Nurturing Character in the Middle School Classroom

Introduction to the Project and Framework

by

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Introduction to the Project and Framework

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Minnesota's
"Community Voices and
Character Education" Project

Purpose of the Project[1]

At the beginning of the 21st century, children are less likely to spend time under adult supervision than they were in the past. As a result, children's ethical education has become haphazard, and subject to strong influence from popular media. To help the development of children, we seek to assist educators develop curricula that teach character while simultaneously meeting regular academic requirements.

Goal of the "Community Voices and Character Education" Project

The overarching goal of "Community Voices and Character Education" is to facilitate ethical development that might not otherwise occur. The project applies a researched-based approach, at the same time emphasizing the importance of context-specific, community values. We apply research and research-based theory to instruction for ethical development, using a process model of ethical behavior that is based on research and applied to ethics education. We provide participating teachers with teacher guides that help them integrate graduation standards and comprehensive goals with ethics education in the classroom.

Purpose of the Teacher Guides

The guidebook is a set of booklets that provide links between ethics education and regular academic requirements. The guides have been written to accompany the workshop, "Nurturing Character in the Middle School Classroom." We encourage educators interested in ethical development to attend a workshop or consult with the University of Minnesota Design Team (listed in the credits) to learn how to best use the guides.

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[1] If you are interested in more information, please contact Leilani Endicott, 150 Peik Hall, 159 Pillsbury Dr. SE, Minneapolis, MN 55455. (PHONE: 612-626-9296; Email: gjell001@tc.umn.edu). The University Design Team also conducts workshops.

The Project

The *Teacher Guides for Nurturing Character in the Middle Classroom*

Goals of the Teacher Guides

❖ This set of teacher guide booklets is intended to promote a conscious and conscientious approach to helping students build character.

❖ The guides have been created to help teachers deliver instruction that both addresses academic goals and fosters ethical development.

❖ The guides are intended for educators who work at the middle school level. Even so, the basic information about ethical education may be appropriate for other levels.

❖ We suggest links to Minnesota's comprehensive goals. Although we suggest links between our ethical skills and only a select group of graduation standards, we encourage teachers to use the material with any standard.

Characteristics of the project

Provides a concrete view of ethical behavior
described in "What Should Be Taught?" section (pp. 13-23)

Focuses on novice-to-expert skill building
described in "How Should Character Be Taught?" section (pp. 25-26)

Addresses community cultural contexts
described in "Who Decides Which Values to Teach?" section (p. 27)

Empowers the student
described in "What is the Students Role?" section (pp. 29-30)

Embeds character education into regular instruction
described in "When Should Character Be Taught?" section (p. 31)

The Project

Organization of the Teacher Guides

The Teacher Guides are organized with first-timers to ethical education in mind. We have an explanatory booklet to provide a background for the subsequent booklets. We encourage you to read the explanatory booklet first. Our conceptual outline is as follows:

I.   Introduction Booklet
      Introduction to the Project and Framework

II.   Classroom Application Booklets
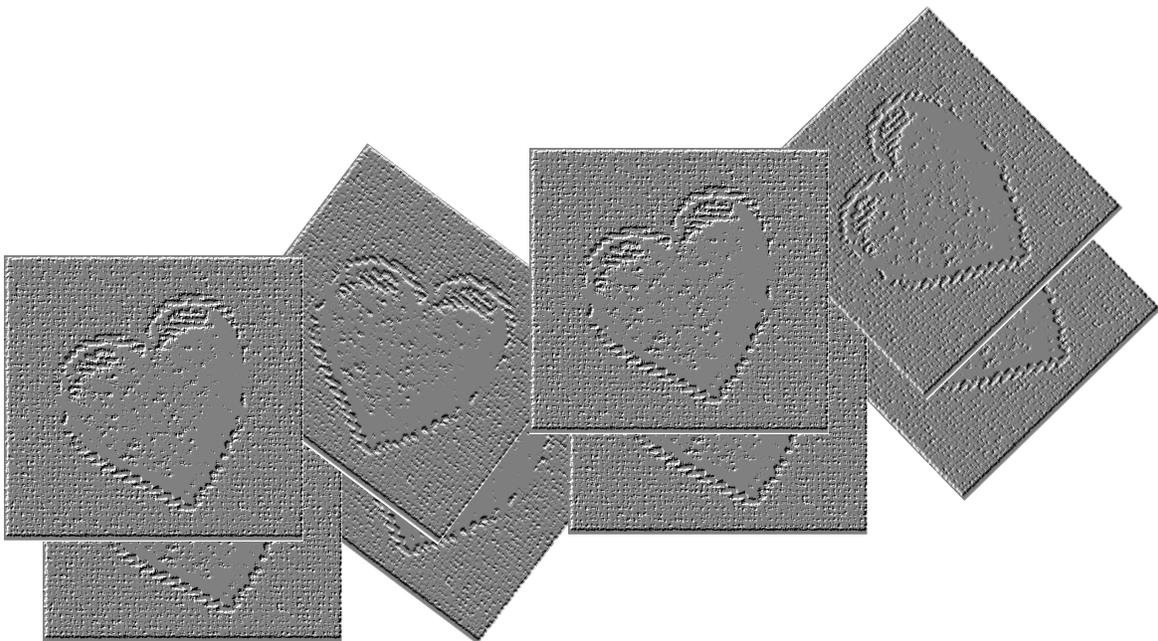   Process 1: Ethical Sensitivity: Skills, Subskills, and Ideas for Teaching
      Process 2: Ethical Judgment: Skills, Subskills, and Ideas for Teaching
      Process 3: Ethical Motivation: Skills, Subskills, and Ideas for Teaching
      Process 4: Ethical Action: Skills, Subskills, and Ideas for Teaching

The Project

Should Teachers Teach Values?
They already are

To educate a person in mind and not in morals is to educate a menace to society.-Theodore Roosevelt

The United States at the beginning of the 21st century has reached a new pinnacle. There is more prosperity throughout the society than ever before. There are more equal rights across groups (e.g., males and females, minorities and majorities) than in the history of the world. There are comforts U.S. citizens enjoy that are accessible only to the wealthy in many other nations of the world (e.g., clean water, sewage, inexpensive clothes, and food). Then why are children around the nation shooting their peers at school? Why do so many lament our public behavior and sense of community? Why do some argue that our social supports are the worst among industrialized countries of the world (e.g., no national day care, few national benefits for parents)? Why does the U.S. have a greater percentage of its citizens imprisoned than any other nation save Russia? Certainly there are multiple causes for these outcomes. Many, however, point to the cultural health of our nation.

What do you think of our nation's cultural health? Take, for example, current standards for public behavior—are they better or worse than in the past? What do you think of popular culture? Television shows use language, discuss topics, and show interactions that would not have been broached just a few years ago. For the sake of entertainment, committed couples allow themselves to be placed on "Temptation Island" in order to test how committed they really are. Is that all right? Does it matter? Professional athletes can be felons and still receive acclaim from fans and the news media. Should we care? Many have noted that citizens are increasingly impatient, self-absorbed, and rude in public. Have you noticed? Most notably, people are harming and killing others over traffic offenses (Road Rage Summit, Minneapolis, April 29, 1999).

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[1] Unlike most other industrialized nations, there are few social supports outside the home that are built into our system—it was designed to rely on the strength of the nuclear family and extended family. A high rate of single parenting, both parents working and the resultant guilt, lack of parenting skills, lack of extended family support, and a cultural milieu oriented to pleasure rather than self-sacrifice all contribute to the decline in communal satisfaction. Instead of child raising being shared across society, the schools are shouldering the many needs that growing (and neglected or abused) children have.

