Tape record them and then write them into a coherent story. (b) Compare and contrast the 'best selves' stories from the community, discussing the themes to 'behaving your best.'

Advantages of reaching your potential. Ask students to identify the advantages of reaching your potential. How do they benefit? What are some of the areas that need attention for them to reach their full potential? 


Consider the people in your life who appear to have reached their potential. Have each student make a list of the people in their lives whom they think have reached their potential. Why would they describe them as such? How do they feel about those people? What most impresses the students about them? **Assess** by having the students report the person whom her or she thinks has best reached his or her potential.


Level 3: Practice Procedures

Set goals, Plan steps of problem-solving, Practice skills

Who do you want to be? Ask students to draw a picture of themselves when they finish high school. In this drawing they should represent what kind of job they want to have, what their goals are for the future, what they will have already accomplished, and what their long-term dreams are. (From *Teaching Character*)

Interview and report on professions of interest. Have the students interview someone who is in a profession that the student might wish to pursue. **Assess** with a report that outlines the necessary education and training to achieve that goal.

Making and keeping goals. Have students make a list of two goals for the week and five goals for the school year. Have them keep track of how they are doing in reaching their goals. **Assess** by collecting the papers and write an encouraging note to each student. (From *Teaching Character*) 

Starred  activities
within each subskill
go together!



Subskill 3: REACHING YOUR POTENTIAL

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Teamwork project. Break up the class into teams and give each a specific task to complete, i.e., create a poster, collect newspaper articles, etc., which portrays attempts at reaching one's potential. The goal is to complete the task while involving each person in the effort.

Mentor role-model. Have students identify their goals. Then pair them with a successful community member that can relate to their goals. Set up several activities for the pairs to do.

Assessment Hints

Reaching Your Potential

Essays or Oral Reports. Have students write an essay or give an oral report about what they've learned about the importance of reaching their potential and who is a good exemplar of it in their lives.

Creative Writing. Have the students write a story that portrays someone who lives this skill particularly well.

Interview. Assess an interview by having the students report back to the class, either in a written report or orally, what they talked about and learned from the interview.

Journaling. Over a period of time, have students record observations of their own attempts at reaching their potential, and how well they are accomplishing it.

Group Project. Have the students break up into small groups to create a presentation for the class on the various ways that one might attempt to reach one's full potential.

Starred ★ activities
within each subskill
go together!



Create a Climate to Develop Responsibility

Emphasize the positive or negative impact an individual can have on others.

Build lessons around transcendental themes (e.g., world peace, fighting hunger).

Encourage students to think about their ideals and plans to reach them.

Encourage students to talk to others about their ideal ethical identity and its impact on making a better world.

Ascribe students' prosocial behavior to their intrinsic motivation as much as possible.

Teach about the ways that individuals and groups influence the political process and make changes in society.

Teach structures and strategies.

Encourage independent thought and collaborative teamwork.

Develop in students:

- Sense of self as an efficacious good person
- Sense of purpose
- Positive view
- Self actualization

Selections to Post in the Classroom for Developing Responsibility

Post this quote from Alfred North Whitehead, famous philosopher and mathematician: "It is impossible to have a moral order apart from a 'habitual vision of greatness.'"





Sample Student Self-Monitoring

Acting Responsibly



Encourage active learning by having students learn to monitor their own learning

Reaching your potential

I set goals for myself.

Creating an identity

I ask myself questions about who I should be.

I remember how other people have answered this question.



I compare the different ways people answer this question

Honor

I value honor in terms of self sacrifice, not in terms of hurting others.

Valuing

I choose positive values out of respect for myself.



I live by my values.

[CC indicates those taken from Character Counts]

Ethical Motivation Appendix

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Resources for Ethical Motivation	Greene, A. (1996). <i>Rights to responsibility: Multiple approaches to developing character and community</i> . Tucson, AZ: Zephyr Press.

