



Ethical Sensitivity

Activity Booklet 1

Nurturing Character in the Middle School Classroom

Sensitivity	Judgment
Motivation	Action



by

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Ethical Sensitivity

ACTIVITY BOOKLET 1



Contents

<i>Topic</i>	<i>Page Number</i>
Organization of Booklet	4
Ethical Sensitivity Overview	6
ES-1: Reading and Expressing Emotion	12
ES-2: Taking the Perspective of Others	22
ES-3: Caring by Connecting to Others	30
ES-4: Working with Interpersonal and Group Differences	43
ES-5: Controlling Social Bias	54
ES-6: Generating Interpretations and Options	63
ES-7: Identifying the Consequences of Action and Options	71
Ethical Sensitivity Appendix	79

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



Organization of Ethical Action 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 completing 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

- That attitudes affect behavior
- That what you believe/think about affects your behavior
- That you have some control over your attitudes
- 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 Sensitivity Subskills

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

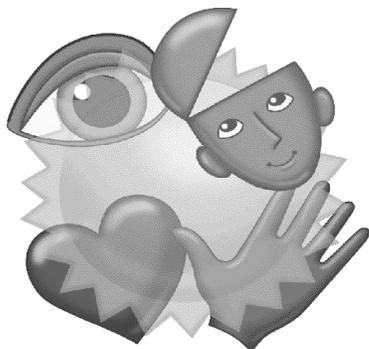
EA-3 Identifying Needs and Acting Assertively

EA-4 Taking Initiative as a Leader

EA-5 Developing Courage

EA-6 Developing Perseverance

EA-7 Working Hard



Activity Booklet 1: Ethical Sensitivity

ES-1 Reading and Expressing Emotion

Identifying Emotions

Expressing Emotions



ES-2 Taking the Perspective of Others

Making inferences to take another's perspective

Using culture knowledge to take another's perspective

ES-3 Caring by Connecting to Others

Relating to Others

Showing care

Being a friend

ES-4 Working with Interpersonal and Group Differences

Becoming multicultural

Working with diversity in our community

ES-5: Controlling Social Bias

Examining bias

Preventing bias

ES-6 Generating Interpretations and Options

Generating multiple interpretations of an event/situation

Generating multiple options for action

ES-7 Identifying the Consequences of Action and Options

Relating events to consequences

Predicting Consequences



Ethical Sensitivity

Ethical Sensitivity is the empathic interpretation of a situation in determining who is involved, what actions to take, and what possible reactions and outcomes might ensue. This component is influenced by Ethical Motivation and Ethical Judgment.

Outline of Skills

ES-1: READING AND EXPRESSING EMOTION

Reading emotions involves identifying the needs and feelings of the self as well as others (intrapersonal and interpersonal skills). Learning when and how to appropriately express emotion is a critical element of socialization. Skills in both reading and expressing emotions are necessary for communication, particularly resolution of problems and conflicts.

ES-2: TAKING THE PERSPECTIVES OF OTHERS

Perspective-taking involves exploring multiple perspectives of situations or events. The ability and habit of perspective-taking is important for developing skills in communication and problem-solving and is related to prosocial behaviors (Eisenberg & Mussen, 1989). We particularly need this skill to see both sides in a conflict, understand how our communication is perceived by others, and to develop empathic skills (starting with emotional perspective-taking).

ES-3: CARING BY CONNECTING TO OTHERS

This is the process of expanding sense of self-concern to include others. It also involves developing a sense of connectedness to other people/groups, both globally and locally. In order to experience empathy or any sense of concern for others, an individual must be willing and able to perceive and interpret others as being connected to the self. When this is the case, s/he is more likely to make decisions and take actions that reflect care and concern for others, meet others' needs, and nurture relationships.

ES-4: WORKING WITH INTERPERSONAL AND GROUP DIFFERENCES

Working with Interpersonal and Group Differences involves understanding why and how differences can lead to conflicts and misunderstandings. It is important to be aware of the diversity within the groups we work in, as well as the diversity represented in ourselves (from the various roles we play and cultures we identify with). Success in this skill involves becoming multicultural, or able to function in more than one context. No classroom, family, community, or work environment consists of homogeneous people so it is crucial to know how to interact with different opinions, perspectives, values, and cultures in order to accomplish group tasks, make decisions, resolve conflicts, and build leadership.

ES-5: PREVENTING SOCIAL BIAS

Controlling Social Bias involves understanding, identifying, and actively countering bias. It is important to reflect on the nature of bias and how it comes about before attempting to control social bias. Bias is a part of human nature because we all naturally prefer familiar things and familiar ways of thinking. It takes conscious effort to rethink our personal habits of acting and speaking, but it can promote a more respectful, fair society.

ES-6: GENERATING INTERPRETATIONS AND OPTIONS

Identifying Interpretations and Options involves developing the creative skills used in generating multiple interpretations of a situation and multiple alternatives for dealing with it. This is a critical step in any kind of problem solving. People often repeat the same mistakes because they have not considered another way to behave.

ES-7: IDENTIFYING THE CONSEQUENCES OF ACTIONS AND OPTIONS

Identifying Consequences of Actions and Options involves understanding the relationships between events and their consequences and then using that understanding to predict the possible consequences of actions being considered. It is important to be able to think about both short-term and long-term consequences, as well considering all the people who may be affected by an action (not just the obvious ones). Part of learning from the past is the practice of identifying consequences of past actions in order to become better at predicting consequences of potential options.



Ethical Sensitivity

WHAT

Given that a moral situation or dilemma exists (e.g., Should I turn in this wallet that I found? Should I hit the kid who just rammed his shoulder into mine in the hallway? Should I speak up when I'm offended at a racist or sexist joke made by a friend?), sensitivity involves perception and interpretation of the events and relationships in the situation. The most basic aspect of sensitivity is noticing the elements indicating that the ethical situation exists (for example, noticing sexist language). Ethical sensitivity includes being aware of all the people who may be affected by the situation and how they would be affected. Sensitivity skills also include using divergent thinking processes to generate multiple interpretations and alternative options as well as identifying the consequences of these alternatives.

WHY

The skills within ethical sensitivity facilitate three main functions: *acquiring* information about the ethical situation, *organizing* that information, and *interpreting the* information. The "information" can represent perceived events, perceived relationships, currently experienced emotions, background knowledge of events and relationships accessed from memory, and existing attitudes accessed from memory (Crick & Dodge, 1994; Le Doux, 1996; Narvaez, 1996). The processes identified below include mostly cognitive processes that can be taught in the classroom. Deeper, emotional skills such as empathy and compassion evolve as the students observe role modeling and have personal, reflective experiences.

Acquiring Information: *Includes processes of perception and inference.*

- Reading and Expressing Emotions
- Perspective-taking

Organizing Information: *Includes processes of critical thinking and reflection*

- Caring by Connecting to Others
- Working with Interpersonal and Group Differences
- Controlling Social Bias

Using/Interpreting Information: *Includes processes of divergent thinking and prediction*

- Generating Interpretations and Options
- Identifying Consequences of Options

ROLE OF TEACHER/ADULT

Adults can help students develop ethical sensitivity skills by modeling sensitive communication and actions, verbalizing empathic and compassionate reactions whenever possible. Adults can also foster an emotionally "safe" environment, in which it is alright to share personal reactions, make mistakes, and try again. Gentle positive and negative feedback is helpful in guiding students' development.

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 difference. 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: (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 yourself 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 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 Sensitivity 1

Reading and Expressing Emotion

(Share emotions)

This skill addresses the Minnesota Comprehensive Goal of Effective Communicator.

WHAT

Reading emotions involves identifying the needs and feelings of the self as well as others (intrapersonal and interpersonal skills). Learning when and how to appropriately express emotion is a critical element of socialization.

WHY

Intrapersonal emotional skills help us to be more effective in acting upon empathy and in dealing with personal emotions in general. Interpersonal emotional skills allow us to identify and respond appropriately to the emotional cues of others (e.g., like noticing when others might need help or a sensitive response). Skills in both reading and expressing emotions are necessary for communication, particularly resolution of problems and conflicts.



HELP STUDENTS FIRST LEARN

Codes and criteria for behavior in various settings (see EJ-4) so they can be aware of the expectations for different contexts in which we express emotion.

SUBSKILLS OVERVIEW

Subskill 1: Identifying emotions

In verbal communication

In facial expression and body language

In text and other expressive domains (art, music)

Subskill 2: Expressing emotions

Verbally

Through facial expression and body language

Through text and other expressive domains (art, music)

Teachers can convey warmth/immediacy by

1. Conveying support of students as human beings.
2. Conveying appreciation of students' cultures.
3. Making sure to include all students (and their backgrounds) when using the terms "we" & "us."



Subskill 1: IDENTIFYING EMOTIONS

Creative and Expert
Implementer
Real-life Example

A good **counselor** or **psychotherapist** is able to put together a story from the client's expression of emotions (as well as other things). The counselor then has to be creative in designing a therapy program that will meet the patient's needs and then sensitively monitor the patient's progress. All of these steps require extreme sensitivity and extensive knowledge of the many different ways in which people express emotions.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Identifying actors' emotional expression. Watch several excerpts from movies or television shows in which an actor is expressing a particular emotion, from the overt to the subtle. Have students identify which emotion is being expressed. 

Processing emotions from real-life tragedies. Set up visits from veterans, judges, etc. to hear first-hand stories of how people are affected by tragic events. As a class, process the experience by reflecting on the emotions of all people involved. Assess journal entries graded with a rubric (see Appendix for sample rubric).

Knowing your own feelings. Give students a list of events that would cause emotional reactions they can relate to (like not being invited to a party, getting knocked down in the hallway, winning the lottery). Have them fill in how they would feel, how they would react, and what would result. See *Ready-to-use Social Skills Lessons & Activities*, by Begun, for worksheets.

Knowing how your body reacts. Part of identifying one's own emotions is knowing how your body reacts physiologically when you are angry, sad, surprised, nervous, etc. Have students take a specific incident from a story or their own lives and write, talk, or draw about their body's reactions (how it feels, how it affects decision-making). Assess by grading with a rubric.

Recognizing variety in expression. Have students bring in expressive art or music from home or internet research. Let them organize the expressive art pieces into emotion categories to recognize many different ways of expressing a single emotion (with the understanding that more than one answer is "correct" as long as they can justify their sorting). Assess their sorting of new expressive artworks.

Starred  activities within each subskill go together!



Subskill 1: IDENTIFYING EMOTIONS

Ideas for developing skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge



Recognizing actor's methods for communicating emotion. Show students an excerpt of a movie or TV program and have them identify the emotions expressed by the characters, asking students to identify the methods actors use to make us believe they are experiencing particular emotions. Use a variety of genres such as teenage drama, family drama, and suspense. Assess with a new excerpt by having them identify emotions as well as the body and language cues that the actor used to portray the emotion.

Identifying emotions in the news. Have students identify newspaper stories that report emotional expression (directly or indirectly), e.g., domestic abuse. Discuss what clues and context information help us identify emotions in the situations the stories describe.

Identifying emotions on the internet. Have students identify ways that people express themselves on the internet (web, email) and what clues we can use to understand those types of expressions (as opposed to regular text or real life).

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Identifying and meeting others' social needs. Students practice identifying the needs of another person by reading their emotional cues. After viewing a video clip or reading an excerpt, ask students to guess what that this person might need most (a kind word, help, to be left alone). This can also be an exercise in social creativity if the students focus on creating many possible ways of dealing with the situation.

Comparing emotional expression in different cultures. Provide several visual or auditory examples of the expression of the same emotion in different cultures. Discuss the human range of expression for several different emotions. (This may be tied to EM-1: Respecting others and what level of expression a particular culture thinks is respectful.)

Noticing others' everyday expressions of emotions. Have students journal for a week on what feelings they notice most in others and what clues help them identify a certain feeling. The task could either focus on comparing the clues for different emotions or on comparing the ways that different people express emotions (i.e., comparing expression among family members versus friends). It might be helpful to set up a chart to help the students organize their observations.

Starred  activities within each subskill go together!



Subskill 1: IDENTIFYING EMOTIONS

Ideas for developing skills

Level 3 (continued)

Identifying emotions in negative situations. Have students generate different positive interpretations of situations where one is tempted to have a negative interpretation of the other person's emotional expression. Use situations like the following as well as those generated by students. For example: (1) your parent or friend yells at you for being late (a positive interpretation would be that they were worried about you); (2) your parent won't let you see a particular movie (a positive interpretation would be that they don't want you to get "hurt" in any way).

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Predicting emotions. Read or watch a current event or fictional drama, stopping the story at a critical moment. Ask the students to predict the emotional reactions of the characters and how it will affect the outcome of the situation. Assess by grading students' individual answers.



Using perspective-taking. Using current events, hypothetical dilemmas, or literary characters, have students take the perspectives of the characters in order to infer the emotions they are probably experiencing (may involve research). Have them role-play or write an essay or short story. Assess students' use of the following type of context information: personal, cultural, gender, age, socio-economic status, etc. (i.e., did their perspective-taking reflect consideration of these aspects?)

Assessment Hints

Identifying emotions

Essays. Students reflect on the emotions perceived in a video or TV show (to be shared and discussed with the class after individual papers are turned in).

Journaling. Over a period of time, students reflect on emotions of themselves and the people around them.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.

Starred  activities within each subskill go together!