Citizens of other industrialized nations are appalled by our culture (e.g., <u>Xenophobe's guide to the Americans</u> by S. Faul) and consider us a nation of self-indulgent adolescents. Faul begins her book:

> Americans are like children: noisy, curious, unable to keep a secret, not given to subtlety, and prone to misbehave in public. Once one accepts the American's basically adolescent nature, the rest of their culture falls into place and what at first seemed thoughtless and silly appears charming and energetic. (p. 5)

Do you agree? Do you believe that individuals in the United States overemphasize their rights with little thought for their responsibilities to others? Do they (we) overemphasize individualism at the expense of collective goals as communitarians contend (e.g., Etzioni, 1994; Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985)? According to this perspective, everyone is rushing from one activity to another with little thought for neighbors. The patience that is learned from long-time interaction with neighbors is not being fostered. Instead, impatience with others seems the norm. Miss Manners concurs, believing that we have a civility crisis.

Consider today's families. At the dawn of the 21st century in the United States, it is normal for parents (supported by corresponding laws and social be-liefs) to think of themselves as individuals first and family members second, mak-ing it easy to divorce a spouse even when there are children. Even as a single parent works hard to support the family (or both parents work to maintain a standard of living formerly supported by one income), many are unable to provide the support and supervision their children need (Steinberg, 1996). As a result, children are not getting enough adult attention. A third of them are depressed. Too many commit suicide. They turn to their peers for values, support, and goals. [1] Children spend more time with television, with all its contemporary crudities, than with their parents. Children's values are cultivated willy-nilly by their daily experi-ence largely apart from adults. Some young people admire Eminem, a white rap singer whose songs are replete with the raping or killing of women (including his mother). In fact, some sociologists and philosophers have suggested that U.S. culture, in its fascination with killing, is a culture not only of violence but of death. Such are the values that children bring to school.

"So what?" you might say. "I try not to make judgments about the cultures of my students. I let the students make up their own minds. I don't teach values in my classroom." Really? Is *any* behavior acceptable in your room? If not, you *are* teaching values—you are indicating that some behaviors are better than others. Not hitting is better than hitting. Not cheating is better than cheating. On a daily

basis, you decide which students or behaviors get rewarded and which get punished. Teachers make decisions about how "the benefits and burdens of living together" are distributed (Rest, 1986). Teachers decide how to manage the competition and cooperation that humans bring to social interactions. **In short, teachers are teaching values all day long.**

Teachers' Ethical Decisions

We urge teachers to be both conscious of and conscientious about the values they are teaching.

There are many morally-relevant situations in schools in which teachers make decisions that affect student welfare. Here are a few concrete examples of value teaching:

- When teachers **divide the class into groups**, they are conveying what should be noticed (e.g., gender) and what they value (e.g., cooperation, achievement) . By doing this they reinforce what students should notice and value .
- When teachers **discipline** students, the students learn what behaviors are important in that classroom (or in the hallway, depending on where the disciplining takes place).
- The **school rules the teacher enforces (or doesn't enforce)** reveal how seriously the students should take rules in school and in general.
- The **standards a teacher applies** to behavior, homework, and attitudes are practiced (and learned) by the students in the classroom.
- When teachers have needy students, **the teacher must decide which student(s) will get his or her attention** —teacher attention is one of the most valuable commodities in the classroom.
- **The way a classroom is structured physically** and the way the teacher sets up procedures (and which ones) demonstrate the values held by the teacher. For example, if the teacher wants to emphasize creativity he or she may have colorful décor, alternative seating arrangements, and may allow freedom of choice in selecting academic activities.
- **The teacher's communication style** (quiet and firm, or playful and easy going) can set the classroom climate and convey the expectations for behavior.
- Whether or not and how teachers **communicate with parents** show how parents are valued.
- **Grading policies** are another way that teachers distribute the benefits and burdens available in the classroom—does the teacher use norm-referenced or criterion-referenced or contract-based grading?
- **Curriculum content selection** can convey a high regard for one culture over another, one viewpoint over another. Whether or not teachers assign homework over religious holidays (and whose holidays) reveal the teacher's expectations and values.
- **The teacher's cultural assumptions** about the social context and his or her instinctive responses to students convey non-verbally who is valued and who is not. This may be one of the most important features of a classroom for a minority student whose success may be at risk.

In short, teachers teach values whether or not they realize it. In the Community Voices and Character Education Project, we urge teachers to be conscious and conscientious, intentional and systematic, about the values they are teaching. We provide an ethical development framework for teachers to use as they conceptualize and structure the curriculum, the climate and the classroom for student development.

A systematic approach to teaching values requires the teacher to be self-reflective and to focus on his or her professional development as well. When teachers develop curricula using our principles, they learn principles to use in their professional behavior. We discuss the processes of ethical behavior and how to apply this knowledge to the curriculum they use, to the classroom climate and to their own behavior in the classroom. Based on these materials, teachers are able to design activities and a classroom that promote ethical behavior.

This is not to say that teachers currently are without guidance as to promoting an ethical classroom. Teachers have a code of ethics to which they subscribe when obtaining a license, a teaching position, or when joining a professional organization. Notice the excerpt from the National Education Association's Code of Ethics (Table 1.1). The code should influence much of what teachers decide and do. Notice that the NEA code is not merely one of "doing no harm," but is *proactive*, that is, "doing good."

Table 1.1
FROM THE CODE OF ETHICS OF THE EDUCATION PROFESSION
(National Education Association, 1975)

Principle 1: Commitment to the student.

In fulfillment to the student, the educator—-

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
    a. Exclude any student from participation in any program;
    b. Deny benefits to any student;
    c. Grant any advantage to any student.

Should Teachers Teach Values?

Some critical features of the excerpt from the NEA code in Table 1.1 include the responsibilities :

- to present more than one viewpoint,
- to present the full gamut of subject matter relevant to the student,
- to protect the student from harm.

These are actions that require conscious deliberation. For example, corresponding questions the teacher might consider for each of these responsibilities might be: What are multiple viewpoints on this topic? What content should be included? What harms students and how can I design an environment and classroom atmosphere that is least harmful? If the teacher does not deliberately plan around these issues, chances are there will be only mainstream viewpoints presented, the subject matter will be narrow, and the student may have to tolerate insults and other harm from peers.

Even if a Minnesota teacher does not subscribe to the NEA or its code, there is a code to which a Minnesota teacher must subscribe: the Minnesota Board of Teaching's Code of Ethics (Table 1.2). This code also emphasizes that a teacher protect students, act in a "nondiscriminatory manner" and provide an "atmosphere conducive to learning." In order to accomplish these things, teachers must make ethical decisions and choices.

We believe that there is more to ethical education than even following a code of ethics. The code provides a minimal set of general guidelines. Promoting ethical behavior in students requires not only a deliberate effort but a theory for what ethical behavior entails. In character education programs across the country, it is not always clear what direction these efforts should take. That is the topic of the next section.
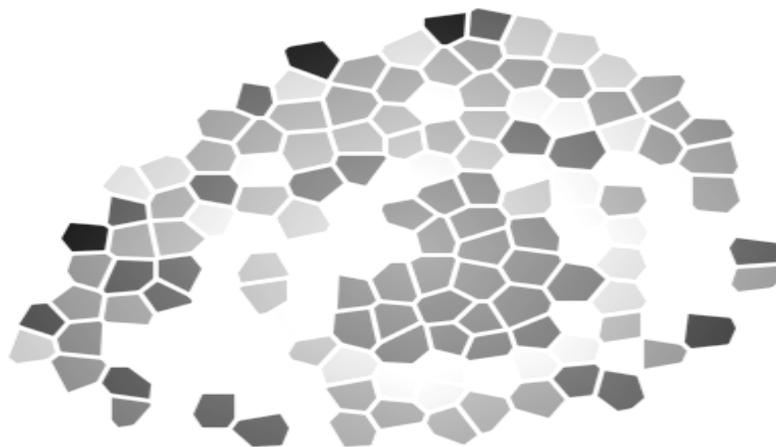
Table 1.2
FROM THE MINNESOTA BOARD OF TEACHING'S CODE OF ETHICS

Subpart 2: Standards of professional conduct. The standards of professional conduct are as follows:

A. A teacher shall provide professional educational services in a **nondiscriminatory manner**.

B. A teacher shall make reasonable effort to **protect the students** from conditions harmful to health and safety.

C. In accord with state and federal laws, a teacher shall disclose **confidential** information about individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take **reasonable disciplinary action** in exercising the authority to provide an **atmosphere conducive to learning**.