Jweid, R. & Rizzo, M. (2001). *Building character through literature: a guide for middle school readers*. Lanham, MD: Scarecrow Press.

© 2001 Copyright, Darcia Narvaez
Kirschenbaum, H. (1994). *100 ways to enhance values and morality in schools*



Lesson Planning Guide

STEP

WRITE YOUR DECISIONS HERE

1. Select an ethical category and identify the subskill you will address in your lesson(s).
2. Select a graduation standard or academic requirement and identify the sub-components.
3. Match up the ethical sub-skill with the academic sub-components.
4. Generate lesson activities using these elements:
 - (a) **Enlist the community's resources.** (For ideas, consult the *Linking to the Community* worksheet, pp. 78-83).
 - (b) **Focus on a variety of teaching styles and intelligences.**

Teaching Styles: Visual, Auditory, Tactile, Kinesthetic, Oral, Individual/cooperative, Olfactory, Gustatory, Spatial

Intelligences: Musical, Bodily-kinesthetic, Spatial, Logico-mathematical, Linguistic, Interpersonal, Intrapersonal
 - (c) **Identify questions that you can ask that promote different kinds of thinking and memory.**
 - Creative Thinking
 - Prospective Thinking (predicting, anticipating the future)
 - Retrospective Thinking (examining the past)
 - Motivational Thinking (focusing, setting goals, ideals)
 - Practical Thinking
 - Types of memory:
 - Autobiographical (personal experience)
 - Narrative (storyline)
 - Procedural (how to)
 - Semantic (what)
5. Create an activity for each level of expertise you will address (worksheet provided on next page). Indicate which activities fit with which lesson. For each activity, indicate how you will assess learning.

Lesson Planning Guide (continued)

ACTIVITY

Student ASSESSMENT

Level 1: Immersion in Examples and Opportunities (*Attend to the big picture, Learn to recognize basic patterns*)

Level 2: Attention to Facts and Skills (*Focus on detail and prototypical examples, Build knowledge*)

Level 3: Practice Procedures (*Set goals, Plan steps of problem solving, Practice skills*)

Level 4: Integrate Knowledge and Procedures (*Execute plans, Solve problems*)



CHECKLIST FOR **Linking to the Community**

What resources must be accessed for learning the skill or subskill?

What resources must be identified to successfully complete the skill or subskill?

1. SOCIAL NETWORK RESOURCES

Circle the resources that must be accessed for learning the skill:

Family___	Friendship___	Service group___
Neighborhood___	Social groups ___	Community___
City___	Park & Rec___	State___
National ___	International___	
Other: _____	Other: _____	

On the line next to each circled item, indicate the manner of contact:

Contact in person (P), by telephone (T)

2. SEMANTIC KNOWLEDGE RESOURCES

Circle the resources that must be accessed for learning the skill:

Books and other library sources___	Web___
Librarians___	Educators and Intellectuals___
Business leaders___	Community experts___
Other: _____	Other: _____

On the line next to each circled item, indicate the manner of contact:

Contact in person (P), Email (E), Web (W), Letter (L), telephone (T)



CHECKLIST FOR Linking to the Community (continued)

3. AUTHORITY STRUCTURE RESOURCES

Circle the resources that must be accessed for learning the skill:

School officials___ Government officials (all levels) ___ United Nations___

Other Leaders: _____

Indicate the manner of contact for each item:

Contact in person (P), Telephone (T), Letter (L), Email (E)

4. ORGANIZATIONAL RESOURCES

What types of organizations can give guidance?

How can they help?



CHECKLIST FOR
Linking to the Community
(continued)

5. AGE-GROUP RESOURCES

Circle the resources that must be accessed for learning the skill:

- Teen groups in various community organizations____

Specify:

- School groups____

Specify:

- Senior Citizen groups ____

Specify:

- Children's groups____

Specify:

- Women's groups____

Specify:

- Men's groups____

Specify:

Indicate the manner of contact for each circled item:

Contact in person (P), telephone (T)



CHECKLIST FOR Linking to the Community (continued)

6. MATERIAL RESOURCES

Types of Materials

- scraps (from scrap yards)
- second-hand (from second-hand stores, recycling places)
- new
- handmade

Identify the resources that must be accessed for learning the skill:

What stuff do you need for your project?

