



# Ethical Action

## *Activity Booklet 4* *Nurturing Character in the Middle School Classroom*

Sensitivity	Judgment
Motivation	<b>Action</b>

by



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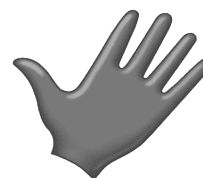
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# Ethical Action

## ACTIVITY BOOKLET 4



### *Contents*

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

# 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... in mental and physical...ing 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 Action Overview




# Ethical Processes & Skills

## with Ethical Action Subskills

### Activity Booklet 1: ETHICAL SENSITIVITY

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


### Activity Booklet 2: ETHICAL JUDGMENT

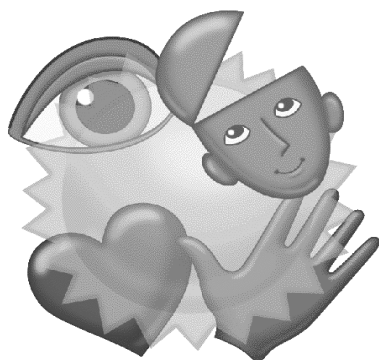
- EJ-1 Developing General Reasoning Skills
- EJ-2 Developing Ethical Reasoning Skills 
- EJ-3 Understanding Ethical Problems
- EJ-4 Using Codes and Identifying Judgment Criteria
- EJ-5 Reflecting On The Process And Outcome
- EJ-6 Planning To Implement Decisions
- EJ-7 Developing Optimism

### Activity Booklet 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** 
  - Speaking and Listening
  - Non-verbal and Alternative Communication
  - Monitoring Communication
- EA-2 **Resolving Conflicts and Problems**
  - Solving Interpersonal Problems
  - Negotiation Skills
  - Anti-Violence Skills
- EA-3 **Identifying Needs and Acting Assertively**
  - Identify Human Needs
  - Build Communication Styles
  - Practice Assertiveness
- EA-4 **Taking Initiative as a Leader**
  - Learning leadership styles
  - Taking initiative for others
  - Making decisions for groups
- EA-5 **Developing Courage**
  - Overcoming fear
  - Standing up against the crowd
- EA-6 **Developing Perseverance**
  - Self-control
  - Overcoming obstacles
  - Pushing oneself
- EA-7 **Working Hard**
  - Working for excellence
  - Setting reachable goals
  - Focusing



# Ethical Action

Ethical Action involves implementing the ethical action by knowing how to do so and following through despite obstacles and difficulties. This component is influenced by categories in Ethical Motivation and Ethical Judgment.

## Outline of Skills

### EA-1: COMMUNICATING WELL

Good communication involves listening skills, speaking skills, writing skills, and non-verbal communication skills. The particular communication skills needed for an encounter can vary according to the social context of communication (e.g., one-on-one, large group, peers, adults) or cultural context (e.g., culture, gender). In order to implement ethical action, one must know how to communicate well. Not surprisingly, good communication skills are correlated with altruistic or helpful behavior.

### EA-2: RESOLVING CONFLICTS AND PROBLEMS

Conflicts between human beings are inevitable because we often feel different things and desire the same things. Conflicts can be approached in several ways but in order to truly resolve conflicts and not keep them smoldering (for example, with counter retaliations and passive aggression) people need to communicate about their needs and negotiate a peaceful settlement. Conflict resolution and negotiation skills are necessary for successful social interaction. Children who are successful in getting along with others are more helpful and altruistic.

### EA-3: IDENTIFYING NEEDS AND ACTING ASSERTIVELY

Assertive behavior is exerting oneself to achieve a desired goal through constructive interaction with others. On a continuum, assertiveness lies between passiveness (doing for others at the expense of achieving one's own goals) and aggressiveness (achieving one's goals at the expense of others). Assertive behavior is choosing for oneself (not for others and not others for self); it is expressive (not inhibited, and not depreciative of others); self-enhancing (but not at the expense of another); and can help in achieving a desired goal (but not by hurting others). Children who are assertive and competent are, in fact, more prosocial.

### EA-4: TAKING INITIATIVE AS A LEADER

Ethical character is manifested in good leaders as well as followers. An ethical leader will encourage or inspire others to follow their ethical instincts by encouraging these attitudes, knowledge and skills. At one time or another, everyone leads. Leadership comes in many forms and leaders should employ a variety of skills and approaches.

### EA-5: DEVELOPING COURAGE

Courage is using one's ethical integrity to stand-up for what you believe in. Activities should develop a sense of competence and reinforce the good feelings that can accompany taking risks for others. Becoming knowledgeable in the skills of ethical action is a prerequisite for completing an action, but knowledge alone is not sufficient to produce desired behaviors in students. Students need to have courage to execute actions and to implement their belief.

### EA-6: DEVELOPING PERSEVERANCE

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. 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 is a useful technique to help one find the ego strength to complete an ethical action—at any age.

### EA-7: WORKING HARD

Hard work means spending a great deal of energy, time and 'sweat' to accomplish a worthwhile task. It means continuing toward a goal even when the goal is far off and the journey gets boring or tedious. Working hard for future gain is a value often held by societies that are non-subsistent. Subsistent societies depend on a hand to mouth approach to existence, working hard for today, usually unable to save for tomorrow. Some poor neighborhoods fall into this kind of orientation. Related to social and economic success in societies around the world, hard work from citizens is a necessary skill in order to contribute to an economically successful society.



# Ethical Action

## WHAT

Ethical Action skills and attitudes lead to success in completing an ethical goal. Ethical Action includes (1) *interpersonal skills* such as conflict resolution and negotiation, leadership, assertiveness, and basic communication and (2) *personal skills* such as taking initiative, courage, perseverance, and working hard.

## WHY

A person without all or most of these skills may have a difficult time accomplishing an ethical action, no matter how much he or she might feel motivated to do so. These skills make it possible to follow through and complete the identified ethical action.

## ROLE OF TEACHER/ADULT

Adults help students develop ethical action skills by modeling follow-through skills, by describing ethical actions they have taken and the challenges they encountered, and by providing many opportunities for students to practice the skills.

## HELP STUDENTS FIRST LEARN



The importance of taking responsibility

Use group activities in which everyone has a critical role to fulfill.

Discuss the need to identify who is responsible for what.

Discuss situations when no one has taken responsibility and consequently someone has been hurt.

The importance of taking risks to help others.

See stories/films such as *The Lottery*.





## 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 understanding 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 Action

## How Ethical Action Skills Fit with Virtues

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



## Ethical Action 1

# Communicating Well

(Communicate well)

*This skill addresses the Minnesota Comprehensive Goals:  
Effective Communicator, Productive Group Participant*

### WHAT

Good communication involves listening skills, speaking skills, writing skills, and non-verbal communication skills. The particular communication skills needed for an encounter can vary according to the social context of communication (one-on-one, small group, large group, peers, adults and authorities, strangers, younger children) and the cultural context (culture, male/female, school/work/home).

### WHY

In order to implement ethical action or accomplish an ethical goal, one must know how to communicate well (by speaking, writing, acting, listening, etc.). One must be able to get one's message across to those who might help or hinder the action. Not surprisingly, good communication skills are correlated with altruistic or helpful behavior.



### HELP STUDENTS FIRST LEARN

Realize that others have a point of view that may be different from one's own (see ES3)



# Communicating Well

## Ethical Action 1

### SUBSKILLS OVERVIEW

#### Subskill 1: Speaking

*When speaking pay attention to:*

- Eye contact
- Body posture
- Gestures
- Congruent facial expressions
- Voice tone, inflection, volume
- Timing
- Content of what is expressed (consistency clarity)
- Effect on listener
- Conveying emotion
- Building camaraderie

#### Subskill 1: Listening

*When listening pay attention to:*

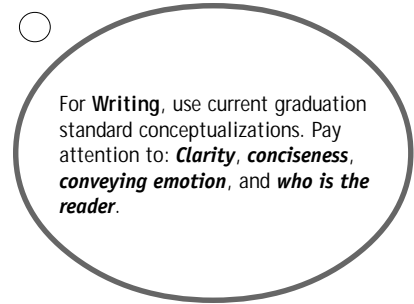
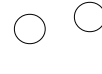
- Eye contact
- Body posture
- Conveying emotion
- Non-verbal sounds

#### Subskills 2: Nonverbal and Alternative communication

- Body language
- Design of environment: landscape, architecture, décor/environs, aesthetics
- Clothing and grooming
- Artistic expression: Fine art, dance, music, mime

#### Subskill 3: Self-monitoring

- Is my message getting across?
- Am I clear and concise?
- Do I know my audience?
- How can I adjust after feedback?