E. A teacher shall **not use professional relationships** with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall **not deliberately suppress or distort subject matter**.

H. A teacher shall **not knowingly falsify or misrepresent records** of facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall **not knowingly make false or malicious statements** about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

What Should Be Taught?
The Process Model of Ethical Behavior

When a curriculum claims to be educating for character, what should it mean? What are the aspects of ethics that should be addressed? As a framework for analysis, we use the Process model of ethical behavior as described by Rest (1983) and advocated by Bebeau, Rest, and Narvaez (1999). The model includes ethical sensitivity, ethical judgment, ethical motivation, and ethical action. See the framework outlined below and described in the next section.

The Process Model of Ethical Behavior

ETHICAL SENSITIVITY
NOTICE!
Pick up on the cues related to
ethical decision making and behavior;
Interpret the situation according to who is involved,
what actions to take, and what possible reactions
and outcomes might ensue.

ETHICAL JUDGMENT
THINK!
Reason about the possible actions in the situation
and judge which action is most ethical.

ETHICAL MOTIVATION
AIM!
Prioritize the ethical action over other goals and needs
(either in the particular situation, or as a habit).

ETHICAL ACTION
ACT!
Implement the ethical action by knowing how to do so
and follow through despite hardship.

How the Ethical Process Model Works

A kindergarten student in New York City dies midyear from longstanding child abuse at the hands of a parent. The community is shocked that the teacher and school did not prevent the untimely death.

The star of the boy's basketball team is flunking English. If he gets a failing grade, he won't be able to play on the team. Should the teacher give him a passing grade so that the team has a chance to win the championship and boost school morale?

An American Indian student won't look the teacher in the eye nor volunteer answers in class. How should the teacher respond?

From large effects to small, the ethical behavior of teachers— or its lack thereof —influences children's lives on a daily basis (e.g., Bergem 1990; Goodlad, Soder, & Sirotnik, 1990). Decisions about grading and grouping; decisions about curriculum, instructional style, assessment; decisions about the allotment of time, care, and encouragement (which students, when, where and how?)—all these are ethical decisions the educator faces each day. How can teachers sort out the processes of ethical decision making?

First, one must know what ethical behavior looks like. When thinking about ethical behavior, it is often helpful to think of ethical failure. For example—an extreme one, think of the teacher whose student dies from child abuse. How is it that the teacher did not take ethical action and intervene? There are many points at which failure might have occurred. First, the teacher would have to recognize the signs and symptoms of abuse, and have some empathic reaction to the child's circumstance. Having noticed and felt concern, the teacher would need to think about what action might be taken and what outcomes might occur. Then the teacher must reason about the choices and decide which action to take. (In order for ethical behavior to eventually occur, the teacher would need to select an ethical action.) Next, the teacher would need to prioritize the chosen (ethical) action over other needs, motives, and goals. Finally, the teacher would need to know what steps to take to implement the decision, and persevere until the action was completed. It is apparent that there are a lot of places where things can go wrong—for example, the teacher may not see the signs or may make a bad judgment or may have other priorities or may not know what to do or may give up in frustration. In effect, ethical failure can stem from any one or more of these weaknesses.

Rest (1983) has asked: what psychological elements are involved in bringing about an ethical action? He has suggested that there are at least four psychological processes of ethical behavior that must occur in order for an ethical behavior to ensue. These four processes are:

(1) *Ethical Sensitivity:* Noticing the cues that indicate a moral situation is at hand. Identifying the persons who are interested in possible actions and outcomes and how the interested parties might respond to the range of possible actions and outcomes.

(2) *Ethical Judgment:* Making a decision about what is ethically right or ethically wrong in the situation.

(3) *Ethical Motivation:* Placing the ethical action choice at the top of one's priorities, over all other personal values at the moment.

(4) *Ethical Action:* The necessary ego strength and implementation skills to complete the action despite obstacles, opposition, and fatigue.

In an effort to make these processes clear, let us look at a specific situation in a classroom to which we will apply the processes. Let us imagine that Mr. Anderson has a classroom of children in which Abraham is hitting Maria. Now let us look at each of the processes in relation to this event.
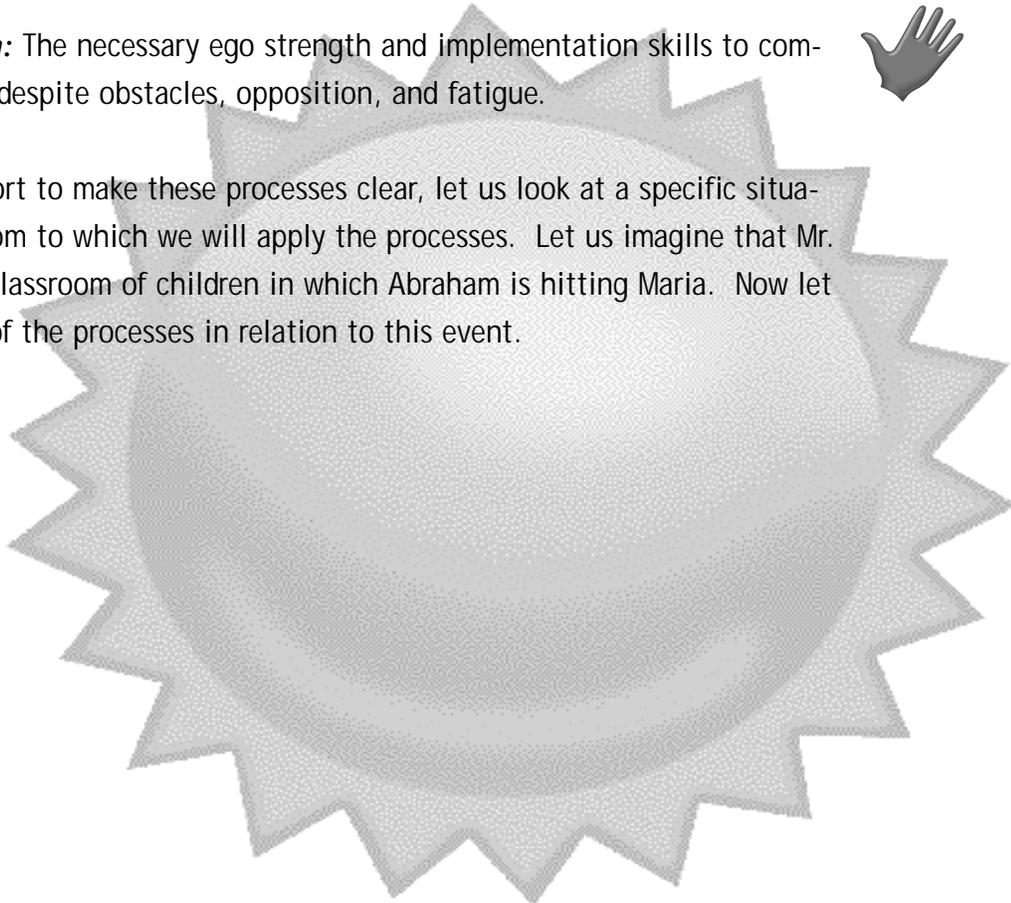
Process 1: Ethical Sensitivity

Picking up on the cues
related to ethical decision making and ethical behavior
Interpreting the situation according to who is involved,
what actions to take, what possible reactions and outcomes might ensue

Teachers need to be able to detect and interpret environmental cues correctly in order for the other processes of ethical behavior to be initiated. For example, if Mr. Anderson completely fails to see Abraham hitting Maria, there will be no consideration of action choices or action taken. In order to perceive the action, such an occurrence must be salient because, for example, it is unusual. On the other hand, Mr. Anderson may not notice the hitting if it is a daily class-wide event, or if it is an agreed-upon sign of affection.