Subskill 2: EXPRESSING EMOTIONS

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

Actors who perform in live theater have to be very skilled in portraying emotions with every part of their bodies. Unlike film acting, there is no room for mistakes or acting with only part of the body. Live theater actors must have extensive knowledge of how to express emotions verbally, facially, and physically (not to mention lighting and sets). In addition to acquiring the knowledge, they must practice and develop the acting skills to actually express the emotions successfully.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns



Experimenting with drama and media. In a fun, relaxed atmosphere, allow students to improvise or follow loose scripts using various forms of performance media to experiment with expressing emotions. Consider music, prose, dance, visual art, and videography including lighting and sound effects. Assess by making each student personally responsible for one piece of a classroom production.

Seeing emotions in our surroundings. Ask students to take 5 minutes to look around the room and write down every expression of emotion they see. If they get stuck, suggest that they think about the expression involved in what T-shirt a person chooses to wear or in how they choose to decorate their folders. The goal is to identify many ways that people express the way they feel.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Journaling emotions. After reading or hearing a news story or historical account, have students reflect on their own reactions and emotions and then write about them. To focus their writing on expression (rather than the details of the story), ask them to describe the way they feel so that they could pick up the journal in 50 years and be able to feel the same emotion(s) just by reading their own entry. Assess with journal entries graded with a rubric (see Appendix for sample rubric).

Starred ★ activities
within each subskill
go together!

Subskill 2: EXPRESSING EMOTIONS

Ideas for Developing Skills

Level 2 (continued)

Using different voice levels for different situations, different cultural contexts. (1) Ask students to sort the following situations into columns marked, “speak loudly” and “speak softly”: talking to one or two people inside, talking to one or two people outside, talking to a large group inside, talking to a large group outside, giving a speech, presenting a report, telling someone you are angry, telling someone they hurt you, etc. There are no absolute right or wrong answers, but this activity can facilitate group or whole class discussion of all the things to consider. (2) Discuss cultural differences in ways that would be relevant for the students’ everyday lives (if they interact with people from cultures in which people tend to speak loudly or softly). Also, talk about the potential for misunderstanding based on the volume and tone of one’s voice.

Perspective-taking to understand effects of emotional expression. To get better at expressing emotions, it helps for students to think about how others might react to their expressions. The best way for them to do this is to think about how they feel when people express emotions to them. Have the students finish sentences like, “When someone yells at me for something I didn’t do, I feel ____.” and “When someone tells me I did a good job on something, I feel ____.”

Comparing writers’ expression of emotions. Read several emotional pieces by writers (poems, journal entries, essays) and discuss similarities and differences in how the emotions are being expressed.

Evaluating emotions in the news. Have students identify newspaper stories that report emotional expression (directly or indirectly), e.g., domestic abuse. Discuss whether the reported expression was appropriate or not, and what the people in the stories could have done differently.

Evaluating emotions on the internet. Have students identify ways that people express themselves on the internet (web, email). Discuss which ways are appropriate/respectful.

Respectful expressions of negative emotions. Discuss differences between respectful and disrespectful emotional expression of anger, irritation, distress, etc. in different situations by acting out some different ways one can express frustration with a customer service rep., or a parent, or a peer, or a teacher, etc.



Subskill 2: EXPRESSING EMOTIONS

Ideas for Developing Skills

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Break down steps in expressing emotion. (1) Pick a hypothetical or real example of an event that causes a positive emotion. Teach the following steps by having students follow the steps out loud in pairs or small groups, rotating the steps among the students. (2) As a follow-up, students can apply these skills to everyday situations and report or journal on how well the steps worked out for them.

1. Identify your feeling about the person or situation.
2. Identify exactly what it is about the person or situation that makes you feel that way.
3. Decide if the person or situation will benefit if you express your feelings.
4. Choose a time and place to express your feelings.
5. Anticipate response: How would you predict the other person would respond?
6. Express your feelings in a way that the other person will understand.

Voicing social concern. Have students write a letter to express concern about some social or community issue (like trees being cut down on public property). Assess by grading letters with a rubric (see Appendix for sample rubric). If appropriate, send the letters.

Role-playing emotion expression. Have students demonstrate expression of emotions in hypothetical dilemmas (such as feeling left out, wanting to talk to someone or to a group but being afraid of being laughed at, being angry that another student treats you unfairly, being angry that you've been punished unfairly by parents or teacher, being afraid of going somewhere alone, being angry at someone who let you down). The rest of the class can try to guess the emotion being expressed. Assess by tracking participation or scoring each student's performance using a rubric (see Appendix for sample rubric).

Expressing sympathy. Have students write or say what they would say to a friend who just failed a test, lost a pet, didn't make the team, had a friend move away, or whose family is going through a divorce.

Quick options in an emotional situation. We don't always have time to sit down and rationally think out the best way to express an emotion. This is especially hard when someone says something to our face that makes feel us hurt or angry. We often feel compelled to act immediately. Lead the students through a discussion of how to appropriately express hurt or anger as an immediate reaction. Let them practice responding in role-plays or essays to someone calling them a name, someone cutting them in line, someone running into them in the hallway and making them drop something, etc. Assess by grading their participation or with a short answer test on what they can do or say in these situations.

Subskill 2: EXPRESSING EMOTIONS

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Interpersonal conflict role-plays. In pairs, the students role-play a conflict in which both parties equally are at fault (for example, a miscommunication or forgetting to do something). Focus on the higher-level tasks of anticipating the other person's reaction and choosing words/actions that reflect that perspective-taking. Assess role-plays using a rubric (see Appendix for sample rubric).

Critiquing emotion expression. Have students think critically about ways to express emotion. For example, expand the role-play or writing assignment to include at least two strategies/approaches for expressing the emotion as well as a critique of the different approaches, selecting the one that seems the most constructive. Assess by grading on how well the student follows the process of considering several strategies and then selecting one (see Appendix for sample rubric).

Writing with emotional sensitivity. Have students write a short story that conveys different emotions (in the same or different characters).

Expression during a service learning or community project. Have a community member rate students on their emotional expression.

Assessment Hints

Expressing emotions

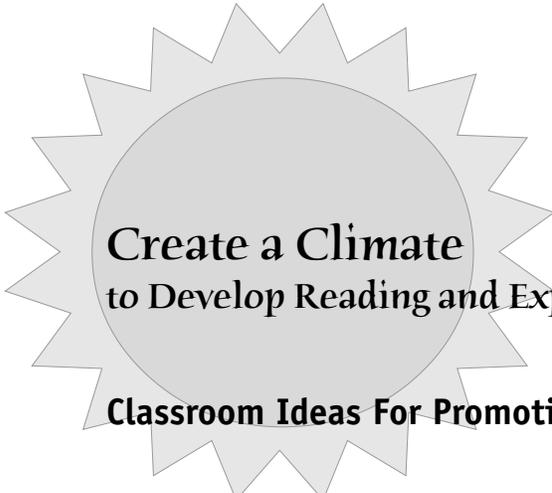
Essays. Students reflect on the emotions expressed in a video or TV show (to be shared and discussed with the class after individual papers are turned in).

Journaling. Over a period of time, students reflect on emotions expressed by themselves and the people around them.

Write a letter. The students write letters to express concern about an issue of importance to them.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.





Create a Climate to Develop Reading and Expressing Emotion Skills

Classroom Ideas For Promoting Emotional Intelligence

To improve group interaction (from Lickona, *Educating for Character*, 1991, p. 95): Discuss discussing. Have the students write 2 things that others can do in a discussion that make you feel good and 2 things that make you feel bad. The students can share their lists in small groups. Then the class meets together and perform a "circle whip" in which each person tells a positive thing going around the circle and the same for a negative. Everyone keeps notes and at the end selects something to improve on.

To encourage the quiet children. When the class is used to some discussion but some students still aren't participating, perform a similar exercise to (1) Ask them to write down 2 things that help them participate in discussions and 2 things that keep them from discussing. (2) Then meet in small groups. (3) Instead of individual reports, have group reports about the positives and then the negatives. (4) The class should discuss how to make discussion comfortable for everyone.

Encouraging quiet children through written communication. Teachers can be sensitive to shy students' inhibitions in speaking out in a group. To give these students an opportunity to express themselves, teachers can set up a box in which students can express an opinion or concern (either signed or anonymously). The teacher should read these daily and respond as quickly as possible.

Good thing/Bad thing. Practice emotion sharing by sharing one good thing and one bad thing that happened during the week.



Sample Student Self-Monitoring Reading and Expressing Emotion

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

0

Identifying emotion

I understand that people express emotions differently.

I understand the different ways people express (sadness, anger, frustration, happiness, etc.) in my family/community/school/classroom.

There are times when it is important to know how someone else feels.

0

There are times when knowing how someone else feels is none of my business.

If I want to understand how someone is feeling, what do I need to pay attention to?

Expressing emotion

How do I express my own emotions?

How should I express my emotions if I want to make peace?

How should I express my emotions if I want to solve a problem that I am angry about?

0

How should I express my emotions if I want to make a friend?

How should I express my emotions if I want to help someone feel better?

How should I express my emotions if I want to be a role model?

Is it always right to tell someone exactly what you feel?



Ethical Sensitivity 2

Taking the Perspectives of Others

(See like others)

This skill addresses the Minnesota Comprehensive Goals of Productive Group Participant and Effective Communicator.

WHAT

Perspective-taking involves exploring multiple perspectives and interpretations of situations or events.

WHY

The ability and habit of perspective-taking is important for developing skills in communication and problem-solving and is related to prosocial behaviors (Eisenberg & Mussen, 1989). We particularly need this skill to see both sides in a conflict, understand how our communication is perceived by others, and to develop empathic skills (starting with emotional perspective-taking).



HELP STUDENTS FIRST LEARN

How to identify optional behaviors and how others might interpret a situation (see ES-6).

SUBSKILLS OVERVIEW

Making inferences to take another's perspective

Using culture knowledge to take another's perspective



Subskill 1: MAKING INFERENCES TO TAKE ANOTHER'S PERSPECTIVE



Creative and Expert
Implementer
Real-life Example

The fictional character, *Sherlock Holmes*, could derive a person's background and motive from just a few minute clues because he had very acute inferencing abilities.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

People can have different perspectives of the same thing. Have students make a chart of what is similar and different about people's responses to a particular experience. For example: a flavor test, a movie, a piece of clothing, a food, an activity, etc.

Stories of personal difficulty. Have students learn about other young people who have difficulties (e.g., kids their age who suddenly become quadriplegic, lose their homes or parents). These stories can be taken from a variety of resources including films, magazine stories, the internet, the news, history, etc.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Communicating with multiple perspectives. (1) Have students write two descriptions of how to get to the bathroom (e.g., one using distances, the other using landmarks). (2) Have students give oral directions to a student on how to do a physical task. The one receiving directions is "handicapped" by being unable to use a part of his or her body (e.g., eyes, arms). (3) Have students communicate with one another using only gestures (no words). (4) Have one student give directions to others to complete a complicated task. After doing one or several of these communication activities, discuss the usefulness of having multiple perspectives.

Interviewing others. Students take a simple question such as "where is your favorite place to be and why?" and interview other students, repeating their answers back to them and then preparing a short paragraph, collage, poem, or other art form to express the other's perspective.



Subskill 1: MAKING INFERENCES TO TAKE ANOTHER'S PERSPECTIVE

Ideas for Developing Skills

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Entering literature. Ask students to take the perspective of a character from literature and write a letter from the character to themselves (the students) or to another character from the same story on a particular topic. For a literature comparison, ask them to write the letter as if it was from one character to another character from a different story.

Perspectives in current events. Choose a few current conflicts that the students can understand and lead a discussion of why each of these conflicts exists. Try to get them to realize that conflict typically occurs when there are two different perspectives. Encourage acknowledgement of both sides of the conflict while suspending judgment of who's "right" and who's "wrong." If appropriate, proceed with a discussion of what issues to weigh and standards to use if one is going to take sides in the conflict.

Empathy in literature. The following stories provide a context for the students to practice emotional perspective-taking (guessing how another person would feel), which is a step toward developing empathy (actually feeling what another person would feel): *Cracker Jackson*, by B. Byars; *The Hundred Dresses*, by E. Ester; *The Rag Coat*, by L. Mills. Students can write letters or poetry from the perspective of the main character to express the emotions the characters might have felt.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Storytelling history. Have students take a historical or current event and construct a story of how the events unfolded from the perspective(s) of the people affected. (See *A Multicultural Approach to Education*, Sleeter & Grant, 1998, p. 139, for an example with Mexican-American immigration or *Critical Thinking Handbook*, p. 266, for a Spanish colonist/California Indians example).

Expressing a story from the community. Have students interview someone from the community and artistically tell their life story through writing or other performance media (see *A Multicultural Approach to Education*, Sleeter & Grant, 1998, p. 109 for examples).



Subskill 1: MAKING INFERENCES TO TAKE ANOTHER'S PERSPECTIVE

Ideas for Developing Skills

Level 4 (continued)

Considering multiple perspectives leads to a better solution. Have students construct a survey or interview with which they can poll classmates or family members (topics could include opinions about school or community buildings, team spirit, safety, friendliness, etc.). As they tally the votes and prepare a summary of the results, ask them to list some of the reasons why people's responses to the same question might be different. If appropriate, have the students construct an action plan to address some of the concerns they learned about in their survey. This action plan should include several perspectives on the issue.

Assessment Hints

Making inferences to take another's perspective

Use art or writing. Students portray an issue or conflict from more than one perspective.