For **Writing**, use current graduation standard conceptualizations. Pay attention to: **Clarity, conciseness, conveying emotion, and who is the reader.**

#### Communication Contexts for practice

- One-on-one
- Small group of friends or peers
- Large group of friend or peers
- Individual strangers in public
- Groups of strangers
- With adults and authorities
- With younger children



## Subskill 1: SPEAKING AND LISTENING

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

**Speaking.**

**Martin Luther King, Jr.**, motivated his listeners through his oratorical speaking style. His "I have a dream" speech is one of the most famous of this century.

**Listening.**

**Larry King**, interviewer on CNN. Mr. King can talk to anyone, make anyone feel comfortable. He has great listening and empathy skills. He is very respectful of his guests.

### Ideas for Developing Skills

*All these methods fit with Write and Speak: Interpersonal Communication 1-4*

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



**Ways to listen and talk to one another.** Students watch film or media clips from different cultural interactions and identify differences between those conversing in terms of posture, volume, eye contact, proximity. For example, (1) how to take turns in conversation: Turn-taking can vary by culture. Some cultures have longer pauses between turns, some have no pauses but use interruption as a means of changing turns. (2) How to listen; Listening protocol can vary by culture. In some cultures, the listener gazes at the speaker almost constantly, in other cultures, hardly at all. In other cultures, the listener makes constant noises or nods the head as a sign of support (but not necessarily understanding).

**Clear expression in speaking.** Students listen to or watch media clips and discuss whether or not the person expressed him or herself clearly, what they intended to express, how they might have done better, etc.

**Building comraderie.** Identify methods (e.g., through media clips) that people use that make them easy to talk to (e.g., finding something in common, showing liking of the other person) and practice them.

Starred ★ activities  
within each subskill  
go together!

# Subskill 1: SPEAKING AND LISTENING

## Ideas for Developing Skills

### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Practice showing respect.** How to show respect verbally and nonverbally in different situations (e.g., during academic debates in the classroom; at a church / temple / mosque, at a rock concert, at a classical music concert, in a museum, different cultural situations, etc.): (1) Discuss student experiences with these differences. (2) Students find out the codes or rules for appropriate communication from community members. They model these to classmates. Discuss. (3) Role play the ways to show respect verbally or non-verbally in these difference situations.




**Practice effective speaking.** Effective communication includes clear pronunciation, eye contact, completing one's sentences, and use of 'I-messages.' Demonstrate each of these techniques, and ask the students to identify what was effective about each example. **Assess:** Demonstrate one example in which you use poor eye contact. Use another example in which you do not complete your sentences. Use an example in which your thoughts are not organized effectively. Note whether the students identify which style is most effective and which are not and why they are not effective. Note whether the students correctly identified the type of ineffective communication in each example.

**Practice expressing a feeling or idea.** Practice different ways people express ideas and feelings in different contexts (e.g., how you get expression thusiasm one-on-one, small group, large audience). **Assess** with each student drawing a feeling or idea from a hat and having to act it out in front of the class or small group or partner; the group guesses what was being conveyed.

**Practice showing empathy.** Consider different ways to show empathy. (1) Discuss, model, and have students practice how to show empathy with different age groups and different cultures: (a) what to do when listening; (b) how to display understanding; (c) how to display sympathy or compassion. (2) Share experiences of emotional support and what it meant to the person. (3) Bring in the counselor (or other expert) to demonstrate empathy and listening skills.

**Practice active listening.** Discuss and have students practice Active Listening: (1) Use I-statements ('I feel \_\_\_ when you \_\_\_ because \_\_\_'); (2) State feelings without attacking the other person; (3) Be assertive without being aggressive.



Starred  activities within each subskill go together!

## SUBSKILL 1: SPEAKING AND LISTENING

### Ideas for Developing Skills (continued)

#### Level 3: Practice Procedures

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



**Communicating one-on-one.** Discuss, model, and have students practice how to communicate effectively in dyads: (1) saying 'no' to peers gracefully; (2) how to be assertive when necessary; (3) nonverbal communication in particular situations.

**Communication in a specific culture.** Consider cultural differences in interpersonal communication. (1) Students learn from a partner or community member how to interact in that person's culture for a particular situation. They demonstrate the differences to the class. After everyone has presented (or after each presentation), the class discusses the differences. (2) Make a list of communication principles. Watch video clips or films of communication in different cultures and analyze differences in terms of your list of principles.

**Saying no.** Students role play an interaction with a friend who asks them to do something risky. Coached by class mates, students practice acting considerately but firmly, using appropriate language and effective nonverbal behavior.

**Communicating to groups.** Students practice giving an informative speech about a particular person or group of people (e.g. an admirable hero, an ethical leader, a group in need, a group suffering injustice).

**Giving a speech.** Have students give a speech to the class, and assess them on particular (practiced) communication skills, such as clear expression of their point, opening and closing statements, eye contact with the audience, interaction with the audience. **Assess** with typical rubrics for giving a speech (e.g., eye contact, organization, posture, tone, opening, conclusion, etc.).

**Analyzing interactions.** In journaling about a service learning project, students discuss interactions with others, analyzing them for type of communication style.

Starred ★ activities  
within each subskill  
go together!



## SUBSKILL 1: SPEAKING AND LISTENING

### Ideas for Developing Skills (continued)

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Communicating under duress.** Teacher or students put together a set of situations in which good and respectful communication is difficult (e.g., in a heated discussion about human rights it is difficult to keep communication open with people who take a different position). Discuss how to show respect and self-control. Role play these situations for students to practice maintaining good communication even when upset.



**Communicating with diverse groups.** (1) Students perform research (e.g., through reading and interviews) on how people in other cultures show they are listening and have empathy. Students find out what styles are appropriate when speaking to different people. Students or student groups demonstrate to the class. Assess student recall of what was presented in terms of how it was different from their culture. (2) During community projects or cross-age activities, ask students to self-report and to rate each other on communication skills. Ask community members to rate their student contacts. When a student behaves less than expected, have the student practice and return to the type of encounter to try communicating again.

**Intercultural critical incidents.** Discuss intercultural incidents in which miscommunication occurred (for example, use incidents and author discussion from *Cross-Cultural Dialogues*, by Craig Storti).


### Assessment Hints

#### Speaking & Listening Activities

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge of specific speaking and listening skills

Use media clips or written scenarios and have students analyze and evaluate the speaking and listening behaviors presented either individually in writing or in small groups

Have students role play and demonstrate specific speaking and listening skills

Starred  activities within each subskill go together!



## Subskill 2: NONVERBAL AND ALTERNATIVE COMMUNICATION

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

**Advertisers** of products (for example, on television) use many techniques to get viewers interested in their products. As they try to tell a seductive story about the value of their products for a viewer's well-being, they use color, fashion, beauty, action, music, and other methods to get and keep our attention.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Communicating ideas and feelings nonverbally.** Use media clips to discuss different ways people use communicate the same idea or feeling in interactions with others.

**Showing respect.** Discuss media clips and whether interactions were respectful. Identify what was respect and disrespectful in the interactions.

**Showing empathy.** Consider different ways to show empathy . (1) Discuss, model, and have students practice how to show empathy with different age groups and different cultures: (a) what to do when listening; (b) how to display understanding; (c) how to display sympathy or compassion. (2) Share experiences of emotional support and what it meant to the person. (3) Bring in the counselor (or other expert) to demonstrate empathy and listening skills. **Assess** by asking students to role play and exhibit skills.



**Communicating ideas and feelings by the way one dresses: Identification.** Examine different ways people communicate various feelings and ideas through their dress. Look at within society and across societies.

**Communicating ideas and feelings in room décor: Identification.** Examine cultural differences in room design and décor . What ideas and feelings do different designs convey? How do environmental and societal constraints affect these designs?