Ethical Sensitivity

Notice a problem (sensibilities)
What kinds of problems are salient to me, my family, my community, my affiliative groups?

State the situation (critical thinking)
What is the problem? How did the problem come about? How much time is there to make a decision? How does my community identify the problem? How do elders in my family identify the problem? How does my religion or family culture affect my perceptions?

State the interested parties (critical thinking)
Who are the people who will be affected by this decision (family, community, affiliative groups)? Who should be consulted in this decision? Who has faced this problem before? With whom could I talk about the problem?

Weigh the possible outcomes (short-term and long-term) (creative thinking)
What the possible consequences to me my family/community/affiliative groups for each possible action? What are the possible reactions of these interested parties? What are the potential benefits for me, my family/community/affinity groups for each possible action? Who else might be affected? How will my choice affect the rest of the world now and in the future?

List all possible options (creative thinking)
How could the problem be solved? What are the choices I have for solving the problem? How would my community/family/cultural group solve the problem? What are the choices my family/cultural/community allow? Should I consider other options?

In intercultural/intersocial-class situations, cue misperception may take place, leading to improper action or no action at all. For example, a middle-class teacher in the U.S.A. may subconsciously perceive the downcast eyes of a Native American student in conversation with her as a sign of disrespect toward her authority. But in the student's own culture, the opposite is the case. However,

What Should Be Taught?

out of ignorance the teacher may take an action to re-establish her authority, for example, punish the child. In contrast, a child may exhibit disrespectful behavior for his own subculture, such as severe slouching for some African-American communities. However, this action is not really noticed since it is not considered out of the ordinary by the non-African-American teacher or interpreted as a threat to her authority (which it is intended to be) but is considered to be an acceptable expression of frustration on behalf of the student. In this case, the teacher interprets (subconsciously) the child's behavior as a personal freedom issue rather than the challenge to authority (a responsibility issue) that it is.

Ethical sensitivity includes subconscious processing which is often culturally based. As such, teachers need to become aware of their culturally-based expectations and to broaden their understanding of other cultural perspectives in order to circumvent misinterpretation of student behavior.

Not only is Mr. Anderson faced with many perceptual cues to sort through each day, he is also faced with countless situations in which he must make decisions with partial information. Before making a decision, he must interpret situations contextually, according to who is interested in the outcome, what actions and outcomes are possible and how the interested people might react to each. Many problems are much more complicated than in our example (e.g., whether or not to promote a student to the next grade). Here, it is obvious that hitting is generally wrong.

In our incident with Abraham and Maria, Mr. Anderson has noticed the action and finds it out of the ordinary and unacceptable. Now he must determine who is interested in the decision he makes about the incident— certainly Abraham and Maria would be interested, as well as their parents and families, the school administrator, not to speak of the other children in the classroom. Next, he thinks about the actions he could take in this situation and the likely outcomes and reactions of interested parties. For example, he might quickly think:

Well, I could stop what I am doing and verbally intervene in front of the whole class. Maybe that is not such a good idea because it would disrupt everyone's work. If Abraham does not stop, other children might notice and perhaps think that hitting was permissible. I could walk over there and physically intervene—grab Abraham's hand. That would stop it and still draw attention from the others— maybe they would learn something. Or, I could ignore it, since Abraham tends to do this when he gets excited— he means no harm. But how would Maria react to that? If I don't do something, Maria's parents might complain to the administrator....

Ethical sensitivity involves attending to relevant events and mapping out possible actions and their effects. It includes a subtle interaction between both conscious and subconscious processing.

ETHICAL SENSITIVITY SKILLS

ES-1: **Reading and Expressing Emotion**

ES-2: **Caring by Connecting to Others**

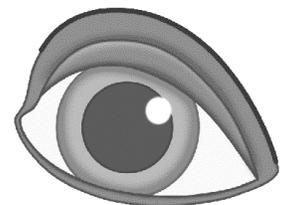ES-3: **Working with Group and Individual Differences**

ES-4: **Taking the Perspectives of Others**

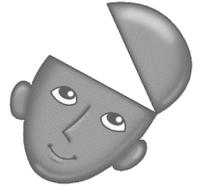ES-5: **Controlling Social Bias**

ES-6: **Generating Optional Actions**

ES-7: **Identifying the Consequences of Actions and Options**

Process 2: Ethical Judgment

*Reasoning about the possible actions in the situation
and judging which action is most ethical*

Following this exploration of possible action and reactions, the ethical actor must decide on which course of action to take. Ethical judgment is the process of making a decision about which action of all the options is the most moral action. Lawrence Kohlberg (1984) defined different ways that people make decisions about how to get along with others (see the chart on the other side of this sheet). Whereas in ethical sensitivity, cultural differences are particularly important, in moral judgment, normative developmental trends in moral judgment are important. The types of moral reasoning Kohlberg found are developmental and have been identified in dozens of countries around the world. Although there are other types of criteria individuals use to make ethical decisions, Kohlberg's framework has extensive empirical research support. In addition, the vast majority of research shows no gender differences.

Ethical Judgment

Make a decision

What is the best action to take? What choice should I make? Why?

Ethical Judgment concerns choosing the ethical action from the choices considered in the process of Ethical Sensitivity—this decision will be influenced by the ethical reasoning structures of the decision maker. In other words, Mr. Anderson selects the action that is the most ethical in the particular situation according to his level of ethical judgment development. In our scenario, Mr. Anderson may decide that, out of the choices we listed above, going over to Abraham and physically intervening is the most defensible ethical action:

It prevents further harm to Maria, and has ramifications for future behavior by Abraham and the rest of the class. It sends a clear signal both to Abraham and the rest of the class about how the students should NOT treat each other. I can use it as an opportunity to discuss the importance of following rules to keep order and safety in the classroom.

ETHICAL JUDGMENT SKILLS

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

What Should Be Taught?
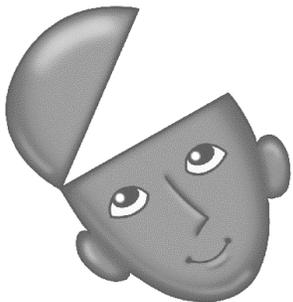
SIX CONCEPTUAL STAGES ABOUT COOPERATION AND THEIR CHARACTERISTICS
(From Rest ,1979)

PRECONVENTIONAL LEVEL

Stage 1: The ethicality of obedience: Do what you are told.
• Right and wrong are defined simply in terms of obedience to fixed rules.
• Punishment inevitably follows disobedience, and anyone who is punished must have been bad.

Stage 2: The ethicality of instrumental egoism: Let's make a deal.
• An act is right if it serves an individual's desires and interests.
• One should obey the law only if it is prudent to do so.
• Cooperative interaction is based on simple exchange.

CONVENTIONAL LEVEL

Stage 3: The ethicality of interpersonal concordance:
        Be considerate, nice and kind, and you'll make friends.
• An act is good if it is based on a prosocial motive.
• Being ethical implies concern for the other's approval.

Stage 4: The ethicality of law and duty to the social order:
        Everyone in society is obligated to and protected by the law.
• Right is defined by categorical rules, binding on all, that fix shared expectations, thereby providing a basis for social order.
• Values are derived from and subordinated to the social order and maintenance of law.
• Respect for delegated authority is part of one's obligations to society.

POSTCONVENTIONAL

Stage 5: The ethicality of consensus-building procedures: You are obligated by the arrangements that are agreed to by due process procedures.
• Ethical obligation derives from voluntary commitments of society's members to cooperate.
• Procedures exist for selecting laws that maximize welfare as discerned in the majority will.
• Basic rights are preconditions to social obligations.

Stage 6: The ethicality of non-arbitrary social cooperation: How rational and impartial people would organize cooperation defines ethicality.
• Ethical judgments are ultimately justified by principles of ideal cooperation.
• Individuals each have an equal claim to benefit from the governing principles of cooperation.