Role-play. Students role-play other's perspectives in a dilemma or dialogue.

Producing a work of art/literature. Students portray another's perspective.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.



Subskill 2: USING CULTURE KNOWLEDGE TO TAKE ANOTHER'S PERSPECTIVE

Creative and Expert Implementer
Real-life Example

Arthur Golden, author of *Memoirs of a Geisha*, entranced English-speaking readers by taking them into another time as well as another culture. **Amy Tan**, **Pearl S. Buck**, and **Toni Morrison** do the same thing with other cultures. They all provide readers with a broad knowledge base of the culture and time period, including attitudes and emotions, that allows us to take the perspectives of their characters.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Simulation of being in a foreign culture. Use one of the intercultural simulations such as Barnga, in which students experience the frustration and helplessness of being unable to figure out a new culture. (You can either order the Barnga game from Intercultural Press or read about how to set it up in *Intercultural Sourcebook: Cross-Cultural Training Methods* by Fowler & Mumford.) In this game, the teacher distributes a pack of cards and written game rules to each group of students. Unbeknownst to them, each group receives a different set of rules and the students are told to play the game in complete silence. The first round goes well and then half the students rotate into another group and begin playing. Since their new group is following a different set of rules (which they probably won't realize), the experience simulates that of being in a new culture and not knowing how to act or communicate. It gives the whole class a common experience to relate to as the teacher brings up issues of culture, expectations, and intercultural conflict.

Cultural traditions. Identify an area of life in which students' families will differ (this will vary by community). For example: winter holiday celebrated, what the family does for July 4th, or birthday celebration traditions. Have each student interview their family elders for information about the sources of their family's traditions. Discuss in class the sources of differences (e.g., culture, historical circumstance as with lutefisk).



Subskill 2: USING CULTURE KNOWLEDGE TO TAKE ANOTHER'S PERSPECTIVE

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Culture holiday 20 questions. Play this game in pairs or as a whole class. Research a somewhat obscure cultural event or holiday and allow students to ask yes or no questions about the significance of the event. They will have to begin to let go of some of their assumptions, which is one of the first steps in perspective-taking.

Cultural/ethnic perspectives in poetry. Read poems that address a specific issue of race, ethnicity, and culture: for example, *The Palm of My Heart: Poetry by African-American Children*, by D. Adedjouma. Poetry from other identity groups can be found on the Internet and the library. Discuss the perspective the author conveys.

Local perspectives. Have students research (by interviewing local leaders, visiting local museums, etc.) and present the different understandings of a local tradition (e.g., for fishing in Minnesota, one perspective is the Native American view of fishing as subsistence as well as part of their culture, while fishing is a sport to many macroculture Americans).

Time period differences. Immerse students in daily living during another time period by: (1) visiting a live folk history museum like Fort Snelling; (2) inviting an elder from the community to discuss how life was when he or she was young; (3) watching a period drama or television show like *1900*, about a family living in 19th century circumstances. Discuss how the living conditions would affect the daily activities that the students are accustomed to.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Teaching our culture. Using journals or role-plays, have students describe a familiar American tradition (like football or the 4th of July) to an imaginary person who knows nothing about American culture. Alternatively they could describe a piece of culture to an "alien" who knows nothing about humans.



Subskill 2: USING CULTURE KNOWLEDGE TO TAKE ANOTHER'S PERSPECTIVE

Ideas for Developing Skills

Level 3 (continued)

Writing letters using cultural perspectives in literature. The following chapter books address issues of race, ethnicity or culture: *Remember My Name*, by S. Banks; *Escape to Freedom*, by O. Davis; *Sing Down the Moon*, by S. O'Dell; *Park's Quest*, by K. Paterson; *Taking Sides*, by G. Soto; *The Sign of the Beaver*, by E. Speare; *Let the Circle Be Unbroken*, by M. Taylor; *Mississippi Bridge*, by M. Taylor; *Roll of Thunder Hear My Cry*, by M. Taylor; *Song of the Trees*, by M. Taylor; *The Devil's Arithmetic*, by J. Yolen. Have students write letters as if they were one character speaking to another, or one of the characters writing to the students themselves.

Intercultural perspective-taking. Use critical incidents (short stories in which a cultural misunderstanding occurs) to have students discuss perspective-taking and brainstorm on how to deal with intercultural misunderstandings. Try to focus on many types of intercultural encounters (cross-age, cross-gender, cross-social class) rather than just ethnic differences. Allow students to role-play (if they can handle it), switching perspectives to "try on" both sides and to allow them to practice ways of dealing with the problem. (See appendix for some critical incidents involving culture.)

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Culture perspectives in history. Have students take a historical or current event involving more than one culture and find out about the participants' views of the matter. Have students construct stories of how the events unfolded from the perspectives of each participant. (See *A Multicultural Approach to Education*, Sleeter & Grant, 1998, p. 139, for an example with Mexican-American immigration or *Critical Thinking Handbook*, p.266, for a Spanish colonist/California Indians example).

Expressing the story of someone from a different culture. Have students interview someone in the community from a different culture. Interview questions can include experiences in their home country, their cultural traditions, their reactions to American culture, and how they feel about their own culture. If it is not possible for every student to interview someone, the whole class can interview a visitor from another culture. The students should prepare a set of respectful questions to ask him/her, and then work individually or in small groups to artistically tell the interviewee's life story through writing or other performance media.

Assessment Hints

Using culture knowledge to take another's perspective

Use art or writing. Students portray an issue or conflict from more than one cultural perspective.

Role-play. Students role-play other cultural perspectives in a dilemma or dialogue.

Producing a work of art/literature. Students portray another cultural perspective.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example



Create a Climate to Develop Perspective-Taking Skills

Integrate social perspective-taking into the curriculum:

Present multiple viewpoints in the curriculum when relevant.

Provide opportunities for student input into curriculum when possible.

Discuss the value conflicts and moral dilemmas that arise in lessons.

Impart multicultural information in an exciting, positive, interesting manner.

Sample Student Self-Monitoring Taking the Perspectives of Others

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

Making inferences to take another's perspective

What do I/should I focus on in this situation?

How many and which people are affected by this situation?

How are the different people affected or how could they be affected?

What are their circumstances?

How does this look to someone with their background?

Using culture knowledge to take another's perspective

What about their backgrounds will affect their perspectives in this situation?

Do I know enough about their backgrounds to understand how the situation looks to them?

If not, what are some ways I could find out more about their backgrounds and perspectives?



Ethical Sensitivity 3

Caring by Connecting to Others

(Care for others)

This skill addresses the Minnesota Comprehensive Goals of Effective Communicator and Effective Group Participant.

WHAT

This is the process of expanding sense of self-concern to include others. It also involves developing a sense of connectedness to other people/groups, both globally and locally.

WHY

In order to experience empathy or any sense of concern for others, an individual must be willing and able to perceive and interpret others as being connected to the self. When this is the case, s/he is more likely to make decisions and take actions that reflect care and concern for others, meet others' needs, and nurture relationships.



HELP STUDENTS FIRST LEARN

To develop optimism (see EJ-5) in order to view connectedness to others as a positive thing.

SUBSKILLS OVERVIEW

Subskill 1: Relating to others

What happens to others, happens to you

Subskill 2: Showing care

Developing empathy
Taking action respectfully

Subskill 3: Being a friend

Being a friend is rewarding
Maintaining friendships takes work

"Education fails when it neglects school as a form of community life."

—John Dewey

(quoted in R. Archambault (Ed.), *John Dewey on Education*, p. 431)



Subskill 1: RELATING TO OTHERS

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

The Buddhist philosopher, **Thich Nhat Hahn**, is a master of understanding how people are interrelated. He says that when he looks at a blank piece of paper, he feels connected to the people at the paper mill, to the logger who cut down the tree that made the paper, to the logger's parents, to the person who made the logger's breakfast, to the clouds that produced the rain that made the tree grow (from *The Heart Of Understanding*, 1988). He takes this deep process of perceiving interrelatedness into his daily life so that he is able to feel compassion for all living things.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Interdependence activities. Students participate in activities that demonstrate interdependence, such as a ropes course or a project that requires individuals with different strengths to play different roles.

Identifying connections in community. Have the students identify relations to people in the neighborhood such as the people who live in houses and apartments nearby or the service personnel that service the neighborhood (e.g., mail carrier, police officers in the precinct, grocery store owners, business owners). Depict these graphically with lines connecting them.



Interdependence in a community. (1) Have students finish the sentence, "I'm important to this class because..." or "I'm important my family/school/community, because..." (2) Have students draw a diagram, putting themselves in the middle, of all the people they come in contact with regularly. They can add to the diagram the strangers who support their lifestyle (farmers, grocers, movie producers, candy manufacturers, etc.). Have students also draw in connections between community members (this should make a large web).



Starred  activities within each subskill go together!



Subskill 1: RELATING TO OTHERS

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Setting mutual expectations in class meeting. Set goals and rules with the students. Let them help set classroom policies on a few selected issues, including role-playing how the policies would play out in a couple different situations. Teacher can act as a facilitator with “veto power.” Assess by giving each student credit for participation once the whole class successfully establishes a set of goals or rules. Have the group assess how each rule affects their interdependence.

Are we part of the problem? Have students bring in news clippings of tragic events or dismal circumstances at the local, national, and global levels. As a class reflect on how we may directly or indirectly contribute to the problem and have individual students journal on how they could make even one small change to make the situation better. To help get them started, give a few examples that exemplify creativity, leadership, or other qualities you might want to work on.

Personal responsibilities to community: bumper stickers and ads.



Have the students identify relations with and responsibilities in the neighborhood such as not littering, not making too much noise, being courteous to neighbors, not hurting anyone or their property, etc. and make bumper stickers or video/audio commercials promoting these responsibilities.

Symbiosis in nature. Have students use a variety of resources (books, nature magazines, internet, video) to identify examples of symbiosis in nature. Discuss how these relationships are similar to and different from human interdependence.



Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Interdependence in current events. (1) Have students survey periodicals and news shows and determine the percentage of stories that impact them in various categories: e.g., entertainment, quality of local environment, laws for behavior on the street, political expression, education, safety. (2) Select a non-local current event and discuss how it impacts the students' local communities, school, family, etc.

Interdependence among communities in current events. (1) Select a non-local current event and discuss how it affects the students' local communities, school, families, etc. (2) Select a local current event and discuss how it affects students and communities elsewhere.

Starred ★ activities
within each subskill
go together!



Subskill 1: RELATING TO OTHERS

Ideas for Developing Skills

Level 3 (continued)

Using knowledge of interdependence in decision-making. After

completing some lower level work on interdependence, let students reason through hypothetical dilemmas (see Appendix) in small groups or as a whole class. If they don't bring up interdependence on their own, suggest that they re-frame the situation keeping interdependence in mind. Then ask them to reflect on whether this changes the types of options, solutions, or consequences they generate.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Interdependence as a philosophical/religious worldview. Pick a couple short readings by a philosopher (like Thich Nhat Hahn) who writes short and easy to read descriptions of interdependence as part of the Buddhist worldview, and ask students to journal or discuss their reactions to this worldview. Do they agree with it? How does it conflict with American worldviews?

What if? Have students watch a film like *It's a Wonderful Life* and discuss the impact one person can have and how interdependent people are for their fates. Have students write about what would happen if they did not fulfill their responsibilities.

Interdependence in the environment. Help reinforce the school's recycling practices/policies by constructing posters that depict how humans, animals, plants, and all of nature are interconnected and how the consequences for nature affect us. See *Save Our Planet: 52 Things Kids Can Do* (1990, by S. Levine) for ideas on feasible nature conservation projects for the students.

Assessment Hints

Comprehending the inter-relatedness of humanity

Essays. Students write about personal connections valued by the student.

Planning. Students participate in a community service project that demonstrates connection and interdependence within the school or community.

Journaling. Students write about who they feel close to in the community/the world/ at school and why.

Reports. Students write reports on a disadvantaged person or group of people demonstrating their connection to the student and/or the student's community.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.



Starred ★ activities within each subskill go together!

Subskill 2: SHOWING CARE

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

Mother Theresa was a master at identifying the needs of others and caring for them in a humble, respectful manner.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Students' Bill of Rights. In conjunction with regular class meetings, consider letting the students draft a bill of rights, stating basic expectations for the way they expect to be treated by one another. Make sure each student has a chance for input and signs the document and then post it in classroom.

Compassion in literature. While there are plenty of classic stories of compassion in the Bible and Book of Virtues, here are some chapter books that provide a shared context from which students can start to define compassion: *One-eyed Cat*, by P. Fox; *Slave Dancer*, by P. Fox; *The Rag Coat*, by L. Mills; *The Comeback Dog*, by J. Thomas.

Observations of care. Have students watch a film or video and pick out instances where someone showed care for another person, a group of people, nature, or future generations.

What is empathy? Empathy cannot be directly taught because it is impossible to "make" a student feel an emotion, but it can be modeled and discussed. Introduce the term and challenge the students to think of how empathy is different from sympathy (sympathy is feeling sorry for the person, but empathy is feeling exactly what the other person is feeling). How is perspective-taking different? (Perspective-taking involves seeing the other person's point of view, but not necessarily having any emotions about it). Ask students to think about themselves being in a tough situation and whether they would like someone else to empathize, sympathize, or take their perspective. Also talk about why humans have empathy (and maybe not other animals) and how people express it.