Starred ★ activities  
within each subskill  
go together!

## Subskill 2: NONVERBAL AND ALTERNATIVE COMMUNICATION

### Ideas for Developing Skills


#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Showing respect nonverbally.** Modify activities in 'Showing Respect' in Speaking and Listening (p.9) and address only nonverbals.

**Showing empathy nonverbally.** Modify activities in 'Showing Empathy' in Speaking and Listening (p. 9) and address only nonverbals.

**Displaying assertive nonverbals.** Discuss, model, and practice nonverbal communication that conveys passivity (e.g., victim-like: slouch, slower walking, fearful, no eye contact), aggression (victimizer-like: defiant, taking all the space, looking for eye contact), and assertive (calm but resolute walking, head up, purposeful).


**Communicating ideas and feelings by the way one dresses: Interpretation.** Examine different ways people communicate various feelings and ideas through their dress. Look at these within society and across societies. 

**Communicating ideas and feelings in room décor: Interpretation.** Examine cultural differences in room design and décor. What ideas and feelings do different designs convey? How do environmental and societal constraints affect these designs?


#### Level 3: Practice Procedures

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

**Power of nonverbals.** Students identify which nonverbals are most important to them for the different contexts in their lives. Then they go practice them appropriately and inappropriately in those contexts. Have them report on people's reactions.

**Communicating ideas and feelings by the way one dresses: Creation.** Examine different ways people communicate various feelings and ideas through their dress. Look at these within society and across societies. Using the techniques of the trade, students create their own dress design or outfits to convey a particular idea or feeling. 

**Communicating ideas and feelings in room décor: Creation.** Examine cultural differences in room design and décor. What ideas and feelings do different designs convey? How do environmental and societal constraints affect these designs? Using the techniques of the trade, students create their own room designs to convey a particular idea or feeling.

Starred  activities within each subskill go together!



## Subskill 2: NONVERBAL AND ALTERNATIVE COMMUNICATION

### Ideas for Developing Skills

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

**Only nonverbals.** Sometimes, when you meet someone who speaks another language you don't know, you have to use nonverbals to communicate. Set up role plays for students to practice using nonverbals only to communicate (e.g., asking for directions to the movie theatre, asking for directions to McDonald's, etc.).



**Communicating ideas and feelings by the way one dresses: Coaching.** Examine different ways people communicate various feelings and ideas through their dress. Look at these within society and across societies. Using the techniques of the trade, students coach others on using dress to convey a particular idea or feeling.

**Communicating ideas and feelings in room décor: Coaching.** Examine cultural differences in room design and décor. What ideas and feelings do different designs convey? How do environmental and societal constraints affect these designs? Using the techniques of the trade, students coach others on using room decor to convey a particular idea or feeling.

#### Assessment Hints

##### Nonverbal Communication Activities

Use media clips or written scenarios and have students analyze and evaluate the nonverbal communication behaviors presented either individually in writing or in small groups

Have students role play and demonstrate specific nonverbal communication skills

Starred ★ activities  
within each subskill  
go together!

## Subskill 3: MONITORING COMMUNICATION

*Creative and Expert  
Implementer  
Real-life Example*

**Advertisers** of products (for example, on television) use many techniques to get viewers interested in their products. As they try to tell a seductive story about the value of their products for a viewer's well-being, they use color, fashion, beauty, action, music, and other methods to get and keep our attention.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Noticing success of communication.** Use media clips of interactions in which speakers misunderstand each other and don't notice vs. interactions in which speakers misunderstand and try to rectify the misunderstanding. Discuss what the rectifiers are noticing. **Assess** with different media clips.

**Noticing cultural differences.** Invite people who are skilled multiculturally to speak to the class about how they make adjustments for different cultural audiences when they speak (one-on-one or with groups).




#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Using self-monitoring questions.** Identify means one might use to determine if your listener understands what you are saying (e.g., non-verbal cues like eye contact or sounds, direct questioning, asking person to paraphrase, etc.). Find examples of people using these (media or real life). **Assess** with self-evaluation on a specified conversation.

**Preparing for cultural differences.** Have students gather information about how people from different cultures converse. Create a list of things to watch for. Have students practice these things in class.



Starred  activities within each subskill go together!



## Subskill 3: MONITORING COMMUNICATION

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Self-monitoring skills.** Practice self-monitoring of communication to others through role plays and coaching. **Assess** with a role play.

**Cultural self-monitoring.** Using ideas from interculturally skilled adults, have students monitor their own interactions with others who have different backgrounds. Use journals and structured questions.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**New communication opportunities.** Plan real-life communication opportunities for students that are unfamiliar. Have them record their success in communicating (or have a partner watch and evaluate).

**New intercultural communication opportunities.** Plan real-life communication opportunities for students that involve persons from another culture. Have them record their success in communicating (or have a partner watch and evaluate).

## Sample Student Self-Monitoring for Communicating Well

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

### Speaking

I have good posture when speaking to a group.  
My timing is working.  
I am keeping eye contact.  
I am paying attention to my nonverbal communication  
I am expressing myself clearly.  
People understand me when I tell them my ideas.

### Listening

I am practicing active listening.  
I try to listen instead of think only of what I am going to say next.  
People say I am a good listener.

### Monitoring

Is my message getting across?  
Am I clear and concise?  
Do I know my audience?  
How can I adjust after feedback?  
I watch other people to understand their reactions to my ideas.

### Nonverbal communication

Am I looking for nonverbal cues to how people are reacting to me?  
Am I moving my body in a way that is culturally offensive?  
Am I moving assertively?

### Am I a successful communicator in the following contexts?

One-on-one  
Small group of friends or peers  
Large group of friend or peers  
Individual strangers in public  
Groups of strangers  
With adults and authorities  
With younger children

### Am I practicing the following types of communication?

Telling a story  
Telling a joke  
Conveying information  
Giving directions  
Solving a problem  
Brainstorming and being creative  
Expressing a social-political opinion as a citizen



## Create a Climate to Develop Communication Skills

### Generally:

- Emphasize the importance of good human communication (e.g., that poor communication is frustrating for all, doesn't get your needs met, etc.)
- Emphasize that learning to be a good communicator takes practice
- Encourage self-expression and the continual focus on the improvement of skills.
- Encourage good communication among the students in the classroom. Stop activities to work out a conflict between students.
- Point out that different cultures may have different styles and explore these styles with the students.

## Selections to Post in the Classroom for Communicating Well

Post and encourage  
these communication virtues  
for a respectful, multicultural classroom

(from *Multicultural Education in a Pluralistic Society*,

Gollnick and Chin, 1994, pp. 314-315):

Tolerance, patience, and respect for differences

The willingness to listen

The inclination to admit that one may be mistaken

The ability to reinterpret or translate one's own  
concerns in a way that makes them  
comprehensible to others

Self-imposition of restraint in order that others may  
have a turn to speak

A disposition to express oneself honestly and  
sincerely



# Resolving Conflicts and Problems

## (Resolve Conflicts)

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

## Ethical Action 2

### WHAT

Conflicts between human beings are inevitable because we often feel different things and desire the same things. Conflicts can be approached in several ways, (a) fighting until one side gives up, (b) coercion by the side with more power, (c) ignoring as long as nothing brings the conflict into the forefront, (d) negotiation and (e) compromise. In order to truly resolve conflicts and not keep them smoldering, for example with counter retaliations and passive aggression, people need to communicate about their needs and negotiate a peaceful settlement.

### WHY

Conflict resolution and negotiation skills are necessary for successful social interaction. Life is a series of resolving conflicts with family members, friends, co-workers, neighbors, etc. Children who are successful in getting along with others are more helpful and altruistic (Eisenberg & Mussen, 1989).

*Seven blunders of the world  
that lead to violence  
(M. Gandhi)*

Wealth without work  
Science without humanity  
Pleasure without conscience  
Worship without sacrifice  
Knowledge without character  
Politics without principle  
Commerce without morality

### HELP STUDENTS FIRST LEARN



1. Students should have basic communication skills (see EA1 for assessment ideas).
2. Students should have basic skills in connecting with others (see ES2 for assessment ideas)
3. Students should be able to identify basic needs (see EA- for assessment ideas).
4. Students should have some skills in reading and expressing emotion (see ES-1 for ideas).