Process 3: Ethical Motivation

Prioritizing the ethical action over other goals and needs
(either in the particular situation, or as a habit)

Following Mr. Anderson's decision about which action is most ethical, he must be motivated to prioritize that action, that is, be ethically motivated. Ethical motivation can be viewed in two ways, as *situation-specific* and as *situation-general*. *Situation-general* motivation concerns the day-to-day attitudes about getting along with others. It is a positive attitude towards ethical action that one maintains day to day. Blasi (1984) and Damon (1984) argue that self-concept has a great deal to do with ethical motivation generally, including attending to professional ethical codes. For instance, if one has a concept that one is an ethical person, one is more likely to prioritize ethical behaviors. *Situation-specific* ethical motivation concerns the prioritization of the ethical action choice in a particular situation. If all goes well, matching one's professional and personal priorities with possible actions results in ethical motivation, prioritizing the ethical action.

Ethical Motivation

Value identification
What are the values of my family/religion/culture/community? How should these values influence what is decided? How does each possible option fit with these values?

Prioritize the action
Am I willing to forego the benefits of NOT taking this best action?

Ethical motivation means that the person has placed the ethical course of action—which was selected in the process of Ethical Judgment— at the top of the list of action priorities. In other words, all other competing actions, values and concerns are set aside so that the ethical action can be completed. In other words, does a teacher put aside another priority at the moment, such as taking a break, in order to take an ethical action, such as stopping one student from insulting another? In our situation with Mr. Anderson, in order to continue along the route to completing an ethical action, he would have to put aside any other priority (such as teaching the lesson) and focus on performing the ethical action.

ETHICAL MOTIVATION SKILLS

EM-1: Respecting Others   EM-5: Making Peace and Cooperating

EM-2: Developing Conscience   EM-6: Valuing Social Structures

EM-3: Acting Responsibly   EM-7: Developing Ethical Identity And Integrity

EM-4: Helping Others

What Should Be Taught?

Process 4: Ethical Action

*Implementing the ethical action by knowing how to do so
and following through despite hardship*

Once Mr. Anderson has determined his priorities, he must complete the action and this requires ethical action. Ethical action involves two aspects: *ego strength*, the ability to persevere despite obstacles and opposition, and *implementation skills*, knowing what steps to take in order to complete the ethical action.

Ethical Action

Judge the feasibility of the chosen option
What is my attitude about taking this action? Do I believe it is possible for me to take this action? Do I believe that it is likely I will succeed?

Take action
What steps need to be taken to complete the action? Whose help do I need in my family/ community/affiliative group? What back up plan do I have if this doesn't work?

Follow through
How do I help myself follow through on this action? How can others help me follow through? How do I resist giving up? How do I muster the courage to do it?

Reflect
What were the consequences of my decision? How did the decision affect me/my family/ community/affiliative groups? Did the results turn out as I planned? In the future, should I change the decision or the decision process?

In our situation, Mr. Anderson might be very tired and have to draw up his strength and energize himself in order to take action. The implementation skills required in our scenario might include the manner of Mr. Anderson's intervention (e.g., severe and degrading reprimand versus a kind but firm reproach; or a culturally-sensitive approach that saves a student's 'face')

Let us consider another example. Perhaps a teacher knows that one of her students is smoking when he goes to the lavatory and she believes that it is best to stop him. Ethical action means that she has the action or fortitude to complete the ethical course of action. Many obstacles can arise to circumvent taking the ethical action. For example, if the student is 6 1/2 feet tall, she may feel physically threatened by the thought of confronting him and not even try. On the other hand, she may or may not know what steps to take to handle the situation. For example, to overcome fear for personal safety, she could ask another (bigger) teacher to help her or may inform the head of the school.

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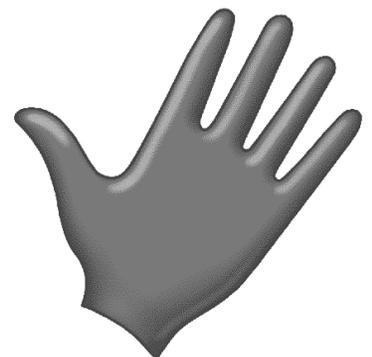EC-2: Resolving Conflicts and Problems
EC-3: Identifying Needs and Acting Assertively
EC-4: Taking Initiative as a Leader
EC-5: Developing Courage
EC-6: Developing Perseverance
EC-7: Working Hard

What Should Be Taught?

Need for All the Processes

These processes—ethical sensitivity, ethical judgment, ethical motivation, and ethical action—comprise the minimal amount of psychological processing that must occur for an ethical behavior to result. They are highly interdependent. That is, all the processes must be successfully completed before ethical behavior takes place. If one process fails, ethical action will not occur. For instance, if a teacher is highly sensitive to her students and environment but makes poor decisions (e.g., bargaining with students for their cooperation each day), poor outcomes may result. Or, a teacher may be sensitive to the situation, make a responsible ethical judgment, be highly motivated, but lack the backbone to follow through when a student challenges his action.

The processes also interact. That is, one may be so focused on one of the processes that it affects another process. For instance, the teacher who fears for her own safety or who values peace within the classroom may not challenge the students but try to keep them happy by not confronting any miscreant behaviors. Or, a teacher who is extremely tired and wanting to go home to rest may also be less sensitive to the needs of his students and miss cues that indicate ethical conflict.

Teaching Students Ethical Skills

The four-process model outlined here is helpful when thinking about designing instruction to promote ethical behavior. Like teachers, students face ethical dilemmas and situations each day. They have countless opportunities to demonstrate civic and ethical behavior. Their responses may be thoughtful and considerate or may be thoughtless and harmful to self and others. The teacher has a unique opportunity to help students nurture thoughtfulness and consideration of others. Our framework is intended to provide goals for teachers to do so. Our guide booklets suggest methods for reaching these goals during regular instruction.

We parcel each of the four processes into skills. The category of skills is not exhaustive but are skills that can be taught in a public school classroom. (There are other aspects of the processes that are either controversial or difficult to implement and assess in the public school classroom.) Below, we list the whole set of skills that are discussed in the guide booklets.

What Should Be Taught?
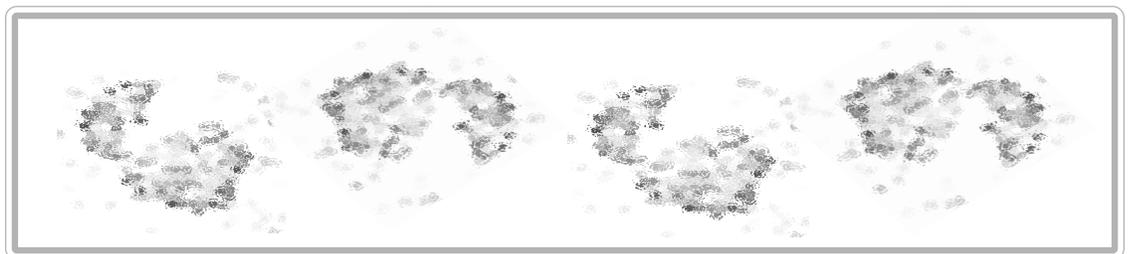
Ethical Behavior Skills for each Process

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 3: ETHICAL MOTIVATION

EM-1: Respecting Others

EM-2: Developing Conscience

EM-3: Acting Responsibly

EM-4: Helping Others

EM-5: Making Peace and Cooperating

EM-6: Valuing Social Structures

EM-7: Developing Ethical Identity And Integrity

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

What Should Be Taught?

How Should Character be Taught?
Development Through Levels Of Expertise

Each process of the Ethical Behavior Model is divided into several skills. The skills in each process are elements that we think are fundamental and have aspects that can be taught.