Where can you get it?

How can you get it?

Indicate the manner of contact for each item:

Contact in person (P), Telephone (T)



CHECKLIST FOR Linking to the Community (continued)

7. EXPERTISE RESOURCES

Types of Expertise

social networking _____ design _____ musical _____
 physical (game/sport, dance) _____ creating _____ knowledge _____
 finance _____ selling _____

Identify the resources that must be accessed for learning the skill:

What expertise is required?

Who has expertise?

Can I develop expertise or must I depend on an expert?

Who can help me figure out what to do?

Indicate the manner of contact for each item:

Telephone (T), Take a class (C), Contact in person (P), Book (B)



CHECKLIST FOR
Linking to the Community
 (continued)

8. FINANCIAL RESOURCES

Circle the sources that must be accessed for learning the skill:

Grants___ Loans___ Donors___

Earn money___

Bartering (use library and experts to find these out) ___

Indicate the manner of contact for each circled item:

Telephone (T), Letter (L)

9. PERSONAL RESOURCES

What abilities and skills do I have that I can use to reach the goal?

10. OTHER RESOURCES

What other resources might be needed or are optional?



Rubric Examples

GUIDES FOR CREATING YOUR OWN RUBRIC

Creating Rubrics

(Blueprint of behavior for peak or acceptable level of performance)

- ❖ Establish Learner Outcome goals
- ❖ Cluster these characteristics
- ❖ Determine which combinations of characteristics show
Unsatisfactory, Satisfactory, Excellent 'job'
- ❖ Create examples of work showing different levels of performance
- ❖ List expectations on a form
- ❖ Present criteria to students ahead of time

RUBRIC FOR JOURNALING

Quality of Journaling		
<p>Content: Quantity Few requirements for content are covered.</p> <p>0 1 2 3</p>	<p>Most requirements are included and fairly well.</p> <p>4 5 6 7</p>	<p>Content requirements are thoroughly covered.</p> <p>8 9 10</p>
<p>Content: Clarity Entries are difficult to understand.</p> <p>0 1 2 3</p>	<p>Entries can be understood with some effort.</p> <p>4 5 6 7</p>	<p>Entries are easily understood.</p> <p>8 9 10</p>



Rubric Examples (continued)

RUBRIC FOR PAPERS OR REPORTS

Qualities of Paper or Written Report		
<p>Organization</p> <p>The paper is difficult to follow.</p> <p>0 1 2 3</p>	<p>The paper is easy to follow and read.</p> <p>4 5 6 7</p>	<p>All relationships among Ideas are clearly expressed By the sentence structures and word choices.</p> <p>8 9 10</p>
<p>Writing Style</p> <p>The style of the writing Is sloppy, has no clear direction, Looks like it was written by Several people.</p> <p>0 1 2 3</p>	<p>The format is appropriate With correct spelling, good Grammar, good punctuation And appropriate transition Sentences.</p> <p>4 5 6 7</p>	<p>The paper is well written And is appropriate for Presentation in the firm.</p> <p>8 9 10</p>
<p>Content</p> <p>The paper has no point. The Ideas are aimless, disconnected.</p> <p>0 1 2 3</p>	<p>The paper makes a couple Of clear points but weakly, With few supportive facts.</p> <p>4 5 6 7</p>	<p>The paper makes one or Two strong points. Support for these arguments Is well described.</p> <p>8 9 10</p>



Rubric Examples (continued)