### SUBSKILLS OVERVIEW

Solving Interpersonal Problems  
Negotiation Skills  
Anti-Violence Skills



## Subskill 1: SOLVING INTERPERSONAL PROBLEMS

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

Famous actor/comedian **Bob Hope** and singer **Dolores Reade** have been married for 67 years. They have four children and have pursued and achieved successful careers in the entertainment business. Bob Hope and Dolores Reade are experts in interpersonal problem solving for maintaining a happy marriage for so many years throughout their busy lives.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



**Types of Interpersonal Conflicts.** Have students keep track of conflicts between people. Bring examples to class and make a large list. Categorize the situations into groups such as: sport competition, want same thing, think differently, etc. Have students then keep track of how many of each type they encounter interpersonally over the next week. Report to class.

**Study Interpersonal Conflict.** Have students watch film about an interpersonal conflict. What was the conflict about? Discuss the perspectives of each party. Assess whether or not the outcome was successful. Ask students to write an alternative outcome. (See ES3 for more ideas.)

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Conflict resolution techniques.** Use examples of conflicts generated previously (above). Have students learn about and practice conflict resolution techniques through role play. **Assess** for knowledge of techniques. (Conflict resolution curricula can be ordered through CREnet. See the Resource List for ordering information.)

**Discuss conflict resolution options.** Discuss with students questions like the following: (1) What are the options when you get mad in certain situations? (compare healthy and unhealthy) (2) What are the options when someone says something mean or insulting to you? (try humor) (3) What are good and bad things about fighting? (make two lists). (4) How can you channel anger positively for change? (5) How can you counteract friends' instigation of violence? (6) How can you prepare for friends and even parents who criticize a non-violent tactic?

Starred ★ activities  
within each subskill  
go together!



# Subskill 1: SOLVING INTERPERSONAL PROBLEMS

## Ideas for Developing Skills

### Level 2 (continued)

**Peer mediation.** Teach peer mediation using one of the existing programs (Peer mediation curricula and implementation guides can be ordered through CREnet. See the Resource List for ordering information.)

### Level 3: Practice Procedures

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

**Create role plays of conflict situations.** Students act out conflict situations (up to point of physical contact) then create alternative endings. (Put all this on video tape for later analysis.)



**Practice and assess problem-solving skills in context.** (1) Structured conflict resolution: The students consider a territorial conflict between a land-locked nation and a coastal nation answering the following questions: What does each party want? What does each party feel? What are each party's reasons for their desires and feelings? Do the parties understand the opposing perspectives? If not, how can they achieve that? What are different solutions that the parties could agree on to resolve the conflict? Which one do you think is best, and why? (2) Open-ended conflict resolution: Apply the steps of conflict resolution to this conflict. Name each step and apply it to this conflict. (3) Students demonstrate conflict resolution in a particular relevant domain. Give students a description of an unresolved conflict between two individuals or groups. Ask the students to go through the necessary steps of resolving a conflict, either in written format or in a role play. (4) Essay. Students write an alternative ending to a conflict encountered in history or literature.

**Identify and articulate different viewpoints.** Students identify contrary ideas in the news or in a classroom discussion. They practice articulating different sides of a controversial issue even if he/she feels strongly about it one way or the other.

### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Coaching conflict resolution.** Students help other students (same age or younger) resolve conflicts (real or hypothetical). Have the participants and the rest of the class evaluate their coaching and have them evaluate their own coaching.



### Assessment Hints

#### Solving Interpersonal Problems Activities

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge of conflict resolution techniques

Use a new conflict (written or video clip) and have students respond in writing how they would resolve it

Have students role play conflict scenarios and demonstrate specific problem solving skills

Starred ★ activities within each subskill go together!



## Subskill 2: NEGOTIATION SKILLS

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

**Jimmy Carter**, former president of the United States, has a peace center in Atlanta. Because he is renowned for his negotiation skills, he is invited to countries around the world to help groups in conflict settle disagreements.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**The nature of conflict.** Discuss how conflict is a normal part of human life and that moral (or ethical) conflict is necessary and inevitable in life. Getting along with others has to do with negotiating 'my wants with your wants.' Have students find examples of conflict and negotiation.



**Aspects of successful negotiation.** (1) Invite a local mediator (or some type of negotiator) to discuss mediation/negotiation with the students. Have them describe the steps they take, pitfalls and challenges. (2) Present to students film clips or written excerpts from accounts of successful negotiation. Students identify common characteristics. **Assess** their responses to a new conflict.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Group decision making.** Students discuss a conflict situation in small groups. Each group discusses the positive ways to handle the situation with these instructions: Develop several possible courses of action and choose among them; develop pros and cons for each possible action. Remain flexible; try another course of action if others did not work.



**Learn advanced negotiation skills:** (1) Separate the people from the problem; (2) Focus on interests not positions; (3) Generate a variety of possibilities before deciding what to do; (4) Insist that the result be based on some (jointly searched) objective standard (agreed upon outcomes). Practice and assess with written responses to real-life, current issues. (See Fisher, Ury, & Patton's (1991) *Getting to Yes* for a more detailed description of this process.)

Starred ★ activities  
within each subskill  
go together!



## Subskill 2: NEGOTIATION SKILLS

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Scenarios of conflict.** Students find examples in which there is a conflict (between individuals or groups) and act them out with several alternative endings using negotiation skills.

**Balancing competing interests in negotiation.** The student takes on the role of a judge and negotiates a dispute between neighbors (e.g., who want control of the stream that runs between their properties). Fellow students and teacher assess their success.



#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Coaching others on negotiation.** Using the following techniques (from Level 2), apply them to an actual situation or role play: (1) Separate the people from the problem; (2) Focus on interests not positions; (3) Generate a variety of possibilities before deciding what to do; (4) Insist that the result be based on some (jointly searched) objective standard (agreed upon outcomes). Determine success according to the satisfaction of the parties at the conclusion. (See Fisher, Ury, & Patton's (1991) *Getting to Yes* for a more detailed description of this process.)




#### Assessment Hints

##### Negotiation Activities

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge of negotiation skills

Use a real-life, current conflict (written or video clip) and have students respond in writing how they would negotiate to resolve it

Have students role play conflict scenarios and demonstrate negotiation skills

Starred  activities within each subskill go together!



## Subskill 3: ANTI-VIOLENCE SKILLS

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

**Mahatma Gandhi** demonstrated expert skills in creating new approaches to resolving disagreements using various acts of civil non-cooperation. He was trying to persuade Britain to remove itself from its control of India as a colony without using any form of violence. One time he walked 240 miles across the country, many times he fasted until disputes were resolved.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Trigger points.** Students construct an interview or survey asking people to identify personal trigger points that make them angry and particular examples of when they were triggered. Students discuss how trigger points can affect communication.

**Controlling anger.** Students interview older students and adults about how they control their anger. Class discusses methods of controlling one's anger.

**Awareness of own reactions.** Watch film/video clips and discuss how the characters handled their feelings. Were they self-aware? Have students practice and keep a journal on: (1) Knowing their feelings. (2) Stopping and thinking before acting on strong feelings.



**What is non-violence?** (1) Invite a person who practices non-violence to speak to the class (they may be from a religious order or a non-profit organization). Ask them to discuss and distinguish violence from non-violence. (2) Have students research non-violence and what it means on a day-to-day basis.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Controlling aggression against others.** Discuss practicing self-control of anger and aggression against others for a week and how one might use one's aggressive energies elsewhere. Students watch themselves and practice for a week keeping a journal. Provide a list of information for each situation written about. **Assess** journal entries using these guidelines.

Starred ★ activities  
within each subskill  
go together!



## Subskill 3: ANTI-VIOLENCE SKILLS

### Ideas for Developing Skills

#### Level 2 (continued)

**Noticing violence and non-violence.** Using a list of characteristics or behaviors related to non-violence, have students keep a record of which they observe during the week. They can journal or present a report to class.



#### Level 3: Practice Procedures

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

**Non-violent civil disobedience.** Students identify realistic social problems for which civil disobedience might be a worthwhile approach to awakening citizen concern and fostering change.