We present the skills in terms of expertise development. Think about how a young child learns to talk. *First the child is exposed to sounds of all sorts. Relatively quickly, the child learns about the special place speech sounds have in the environment. The child begins to make sounds, later to mimic and have mock conversations with a responsive caregiver. After many months, an actual word is spoken. From there, the child adds to his or her vocabulary little by little and then in floods.* Think of how many hours a child has heard speech before age 2. Think of how much there is to learn yet after age 2. There are many phases of development in language acquisition and mastery. These phases (or levels) are movements towards expertise—towards the eloquence of an Eleanor Roosevelt or William F. Buckley, Jr. We use the notion of 'developing expertise' in making recommendations for instruction.

For each skill in a process, we have condensed the complex acquisition of expertise into four skill levels (a larger number would be unmanageable). The purpose of the levels is to give teachers an idea of what students need for developing the given skill, knowledge, or attitude, or what kinds of behavior exhibit a certain level of expertise development. The levels refer to phases of development as both a process (ways to learn a skill) and a product (skills learned). Within each level are many sub-levels and supplementary skills, all of which we have not attempted to name. Although we suggest several subskills for each skill, we by-and-large use terms that point to the broader process of building expertise in the domain. The levels of expertise are cumulative, that is, each level builds on the previous level. Further, within each skill and subskill there may be many domains. To develop new skills in a domain, the individual circles back through the levels to continually develop expertise.
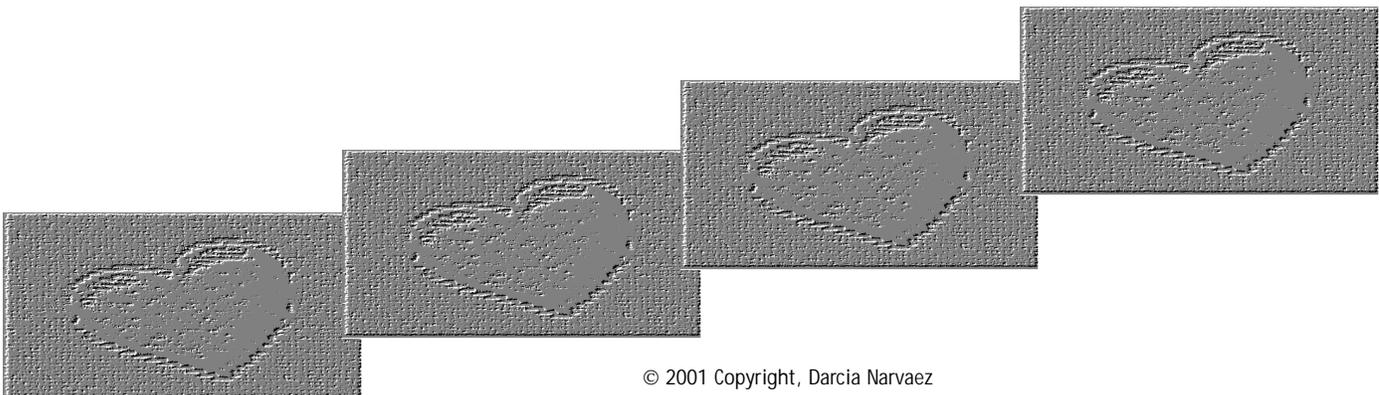
Below is a brief description of each level of expertise. **More details can be found in Booklet 2: Foundations for the Process Model.** At the end of this booklet is a skill example.

Brief Description of the Levels

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

The teacher plunges students into multiple, engaging activities. Students learn to recognize broad patterns in the domain (identification knowledge). They develop gradual awareness and recognition of elements in the domain.

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

The teacher focuses the student's attention on the elemental concepts in the domain in order to build elaboration knowledge. Skills are gradually acquired through motivated, focused attention.

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

The teacher coaches the student and allows the student to try out many skills and ideas throughout the domain to build an understanding of how these relate and how best to solve problems in the domain (planning knowledge). Skills are developed through practice and exploration.

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

The student finds numerous mentors and/or seeks out information to continue building concepts and skills. There is a gradual systematic integration and application of skills across many situations. The student learns how to take the steps in solving complex domain problems (execution knowledge).

Who Decides Which Values to Teach?
The community

We have presented a set of ethical skills selected according to what enables a person to get along ethically with others and to thrive as a human being. The skills are to be taught developmentally, helping students build expertise. But what do the ethical skills actually look like? For example, what does "Respecting others" look like? If one were to travel around the world, the answer would vary. While respect itself is a value worldwide, each community has its own understanding of how it should look. For example, to show respect in some cultures, one speaks quietly and demurely with little eye contact. In other cultures, respect involves looking others in the eye and expressing one's opinions openly. Likewise, "communicating well" or "identifying consequences" vary across communities. In other words, while in its essence an ethical skill is the same across contexts, it may look different. In *Community Voices and Character Education*, students learn the different ways a skill appears in their community.

The *Community Voices and Character Education* project emphasizes the importance of embedding the skill categories in community cultural contexts. We encourage communities to be involved in the specific aspects of creating a curriculum for skill development. We hope that the actual day-to-day practice of the skills be determined on site, in the community. Students can gather information about the skill from the community (parents, elders) and bring back that information to the classroom. The teacher can tailor the classroom work to the local understanding of the skill. If there are many interpretations of the skills because of diverse families, this diversity is brought into the classroom by the students themselves.

The goal of any character education program is to build good community members, for it is in communities that students express their values, make ethical decisions, and take ethical action. To be an effective community member in the United States, students need skills for democratic citizenship. These skills are included in the list of ethical skills.

What is the Students Role?
To decide his or her own character

Character cannot be counterfeited,
nor can it be put on and cast off
as if it were a garment to fit the whim of the moment.
Day by day....we become what we do.
This is the supreme law and logic of life.
-Madame Chiang Kai-Shek

    The student is not a passive trainee in a Community Voices classroom. Through classroom posters and bookmarks, each student is encouraged to think about the following questions: "Who should I be? What should I become?" As teachers approach each skill, these are the questions that should be raised. The teacher can ask students about each skill category, "How do you want to be known?— as _____[a good communicator, a problem solver, a leader]?" Sometimes the teacher has to identify a particular adult that the student trusts and ask, 'What would [so and so] want you to be?" Every day, students should feel empowered with the knowledge that they are creating their own characters with the decisions they make and the actions they take.

    The Community Voices and Character Education Project includes both skills for personal development and skills for getting along with others. All skills are necessary for ethical personhood. The better one knows oneself, the better one can control and guide the self, and the better able one can interact respectfully with others. On the next page we list the skills and the primary focus of each one, the self or others.
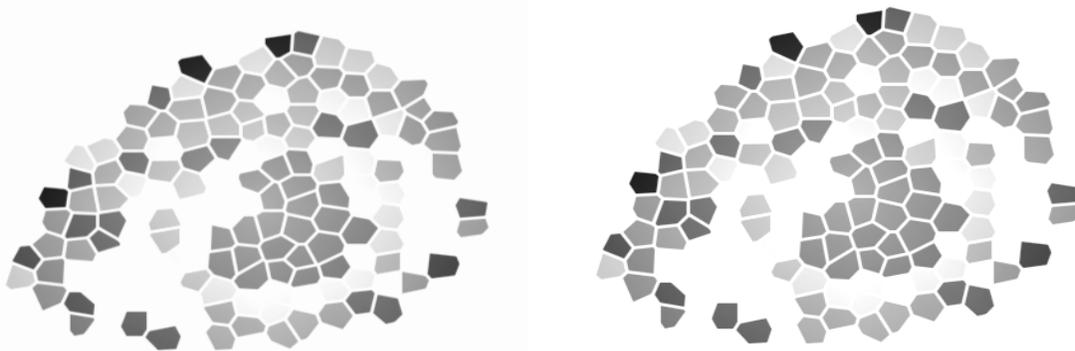
Ethical Behavior Categories for each Process

The Categories are skills the individual needs to develop for reaching individual potential and skills for living a cooperative life with others.