RUBRIC FOR GROUP PROJECT

Evaluation of a Group Project *	Rating
<i>Comprehension</i> : Seemed to understand requirements for assignment.	0 1 2 3 Not Observed
<i>Problem Identification and Solution</i> : Participated in identifying and defining problems and working towards a solution.	0 1 2 3 Not Observed
<i>Organization</i> : Approached tasks (such as time management) in systematic way.	0 1 2 3 Not Observed
<i>Acceptance of responsibility</i> : Took responsibility for assigned tasks in the project.	0 1 2 3 Not Observed
<i>Initiative/motivation</i> : Made suggestions, sought feedback, showed interest in group decision making and planning.	0 1 2 3 Not Observed
<i>Creativity</i> : Considered ideas from unusual or different viewpoints.	0 1 2 3 Not Observed
<i>Task completion</i> : Followed through in completing own contributions to the group project.	0 1 2 3 Not Observed
<i>Attendance</i> : Attended planning sessions, was prompt and participated in decision making.	0 1 2 3 Not Observed
*based on J. Bloomer & E. Lutz, Xavier University, cited in Walvoord, 1998, <i>Effective Grading</i>	

Add Total Score

Total: _____

Divide by number of items scored with a number

Average: _____

Comments:



Special Activities

COGNITIVE APPRENTICESHIP

(from Collins, Hawkins & Carver, 1991, p 228)

Teach *process* (how to) and *provide guided experience* in cognitive skills.

Teach *content* relevant to the task.

Teach this content for each subject area:

Strategic knowledge: how to work successfully in the subject area

Domain knowledge: the kind of knowledge experts know

Problem solving strategies particular to the subject area

Learning strategies for the subject area

Teaching methods to use:

Expert modeling

Coaching

Scaffolding (lots of structured assistance at first, gradual withdrawal of support)

Articulation by students

Reflection

Exploration

How to sequence material:

Increasing complexity

Increasing diversity

Global (the big picture) before the local (the detail)

Learning environment should emphasize:

Situated learning

Community of practice

Intrinsic motivation

Cooperation

COOPERATIVE LEARNING

Necessary elements in using cooperative learning to improve role-taking (Bridgeman, 1981)

1. Required interdependence and social reciprocity
2. Consistent opportunity to be an expert
3. Integration of varied perspectives and appreciation for the result
4. Equal status cooperation
5. Highly structured to allow easy replication of these interactions



Special Activities

GUIDELINES FOR CROSS-GRADE TUTORING

From S. B. Heath & L. Mangiola (1991). *Children of Promise: Literate activity in linguistically and culturally diverse classrooms*. Washington, D.C.: National Education Association.

1. Allow a preparation period of at least 1 month to 6 weeks for the student tutors.
2. Use as much writing as possible in the context of the tutoring from the very beginning. Use a variety of sources and use the tutoring as a basis for tutors to write to different audiences.
3. Make field notes meaningful as a basis for conversation by providing students with occasions to share their notes orally.
4. Provide students with supportive models of open-ended questioning.
5. Emphasize the ways in which tutors can extend tutees' responses and elicit elaboration from tutees in order to impress upon them the importance of talk in learning.
6. Discuss the ways the topic relates to students' experiences.
7. Provide opportunities for tutors to prepare.
8. Develop real audiences for the students' work.

RECIPROCAL TEACHING (RT)

Context	One-on-one in laboratory settings	Groups in resource rooms	Naturally occurring groups in classrooms	Work groups fully integrated into science classrooms
Activities	Summarizing, questioning, clarifying, predicting	Gist and analogy	Complex argument structure	Thought experiments
Materials	Unconnected passages	Coherent content	Research-related resources material	Student-prepared
Pattern of use	Individual strategy training	Group discussion	Planned RT for learning content and jigsaw teaching	Opportunistic use of RT