#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Non-violent lifestyle.** Students read about people who dedicate their lives to non-violence. Students examine their own lives with the criteria used by these people. **Assess** with an essay comparing two people.




#### Assessment Hints

##### Anti-Violence Activities

Use multiple-choice, true-false, or short answer tests to assess student knowledge of specific anti-violence skills (e.g., trigger points, techniques for controlling anger)

Assess journal entries when journaling is part of the activity

Starred  activities within each subskill go together!



## Create a Climate to Develop Skills for Resolving Conflicts and Problems

### Generally:

- Use conflict resolution and negotiation strategies to solve classroom conflicts.
- Discourage any form of violence in the classroom (e.g., putdowns, hostility)
- Use class meetings. The purpose of the meeting is to set goals and rules together, negotiate and resolve problems, and to give students the opportunity to practice communication and conflict-resolution. The teacher should play a mediating or facilitative role in the class meeting, but should not direct it. The students should be allowed this time to practice leadership and politeness skills as well. See Lickona's (1992) *Educating for Character*, pp.139-160, for more strategies and ideas for class meetings.

### Sample Student Self-Monitoring Resolving Conflict and Problems

#### Problem solving.

I can resist peer pressure.

I can think for myself.

I know steps to solving a problem.

#### Negotiation skills.

I can change my position without compromising my ethical ideals in order to reach an agreement.

I can negotiate a conflict using several steps.

#### Anti-violence skills.

I control my temper when I have a conflict.

I know several choices I have when I get angry.



## Selections to Post in the Classroom for Resolving Conflicts and Problems

### Post these Attitudes regarding Violence

(from Prothrow-Stith, *Deadly Consequences*, 1991, p. 173):

1. Violence should not be considered in resolving conflict with others.
2. Conflict is a normal part of human interaction.
3. When people take the time to know themselves and their perspectives on subjects relative to the situation, they can learn how to get along with others who have different perspectives.
4. Most disputes do not have to have a winner or loser (win/win is the ideal solution).
5. Individuals who learn to be assertive, non-violently, can avoid becoming victims or bullies.



## Ethical Action 3

# Identifying Needs and Acting Assertively

(Act Assertively)

*This skill addresses the Minnesota Comprehensive Goals:  
Effective Communicator, Purposeful Thinker, Productive Group Participant*

### WHAT

Assertive behavior is exerting oneself to achieve a desired goal through constructive interaction with others. On a continuum, assertiveness lies between passiveness (doing for others at the expense of achieving one's own goals) and aggressiveness (achieving one's goals at the expense of others). According to Alberti and Emmons (1975), assertive behavior is choosing for oneself (not for others and not others for self); it is expressive (not inhibited, and not depreciative of others); self-enhancing (but not at the expense of another); and can help in achieving a desired goal (but not by hurting others).

### WHY

Standing up for oneself or for others in a non-aggressive but non-passive manner is a responsible action that prevents bullying or victimization. If a person does not stand up to a bully, the bully will not only hurt that person but continue to hurt others. Everyone has needs that are expressed and require satisfaction (e.g., eating, having friends). People who are assertive about their needs can avoid becoming victims or bullies in order to get their needs met. Children who are assertive and competent are, in fact, more prosocial (Eisenberg & Mussen, 1989).



### HELP STUDENTS FIRST LEARN

Basic communication skills (EA1)

### SUBSKILLS OVERVIEW

- Identifying human needs
- Building communication styles
- Building assertiveness skills



## Subskill 1: IDENTIFYING HUMAN NEEDS

*Creative and Expert  
Implementer  
Real-life Example*

**Ralph Nader** has been an advocate for consumers for decades. He has spoken up about the dangers of particular products to people and helped initiate safety standards in many areas.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Humans, other animals, plants.** Compare and contrast the needs of plants, humans, and other animals and how each tries to meet their needs.



**What children need.** Students read about child development, watch films of young children and identify what needs drive their actions. What is the source of each need?


**Identify daily needs.** Students interview a family member about what needs they have each day and how they meet them. **Assess** with journaling and reporting to class.

**Identify personal needs.** Students keep track of a day in their lives according to what needs they have and how they meet them. Which are needs for life? Which are needs for social status? Which needs could they give up?

#### THE PROCESS FOR LEARNING ASSERTIVENESS

*(from Your Perfect Right by Alberti & Emmons, 1975)*

1. Observe your behavior
2. Keep a log (of your assertiveness)
3. Concentrate on a particular situation
4. Review your responses
5. Observe an effective model
6. Imagine yourself handling the situation
7. Try it out
8. Get feedback
9. Repeat 7-9 until ready for 10
10. Do it in the real situation

Starred  activities within each subskill go together!



## Subskill 1: IDENTIFYING HUMAN NEEDS

### Ideas for Developing Skills

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Basic Human Needs.** Discuss what humans need.

- (1) To start a discussion, use Abraham Maslow's theoretical idea about a human hierarchy of needs (see the appendix). Have students identify how a favorite character (book or TV) has their needs in each category met. If they are not being met, have students identify ways to get the needs met.
- (2) Identify needs of individuals and groups in the community. Have students identify how a favorite character fulfills their needs in each category. If they are not being met, have students identify ways to get the needs met.
- (3) Students interview community member and discuss Maslow's hierarchy. The community member identifies areas in which community members' needs are not being met. The student and community member identify ways to meet the needs.

**Perspectives on Needs.** Given students scenarios for role play that encourage perspective taking and understanding others' needs, for example: (1) student has become paralyzed in both legs; (2) student has no home and no money; (3) student cannot speak English.


**Needs of the poor.** Study poverty in one of the following ways with a culminating activity in which students create an artistic representation, poem, song, essay, play about poverty. (1) Invite a local community leader who works with the poor. Ask the speaker to help the students understand what a poor person has to deal with on a daily basis. (2) Do web research on poverty and its effects on daily life. Explore organizational websites of those who work with the poor, nationally or internationally. (3) Use an exercise illustrating world hunger and discuss what might be done to make things more fair (e.g., distributing food according to its distribution in the world).

#### Level 3: Practice Procedures

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



**Needs of 'Out' Groups.** Have students identify local community groups they feel are very different from themselves. Identify what needs people in these groups have. Identify situations that are beneficial to the students' groups but harmful to these out-groups.

Starred  activities within each subskill go together!



# Subskill 1: IDENTIFYING HUMAN NEEDS

## Ideas for Developing Skills

### Level 3 (continued)

**Asking for help.** Discuss how to ask for help in different situations. For example, ask for an explanation if you don't understand something. Practice.

**Rejection situations.** Students identify a situation at school where some children are rejected.

### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Balancing needs.** Discuss how social interaction is a constant balance of personal needs/goals vs. the needs/goals of others. Have students keep a journal for a week about how they do this and discuss how to do it in different ways.



Starred activities within each subskill go together!

### Assessment Hints

#### Identifying Human Needs

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about how to identify needs or common needs of humans, communities, families

Have students keep a journal of their own, family's, or community's needs and assess the journal entries

Have students write reports on their records of needs and present them to class

Have students role play scenarios and demonstrate behaviors of identifying needs

**To better identify needs and act assertively, pay attention to these communication channels:**

Eye contact	Timing
Content of what you expressing	Gestures
Congruent facial expressions	Body posture
Voice tone, inflection, volume	



## Subskill 2: PRACTICING COMMUNICATION STYLES

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

**Eleanor Roosevelt**, wife of President Franklin Roosevelt, was sensitive to the needs of the oppressed. Well into her old age, she traveled around the country (and world) to speak on behalf of the poor and disadvantaged. She spoke assertively, without aggression or passivity.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



**Behavior choices.** Distinguish among styles of communicating: types that are passive, aggressive, or assertive.

Passive behavior is doing things for others at the expense of oneself or achieving one's own goals.

Aggressive behavior is achieving one's goals at the expense of others, their goals or well-being.

Assertive behavior is choosing for oneself, not choosing for others and not others choosing for self; assertive behavior is expressive (not inhibited, and not depreciative of others); assertive behavior is self-enhancing (but not at the expense of another) and can help in achieving a desired goal (but not by hurting others).