Process Skills   Focus

ETHICAL SENSITIVITY
ES-1: Reading and Expressing Emotion   Self and Others
ES-2: Taking the Perspectives of Others   Others
ES-3: Caring by Connecting to Others   Others
ES-4: Getting along with Group and Individual Differences   Self and Others
ES-5: Controlling Social Bias   Self
ES-6: Identifying Options and Interpretations   Self and Others
ES-7: Identifying the Consequences of Actions and Options   Self and Others

ETHICAL JUDGMENT
EJ-1: Understanding Ethical Problems   Self and Others
EJ-2: Using Codes and Identifying Judgment Criteria   Self
EJ-3: Developing General Reasoning Skills   Self
EJ-4: Developing Ethical Reasoning Skills   Self
EJ-5: Reflecting on the Process and Outcome   Self and Others
EJ-6: Planning to Implement Decisions   Self and Others
EJ-7: Developing Optimism   Self

ETHICAL MOTIVATION
EM-1: Respecting Others   Others
EM-2: Developing Conscience   Self
EM-3: Acting Responsibly   Self and Others
EM-4: Helping Others   Others
EM-5: Making Peace and Cooperating   Self and Others
EM-6: Valuing Traditions and Institutions   Self and Others
EM-7: Developing Ethical Identity And Integrity   Self

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

What is the Student's Role?

When Should Character be Taught?
During regular instruction

The Community Voices and Character Education Project stress the importance of embedding character education into regular, academic and standards-based instruction. We believe that character education should not stand alone but be incorporated into the entire spectrum of education for students. Regardless of the curriculum, teachers can always raise issues of ethics in lessons.

The following pages are an excerpt from the booklet on Ethical Action, ideas for teaching Developing Perseverance. We present it to give the reader an idea of how the booklets are structured for teacher use.

When Should Character Be Taught?
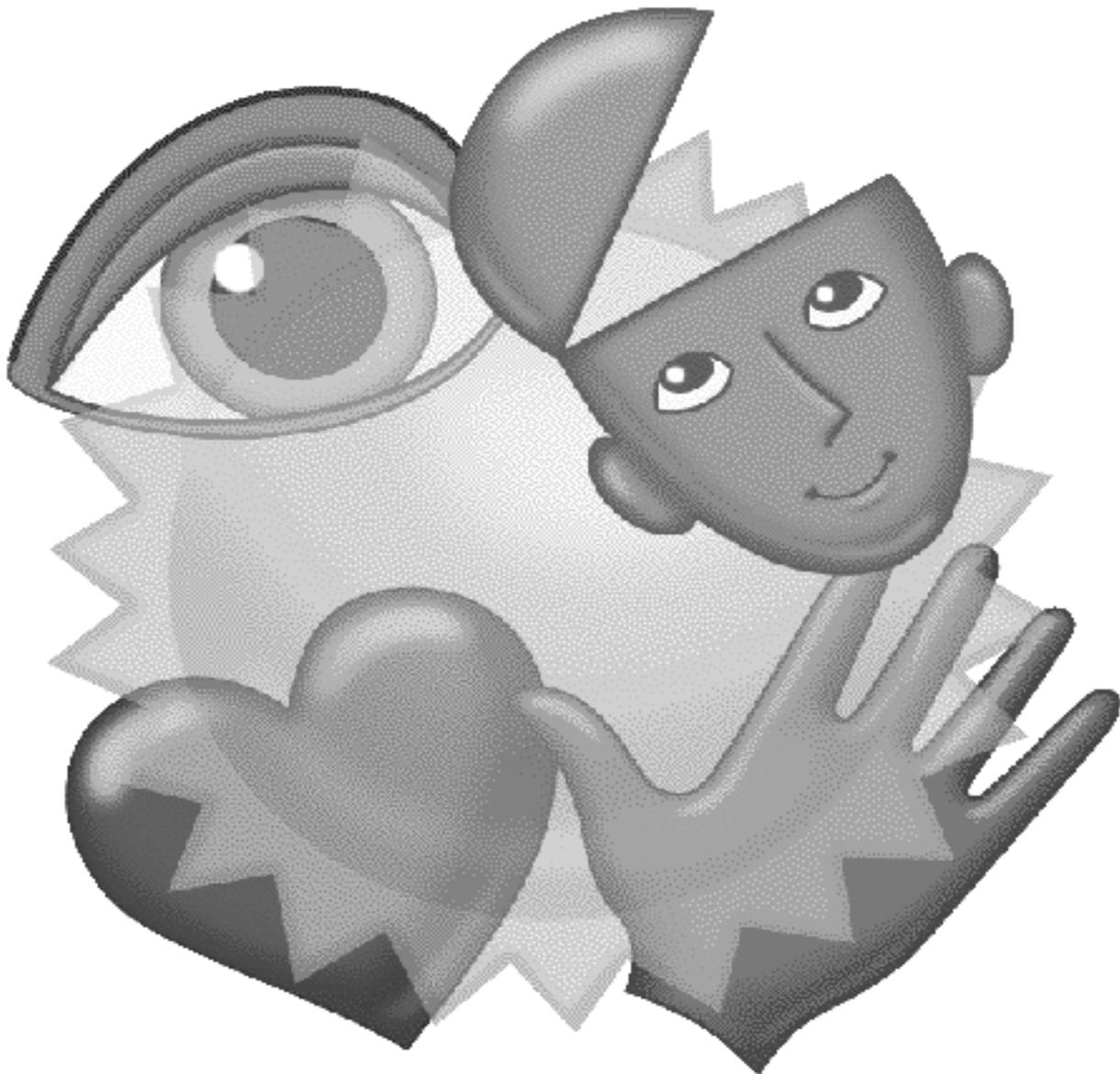
Developing Perseverance

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

Subskill 1: SELF-CONTROL

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

Oprah Winfrey persevered until she built a successful career and found a lifestyle that helped her keep fit and happy. Abused as a child, Ms. Winfrey overcame many obstacles and frustrations to succeed in school. She has also exhibited excellent self-control skills in (1) building her career from a journalist to a well known and loved talk show host, and (2) successfully managing her health through a balanced diet and routine exercise.

Ideas for Developing Skills

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

Delaying gratification. Delayed gratification (rather than instant gratification) is a vital skill necessary for meeting goals. This includes enduring frustration, resisting temptation, and distraction. (1) Discuss characters in stories and films that demonstrate this skill (or don't). (2) Discuss examples in a particular subject area (e.g., necessary for success in the field).

Impulse control. Observe how people control their emotions (e.g., anger) in order to get along better with others, or to reach their goals. (1) Use stories or videos. (2) Use examples from the particular subject area.

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

Examples of delayed gratification. Students conduct interviews and ask for examples of delayed gratification in their lives. What techniques did the interviewees use? (1) Interview elders from the community about general experiences. (2) Interview adults from particular fields of work/study.

Starred activities within each subskill go together!

Subskill 1: SELF-CONTROL
Ideas for Developing Skills

Level 2 (continued)

Persistence at school. (1) Discuss the elements of persistence. For example, here are elements from Lufi and Cohen's *Persistence Scale for Children*: completing tasks, keep trying to solve a problem if it's hard, completing tasks without encouragement, asking for an explanation if don't understand something, getting help from an adult instead of working on one's own. Students work in groups of 3-4 to identify elements of persistent behavior that is helpful in school and learning. (2) Have students interview older students about these techniques. (3) Have students interview college graduates, people with graduate degrees in particular fields of study.

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

Role play delaying gratification. Students act out scenarios where they delay gratification (1) Interpersonal self control such as waiting to tell a secret. (2) Health and decision making such as waiting until of age to try alcohol. ★

Practicing impulse control. (1) Learn techniques for controlling anger and frustration: Breathing deeply. Counting backward and deep breathing, pleasant or peaceful imagery. (2) Control desire for candy or junk food: Eat a healthy food first and drink a glass of water. Take only a small portion of the junk food. (3) Practice some of the techniques used by the college students and experts (interviewed in Level 2).