Subskill 2: SHOWING CARE

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Everyday caring. Devote a bulletin board or poster area to visually display ways of caring. Ask students to bring in news clippings, artwork, or poetry that depict caring toward people we see and interact with everyday (parents, bus drivers, teachers, siblings, etc.).

How do you show care? Have students interview community members about how they think care for others should be/can be shown in particular situations. (Keep in mind that there will be differences in how to show care to people of different ages.) Students can prepare a report or poster to share with the class.

Cultural differences in showing care. Have students find information (interviews, internet) about how care is shown to others in different cultures. Have the class make a chart comparing and/or contrasting the different ways.



Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Non-local volunteering. When a disaster strikes outside the community (e.g., flood), students brainstorm on how to help. Plan it and then do it. This allows students to feel connected to others who are affected by natural disasters, political turmoil, and economic hardship (i.e., even a recession in a rural area).

Local community service. Invest time and work locally so students feel connected and effective within the community. Set up times and places for the students to do community service (keeping in mind that research shows that for middle school students, community service with disadvantaged people aggravates stereotypes). Make sure to reflect on the experiences together. Assess written reflections by grading with a rubric (see Appendix for sample rubric).

Secret Pal. Students are assigned a classmate or younger schoolmate to whom they give positive communication secretly for a short period of time. Discuss permissible ways to communicate positive feelings (e.g., positive notes stuck in their locker) ahead of time. Limit the time to one day or one week. Students keep track of their pal's reactions to their positive communication.

Starred  activities within each subskill go together!



Subskill 2: SHOWING CARE

Ideas for Developing Skills

Level 3 (continued)

Helping across borders. Have students conduct interviews, library research, and internet research to explore how their community helps people in other countries (by attending meetings, organizing aid, etc.). Have students identify ways that they can get involved in this outreach and organize a 'task force,' if appropriate. This is a good way for different types of students to have an opportunity to take a leadership role (esp. those who don't typically take school leadership positions).



Practice showing care in culturally different ways. After gathering cultural information (Level 2), have students practice these different ways of showing care. If possible, ask a member of that culture to assess how well they are doing.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Guided social action. Students take the steps in noticing a need in the community, communicating with relevant people/agencies, building an action plan, and implementing the plan. Example: students initiate and implement a plan to make the community aware of pollution in a local river, including radio and newspaper publicity, gathering facts, and organizing a community forum to discuss possible solutions (see *Kid's Guide to Social Action*, Lewis et al, 1998, for more ideas). The important element is student ownership.

Mock United Nations or FEMA (Federal Emergency Management Agency) activity. Set up a small FEMA to support the needs of other students. Students organize different groups representing the needs of various people and work to serve as many as possible of those needs.

Finding common ground. Ask students to creatively help two different groups within the community find common ground on some issue of conflict. This could be done individually, in small groups, or as a class. Break down the steps into: identify the perspective of each side, identify the goals of each side, find common perspectives and establish common goals.

Caring in local settings. Have students keep a journal about how they show care in a community setting (volunteering). Ask a community member to assess how well they showed care there.

Assessment Hints

Showing care

Essays. Students write about times when they have received care or shown care.

Planning. Students participate in a community service project that shows care to other people, the environment, to the community, etc.

Journaling. Students write about how they show care for the community/world/school and why.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.

Starred ★ activities within each subskill go together!



Subskill 3: BEING A FRIEND

*Creative and Expert
Implementer
Real-life Example*

Many people think of marriage as the ultimate friendship. Think of someone you know who has been happily married for a very long time and how much work they have put into the friendship in order to sustain and nurture both people in the marriage.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Getting to know each other: Introductions. Set up a 10-minute partner activity for students to interview each other (see chart in Lickona's *Educating For Character*, 1992, p.92). Each person introduces their partner to the rest of the class with a small report. Assess the quality of interviews (completeness and following directions) using a rubric like the sample in the Appendix.

Getting to know each other: Partners. Two people discuss ways they are alike, ways they are different, their particular likes and dislikes (e.g., foods, movies, favorite subject), their families.

Getting to know each other: People Hunt. Give students a list of 20 items and tell them to fill in people's names for as many items as possible. For example: likes to play basketball, likes to ride horses, likes pizza.

Getting to know each other: Snapshots. Display photos of students on bulletin board, perhaps with collage "self-portraits" (display of any pictures, drawings, words, objects, etc. that the student feels represents him/herself.)

Stories of friendship. Students read stories about friendship and then discuss how the characters acted as friends and how they created and/or maintained their friendship. The discussion could involve talking about how the characters thought about friendship and whether the characters acted as true friends. Students could also write a revision of the story where the characters are better friends than in the original story. In pairs or in a group, students could also act out the revision.



Subskill 3: BEING A FRIEND

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Friend journal. Have students keep a journal for several weeks in which they discuss their friendships. Afterwards, they can analyze what was difficult and what they did to maintain the friendship. Assess by grading with a rubric.

Contrast friendship with other relationships. Have students interview community members about their friendships in contrast to other relationships. They can write essays about what they learned. Assess by grading essays with a rubric.

Benefits of friendship. Ask students to reflect on the importance of friendship (for being able to solve practical problems, for being able to solve personal problems, for enjoying common hobbies, for being happy, for staying healthy, etc). This could be culminated in a collage or poster activity to depict the different kinds of benefits.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Study buddy. Students select study buddies, or learning partners, for the year. Let them know that they are responsible for helping each other, especially when one of them is struggling. (see p.72, in Ladson-Billings's *The Dreamkeepers*, 1997, for example). Regularly discuss how things are going, what conflicts have arisen and how they are resolved.

Reflecting on friendships in different domains. Students identify friends from different areas of their lives (neighborhood, church, sports, family friends). They write about the different ways they show caring and respect as they maintain friendships in these various classes and extracurricular activities.

Pen Pal. Students create and maintain a pen pal relationship with someone different from them. After a set period of time, everyone reflects on the experience.

Friends of different ages. Ask students to reflect on friends who are different ages (young child, elderly adult). They can journal on their experiences and how the friendships differ.

Having a mentor. Students interact regularly with older kids in the community who are taking social action and are involved in their communities.

Starred ★ activities
within each subskill
go together!



Subskill 3: BEING A FRIEND

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Cross-cultural connecting. Ask the students to role-play or write a dialogue about how each could make a connection with a new neighbor from a different country. They should display awareness of cultural and perspective differences.

Being a mentor. Set up cross-age mentoring projects in which students pair or team up with younger students to complete projects for the community or even to help the younger students with their homework. 

Assessment Hints

Being a friend

Essays. Students write about personal friendships valued by the student.

Journaling. Students write about who they feel close to in the community/world/school and why.

Write letters. Students write letters to a pen pal and establish connections (interdependence) and similarities.



Starred  activities
within each subskill
go together!

Create a Climate to Develop Caring by Connecting to Others

Discuss responsibility to others and to the world

Teach about ecological interdependence.

- Use inductive discipline, discussing of effects of prosocial acts on others.

Model caring by being a responsive teacher

Communicate with each student personally each day.

Figure out how to make each student feel welcome and supported.

Coach a student when he or she is having difficulty with schoolwork.

Try to find out what will help each student succeed in the class.

*By asking parents

*By asking the students themselves

*By consulting relevant experts, if appropriate

Provide safety/security

Encourage the students to avoid negative attitudes.

Expect students to treat each other with respect.

Encourage the students to not develop an "us against them" mentality.

Provide opportunities for appropriate and safe expressions of feelings.

Encourage a sense of healthy self-respect.

Have high standards for prosocial behavior.

Provide psychological support

Be aware of students' personal lives.

Provide opportunities for developing self-awareness.

Provide opportunities for developing self-direction.

Provide opportunities for developing self-control.

Help the students learn how to get along with each other.

Provide opportunities for respectful discussion of different viewpoints.

Provide opportunities for students to meet needs normally taken care of outside the classroom (e.g., breakfast, encouragement).

Be a model

Model helping, sharing, comforting others clearly and frequently.

Model and encourage positive regard for others (including giving others the benefit of the doubt).

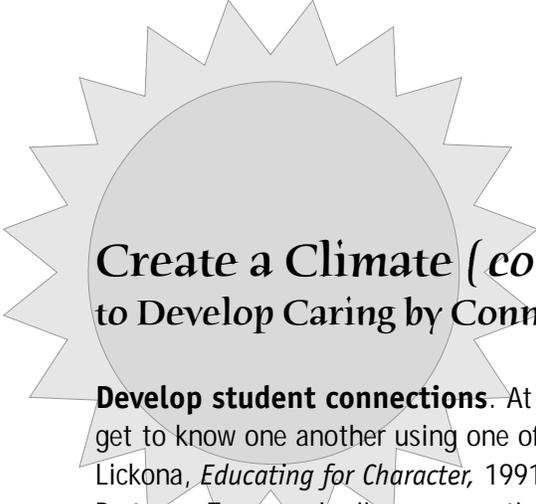
Encourage friendship

Encourage friendships among the children.

Discuss the responsibilities of friendship.

Set up a class to class friendship with a distant class in which the classes communicate regularly about their activities.





Create a Climate (*continued*) to Develop Caring by Connecting to Others

Develop student connections. At the beginning of the year, help students get to know one another using one of the following techniques (from Lickona, *Educating for Character*, 1991):

Partners: Two people discuss ways they are alike, ways they are different, their particular likes and dislikes (e.g., foods, movies, favorite subject), their families.

People hunt: Give students a list of 20 items and tell them to fill in people's names for as many items as possible. For example, "likes to play basketball" "likes to ride horses" "likes pizza."

Snapshots of students on bulletin board.

Class directory. This can be created by students interviewing each other and then writing a biographical sketch of the person interviewed to be placed in the directory.

Seat lottery. Rearrange seat assignments periodically by having the students select their seats via a lottery system.



Sample Student Self-Monitoring Caring by Connecting to Others

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

○

Relating to Others

I'm important to this class because...

I'm important to my family/school/community because....

How do problems in other parts of the world affect my family?

Why is it important to think about how people are connected?

Showing Care

○

I am concerned about the welfare of my friends and family.

I show love to a sad friend or family member.

I am nice only to those people who are nice to me. (NOT)

I expect something in return when I help. (NOT)

I resist the temptation to be cruel to someone else.

I tease and play tricks on people I don't like. (NOT)

I hurt animals. (NOT)

I brag when I help others. (NOT)

○

I try to think of and do things that make others happy.

Being a friend

I know how to show friendliness in different situations.

I know how to be polite in different situations.

I thank others for helping me or complimenting me.



Working with Interpersonal and Group Differences

Ethical Sensitivity 4

(Getting along with differences)

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

WHAT

Working with Interpersonal and Group Differences involves understanding why and how differences can lead to conflicts and misunderstandings. It is important to be aware of the diversity within the groups we work in, as well as the diversity represented in ourselves (from the various roles we play and cultures we identify with). Success in this skill involves becoming multicultural, or able to function in more than one context, and it is important to understand culture in its broadest sense: culture is any system of values and expectations. This definition allows us to include "business culture," "school culture," "soccer culture," etc.

WHY

No classroom, family, community, or work environment consists of homogeneous people so it is crucial to know how to interact with different opinions, perspectives, values, and cultures in order to accomplish group tasks, make decisions, resolve conflicts, and build leadership.

HELP STUDENTS FIRST LEARN



- 1) To communicate well (see EA-1).
- 2) To respect others (see EM-1)
- 3) How to read and express emotion (see ES-1).
- 4) How to take another's perspective (see ES-4).



Ethical Sensitivity 4

Working with Interpersonal and Group Differences

SUBSKILLS OVERVIEW

Subskill 1: Becoming multicultural

Awareness of multiple groups that one belongs to
 Appreciation of benefits of cultural flexibility
 Gaining knowledge of cultures connected to self
 Practicing multicultural skills— being flexible in following new sets of rules

Subskill 2: Working with diversity in our community

Awareness of diversity
 Appreciation of effects of diversity on problem solving and communication
 Gaining knowledge of other cultures
 Practicing communication and problem solving in diverse context

Building an atmosphere for acceptance includes:

(A. Combs, *Perceiving, Behaving, Becoming*, 1962)

Encourage self revelation instead of self defense.
 Promote a sense of belonging.
 Promote the attitude that difference is good and desirable.
 Promote trust in self.
 Emphasize the ongoing character of learning.
 Create a hopeful atmosphere.



Subskill 1: BECOMING MULTICULTURAL

*Creative and Expert Implementer
Real-life Example*

A rock musician (e.g., Sting) can recognize his or her multicultural self by acknowledging and celebrating the many cultures that built rock music: African and Afro-Caribbean rhythms, western European instruments like the guitar and piano, American jazz instrumentations, African-American gospel, fiddling traditions of the British Isles, etc.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Identifying groups we belong to. Explore multiple groups that people belong to: formal and informal (scouting v. kids in the neighborhood), by choice and by assignment (softball team v. being a teenager), permanent and temporary (ethnic group v. club). Have students interview a community member to find out what groups he or she participates in. Assess a written or oral report using rubrics. 

Multiple group memberships and values. Have students interview a parent to find out what groups he or she participates in, what values his or her groups have, what is required for membership. Values can be determined by what activities and behaviors are important. Assess a written or oral report using rubrics. 

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Group values affect choices. Have students examine the values of an identity group and what choices are limited or offered as a result. For example, if you are black, you may be expected to avoid "acting white." If you are a boy, you may be expected to not "act like a girl." Discuss how stereotyping blackness or boy-ness limits individuals. 