(1) Discuss film clips of people communicating. Identify which communications are assertive, passive and aggressive. (2) Watch and read stories about the consequences for acting aggressively, assertively or passively.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Distinguish modes in contexts.** Distinguish among passive, aggressive, and assertive behaviors: (1) Students find and identify characteristics of different styles in favorite television shows. (2) Students find and identify the different styles in the news. (3) Students identify the communication approaches in the students' cultures.

**Cultural differences in assertiveness.** Discuss the different ways cultures express assertively (interpersonally) (1) needs, (2) authority and strength, (3) knowledge, (4) anger, (5) puzzlement, (6) saying no politely. Have students find examples in stories, news, TV and bring to class.

Starred ★ activities  
within each subskill  
go together!

## Subskill 2: PRACTICING COMMUNICATION STYLES

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Peer relations.** Students come up with and demonstrate ways to respond in several kinds of situations. Students distinguish between passive, aggressive and assertive responses. Types of situations can include: (a) In same-age project, students reflect on how to respond to a peer who is uncooperative. (b) Teammate is forgetting their responsibility. (c) Classmate doesn't return a favorite pen that was borrowed. (d) Friend arrives late to pick you up.



**Positive styles across cultures.** Practice different styles of communicating needs, in order to build cross-cultural skills.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Personal interactions in community service.** In journaling about a service learning project, students discuss interactions with others, analyzing them for type of communication style. Make sure they are aware of cultural difference for passive, assertive, aggressive styles.

**Speaking up for a victim.** Discuss how to intervene assertively to help someone (1) who is being picked on; (2) who is not getting the attention they need; (3) who is being gossiped about.

**Mentoring.** In cross-age tutoring project, students reflect on how to respond to a tutee who is uncooperative. Students distinguish between passive, aggressive and assertive responses.

### Assessment Hints

#### Practicing Communication Styles




Assess with multiple-choice scenarios: present a scenario and ask the students to select the passive response, the aggressive response and the assertive response

Use true-false, short answer, or essay tests to assess student knowledge about different communication styles

Present a written scenario or video clip of different situations and have students respond in writing what an aggressive, passive, or assertive response would be

Have students role play scenarios and demonstrate culturally appropriate communication styles

Assess journal entries when journaling is a part of the activity

Starred  activities within each subskill go together!



## Subskill 3: BUILDING ASSERTIVENESS SKILLS

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

**Susan B. Anthony** was an assertive activist for equal rights for women. She supported women's right to vote.

**Rosa Parks** took action and is remembered as a symbol of civil disobedience, taking an action that harms no one but refuses to give in to injustice.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



**What is assertive?** Study the specific characteristics of assertive behavior: (1) Watch film/video clips of respectful, assertive behavior and discuss. (2) Discuss conflict situations that make both people feel good in the end.

**Counteracting Teasing.** Identify ways that people stand up to teasing. Make a list and (1) have the students encourage (coach) others to practice them during the week. (2) Practice the ways themselves.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Contexts for assertiveness.** (1) Day to day: students find examples of assertiveness in their daily contexts. (2) Working with classmates: students discuss how to be assertive when working in a classroom group. (3) Expressing anger: students discuss how to express anger assertively.

**Analyzing scenarios.** According to Seligman, there are four things that constitute assertiveness. Ask the students to identify these four things in scenarios.

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 to change.
4. Tell other person how the change would make you feel.

Starred ★ activities within each subskill go together!





## Subskill 3: BUILDING ASSERTIVENESS SKILLS

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Practice the steps of assertiveness:** Students practice acting out the four steps of assertiveness with scenarios in which they need to be assertive. For example:



- (1) Your dad sometimes calls you 'Squirt' and other nicknames in front of your friends and it bothers you.
- (2) Your mom has been yelling at you a lot lately for little things you've done wrong. You feel sad when she yells at you and you wish she could tell you what was wrong without yelling at you.
- (3) A kid from the high school asks if you want to try some pot. He calls you 'chicken.' You don't want to try the pot and you're annoyed that he's asking you.
- (4) A boy took your homework and handed it in as his. Confront the student.


#### Practice assertiveness in complex interactions.

- (1) Conversation: students start a conversation with a stranger and maintain the conversation.
- (2) Returns: students act out returning faulty items to a store.
- (3) Request for behavior changes. Students act out asking someone to turn down a stereo at a park or to stop talking in a movie theatre.
- (4) Standing up for yourself. Students act out a conversation with someone who insists that they are right.
- (5) Asking for a date. Students act out asking for a date (phone, in person).
- (6) Public speaking: students give a short speech in front of a group.

#### Peer pressure refusal (ideas from Linda Kurtzman).

Teacher should:

- (1) Identify with the students some decisions they might have to make,
- (2) Define peer pressure and give a couple of age-appropriate examples,
- (3) Discuss typical statements that peers make and why they might be effective,
- (4) Discuss what a good friend would advise vs. what a bad friend would advise,
- (5) Discuss consequences of good and poor decisions,
- (6) Discuss 'who do I want to give control to?'—myself, peers, to tobacco companies, etc.
- (7) Saying 'no' to peers can be hard so we need to practice different ways.

Starred  activities within each subskill go together!



## Subskill 3: BUILDING ASSERTIVENESS SKILLS

### Ideas for Developing Skills

#### Level 3 (continued)

**Students practice 3-step refusal process:** (a) Check out the scene and apply the 'trouble' rule: will you break a rule or a law? (b) Make a good decision (if it's risky, is it worth it?) (c) Act quickly to avoid trouble, using one of 10 options: (1) Say 'no!', (2) Leave, (3) Ignore, (4) Make a joke, (5) Suggest a better idea, (6) Make an excuse, (7) Act shocked, (8) Use flattery, (9) Change the subject, (10) Return the challenge.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

### Assessment Hints

#### Building Assertiveness Skills

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about assertiveness and appropriate assertive behaviors

Have students keep a journal of their own or others' assertive behaviors and assess the journal entries

Have students write reports on their records of assertiveness examples and present them to class

Present a written scenario of a situation and have students respond in writing about how they would apply assertive behaviors to the situation

Have students role play scenarios and demonstrate assertive behaviors



#### Practice assertiveness in different contexts.

(1) Assertiveness in different cultures. Students gather information about how people are assertive in the cultures of their community. Students share this information with classmates in reports and skits. Students practice different ways of being assertive.

(2) Help younger children with refusal skills. Students learn about internal and external pressures to use chemical substances and develop methods and reasons to counter these. They present skits based on their knowledge to younger children.

**Resisting trouble and troublemakers.** (1) Have students write down situations in which they are tempted to do things that are wrong or against the law, or in which they find it hard to say 'no.' Put these situations in to a hat and have small groups select one and role play it in front of the class. (2) Teacher or student assigns half of a group to be 'trouble makers' and half to be 'decision makers.' Whisper a scenario to the trouble makers and let them begin the skit. Have the rest of the class evaluate how well the decision makers fend off the peer pressure and what approaches they used.



## Create a Climate to Develop Identifying Needs

Generally:

Provide a means for students to raise issues of concern.

Provide a means for students to raise issues of concern with each other.

Encourage students to use 'I' statements with each other

('I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_')

Promote Student Decision Making: Students can be involved in making decisions about the following:

- |  |                                    |
|--|------------------------------------|
| (1) Materials and procedures to use in accomplishing assignments | (5) How to form work groups        |
| (2) Supplementary content to learn                               | (6) Order of task accomplishment   |
| (3) Classroom rules  | (7) Assignments                    |
| (4) Where to sit   | (8) School-wide rules and policies |

### Sample Student Self-Monitoring Identifying Needs and Acting Assertively

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

○

#### Identifying human needs

I pay attention to what I'm feeling.

I pay attention to what others are feeling and thinking.

I pay attention to what other people want.

I am sensitive to balancing the needs of others with my own needs.

○

#### Building communication styles

I change my communication style according to the context.

I can adjust my communication style for different cultures.

#### Practicing assertiveness

(some from Character Counts)

I can question rules that seem unfair.

I can handle my peers teasing me.

I can ask for help when I need it (in class, at home)

○

I criticize others. (-)

I do things only to impress others. (-)

I learn from my mistakes.