Linking EM Skills to Graduation Standards

STANDARDS	EM-1	EM-2	EM-3	EM-4	EM-5	EM-6	EM-7
READ, LISTEN & VIEW:							
Nonfiction 1	*	*	*	*	*	*	*
Nonfiction 2a							
Nonfiction 2b							
Nonfiction 2c							
Nonfiction 2d							
Nonfiction 2e							
Nonfiction 2f							
Fiction 1	*	*	*	*	*	*	*
Fiction 2							
Fiction 3							
Fiction 4							
Fiction 5							
Fiction 6							
Technical Reading 1							
Technical Reading 2							
Technical Reading 3							
WRITE AND SPEAK:							
Writing 1a							
Writing 1b							
Writing 1c							
Writing 1d							
Writing 1e							
Writing 2a	*	*	*	*	*	*	*
Writing 2b	*	*	*	*	*	*	*
Writing 2c	*	*	*	*	*	*	*
Writing 2d	*	*	*	*	*	*	*
Writing 3a		*					*
Writing 3b		*					
Writing 3c							
Interpersonal Comm. 1	*	*	*	*	*	*	*
Interpersonal Comm. 2	*	*	*	*	*	*	*
Interpersonal Comm. 3	*	*	*	*	*	*	*
Interpersonal Comm. 4	*	*	*	*	*	*	*
DECISION-MAKING:							
Personal Health 1	*		*	*	*		*
Personal Health 2	*		*	*			*
Personal Health 3	*	*	*	*	*		*
Personal Health 4	*		*	*			
Personal Health 5	*		*	*			*
Phys. Ed. & Fitness 1	*						
Phys. Ed. & Fitness 2							
Phys. Ed. & Fitness 3							
Phys. Ed. & Fitness 4							
Phys. Ed. & Fitness 5							
Phys. Ed. & Fitness 6							
Phys. Ed. & Fitness 7	*		*	*	*		*
Career Exploration 1				*			*
Career Exploration 2							
Career Exploration 3							
Career Exploration 4							
PEOPLE & CULTURES:							
Current Issues 1	*	*	*	*	*	*	*
Current Issues 2	*	*	*	*	*	*	*
Current Issues 3	*	*	*	*	*	*	*
Current Issues 4	*	*	*	*	*	*	*
Current Issues 5	*	*	*	*	*	*	*
Geo. & Culture 1			*	*	*	*	
Geo. & Culture 2			*	*			
Geo. & Culture 3			*	*	*	*	
Geo. & Culture 4			*	*			
Geo. & Culture 5		*	*	*	*	*	
Hist. & Citizenship 1	*	*	*	*	*	*	*
Hist. & Citizenship 2			*	*	*	*	*
Hist. & Citizenship 3			*	*	*	*	*
Hist. & Citizenship 4	*	*	*	*	*	*	*



Linking EJ Skills to Search Institute Assets

SEARCH ASSETS	EM-1	EM-2	EM-3	EM-4	EM-5	EM-6	EM-7
1. Family support			*	*		*	
2. Positive family comm.					*		
3. Other adult relationships	*					*	
4. Caring neighborhood			*	*		*	
5. Caring school climate	*	*	*	*	*	*	*
6. Parent involvement in school							
7. Community values youth			*				*
8. Youth as resources	*	*	*	*	*	*	*
9. Service to others			*				
10. Safety				*	*		*
11. Family boundaries	*	*	*		*		
12. School boundaries			*				
13. Neighborhood boundaries			*				
14. Adult role models	*	*	*	*	*	*	*
15. Positive peer influence	*		*	*	*		*
16. High expectations							*
17. Creative activities							
18. Youth programs							
19. Religious community	*	*		*			*
20. Time at home				*			*
21. Achievement motivation					*		
22. School engagement							
23. Homework	*	*	*	*	*		*
24. Bonding to school							*
25. Reading for pleasure	*	*	*	*	*		*
26. Caring	*	*	*	*	*		*
27. Equality and social justice	*	*	*	*	*		*
28. Integrity							
29. Honesty	*	*	*	*	*		*
30. Responsibility	*	*	*		*		*
31. Restraint		*		*	*		
32. Planning and decision making	*	*		*	*		
33. Interpersonal competence							
34. Cultural competence		*					
35. Resistance skills							
36. Peaceful conflict resolution		*	*	*	*		*
37. Personal power		*		*			*
38. Self-esteem			*	*			*
39. Sense of purpose							
40. Positive view of personal future							



Recommended Resources for Character Education

Greene, A. (1996). *Rights to responsibility: Multiple approaches to developing character and community*. Tucson, AZ: Zephyr Press.