Comparing the values of two familiar groups. Prepare a list of identity groups including formal and informal (scouting v. kids in the neighborhood), voluntary and involuntary (softball team v. being a teenager), permanent and temporary (ethnic group v. club).). Ask students to pick two groups they are members of and list which skills and talents are valued in each group. Perhaps focus on which types of behaviors are expected. Then make a chart with the columns "same" and "different" to visually depict which values the groups share and which values are unique to the group. Ask them to identify at least one value that is shared by both groups, and one value that is unique to each group.

Starred  activities within each subskill go together!



Subskill 1: BECOMING MULTICULTURAL

Ideas for Developing Skills

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Exploring identity messages from different people. Have students artfully represent the messages they have received growing up from a mother, father, extended family, school, community, friends. For example, divide a sheet into several sectors, labeling them “what my parents would like me to be,” “what my grandparents would like me to be,” “what my friends would like me to be,” etc. and illustrate those using magazine cutouts, hand-drawn art, computer-generated art, poetry, etc. Similar projects can have students reflect on “if my parents/grandparents/friends were granted one wish,” or other topics that relate to values and ideals within groups.

Our language is multicultural. Have students reflect on how our language and communication reflects our multicultural background. Take a paragraph from a teen magazine and find all the words that have roots in other cultures (including American subcultures, like internet/email jargon). Ask students to research the roots of some common phrases and slang. Discuss how language “travels” and take a look at a Pidgin language like that of Hawaii, which represents a blend of the cultures that were brought by immigrants (Portuguese, Chinese, Japanese, Filipino, etc.).

Comparing the ideals of less familiar groups. Have students construct and compare lists of “what is good” or “what is ideal” to their own identity group and another comparison group (children their age from another culture, people of a different age, people trying to survive in difficult circumstances, etc.). Alternatively, use Venn diagrams to show overlap and differences.

Which self when? Have students consider the various settings they shift between and have them write about how they behave in each setting (school v. church v. soccer practice). Then compare and contrast “selves” across settings, noting what remains constant and what changes with context.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems



How group membership affects problem solving. Help students understand that identity group membership affects the way people perceive things and solve problems. Have them examine the values of an identity group and, for a particular situation, what choices are limited or offered as a result of the values. Discuss the importance of personal and group values and how to approach dealing with clashes.

Starred ★ activities
within each subskill
go together!



Subskill 1: BECOMING MULTICULTURAL

Ideas for Developing Skills

Level 4 (continued)

Loyalty dilemmas. Give students a challenging dilemma about loyalty and discuss different ways in which the dilemma could be resolved (including the issue of when and where it is appropriate to display loyalty). These can also be dilemmas that produce conflicting loyalties (e.g., between family and community; friends and family). Students then create an implementation plan and role-play the actual implementation in small groups.

Noticing how behavior standards change across contexts. Have students keep a journal on how their behavior changes according to context. Suggest a few contexts for them to particularly notice (home with family, home alone, home with friends, shopping with friends, out with family, playing sports, in particular classrooms, on bus).

Assessment Hints

Becoming multicultural

Creative project. Students write about or describe their membership in multiple groups.

Chart. Use graphic display methods to describe similarities and differences between and among groups that the student belongs to or identifies with.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.



Subskill 2: WORKING WITH DIVERSITY IN OUR COMMUNITY

Creative and Expert Implementer Real-life Example

Maya Angelou is an expert in understanding the diversity in our community because she writes her poetry using language that anyone can relate to, defying barriers of race, ethnic background, social class, or educational background.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Birth stories. Ease into discussion of difference with “safe” topics like birth stories (how and where they were born) and then expand to other topics of diversity from there.

Learning about another group’s experiences. This is an approach to multicultural education that pays attention to a single group (try to think beyond the obvious groups based on ethnicity, gender, etc.). For example, spend a few lessons gathering facts and constructing the perspectives of child laborers in early Industrial America (see *A Multicultural Approach to Education*, Sleeter & Grant, 1998, for more ideas). Assess with content knowledge test.

Diversity in ways to beat a cold. Have students find out the ways their parents, grandparents, or local elders deal with a cold as a way to talk about diversity between and among identity groups. Assess a written or oral report using rubrics.

Diversity in basic foods. Have students identify the basic foods of the world (what is the staple of most meals in different countries-e.g., rice, bread, tortillas, pasta) using a world map. Then students identify what food their parents had growing up at most meals (usually one of the aforementioned staples). Families are eating more multiculturally as fast food diversifies (not only sandwiches but Mexican and Asian foods as well) and so discuss how this has affected their parents (and hence their children’s) diets. Assess their construction of graphs of their findings.

Read a story about appreciating differences: Freak the mighty. Read the chapter book, *Freak the Mighty*, by R. Philbrick (1993) and discuss the role of differences in the story, and how the characters came to appreciate their differences.



Subskill 2: WORKING WITH DIVERSITY IN OUR COMMUNITY

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

How culture affects reactions. After learning about the values and social expectations for a particular culture or group, give the students a hypothetical situation and ask them to think about how culture might affect how someone would react.

Values in groups in our school. Using the groups “soccer team” and “band” (or similar school groups), list which skills and talents are valued in each group and then make a chart with the columns “same” and “different” to visually depict which values the groups share and which values are unique to the group.

Using a semantic map to see how culture works. Have small groups research a country or group (e.g., China) and write descriptive words or short phrases in big lettering on note cards. Collect their descriptors and attach them to the board, organizing them according to categories like work activities, leisure activities, physical descriptions, attitudes, etc. Draw lines connecting related concepts to create a semantic map. Semantic maps can help students visualize many kinds of abstract relationships, in this case, how cultures or identity groups work and hold together.

Working together in our local community. Invite a local politician or community organizer and ask them to tell stories about how they work with group and interpersonal differences.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Comparing cultural artifacts. Have students compare cultures using folktales or other cultural artifacts by organizing a chart to do cultural comparisons. With stories, for example, categories could be title, setting, characters, problem, magic, events, ending.

Comparing the way families work together. Within stories or culture studies, have students look for ways that families work together for a specific goal (e.g., preparing and eating a meal together) (see *Multicultural Literacy*, Diamond and Moore, 1995, p. 219, for examples). Ask “Why?” and “How?” questions to compare the ways families from different identity groups work together.



Subskill 2: WORKING WITH DIVERSITY IN OUR COMMUNITY

Ideas for Developing Skills

Level 3 (continued)

Classroom Group Diversity. Have students identify different strengths among the students in the classroom that are relevant to completing a particular project (like being organized, being able to draw, having good speaking skills, etc.). Then construct work groups consisting of people with different strengths. During the work period and afterwards, have the groups reflect on how the differences affect their cooperative effort and how they might improve or change the way they would work together next time.

Working together in our school(s). Invite the principal or superintendent and ask them to discuss how they work with group and interpersonal differences. Assess written or oral report using rubrics.

The changing community. Students interview and conduct research on the evolution of the community in terms of diversity (a good film to use as a stimulant in MN is *Minnesota Pride, Minnesota Prejudice* by Twin Cities Eyewitness News KSTP which gives a history of immigration in MN.) What groups came when? How did people learn to get along? What kind of diversity do we have now? Assess written or oral report using rubrics.

Partner in diversity. Have students partner with a student with a different background (different age, different gender, different neighborhood, from a different city/state, different family size, etc.). Design an interview that will allow them to teach each other about their different perspectives in particular areas (may be chosen by teacher: e.g., food preferences, family responsibilities, after school activities, goals in life, recreational activities, clothing, communication and self-expression). Each writes a report on what they learned.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Multiple perspectives in history. Have students read and analyze a historical speech or document to reconstruct the perspectives of the various identity groups involved in a historical issue (see *Multicultural Literacy*, Diamond and Moore, 1995, p. 225, for an example using a speech by Chief Seattle during territory disputes).



Subskill 2: WORKING WITH DIVERSITY IN OUR COMMUNITY

Ideas for Developing Skills

Level 4 (continued)

Looking ahead. Design a writing activity or small group discussion to involve students in making predictions about which identity groups might contribute or interact in various ways. For example, pick a few developing countries, have students research them, and then brainstorm on what resources and skills those communities possess that could contribute to the rest of the world. Students can also reflect on how they will be affected at the individual level, community level, and national level (see *Breaking the Ice*, Kabagarama, 1997, p. 13 for sample questions).

Intercultural dilemmas. Provide students with intercultural dilemmas (see appendix) and ask them to think of possible reasons for the situation that are related to group or interpersonal differences.

Local community organizing. Ask students to research some local community organizations like charities, beautification committees, etc. Have the students observe and/or participate in the workings of one such group and then analyze how well the organization works with the value and perspective differences of their members and of their “clients” (which differences they work well with, which ones not so well). They can then write a report making respectful recommendations on what the organization could do to improve its human relations.

Mentoring for diversity. Have students mentor a younger student about learning to be multicultural. Ask them to make posters, skits, stories, or mini-lessons teaching their mentees how to function in multiple groups and still stay true to their own identity and values.

Assessment Hints

Working with diversity in our community

Knowledge test (on specific culture or identity group). Students demonstrate in-depth knowledge about the way an identity group functions (beyond surface details like, “what do they eat in this culture?”).

Creative project. Students write about how they will be affected by various cultures or sub-cultures.

Chart. Use graphic display methods to describe similarities and differences between and among groups that the student learns about.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.





Create a Climate to Develop Skills in Working with Group and Interpersonal Differences

Lickona believes that an ethical community in the classroom requires three things:

(Educating for Character, 1991, p. 91)

1. Students know each other.
2. Students respect, affirm, and care about each other.
3. Students feel membership in, and responsibility to, the group.

Promote attention to roles

Make it explicit what your responsibilities are and what the students' responsibilities are.

Make explicit your expectations for student behavior.

Discuss the importance of being loyal to the class community and school community.

Capitalize on student differences

Be aware of the diversity in the classroom (culture/ethnicity, socioeconomic status, family configuration, family values, ability/disability, and so on) and capitalize on it.

Use the diversity in the classroom to help everyone learn.

Use the diversity in the classroom to help everyone get along with each other.

Help the students appreciate human differences.

Help students understand and appreciate others' points of view.

Teach about the customs and approaches of different world cultures.

Teach about the perspectives of cultural, political, and historical experiences in different cultures.

Teach about the diversity of cultures within the USA.



Sample Student Self-Monitoring Working with Interpersonal and Group Differences

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

Becoming multicultural

What groups do I belong to?

What groups do this person and I both belong to?

What are some good things about being part of a group?

What are some bad things about being part of a group?

Working with diversity in our community

Are there other groups or connections that aren't obvious right now?

Should a person always try to go along with what the group wants?

Should we spend time with people who are similar to or different from ourselves?

Are my friends just like me or different from me? Is that good or bad or both or neither?

"Open-classroom climate generally is related to higher political efficacy and trust, and lower political cynicism and alienation—to more democratic attitudes."

(p. 110, Ehman, "The American school in the political socialization process," 1980)



Ethical Sensitivity 5

Controlling Social Bias

(Control prejudice)

This skill addresses the Minnesota Comprehensive Goals of Productive Group Participant, Responsible Citizen, Self-directed Learner, and Effective Communicator.

WHAT

Controlling Social Bias involves understanding, identifying, and actively countering bias. It is important to reflect on the nature of bias and how it comes about before attempting to control social bias.

WHY

Bias is a part of human nature because we all naturally prefer familiar things and familiar ways of thinking. It takes conscious effort to rethink our personal habits of acting and speaking, but it can promote a more respectful, fair society. These skills are required for both large and small scale social reform.



HELP STUDENTS FIRST LEARN

1. How to take others' perspectives (see ES-4).
2. How to identify options and interpretations (see ES-6).
3. How to identify consequences (see ES-7).

SUBSKILLS OVERVIEW

Subskill 1: Examining bias

Learning about human information-processing systems and how bias works

Experiencing effects of bias in simulations, etc.

Identifying bias in language, text, actions, physical habits, institutions

Subskill 2: Preventing bias

Taking small steps in everyday personal life

Initiating social action/reform to prevent bias

Climate characteristics necessary for self-discovery

(A. Combs, *Perceiving, Behaving, Becoming*, 1962)

Respect for uniqueness of each individual

Classroom as microcosm of society

Open communication

People rather than things are important



Subskill 1: EXAMINING BIAS

*Creative and Expert
Implementer
Real-life Example*

Many of the great social commentators and social activists of our time were experts in understanding how bias works and how it affects people. **Peggy Seeger** and **Loretta Lynn** were two figures who stood up for women's rights in the male-dominated music business earlier in this century. **Sarah McLachlan** is a more recent female pioneer in the music industry because she countered the industry's bias against an all female lineup by organizing the immensely successful Lilith Fair music festival.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Extending beyond our own in-groups. Ask students to arrange an interview with someone who is different from themselves (in gender, age, cultural background) and have them design interview questions that will capture their differences (respectfully). Have them also do the same interview with someone who is similar to themselves. Then, have students compare the responses of an in-group member to those of an out-group member (and notice the bias that comes with group membership!). Reinforce the lesson that while it is often easier to communicate with people from our own in-groups, it is rewarding and interesting to communicate outside of those habitual groups that consist of similar people.