I expect myself and others to act perfectly. (-)

I focus on other people's faults. (-)

I think I am more important than other people. (-)



## Selections to Post in the Classroom for Identifying Needs and Acting Assertively

Post the principles of assertive behavior

*(from Your Perfect Right by Alberti & Emmons):*

- ◆ It's important to distinguish between passive, aggressive and assertive behavior.
- ◆ Relationships are always about power sharing.
- ◆ Non-assertiveness enables harmful behavior in others
- ◆ You can change your attitude by changing your behavior first
- ◆ Favors power sharing in relationships



# Taking Initiative as a Leader

(Be a Leader)

*This skill addresses the Minnesota Comprehensive Goals:  
Effective Communicator, Productive Group Participant, Responsible Citizen*

## Ethical Action 4

### WHAT

Ethical character is manifested in good leaders as well as followers. An ethical leader will encourage or inspire others to follow their ethical instincts by encouraging these attitudes, knowledge and skills.

### WHY

At one time or another, everyone leads. Leadership comes in many forms: Whether it is a friend making a suggestion to a friend, a sibling taking care of a younger sibling, or a classmate in charge of an activity. Sometimes people think that there is only one right way to lead or one type of ideal leader. It is important to be able to skillfully lead in different ways depending on the need and context.

### HELP STUDENTS FIRST LEARN



Ethical identity and integrity  
General communication skills  
Controlling social bias  
Respecting others  
Acting responsibly

### SUBSKILLS OVERVIEW

Learning leadership styles  
Taking initiative for others  
Making decisions for groups

If you want to know a certain thing or a certain class of things directly you must personally participate in the practical struggle to change reality, to change that thing or class of things, for only thus can you come into contact with them as phenomena; only through personal participation in the practical struggle to change reality can you uncover the essence of that thing or class of things and comprehend them.

From *On Practice* by Mao Zedong, July, 1937

Everyone has his own specific vocation in life... he cannot be replaced, nor can his life be repeated. Thus, everyone's task is as unique as is his specific opportunity to implement it. **Viktor Frankl**



## Subskill 1: LEADERSHIP STYLES

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

**Cesar Chavez** was an extremely effective leader for Chicano and Filipino agricultural workers from the 1950s until his death in 1993. He organized community and labor organizations for the agricultural workers and founded a union for them (National Farm Workers Association). He attracted national attention with his boycotts to raise awareness of the dangerous and harmful working conditions of the workers.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



**Defining leadership by reading stories.** After reading a story about Harriet Tubman or a similar leadership figure, focus a large part of the discussion on leadership by having students brainstorm on what leadership means (recording responses on board or a poster). Next divide the class into groups and ask them to rank order the characteristics of leadership and then bring the groups together to arrive at a consensus. In this final phase, phrase words as qualities and ask students how these words could be useful to them. Ask each student to choose a person they feel is a leader and to quickly write for five minutes. Students can share their writing with the group and each group can pick one to share with the class. See Paul et al (1990) *Critical Thinking Handbook*, pp. 130-132, for more ideas.

**Choice of leadership style.** Discuss different kinds of leadership (e.g., authoritarian, autocratic, dictatorial). Have students identify these in current leaders.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Effective leadership.** Identify effective task and social leadership skills and how situations can determine what kind of leadership is needed. Have students identify the goals and effects of different leaders in history.

Starred ★ activities  
within each subskill  
go together!



# Subskill 1: LEADERSHIP STYLES

## Ideas for Developing Skills

### Level 2 (continued)

**Challenges of leadership.** Discuss with the students the impediments to being a leader: (embarrassment, not wanting to be different, being a leader, thinking others will do it). Study examples in stories or history of people who were not impeded.

### Level 3: Practice Procedures

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

**Identify a role model.** Students select a good leader (who helped his or her entire people) and write about how they could imitate that leader in their daily life. Then have them implement their plan and report on it.



### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Being a Leader.** Cross-age tutoring is a situation where an older student can demonstrate leadership. For example, older students (e.g., grades 7 & 6) work with younger students (e.g., grades 3 and 4) on homework or a community service project. See the appendix for instructions.


### Assessment Hints

#### Leadership styles

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about leadership styles, challenges to leadership, etc.

Use a real-life biography of a well known leader and have students describe the person's leadership style and leadership characteristics

Have students role play scenarios and demonstrate leadership behaviors

Starred  activities within each subskill go together!



## Subskill 2: TAKING INITIATIVE FOR OTHERS

### Creative and Expert Implementer Real-life Example

In 1964, President **Lyndon B. Johnson** forcefully pushed the Civil Rights Act through congress and signed the bill into law, against the wishes of some congressional representatives. He knew that this would alienate Southern Democrats and it did. Most states now vote for the Republican nominee in a presidential race. More important than state politics however was the fact that, with the Civil Rights Act, blacks calling for equal rights in states where they had been treated unfairly now had the federal law behind them.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



**Leaders who helped others.** Read stories about social leaders who helped their communities and discuss what would have happened without them.

**Self-sacrifice.** Read stories about social leaders who helped their communities at personal cost.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Local leaders.** Invite local community members who have been active in speaking up for the disadvantaged. Ask them about their challenges and necessary skills.

Starred ★ activities  
within each subskill  
go together!





## Subskill 2: TAKING INITIATIVE FOR OTHERS

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Social Action.** Students work in groups to initiate social action. They can choose a social problem to work on over the semester. The teacher and group members evaluate the leadership style of each group member, using Sisk and Rosselli's criteria.



(Example: Students may choose to create a recreation center in town for at-risk students where they have access to social services. They might work with the town board, write petitions, and lobby public officials. They may write grants, organize committees, and conduct opinion polls.)

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Weekly reports on taking initiative.** Initiate weekly reporting on student activism. Have students decide what kind of unfairness they can address during the week and return the following week with a description of how they did so (alone or in groups).



#### Assessment Hints


##### Taking Initiative for Others

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about skills for initiating social action

Have students write reports on their initiation of social action (Level 3 & 4 activities)

Have students keep a journal of their social activism (Level 4 activity); assess their journal entries

Have students role play scenarios and demonstrate behaviors taking initiative

Starred  activities  
within each subskill  
go together!



## Subskill 3: MAKING DECISIONS FOR GROUPS

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

**Nelson Mandela** was imprisoned in his own country, South Africa, for many years because he spoke out for the equal treatment of blacks and whites in a country where blacks were not treated as real citizens. After he was released, instead of being angry and revengeful he advocated a peaceful transition to majority (black) rule.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Family decisions.** Discuss the different ways families make decisions.

**Decisions with friends.** Discuss ways people make decisions with their friends.



**Community decisions.** Watch an example of community decision-making.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Finding out about family decision making.** Students interview their parents or other adults about how they make decisions in their families. Report to class and discuss the differences and options people have.

**Finding out about decision making with friends.** Students talk to older students about how they make decisions with their friends. Report to class and discuss the differences and options people have.



**Finding out about community decision-making.** Students interview community decision makers about how they make decisions for the community. Report to class and discuss the differences and options people have.

Starred ★ activities  
within each subskill  
go together!



## Subskill 3: MAKING DECISIONS FOR GROUPS

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Role play leader decision making.** Students practice skills in ethical leadership (like listening, making decision with everyone's welfare in mind, etc.). **Assess** with written responses to scenarios. Students take on the role of leader and decide what next steps to take.

**Decision-making in class meetings** (from Classroom strategies for teaching respect and responsibility). Facilitate class meetings led by teachers, usually 10 to 30 minutes long, on a consistent basis. Specifically, *sticky situations* type of class meeting helps students work through difficult situations, enabling them to develop skills for real situations, including the ego-strength to do the right thing (see Lic kona, 1991, for more details).

**Taking initiative for the common good.** Students brainstorm about current needs in the classroom, school, or community. Have someone from the community come in and talk with students about service, sharing their stories and experiences. Students perform some school, civic, or humanitarian service.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Imitate ethical decision-making in leaders.** Students imitate a leadership style in leading a project. Afterwards, they reflect on and write about their experiences. Demonstrates consistent use and application of leadership skills in addressing ethical dilemmas.

**Becoming a community leader.** Discuss with students how to get involved (1) in school (governance, other activities): share information about what is available in the school and the community and how to get involved in those services (2) in the community (civic, humanitarian).