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

Integrating delayed gratification. (1) Students select a reward that they will withhold from themselves for a period of time (e.g., soft drinks for a week) until they complete, for example, a difficult assignment. (2) Students coach younger students in a particular task. ★

Integrating impulse control. Students put themselves in slightly tempting situations and flex their impulse control skills. For example, a student could set a bag of candy in his or her room but not take any.

Starred ★ activities within each subskill go together!

Assessment Hints

Self-Control

Use multiple-choice, true-false, short answer, or essay tests to assess student's knowledge of self-control strategies.

Use a new conflict (written or video clip) and have students respond in writing about what delayed gratification or impulse control strategies they would use.

Have students write reports, based on observations or interviews, of what they learned about delayed gratification and impulse control.

Have students role play delayed gratification and impulse control scenarios and demonstrate self-control skills.

EA-6 Developing Perseverance: Self-control

Subskill 2: OVERCOMING OBSTACLES AND DISCOURAGEMENT

Creative and Expert Implementer Real-life Exemplar

Former President **Richard Nixon** overcame many obstacles in order to become President of the United States. He first ran for President against John F. Kennedy in 1960, in which he lost. In 1962, he ran for governor of California and lost. In 1968, Nixon ran for President again and won this time, becoming the 37th President of the United States.

Ideas for Developing Skills

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

Creative alternatives for overcoming obstacles. Focus on people who figured a way out of a predicament. Discuss how people invent subroutines to work around an obstacle. (1) Read stories (e.g., Odysseus and the Cyclops). (2) Discuss the choices people have in a particular subject area.

Role models of perseverance. Identify different people who have persevered for others: (1) Students read stories/watch films about people who did not give up in trying to help others, discussing what they did to keep on task. (2) Discuss role models from particular fields.

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

Read stories and write essays about overcoming obstacles. Students read books on historical and fictional people who displayed persistent behavior to overcome obstacles to meet their goals. Students write essays on the characteristics of the people who were persistent. Examples:
1. Students read the autobiography, *Narrative of the Life of Frederick Douglas*, the story of Frederick Douglas' escape from slavery.
2. Students read a biography of Leonardo da Vinci, who conducted scientific research opposed by the Catholic Church.
3. Students read *The Joy Luck Club* by Amy Tan, in which four women escape oppressive relationships and immigrate to America.
4. Select writings about members of a particular profession or field.

Starred ★ activities within each subskill go together!

Subskill 2: OVERCOMING OBSTACLES AND DISCOURAGEMENT
Ideas for Developing Skills

Level 2 (continued)

Examples of facing obstacles. Discuss the different obstacles there might be when striving for a particular goal in a particular area of life. For example, in discussing human rights, address the obstacles Martin Luther King, Jr. faced when trying to gain equal rights for U.S. blacks: what did he/could he do to overcome them? Invent ways he could have gotten around the obstacles.

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

Procedures for overcoming obstacles in a particular field or subject matter. Discuss systematic ways to overcome an obstacle. For example: (a) Think of other ways to complete the task (b) Rank the options for feasibility and try each one in order (c) Ask someone for ideas or do research on the task. (d) Ask a skilled person to help you complete the task.

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

Challenging boredom. In their journals, students describe their techniques for overcoming fatigue and boredom when carrying out a responsibility (e.g., caring for a 'baby' (e.g., a diapered sack of flour over a week's time or caring for current toys that demand constant attention or they 'die'). This can be applied to particular assignments in particular subject areas.

Assessment Hints

Overcoming Obstacles and Frustrations

Use multiple-choice, true-false, short answer, or essay tests to assess student's knowledge about different strategies or behaviors that one can use to overcome obstacles.

Use a real-life biography of someone who overcame many obstacles (written or video clip) and have students describe the characteristics and behaviors of the person that helped him/her overcome the obstacles.

Have students role play scenarios and demonstrate behaviors of overcoming obstacles.

Starred ★ activities within each subskill go together!

EA-6 Developing Perseverance: Overcoming Obstacles and Discouragement

Subskill 3: PUSHING ONESELF

Creative and Expert Implementer Real-life Exemplar

Christopher Reeves (who played Superman in the movies) had an equestrian 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.

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 tasks; Keep trying to solve a problem if it's hard; Completing tasks without encouragement from others.

Subskill 3: PUSHING ONESELF
Ideas for Developing Skills

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

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Daily persevering. Every day for a week give each student a difficult problem to solve (For example: Students try solving a rubric's cube on their own). Time how long each student stays on task without giving up. Then discuss what they could have done differently. As each day progresses, students should improve. The following week, have the students choose a skill they want to improve and follow the same procedures—time themselves on task each day, trying longer each time. Students report on their progress.

Mentoring. Have students work with a mentor or mentor a younger student in self-coaching for a difficult task. This can be across subjects or for particular subjects.

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.

Have students role play perseverance scenarios and demonstrate =skills in pushing oneself.

EA-6 Developing Perseverance: Pushing Oneself

Creating 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 Evaluation
Developing Perseverance

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

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)

I control my feelings of anger.

I resist my impulses to disobey rules.

I do what I want, even if it hurts others. (NOT)

I resist peer pressure to do things that are hurtful.

Overcoming obstacles and discouragement

I know techniques to use to encourage myself when things get hard.

I don't take on more things than I can handle.

I break things into little steps to complete a task little by little.

Pushing oneself

I keep trying until I solve a problem.

Even when things get hard, I keep working.

If I decide not to do something, I don't give in.

Selections to Post in the Classroom
for Developing Perseverance

What you need to know for success in school

(Adapted from Marzano and from Paul)

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)
5. General attitudes to foster: effort pays off; I can perform the task
6. That you can learn from failure
7. Push yourself
8. That you can monitor and control your commitment, attitudes, and attention
9. That the human tendency is to consider your own values and habits as superior

Ethical Sensitivity
How Ethical Sensitivity Skills Fit with Virtues

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

Ethical Judgment
How Ethical Judgment Skills Fit with Virtues

VIRTUE SUBSKILL	EJ-1	EJ-2	EJ-3	EJ-4	EJ-5	EJ-6	EJ-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
How Ethical Motivation Skills Fit with Virtues

VIRTUE SUBSKILL	EM-1	EM2	EM-3	EM-4	EM-5	EM-6	EM-7
Altruism				*	*		*
Citizenship	*	*	*	*	*	*	*
Civility	*	*		*	*		*
Commitment	*	*	*	*	*	*	*
Compassion		*		*			*
Cooperation	*	*	*	*	*	*	*
Courage		*		*			*
Courtesy	*	*		*	*		*
Duty	*	*	*	*	*	*	*
Fairness	*	*	*		*	*	*
Faith					*	*	*
Forbearance	*	*	*	*	*	*	*
Foresight		*	*	*	*		*
Forgiveness	*	*		*	*		*
Friendship		*	*	*	*		*
Generosity		*		*	*		*
Graciousness	*	*		*	*		*
Hard work		*		*	*	*	*
Helpfulness	*	*		*	*	*	*
Honesty	*	*	*				*
Honor	*	*	*			*	*
Hopefulness		*		*	*		*
Includes others	*	*		*	*		*
Justice	*	*	*				*
Kindness	*	*		*	*		*
Lawfulness	*	*	*			*	*
Loyalty	*	*	*			*	*
Obedience	*	*	*			*	*
Obligation	*	*	*			*	*
Patience	*		*		*		*
Patriotism	*		*			*	*
Persistence		*	*		*		*
Personal Responsibility	*	*	*			*	*
Politeness	*	*					*
Respect	*	*	*	*	*	*	*
Reverence	*	*		*	*		*
Self-control	*	*	*		*	*	*
Self-sacrifice		*			*	*	*
Social Responsibility	*	*	*	*	*	*	*
Tolerance	*	*	*		*		*
Trustworthiness	*	*	*				*
Unselfishness	*	*		*	*		*

Appendix

Ethical Action
How Ethical Action Skills Fit with Virtues

Appendix

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

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