Bias toward people with disabilities. Though more and more people are conscientious about preventing racial and gender bias, there is still a great deal of discrimination against people with disabilities. Point out that, particularly with students their age, ignoring someone with a disability can be just as hurtful as teasing them. If appropriate, have students simulate the experience of having a disability (walking around blindfolded, or watching TV with the sound off). This must be done with extreme sensitivity if there are students with disabilities in the classroom so that they don't feel singled out. Try to get their input on how to structure the lesson.

Double standards in history. Present some double standards from different points in history (bias against lefties in ancient times, bias against girl babies in China, bias against freed black slaves in post Civil War America, etc.) and ask students to articulate what is similar about the ways those people were treated, the justification/rationale of those double standards in their communities, and the ways in which social action changed the double standard (if the double standard still exists, ask students to brainstorm on ways that it could be changed).



Starred ★ activities
within each subskill
go together!



Subskill 1: EXAMINING BIAS

Ideas for Developing Skills

Level 1 (continued)

“Minnesota Pride, Minnesota Prejudice.” Watch the film by this name, which depicts the bias that each ethnic group in Minnesota suffered when they arrived in Minnesota (or when others arrived, as in the case of native Americans). Use the film as a catalyst for discussion about past or current prejudice against these groups.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Effects of bias. Give students a template and ask them to construct a “chain reaction” table showing how bias can start a negative chain of events. SAMPLE TEMPLATE:

If person A did/said _____, it could make person B feel _____. So person B might _____ and then person A might react by _____.

Spotting bias. Have students watch examples of males and females being treated like objects on video clips and identify the biases they show. As they become more skilled at spotting bias, more subtle examples can be used (many sitcoms are brimming with gender bias as the basis of jokes; i.e., treating men and women as pieces of meat rather than people).



Gender role equity in literature. These chapter books (some historical) provide a good context in which gender roles can be discussed or written about: *Catherine, Called Birdy*, by K. Cushman; *The Midwife’s Apprentice*, by K. Cushman; *You Want Women to Vote, Lizzie Stanton?*, by J. Fritz; *On the Far Side of the Mountain*, by J. George; *The Harvey Girls: The Women Who Civilized the West*, by J. Morris. Some discussion or essay questions include: Who or what made the women take these roles? Would you have done that? When (in everyday life) do you get to pick your role? When do you not get to pick? Could you change that?

Bias in everyday design. Ask students to examine the design of the school building and classroom furnishings (e.g., desks, tables) to determine whether or not these designs are biased against left-handed, tall, short, or physically disabled persons.

Starred ★ activities
within each subskill
go together!



Subskill 1: EXAMINING BIAS

Ideas for Developing Skills

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Advertising Power. Bias is often what makes us prefer one product over another. Any magazine or primetime TV block is full of examples of ads using images of thin, young, attractive people to make us prefer their products. Have students create “typical” advertisements and then identify common elements to discuss the power of advertising in creating and perpetuating bias. The more they exaggerate their ads, the more effective the discussion will be.

Opinion/proof charts. With literature or current/historical events, help students think critically by creating a chart with an ‘opinion’ column and ‘proof’ column (see *Multicultural Literacy*, Diamond & Moore, 1995, p. 94 for an example with literature). Examining each opinion with the corresponding proof, especially the ones that contradict each other, can help students realize that bias often involves being selective about the facts we choose to ignore and pay attention to. Consideration of all the facts is one way to minimize bias.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Bias in student-created cultures. As part of a larger discussion of values and differences, ask students to create descriptions of what an ideal culture would be like. Discuss how they would control bias in this ideal culture. Propose some “what if?” scenarios to challenge them to build a bias-free society. The point of this activity is to acknowledge that bias is part of human nature, but realize that it can be countered with conscious effort.

Ideals. Have students compare lists of “what is good” or “what is ideal” to different groups and discuss how these value differences affect the way we view situations and conflicts. For example, take a situation that threatens one group’s most highly regarded value (like a sports team losing its fans) and compare how different culture groups, different school organizations, different groups in the community, different political groups, and/or people with different educational backgrounds might react differently because they don’t hold the same ideals.

Assessment Hints

Examining bias

Journal. Students write about instances of bias that they have observed.

Chart. Students use graphic displays to illustrate cycles or habits that tend to contribute to bias and misunderstanding.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.



Subskill 2: PREVENTING BIAS

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

Martin Luther King, Jr. helped set high goals for equality in the U.S. and borrowed nonviolent methods from Gandhi to set about fixing the situation and preventing future bias and discrimination.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Lack of critical thinking in our entertainment choices. Take an anonymous poll of students' favorite movies over the past year. Some time later, ask students to reflect on the violence in our society and how they feel about it. Depending on what their responses look like, lead the students through a reflective discussion of how similar or dissimilar their movie choices are compared to their ideals (feelings about real-life violence). Why are we drawn to violent media and how does it affect us as individuals and as a society? What kind of people do we tend to admire as heroes? What small choices can we make in our everyday lives to try not to be part of this bias toward violence? How can we move our bias and expectations more toward peaceful conflict resolution?

Everyone is a minority. Introduce students to the broad conceptualization of being a minority. Have you ever been the only one in your group of friends who liked a particular song? Have you ever been the only one in your family to like a particular food? Is it OK for you to hold a minority position? Have students discuss or write in response to this challenge, "If I tried to talk you out of your minority position, how would you stick up for it?"

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

What can we do about bias? Have students watch video clips of sitcoms in groups and work together to identify incidences of bias (gender, age, body shape, cultural, etc.) and reflect on how things could have been said or done differently to control bias.

Practice in controlling bias. Have students examine a school document (such as dress code policy or honor code) for bias and rewrite the document as needed.



Subskill 2: PREVENTING BIAS

Ideas for Developing Skills

Level 2 (continued)

Lessons from the civil rights movement on how to confront bias.

Find accounts written by first hand participants in the civil rights movement, such as King and Barrett's (1996) *Oh Freedom!: Kids Talk About the Civil Rights Movement with People Who Made it Happen*. Based on the accounts, ask students to construct a "recipe" for confronting bias, listing what you need and the steps to go through. There is no one right way, but this is a fairly concrete way to begin discussing a complex topic.



Bumper stickers. After any lesson on confronting bias, have students construct bumper stickers or banners with "take home" messages. Put them up around the classroom and reinforce the messages as other situations/discussions arise.



Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Bias in math. Use real-world examples to show students creative ways in which people (other than university-educated, intellectual theorists) have developed math for practical reasons (i.e., Brazilian street children using unconventional procedures for computing change when selling Candy; see *Common Bonds*, Byrnes & Kiger, 1996, p. 95 for other examples). Discuss why we tend to be biased toward our own conventional methods and regard certain methods as better than others. Another everyday comparison to discuss is our tendency to think that computers do everything better (banking, grocery checkout, educational testing). Challenge the students to think of times when the computers can fail.

Confronting bias in science. Teaching science in a "science, technology, and society" approach can tackle issues of how bias in science may be used to rationalize things powerful people do at the expense of less powerful people, such as pollution, plant growth, propagation, and harvesting (see *Common Bonds*, Byrnes & Kiger, p.97 for other examples).

Confronting bias in social studies. Have students research heroes and "sheroes" from history including those belonging to marginalized groups like people with disabilities, ethnic minorities, children, etc. Then ask them to create visual art or poetry representing the heroes' acts and put these up around the classroom to help reinforce these untypical images of heroes. Help the students realize that not all heroes are powerful people and that anyone who rises to the occasion can be brave and do good things.

Starred  activities within each subskill go together!



Subskill 2: PREVENTING BIAS

Ideas for Developing Skills

Level 3 (continued)

Confronting bias in sports. Read excerpts from an account of minorities in sports, such as McKissack and McKissack's (1994) *Black Diamond: The Story of the Negro Baseball Leagues*, and ask students to compare this period's race issues to modern day race issues. Also include discussions of disabled persons and women in sports.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Making media recommendations for younger kids. Use popular TV programs or ads to reflect on the bias of media and the "tools" of media (how they use sex and violence to get people to pay attention). Ask students reflect on the media's impact on younger kids and which kinds of content they would or wouldn't allow younger kids to watch. This is to help develop a monitoring perspective that would ideally carry into their own viewing.

Counter stereotypes. Using photos from magazines or a pre-organized collection (such as that in *Turning On Learning*, Grant & Sleeter, 1998, p. 60-61) have students select words or phrases that might describe a person from a stereotyped group (e.g., garbage collectors, migrant workers, inner city teenagers, homeless families). In a manner appropriate to your particular classroom atmosphere, have students confront their own biases privately or in group(s). They should reflect on where they got the ideas that contributed to their stereotypes and then make conscious efforts to imagine and/or seek out exceptions to those stereotypes.

Assessment Hints

Preventing bias

Journal. Students write about the small (or big!) ways in which they are going to try to prevent bias.

Produce "bumper stickers." Students create bumper stickers that accurately capture ideas on how to control prejudice and social bias.

Chart. Students use graphic displays to illustrate cycles or habits that tend to contribute to bias and misunderstanding.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.



Create a Climate to Develop Skills in Controlling Bias

Ideas For Learning Control Of Social Bias In The Classroom

Stopping cruelty. When a student is ostracized because of unusual dress or smell or behavior, one must perform a mediation to help the class change its behavior and attitude. Select a mediator from outside the classroom (e.g., a special needs teacher) or take the role yourself. When the ostracized student is not present, do the following. On the chalkboard, draw one circle representing the ostracized student on one side. On the other side draw many circles to represent the individuals and draw a large circle around this group of circles. Between the large group and the ostracized circle and the large circle filled with many circles, draw yourself as a line, a “mirror” or mediator. If the student has a disability, discuss what it is and what it’s like. Then ask the students for their feelings towards the ostracized student. Ask how they think the ostracized student feels. Discuss how their behavior is affecting the rejected student (“It may not be visible to you, but you are hurting her. You are convincing her that she is the kind of person that people don’t like, that she is worthless. These ideas will stay in her head for many years to come and affect her ability to succeed socially or in other ways.”) If the students are scapegoating the student, discuss this with them. Finally, ask if they want to continue their behavior toward the student or change it. (This is adapted from Lickona, 1991, pp. 97-8.) Lickona suggests not to give up even if the class is resistant to change at first; remember to appeal to their minds and hearts; avoid these problems by developing an ethical classroom climate from the beginning.

Racism and other “isms.” If someone makes a statement against an individual because of their group membership or generalizes about members of groups, we suggest that you do the following. (NOTE: These DOs and DON'Ts are from *Unity In Diversity: A Curriculum Resource Guide For Ethno-Cultural Equity And Anti-Racist Education*, Ontario Ministry of Education, 1991).

DO THESE THINGS when you witness racism or other “isms”:

Deal with the situation
IMMEDIATELY.

State that such abuse is **HARMFUL**
and will not be tolerated.

VALUE the feelings of others by
listening with sensitivity.

SUPPORT the victim.

TAKE ASIDE those involved to
discuss the incident.

APPLY APPROPRIATE CONSEQUENCES
to the offender.

EXAMINE THE CONTEXT for subtle
support of such offenses.

DON'T DO THESE THINGS when you witness racism or other “isms”:

Don't **IGNORE** it, let it pass unchal-
lenged, or let intangible fear block
your ability to act.

Don't **OVERREACT** with a put-down
of the offender.

Don't **IMPOSE CONSEQUENCES** until
you know what happened from
everyone involved.

Don't focus entirely on the of-
fender; **REMEMBER THE VICTIM.**

Don't **EMBARRASS** either party
publicly.

Don't **ASSUME THE INCIDENT IS**
ISOLATED from the context in which
it occurred



Sample Student Self-Monitoring Preventing Social Bias



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

Understanding bias

Where did I get my expectations?

Where did I get my values?



Preventing bias

What do I see?

Does someone else want me to think this way for a reason?

Could I have misinterpreted the situation?



Am I being objective?

Is there another way I could interpret this situation?

TEN RULES KIDS WON'T LEARN IN SCHOOL

(quoted in Ann Landers, May 6, 2000)

Life is not fair. Get used to it. The average teenager uses the phrase, "It's not fair" 86 times a day. The real world won't care as much about your self-esteem as your school does. This might come as a shock.

Sorry, you won't make \$40,000 a year as soon as you get out of high school. And you won't be a vice president and have a car phone, either. You might even have to wear a uniform that doesn't have a designer label.

If you think your teacher is tough, wait until you get a boss.

Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping. They called it "opportunity."

It's not your parents' fault if you mess up. You're responsible. This is the mirror image of "It's my life" and "You're not my boss."

Before you were born, your parents weren't boring. They got that way by paying bills and listening to you.

Life is not divided into semesters. And you don't get summers off. Not even spring break. You are expected to show up every day for 8 hours, and you don't get a new life every 10 weeks.

Smoking does not make you look cool. Watch a 10-year old with a butt in his mouth. That's what you look like to anyone older than 20.

Your school might be "outcome-based," but life isn't. In some schools, you're given as many chances as you want to get the answer right. Standards are set low enough so nearly everyone can meet them.

This, of course, bears not the slightest resemblance to anything in real life—as you will soon find out. Good luck. You are going to need it. And the harder you work, the luckier you will get.

Generating Interpretations and Options

(Create choices)

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

WHAT

Identifying Interpretations and Options involves developing the creative skills used in generating multiple interpretations of a situation and multiple alternatives for dealing with it.

WHY

This is a critical step in any kind of problem solving. People often repeat the same mistakes because they have not considered another way to behave.

HELP STUDENTS FIRST LEARN



1. How to connect to others (see ES-2) in order to come up with interpretations and options that aren't just self-serving.
2. How to take others' perspectives (see ES-4) in order to predict how a situation might appear to another person and how they might react.