Jweid, R. & Rizzo, M. (2001). *Building character through literature: a guide for middle school readers*. Lanham, MD: Scarecrow Press.

Kirschenbaum, H. (1994). *100 ways to enhance values and morality in schools and youth meetings*. Boston: Allyn & Bacon.

Liebling, C.R. (1986). *Inside view and character plans in original stories and their basal reader adaptations*. Washington, DC: National Institute of Education.

Miller, J.C. & Clarke, C. (1998). *10-minute life lessons for kids: 52 fun and simple games and activities to teach your child trust, honesty, love, and other important values*. New York, NY: Harperperennial Library.

Ryan, K.A. & Bohlin, K.E. (2000). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass.

Ryan, K. & Wynne, E.A. (1996). *Reclaiming our schools: teaching character, academics, and discipline*. Upper Saddle River, NJ: Prentice Hall.



Resources/References for Ethical Motivation

ACADEMIC ACHIEVEMENT

Creative Controversy: Intellectual Challenge in the Classroom (Johnson & Johnson, 1992)

Conflict Resolution Education Network (CREnet)

1527 New Hampshire Ave. NW

Washington, DC 20036

202 667-9700

www.crenet.org

Description: This manual is intended to help teachers increase students' motivation to learn, academic achievement, creative thinking, and higher level reasoning.

Efficacy Institute

99 Hayden Avenue

Lexington, MA 02173

617 862-4390

www.teachermag.org/context/orgs/ei.htm

Description: The Efficacy Institute works to release the intellectual capacity of all children, especially children of color, and to affirm their right to learn. Part of its mission is to help teachers and other adults learn that development is a learnable, teachable process that all of us are responsible for managing. The institute is committed to breaking the cycle of underdevelopment and eradicating the myth of genetic inferiority.

Summer Enrichment Guide for Students of Color

The Minnesota Minority Education Partnership, Inc.

2211 Riverside Avenue S

Minneapolis, MN 55454

612 330-1645

Description: This guide was developed to assist youth in identifying summer academic programs which may help them prepare for post-secondary education. The Minnesota Minority Education Partnership (MMEP) is a collaborative effort committed to increasing the success of Minnesota students of color in Minnesota schools, colleges, and universities.



Resources/References for Ethical Motivation

CITIZENSHIP EDUCATION

Central and Eastern Europe Business Information Center (CEEBIC) web site
www.itaiep.doc.gov/eebic/cduga.html

Description: Students can learn about our government by accessing this CEEBIC web site and linking directly to U.S. government agencies, including the White House, U.S. Treasury Department, U.S. Department of Agriculture, and Agency for International Development.

Character Building Web Site (<http://www.coe.usu.edu/eb/resources/characterbuilder/>).

Character Education Partnership
918 16th Street NW, Suite 501
Washington, DC 20006
800 988-8081

www.character.org/search/

Description: Character Education Partnership's (CEP) Online Database has character education resources and organizations, scroll through material from CEP's Character Education Resource Guide, or view a list of other character education web sites.

Civic Organizing, Inc.
2332 Bourne Ave.
St. Paul, MN 55108
www.activecitizen.org/ACCOI.html

Description: Civic Organizing, Inc. provides a list of recommended readings that are some key works associated with the history of democratic movements, as well as some current works on professional culture and education that have influenced the development of civic organizing.