SUBSKILLS

Subskill 1: Generating multiple interpretations of an event/situation

Categories of interpretations: how perceptions might differ for another individual, another culture, a different generation, opposite sex, different SES, different neighborhood, different country, different ability, veteran status, sexual orientation, type of expert (e.g., artist vs. engineer)

Subskill 2: Generating multiple options for action

Situations/actions relevant to middle schoolers: Drug use, alcohol use, smoking, shopping, breaking a rule, doing homework, family responsibilities, behaving in class, respecting adults, treatment of peers, grooming, recreational choices, loyalty



Subskill 1: GENERATING MULTIPLE INTERPRETATIONS OF AN EVENT/SITUATION

*Creative and Expert
Implementer
Real-life Example*

Comedians make much of their bread and butter pointing out multiple interpretations of a situation. We find humor in representing a situation or event in two ways, especially when we see how it leads to a misunderstanding between two people.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Humor and multiple interpretations. One of the classic methods used by TV script writers to make us laugh is by showing us a situation that looks a particular way to one person and completely different to another person. Just about any kids' joke book includes the same type of humor (based on misunderstanding or puns with double meanings). Share some of these examples with students to help them start to think about multiple interpretations in a fun way.

Multiple interpretations in art. Ask students to bring in or talk about a piece of art that they like. Set these up in a "gallery" and ask students to go through the gallery and choose several pieces of art that they interpret a certain way. Once each student has had a chance to interpret several pieces, arrange for them to share their interpretations with the student who brought that piece in. The goal is to reinforce that multiple interpretations is a major feature that differentiates art from ordinary objects.

Generational differences. Have students interview community elders to find out which things they think young and old people have different opinions of and why.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge



Scavenger hunt for things that can be interpreted multiple ways. As individuals or in teams, ask students to find examples of humor, photographs, artwork, or news items that can be interpreted in more than one way.

Starred ★ activities
within each subskill
go together!



Subskill 1: GENERATING MULTIPLE INTERPRETATIONS OF AN EVENT/SITUATION

Ideas for Developing Skills

Level 2 (continued)

Talk back to the television. Practice watching a news show or advertisements and challenging the assumptions being made by talking back to the television as a member of a particular group (one sex or the other, poor, elderly, cultural-ethnic group, etc.). In pairs or small groups, let the students practice being interactive with media rather than passive.

Local differences. Invite a local leader in to discuss the different perspectives that local citizens have on some key issues (or bring in a panel of people with different opinions).

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Which interpretations do people favor? Using the items from the scavenger hunt (see above activity in Level 2), have students interview several people to see which interpretation(s) are more likely to be used. Lead students in a discussion of times when unlikely interpretations are sometimes true.



Giving people the benefit of the doubt. When you're in the habit of generating multiple interpretations, you're less likely to jump to conclusions. Present the students with several interpersonal dilemmas, such as "James rams his shoulder into you in the hallway and doesn't say anything." and "Joanna tells you she'll call you and then doesn't." Ask the students to think of all the possible reasons why the person might have behaved that way and help them practice giving the other person the benefit of the doubt. See the appendix for some short interpersonal dilemmas.

Silent film. Watch a film without the sound and have the class try to guess what the characters are saying and doing. Select a film in which there are likely to be many ambiguous scenes.

Starred ★ activities
within each subskill
go together!



Subskill 1: GENERATING MULTIPLE INTERPRETATIONS OF AN EVENT/SITUATION

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Multiple interpretations and culture. Use an intercultural dilemma (from Appendix) to have students predict how people from different cultures might interpret the same event. If there's time, discuss several dilemmas involving several different cultures and ask students to list the similarities and differences among the cultures (for example, similarities among some Western cultures like individualism and speaking one's mind bluntly— which isn't the case in many Latin or Asian cultures).

Problem solving. Take a social problem and have students generate as many opinions as they can about how to solve it. Include opinions from different sectors of the community. For example, environmentalists, business owners, religious folk, artists, educators, parents, workers, professors, scientists, politicians.

Assessment Hints

Generating multiple interpretations of an event/situation

Generate multiple interpretations. Alone or within a group, students generate multiple interpretations for a situation.

Essays. Students write creative essays on real or hypothetical dilemmas, coming up with innovative ways of looking at the problem (like seeing the possible good in a negative situation).

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.

Subskill 2: GENERATING MULTIPLE OPTIONS FOR ACTION

*Creative and Expert
Implementer
Real-life Example*

The TV series, *MacGyver*, featured a good guy who knew how to use his knowledge of science and human nature to maneuver his way out of any tough situation.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

More than one possibility in dilemma resolution. Choose an ethical dilemma that allows several possible options for resolution and then present the dilemma to the students, including a description of how one person resolved the dilemma. Then ask the students if that was the only possible way to deal with the situation. Present several dilemmas and return to the question of whether there is usually just one way to resolve a situation.

Enter literature. Have students read a story about a kid their age who is faced by an ethical dilemma (e.g., being tempted to cheat) and before they read the ending, discuss other options the kid has. If appropriate, discuss the motivational issues that often keep people from considering all the options, like the tendency to let the burden fall on someone else rather than taking personal responsibility and the tendency to ignore possible consequences.

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Options for using resources. Have students research a few situations in which there are conflicts over resource use. Resources can be natural, monetary, personal time, shared community facilities, etc. Have the students discuss and write about possible options for using the resources responsibly. ★

Different resource options in different countries. Have students interview community members who come from other countries about options for natural resource usage in their former country and this country. Students can ask questions like: What resources did you have there? Which were the most precious? How did you conserve the most precious resources? Which resources were abundant? How did people conserve these? What cultural values are reflected in resource usage? What conflicts are there over resource usage? What differences do you see with resource usage here? ★

Starred ★ activities
within each subskill
go together!



Subskill 2: GENERATING MULTIPLE OPTIONS FOR ACTION

Ideas for Developing Skills

Level 2 (continued)



Differences in natural resource use across history. Have students research resource usage in other time periods. They can write about what resources were abundant, which were scarce, and how this affected the options available to people. They can also consider questions like: How did people conserve these? What cultural values are reflected in resource usage? What conflicts were there over resource usage? How were resources squandered?

Options for action. Choose an ethical dilemma that allows at least two straightforward options for resolution and ask students to generate at least two options for resolution.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Resource use as a citizen of the world. Have students discuss and write about current natural resource options. What resources are abundant? Which are scarce? What conflicts are there over resources? How are resources conserved? How are they wasted? What are the consequences of wasted resources? What are examples of wasted resources from our own history? What are ways to conserve what we have?. Students can consult the book, *50 Ways To Save The Planet*.

Group decision-making. Have students practice group decision making with specific issues to practice hearing all the possible options before evaluating any of them.

Options in an interpersonal conflict. Using some hypothetical interpersonal dilemmas, have students come up with all the possible options they can. If necessary, remind them of options like walking away, changing the subject, or saying something nice to the person who just insulted or hurt you. Then, as a group select the top two and worst two (as far as effectiveness in resolving the situation).

Using similar processes for generating interpretations and options. Choose a challenging ethical dilemma and ask students to (1) generate multiple interpretations of the situation, (2) evaluate the likelihood of the different interpretations (which ones are likely to be true and which ones are not likely to be true), and then (3) choose the most likely one. Next ask them to use the same processes to come up with the best option for action: (1) generate all the possibilities, (2) evaluate the likelihood of their success by identifying possible consequences, and then (3) select the best one.

Starred ★ activities
within each subskill
go together!



Subskill 2: GENERATING MULTIPLE OPTIONS FOR ACTION

Ideas for Developing Skills

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Researching options for action. Choose an ethical dilemma that requires research to generate multiple interpretations of the situation and come up with possible options for resolution. Provide a few resources from which students can gather information that helps them generate multiple interpretations and ask them to be creative in coming up with options for resolution.

Choose your own adventure. As group or individual projects, have students create “choose your own adventure” stories, in which there are several options for action at critical points in the story, followed by very different consequences. When a reader reads the story, he or she frequently gets to choose the next action and reads about the consequences (e.g., if you choose to do X, turn to page XX and see what happens; if you choose to do y, turn to page yy).

Surviving in other cultures. Have students generate many options for dealing with an unfamiliar situation or culture (not just other countries; include unfamiliar American subcultures like a ranch/farm, fast-paced business setting, artist colony).

Assessment Hints

Generating multiple options for action

Generate multiple alternatives. Alone or within a group, students generate multiple options for a dilemma.

Write an ending. Students write a choose-your-own adventure story with multiple action options and outcomes.

Essays. Students write persuasive essays on real or hypothetical conflicts, creatively coming up with alternative options.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.



Create a Climate to Develop Skills in Interpretation and Option Generation

Creativity Nurturance

Give students choices to pursue their interests as class assignments. Provide opportunities for individual variability in how assignments are completed when possible.

Provide opportunities for individual self-expression when possible.

Encourage students to think of multiple options when solving problems—in every subject area.

Encourage Concern for Resources

Model responsible uses of resources (e.g., don't be wasteful, only take what you need).

Expect responsible resource use.

Discuss resource use in particular fields of study.

Sample Student Self-Monitoring Generating Interpretations and Options



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

Generating multiple interpretations of an event/situation

Can I describe (objectively) what I am observing?

How do I interpret what I am observing?

What about me affects my interpretations?



How do other people interpret it differently?

What about them affects their interpretations?

How can I verify my observations and opinions?

Generating multiple options for action

Have I laid out every possible option?



Am I ignoring certain options for any reason?

Identifying the Consequences of Actions and Options

(Know consequences)

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

WHAT

Identifying Consequences of Actions and Options involves understanding the relationships between events and their consequences and then using that understanding to predict the possible consequences of actions being considered. It is important to be able to think about both short-term and long-term consequences, as well considering all the people who may be affected by an action (not just the obvious ones).

WHY

Most people, but especially teenagers, do not automatically consider consequences when they are dealing with a situation. Further, we tend to ignore possible negative consequences and only pay attention to the potential outcomes that are positive. Part of learning from the past is the practice of identifying consequences of past actions in order to become better at predicting consequences of potential options.



HELP STUDENTS FIRST LEARN

How to connect to others (see ES-2) —otherwise they may be overly self-centered when generating consequences.

SUBSKILLS OVERVIEW

Subskill 1: Relating events to consequences

Looking at the past and connecting consequences with their causes
Understanding that big consequences can result from small actions
Understanding the importance of considering consequences outside one's immediate concern

Subskill 2: Predicting Consequences

Short term & long-term consequences
Positive & negative consequences

Chapter books about consequences:
Armstrong, W. (1989). *Souder*. New York: Harper & Row.
Fox, P. (1984). *One-eyed cat*. Scarsdale, NY: Bradbury.
Myers, W. (1988). *Scorpions*. New York: Harper Collins.
Myers, W. (1992). *Somewhere in the darkness*. New York: Scholastic.
Naylor, P. (1991). *Shiloh*. New York: Athenum.



Subskill 1: RELATING EVENTS TO CONSEQUENCES

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

Economists in the U.S. have become more and more sensitive to just how much global events impact the U.S. economy. The consequences of civil disruption in the Middle East or a major election in Asia will more than likely show up in some manner in the complex and sensitive American economy.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Consequences in history. (1) Have students compare and contrast the consequences of lying or telling the truth in times of revolution or war. (2) Identify a famous person in history and have students identify what consequences they cared about (e.g., poverty). What causes of those consequences did they want to change (e.g., unfair working wages)? (3) Look at a particular institution or practice today (as a consequence) and examine what happened historically to cause or influence it.

Stories of consequences in social institutions. Read stories or historical accounts that depict causes and consequences in terms of the creation of hospitals, schools, police.

Stories of consequences in scientific discovery. Read stories or historical accounts that depict causes and consequences in terms of how science has advanced. Causes can include politics, ambition, curiosity, while consequences can include technological advance, human oppression, saving the earth, human health, etc.

Stories of consequences in art and music. Read stories or historical accounts that depict causes and consequences in terms of how art and music are related to the time period and cultures in which they were created (as well as how they relate to how they're expressed today, i.e., song connected to a patriotic incident).

Stories of consequences in business. Read stories or historical accounts that depict causes and consequences in terms of how businesses market their products and how consumers respond.

Subskill 1: RELATING EVENTS TO CONSEQUENCES

Ideas for Developing Skills

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Analyzing one's own circumstances. To develop practical consciousness and develop constructive responses, students can start with easy decisions, like whether to eat junk food or nutritional food, asking questions such as, "Who benefits when I eat this hamburger?" (see *Multicultural Literacy*, Sleeter & Grant, p.202-204 for more examples)

Relational consequences. (1) Have students make a map of who they are related to and which of their own behaviors might affect those people. (2) Have students map members of their family of previous generations who have passed away and identify choices the ancestors made that affect the student today. (3) Read stories about consequences endured or enjoyed by a later generation in a particular family or community resulting from an ancestor's choices.

Media depiction of consequences. Have students watch and read advertisements for products that interest them and identify what consequences the advertiser implies will happen if you do or don't have the product. Are these consequences true to life?

My identity. Ask students to consider their goals for themselves and who they want to be. Have them reflect on what consequences would hinder reaching their goals.

Hearing victims' stories. Use written material or classroom visits if possible for students to hear how victims are affected by bad decisions (drunk driving, violence, etc.)