National Council for Social Studies
3501 Newark Street NW
Washington, DC 20016
800 683-0812
socialed@ncss.org

Description: The mission of National Council for the Social Studies (NCSS) is to provide leadership, service, and support for all social studies educators, who teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. NCSS offers teaching resources in many areas of social studies, including civic ideals and practices and power, authority, and governance.

U.S. House of Representatives/U.S. Senate web sites
www.house.gov/ or www.senate.gov/

Description: Students can learn about the U.S. House of Representatives by accessing this web site.



Resources/References for Ethical Motivation

CONFLICT RESOLUTION

Conflict Resolution curricula
Conflict Resolution Education Network
1527 New Hampshire Ave. NW
Washington, DC 20036
202 667-9700
www.crenet.org

Description: The Conflict Resolution Education Network (CREnet) is the primary national and international clearinghouse for information, resources, and technical assistance in the field of conflict resolution education. Conflict resolution curricula available in their catalogue include *Teaching Students to Be Peacemakers* (Johnson & Johnson, 1991), *Conflict Resolution in the Middle School* (Kreidler, 1994), plus many more.

Peacemaker! A Conflict Resolution Program for Youth—There is HOPE
National Service Resource Center
P.O. Box 1830
Santa Cruz, CA 95061-1830
800 860-2684
www.etr.org/NSRC

Description: This video (NIMCO, 1996) shows the making of a real-life situation video by teens to illustrate ways of dealing with conflict and avoiding violence. It includes interviews with students about their lives in a high-risk neighborhood.

CREATING COMMUNITY LINKS

The Ecology of Hope: Communities Collaborate for Sustainability
(Bernard & Young, 1997)
National Service Resource Center
P.O. Box 1830
Santa Cruz, CA 95061-1830
800 860-2684
www.etr.org/NSRC

Description: This describes examples of communities and their stories who collaborated among different factions and interest groups to reach agreement on local resource issues in forestry, rangeland, watershed, and fisheries management.



Resources/References for Ethical Motivation

Intergenerational Connections
National Service Resource Center
P.O. Box 1830
Santa Cruz, CA 95061-1830
800 860-2684
www.etr.org/NSRC

Description: The National Service Resource Center provides resources for building relationships between youth and adults and connecting intergenerational service learning experiences to middle school curriculum in *Creating Intergenerational Community* (Roehlkepartain, 1996), *Partners Program: A Guide for Teachers and Program Leaders* (National Helpers Network, 1993), and *Sharing and Learning* (National Helpers Network, 1997).

DRUG AND ALCOHOL PREVENTION

Project Charlie
6425 Nicollet Avenue S
Minneapolis, MN 55423-1668
(612) 861-1675
www.projectcharlie.org/index.html

Description: Through curriculum and training, Project Charlie equips teachers with the skills and information they need to teach children social competencies that will lead them to choose not to use! Project Charlie programs include both school and home-based curriculum for prevention in drug abuse, physical and sexual abuse, and violence prevention for elementary and middle school age children.

ENVIRONMENTAL STEWARDSHIP

(cultivating a personal commitment to responsible resource management through knowing about and caring for the environment and applying this concern through responsible action)

Carolina Coastal Science web site
www.ncsu.edu/sciencejunction/terminal/lessons/coast/index.html

Description: The Carolina Coastal Science web site is an innovative, inquiry-based, science resource that explores science in coastal Carolina. While this Web site has been designed specifically for an Environmental Science component of an elementary, middle school, or upper secondary science curriculum, it may be used in different curricular areas.

Give Water a Hand web site
www.uwex.edu/erc/

Description: With Give Water A Hand, young people team up with educators, natural resource experts and committed community members to study water issues and take ACTION! Students learn about Give Water a Hand and how they can launch this successful program in their own community or school through accessing this web site.



Resources/References for Ethical Motivation

U. S. Fish and Wildlife Service web site
www.fws.gov/

Description: The mission of U.S. Fish and Wildlife Service is working with others to conserve, protect, and enhance fish, wildlife, and plants and their habitats for the continuing benefit of the American people. Students can learn about endangered species, environmental contaminants, fisheries, migratory birds, and waterfowl at this web site.