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills

Having a mentor. Match students with older mentors to explore consequences of actions for risky behavior (such as drinking and driving). This could be done on an individual basis or by matching classrooms (i.e., the older class plans and performs a skit for the younger class). Older students will need some training in how to present their ideas clearly and responsibly.

Consequences of being a role model. (1) Have students select a role model. How do the choices that role model makes affect them, their perceptions of the world, and their goals for life? (2) Have students identify a younger child who likes them. Ask them to reflect on how do their own choices affect that child, his/her perceptions of the world, and his/her goals for life?



Subskill 1: RELATING EVENTS TO CONSEQUENCES

Ideas for Developing Skills

Level 3 (continued)

Practice democracy. Set up classroom rules and decision-making processes democratically so students gain experience in affecting their environment. Emphasize that big acts, like voting, matter, as do small acts, such as picking up a piece of trash. (see *Multicultural Literacy*, Sleeter & Grant, 1998, pp. 200-202 for examples)

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Be a mentor. Have students practice mentoring younger kids (see Appendix for guidance on cross-age tutoring).

Local community stakeholders. Have students interview community members. Students can write a report that addresses these issues: Who are the stake holders in my community? How are they affected by others' actions? Why should I care? How does this affect me? What can I do to help create positive consequences and change?

Assessment Hints

Relating events to consequences

Link actions with consequences. Alone or within a group, students chart the relation between characters' choices and actions with the consequences for a particular dilemma.

Journal on relationships between actions and consequences. Use any hypothetical situation (video, story) to reflect on how consequences were tied to actions of the characters.

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.

Subskill 2: PREDICTING CONSEQUENCES

Creative and Expert
Implementer
Real-life Example

A **SWAT team captain** trying to handle a hostage situation has to be an expert at considering every possible consequence to every aspect of the situation.

Ideas for Developing Skills

Level 1: Immersion in Examples and Opportunities

Attend to the big picture, Learn to recognize basic patterns

Consequences in the media. Have students watch media in which consequences are or are not realistic (e.g., wrestling). Have them consider what would be realistic consequences.

Consequences of courtesy. Have students find examples of the ways courtesy and discourtesy of others affects them and vice versa.

Identifying consequences. Present the students with several behaviors (such as smoking, drinking and driving, etc.) and ask them to identify several possible consequences, including short term & long-term, positive & negative, personal and non-personal (some contexts to think about are relationships, resources, community, etc).

Trigger phrases. Individually or as a group, have students develop phrases to trigger reflection on consequences (e.g., “Is this something I would be proud of?”)

Level 2: Attention to Facts and Skills

Focus on detail and prototypical knowledge, Build knowledge

Patterns of consequences. Make a list of risky behaviors (such as using drugs, sex, gang membership, cheating, stealing, etc.) and a list of possible consequences (including consequences that can result from more than one behavior). Ask the students to draw lines between the matching behaviors and consequences and have them discuss the common consequences in particular (such as poor grades, limited future, costs lots of money). See Begun, 1996, *Ready-to-use Social Skills Lessons & Activities* for worksheets. Assess understanding with their responses to a new list.



Starred  activities within each subskill go together!



Subskill 2: PREDICTING CONSEQUENCES

Ideas for Developing Skills

Level 2 (continued)

Personal choices. Think of behaviors that students make choices about (e.g., what to spend money on, sex, drinking, drugs, stealing, fights). (1) Have the students list out possible consequences (positive and negative) for their choices and mark the consequences that matter to them. Discuss and re-do the list afterwards (to add new ideas from the discussion). (2) Have students interview older students about what they think the consequences are for those same choices and which ones matter to them. Combine this list with the previous list. (3) Have students interview elders in the community about the possible consequences for those same choices and which ones matter to them. Combine this list with the previous lists. Map or graph all consequences as a class.

Consequences of moderation. (1) Identify areas in which too little or too much has negative consequences: eating, shopping, partying, exercising, talking on the phone, surfing the web, etc. Have them identify ways to help themselves maintain moderation. (2) Have students identify areas where only a little rather than a lot has better consequences for others: e.g., making garbage, hitting someone on the shoulder as a friendly greeting, etc.

Group decision-making. Have students practice making decisions in groups so that they have to consider the multiple consequences that different people generate. Make sure they get many people's input on whether specific consequences are important or not (rather than single-person votes). Ask them to reflect on this process.

How much does a baby cost? Make up a worksheet with some common baby items such as food, diapers, a visit to the pediatrician, etc. Ask students to estimate the cost of each of these items and then have them research the actual cost in a store or on the internet. This activity could also be used to reflect on costs of drug use, smoking, and other health problems. See Begun, 1996, *Ready-to-use Social Skills Lessons & Activities* for worksheets.

Level 3: Practice Procedures

Set goals, Plan steps of problem solving, Practice skills



Resource use as a citizen of the world. Have students discuss and write about the consequences of natural resource alternatives. What resources are abundant? Which are scarce? What conflicts are there over resources? How are resources conserved? How are they wasted? What are the consequences of wasted resources? What are examples of wasted resources from our own history? What are ways to conserve what we have? Students can consult the book, *50 Ways To Save The Planet*.

Starred ★ activities
within each subskill
go together!



Subskill 2: PREDICTING CONSEQUENCES

Ideas for Developing Skills

Level 3 (continued)

Weighing positive and negative consequences. Select a decision that can have positive consequences in some situations and negative consequence in other situations (such as telling the truth when it is the right thing to do versus when it could hurt someone) and ask students to list the consequences of telling the truth in both situations.

Considering consequences from different perspectives. Select an ethical dilemma that involves several people and ask student to generate possible consequences for each of the people involved.

Level 4: Integrate Knowledge and Procedures

Execute plans, Solve problems

Considering direct and indirect consequences. Select an ethical dilemma involving both personal impact on those involved as well as community/global impact and ask students to consider both direct and indirect consequences.



Global effects of my habits. Have students select one of their pastimes or habits and explore its consequences on others. They will have to find out the origin of any materials that are used and the process of making any human-made aspect of the activity including its cost on the humans finding or making it. For example, for the activity of eating bananas, one must find out the pathway of the bananas from their origin to the mouth of the consumer. Who grew them and what consequence did it have on that person and their community? Who shipped them to the U.S. and etc.? Who moved them from the port to the local store and etc.? Who sells them, etc.?



Assessment Hints

Predicting consequences

Generate possible consequences. Students generate possible consequences alone or within a group for a particular dilemma.

Stopping a video or story. Stopping a video or story at a critical moment, ask students to identify possible consequences

Individual performance. Following a cooperative or class activity targeting a particular sensitivity skill, students are assessed on their individual performance using a new example.

Starred  activities within each subskill go together!



Create a Climate to Develop Skills in Identifying Consequences

Reflection periods

Provide time for students to consider the consequences of decisions they make.

Give the students opportunities to return to problems they worked on to reflect on the outcomes (particularly the long term consequences).

Promoting participation in the group decision making

Allow for student decision-making within limits.

Use your power, by virtue of your role, only when necessary.

Emphasize the class group identity in a positive way.

Provide opportunities for cooperative behavior as a large group.

Illustrate the negative effects of not working together as a large group.

Emphasize the positive impact the group can have on others.

Sample Student Self-Monitoring Identifying the Consequences of Actions and Options



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

Relating events to consequences

I understand the difference between long-term and short-term effects.

I understand that any time a decision is made, there are almost always both long-term and short-term consequences.



Predicting Consequences

What situations are familiar to me from the past that resemble this situation?

What were the outcomes?

What is different about this situation?

What could be done?



How can I get help figuring this out?

What might happen?

How can I verify what might happen?

Ethical Sensitivity Appendix

Contents

Topic	Page Number
Lesson Planning Guide	80
'Linking to the Community' Worksheet	82
Rubric Examples	88
Journaling	
Papers or Reports	
Group Project	
Student Interactions	
Special Activities	92
Cognitive Apprenticeship	
Cooperative Learning	
Guidelines for Cross-Age Tutoring	
Reciprocal Teaching	
Intercultural Dilemmas	
Interpersonal Dilemmas	
Tolerance Survey	
Linking ES Skills to Graduation Standards	97
Linking ES Skills to Search Institute Assets	98
Recommended Resources for Character Education	99
Resources/References for Ethical Sensitivity	100



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		
Content: Quantity Few requirements for content are covered. 0 1 2 3	Most requirements are included and fairly well. 4 5 6 7	Content requirements are thoroughly covered. 8 9 10
Content: Type Rarely are both feelings and thoughts included in entries. 0 1 2 3	Sometimes both feelings and thoughts are included in entries. 4 5 6 7	Both feelings and thoughts are included in entries. 8 9 10
Content: Clarity Entries are difficult to understand. 0 1 2 3	Entries can be understood with some effort. 4 5 6 7	Entries are easily understood. 8 9 10



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:



Rubric Examples (continued)

RUBRIC FOR STUDENT INTERACTIONS

Project-related Interactions with others*	Rating
<i>Collaboration</i> : Worked cooperatively with others.	0 1 2 3 Not Observed
<i>Participation</i> : Contributed a 'fair share' to group project, given the nature of individual assignment	0 1 2 3 Not Observed
<i>Attitude</i> : Displayed positive approach and made constructive comments in working toward goal.	0 1 2 3 Not Observed
<i>Independence</i> : Carried out tasks without overly depending on other group members	0 1 2 3 Not Observed
<i>Communication</i> : Expressed thoughts clearly.	0 1 2 3 Not Observed
<i>Responsiveness</i> : Reacted sensitively to verbal and nonverbal cues of other group members.	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



Special Activities

INTERCULTURAL DILEMMAS

Also see *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference* by Craig Storti, and *Developing Intercultural Awareness: A Cross-Cultural Training Handbook, Second Edition* Robert L Kohls & John M. Knight,

The Concert

Erin is a 14-year-old American high school student spending a month in Mexico as part of an exchange program. She lives with a Mexican family and has become good friends with their 13-year-old daughter, Rosa. She has also gotten to know Rosa's other friends. Erin likes all the new things about life in Mexico but feels frustrated that there are more rules. She misses freedoms from home like playing outside and shopping at the corner store whenever she wants to. Her new friends prefer to just stay home or at each other's houses. Whenever Erin suggests to her friends that they do something new, the others seem very quiet and don't want to talk about it. She was very excited when she heard that one of her favorite music groups was going to be coming to town so she suggested to Rosa and her friends that they should all go. Although the girls admitted they would like to go, they looked very nervous and said they didn't think they could. Erin kept trying to bring it up over the next few days, but someone always changed the subject.

Missing the Newspaper Meeting

Mariko was a new exchange student from Japan at a middle school in Minnesota. She was a little nervous at first, but she found herself becoming familiar with the routines and lifestyle. She had also become friends with a girl named Linda, who sometimes gave her a ride to school. One morning, on the way to school, Linda asked Mariko if she would like to help out with the school newspaper, for which Linda was a junior editor. Mariko replied hesitantly that she didn't think her English was good enough and that it would be better to ask someone else. Linda told Mariko that her English skills would be just fine and that she'd look for her after school to show her where the newspaper staff meets. That afternoon, Mariko didn't show up, even though Linda looked for her for at least an hour. The next time she saw Mariko, Linda asked what had happened to her. Mariko apologized and said she'd had to study for an exam and she didn't really feel she was capable of doing the work. Linda was exasperated. "Well, why didn't you just say so?" she demanded of Mariko. Mariko just looked down and said nothing.



Special Activities

INTERPERSONAL DILEMMAS

The Ridiculous Hat

You're eating and hanging out with some of your friends at the tables outside a fast food restaurant. This guy walks up and you recognize him as a new student who is playing on your soccer team. As he comes closer, you all notice that he is wearing a strange cap on his head. When you realize that you and all of your friends are staring at him, you try to break the tension by calling out, "Hey! Nice hat." Everyone in your group laughs, and you smile at him, expecting him to smile back. Instead, he looks very embarrassed and rushes inside the restaurant. When he comes back out, he doesn't even look up. He walks off without saying anything, still looking a bit embarrassed.

Cutting the Line

You have been waiting in the movie ticket line with a friend for about 10 minutes out in the cold and the line seems to be moving slowly. You start to wonder if the show you wanted to see might sell out. As you lean forward to check what time the movie starts, two girls run up to the lady in front of you and hug her excitedly. The three start chattering away and laughing and several people behind you seem annoyed that they've cut into the line.

A Person Without a Home

You decide to take a weekend job volunteering at the public library. After you have been working there a few weeks, you notice a woman who comes in almost every day and sits down with a stack of books. She doesn't leave until the library closes in the evening. One day your boss jokes with her about how she "lives at the library," and is surprised to find out that she is actually homeless. The whole library staff is surprised because she is not what you would expect a homeless person to be.

The Boy at the Bus Stop

You are waiting at the bus stop early in the morning. You have a lot on your mind because you have a busy day ahead of you. Out of the corner of your eye, you see a boy, several years younger than you, looking around anxiously. He looks like he's in a hurry and he can't decide where to go. He glances in your direction for a moment and looks like he is about to say something. He opens his mouth to speak but stops suddenly just as he gets close enough to say something. He leaves quickly.



Linking ES Skills to Graduation Standards

STANDARDS	ES -1	ES-2	ES-3	ES-4	ES-5	ES-6	ES-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 ES Skills to Search Institute Assets

SEARCH ASSETS	ES-1	ES-2	ES-3	ES-4	Es-5	ES-6	ES-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.



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