Ask a Geologist web site
walrus.wr.usgs.gov/docs/ask-a-ge.html

Description: Do students have questions about volcanoes, earthquakes, mountains, rocks, maps, ground water, lakes, or rivers? Students can email earth science questions to geologists. They answer about 45% of incoming messages. They encourage students to send in questions, but will not write reports or answer test questions for them.

PEACE BUILDING

These organizations can provide information on peace education:

Growing Communities for Peace
Marine on St. Croix, MN
612-433-4303
www.peacemaker.org

Richmond Peace Education Center
Richmond, VA
804-358-1958

PeaceBuilders
Heartshsprings, Inc.
Tucson, AZ
520-322-9977
MIK@Heartshsprings.org

Peace Education Foundation
Miami, FL
1-800-749-8838
www.peace-ed.org

Kids Peace Net
www.kidspeacenet.com



Resources/References for Ethical Motivation

PEER MEDIATION

These organizations can provide information on peer mediation and conflict resolution.

Cooperative Learning Center
University of Minnesota
612-624-7031
www.clcrc.com

Conflict Resolution/Peer Mediation Research
University of Florida
www.coe.ufl.edu/CRPM/CRPMhome.html
conflict@coe.ufl.edu

Peer Mediation Program manuals and guides
Conflict Resolution Education Network
1527 New Hampshire Ave. NW
Washington, DC 20036
202 667-9700
www.crenet.org

Description: The Conflict Resolution Education Network (CREnet) is the primary national and international clearinghouse for information, resources, and technical assistance in the field of conflict resolution education. Examples of program manuals and guides available through CREnet include *Students Resolving Conflict: Peer Mediation in Schools* (Richard Cohen, 1995) and *Training Middle School Conflict Managers* (The Community Board Program, 1995).

SERVICE LEARNING

National Service-Learning Clearinghouse
1954 Buford Avenue, Room R-460
St. Paul, MN 55108
800 808 SERVe (7378)
www.nicsl.coled.umn.edu/

Description: The Learn & Serve America National Service-Learning Clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education school-based, as well as community-based initiatives. The center of the Clearinghouse is located at the University of Minnesota, Department of Work, Community and Family Education, with collaboration from a consortium of twelve other institutions and organizations.



Resources/References for Ethical Motivation

National Youth Leadership Council
Department of Strategic Youth Initiatives
1910 W County Road B
St. Paul, MN 55113
641 631-3672
www.nylc.org

Description: The National Youth Leadership Council's (NYLC) mission is to engage young people in their communities and schools through innovation in learning, service, leadership, and public policy. As one of America's most prominent advocates of service-learning and youth service, NYLC is at the forefront of efforts to reform education and guide youth-oriented public policy.

Service Learning Resources
National Service Resource Center
P.O. Box 1830
Santa Cruz, CA 95061-1830
800 860-2684
www.etr.org/NSRC

Description: The National Service Resource Center offers manuals and guides for doing service learning, including Essential Elements of Service Learning (National Service Learning Cooperative, 1998), Service-Learning: Linking Classrooms & Communities (California Department of Education, 1999), and Teens Volunteering: The Guide (Dungca, 1998).

VOLUNTEERISM

Directory of Youth Volunteer Opportunities
United Way of Minneapolis Area
404 S 8th Street
Minneapolis, MN 55404
612 340-7621

Description: This directory provides volunteer opportunities for individual youth as well as groups in the western Twin Cities metropolitan area.

Voices from the Heart: In Celebration of America's Volunteers (O'Connell, 1999)
National Service Resource Center
P.O. Box 1830
Santa Cruz, CA 95061-1830
800 860-2684
www.etr.org/NSRC

Description: Volunteers tell their own stories about what they do, why they do it, and what the experience has meant to them.



Resources/References for Ethical Motivation

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