#### Assessment Hints

##### Making Decisions for Groups

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about how to make decisions for groups

Have students write reports, based on their observations or interviews, about how others have made decisions for groups; students can present their reports to the class

Present a written scenario or video clip of a decision-making situation and have students respond in writing as to how they would take on the role of a leader and make a decision for the group

Have students role play scenarios and demonstrate behaviors of appropriate decision-making for groups

Have students keep a journal of their reflections of their own leadership and decision-making experiences; assess their reflections

Starred ★ activities within each subskill go together!



## Create a Climate to Develop Taking Initiative

Generally:

Set up opportunities for children to help one another.

Set up rotating leadership roles in the classroom.

When students have ideas for improving activities in the classroom, take them seriously.

Offer examples of groups that help the poor and oppressed (e.g., Amnesty International, Oxfam) and design student projects to help.

Give students an opportunity to make suggestions for structuring the classroom.\*

Give students opportunities to discuss all sides of controversial topics.\*

(\*from Berman, *Children's social consciousness and the development of social responsibility*, pp. 108-109)

### Sample Student Self-Monitoring Taking Initiative as a Leader

<input type="radio"/>	<i>Encourage active learning by having students learn to monitor their own learning</i>
	<b>Leadership styles</b>
	I want to make the world a better place.
	I can make a quick decision when I have to.
	I can organize my work.
	I finish things by the time they are due.
	I practice the skills of being a good leader.
<input type="radio"/>	I know different styles of leadership that I can choose from.
	<b>Taking initiative for others</b>
	I want to help others.
	I can help other people solve problems.
	It is important to seek fair treatment of all people.
	I can help others receive fair treatment.
<input type="radio"/>	<b>Making decisions for groups</b>
	I like to find out as much as I can about something before I make a decision.
	I think about several options before I make a decision.
	I can help my group get its work done.
	I point out things that need to be done.

## Selections to Post in the Classroom for Taking Initiative as a Leader

### Emphasize the characteristics of 'positive leadership'

from Sisk and Rosselli

- listening to differing points of view for similarities and differences;
- ability to change one's opinion if evidence points to a new way of thinking;
- ability to think in terms of hypothetical situations;
- ability to make peace during disagreements;
- ability to organize thoughts and provide cogent summaries;
- flexibility to complete any task in order to complete a project;
- ability to meet deadlines.

### Promote positive attitudes:

The importance of practicing to be a leader to help others

The importance of asking for help from one's family/community/affiliative group

Everyone creates his or her own character

### Help students realize their potential:

- Ascribe students' prosocial behavior to their intrinsic motivation as much as possible
- Teach about the ways that individuals and groups influence the political process and make changes in society
- Teach structures and strategies
- Encourage independent thought and collaborative teamwork

### Post this saying from Mahatma Gandhi:

*You must be the change you wish to see in the world.*



## Ethical Action 5

# Developing Courage

(Develop Courage)

*This skill addresses the Minnesota Comprehensive Goals:  
Productive Group Participant, Responsible Citizen*

### WHAT

Courage is using one's ethical integrity to stand-up for what you believe in. Activities within and outside of the classroom are needed to (1) develop a sense of competence or self-efficacy, and to (2) reinforce the good feelings that can accompany taking risks for others.

### WHY

Becoming knowledgeable in the other categories in the process of ethical action is a prerequisite for completing an ethical action, but knowledge alone is not sufficient to produce the desired behaviors in students. Students need to have courage to execute ethical actions and implement their beliefs.



### HELP STUDENTS FIRST LEARN

Skills of Ethical identity and integrity  
Skills of Optimism  
Skills of Connecting to others

### SUBSKILLS OVERVIEW

Overcoming fear  
Standing up against the crowd



## Subskill 1: OVERCOMING FEAR

*Creative and Expert  
Implementer  
Real-life Example*

Earlier in his life, **Chris Carter** of the Vikings had a drug problem and little hope for himself. After his son was born, he got treatment for his drug problem and started life over. He is now a leader among his teammates.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Courage in stories.** Students read stories of courage and discuss the courageous behavior and its implications for the hero or heroine.

Short example: From *A Call to Character* (Greer & Kohl, eds.):

1. From Helen Keller's *The Story of My Life* is a story of Helen in a tree when a thunders storm erupts. Helen describes how confronting and overcoming terror can lead to deep personal enrichment.
2. From *Charlotte's Web* by E.B. White is a story of a pig's escape from captivity when he learns he's being fattened for Christmas dinner. It demonstrates courage to protect oneself from harm.
3. From Arnold Gragson's *The Underground Railroad*, is a narrative about helping a slave across a river to escape from slavery, illustrating courage to put one's life in danger for another person's freedom and dignity.

**Analyzing actions.** Students consider different scenarios in which the protagonist takes action. Then they decide whether the action is courageous, foolish, or for personal gain.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Community courage.** Students gather stories of courage from community members. Community members are asked to discuss how they overcame their fear. They present these as dramas, poems, song, drawings, essays, and so on. Community members are invited to attend the presentations.

**Practice being brave.** Offer opportunities for students to be brave in the classroom (such as standing up for an unpopular child). Coach them on being brave. Note progress.

Starred activities  
within each subskill  
go together!

## Subskill 1: OVERCOMING FEAR

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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



**Personal examples of daily courage.** Students share their efforts at following through on scary but important decisions.

**Being courageous and reaching out.** Discuss how to reach out to students who may be in need of friends. Have students practice and report.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*



**Mentoring others to overcome fears.** Have students work with a younger student to help them learn to overcome their fears about school. Students report back regularly.

**Admitting mistakes.** Discuss how admitting mistakes takes courage. Have students find examples of people admitting mistakes. Have students practice admitting mistakes in class and outside of class.

**Having a mentor.** Have students work with high school students or adults on being courageous.

### Assessment Hints

#### Overcoming Fear

Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about the characteristics of courageousness (vs. cowardice or foolishness).

Use a real-life biography of someone who overcame fear and have students describe the behaviors of the courageous person.

Have students write reports, based on their observations or interviews, of how overcame their fears to perform a courageous act; students can present their reports to the class.

Have students keep a journal of their experiences with overcoming fear; assess the journal entries.

Have students role-play scenarios and demonstrate overcoming fear.

Starred ★ activities within each subskill go together!





## Subskill 2: STANDING UP AGAINST THE CROWD

*Creative and Expert  
Implementer  
Real-life Example*

**Rachel Carson** wrote the book, *Silent Spring*, in the 1960s about how people are hurting the environment. At that time, no one was worried about the environment. Her book was dismissed but it ended up alerting people to the dangers of DDT and other harmful products people have produced.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Out-group well being.** Identify situations that are harmful to out-groups (groups the student is not a part of) and considers means to rectify the situation. Students identify a situation at school where some children are rejected. Brainstorm on how to change the situation.

**Stories about courage.** Have students find examples (e.g., from newspapers, stories) of people who were brave to take an unpopular position. Read these examples and discuss.

**Uniqueness.** Discuss how individuals are different and the benefits of having differences. Where do people get messages that being different is not good? Where do people get messages (and what kind) about how they should look, act, think?



#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Supporting others.** (1) The student identifies ways to support people who are not part of his/her groups. (2) The student describes three options for including a rejected student in a group.

**Attending to pressures from the media.** (1) Have students analyze the pressures the media puts on individuals in terms of how they should look or act to be 'successful.' (2) Do a historical analysis of media images of women and men, boys and girls.



Starred ★ activities within each subskill go together!



## Subskill 2: STANDING UP AGAINST THE CROWD

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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

**Peer well-being.** The student describes optional actions for standing up for others. For example, s/he identifies three ways to stand up for a peer who doesn't speak English.

**Avoiding drugs.** Discuss how to avoid drug use by inviting a community member to talk about personal experiences with substance abuse, the consequences, and personal responsibility.

**Avoiding violence.** Use group discussions and role-plays to address how to say 'no' to verbal & physical aggression.

**Local examples of courage.** Students choose someone from their school (they do not have to name the individual) to write an essay about. Students write about something that student did in or outside of class that demonstrated courage in the face of ridicule or disapproval. **Assess** for the elements of courageous behavior listed above.

**Role play being courageous.** Students act out situations that require courage, imitating situations they have read about.



#### Media pressure refusal.

Teacher should:

- Help student identify areas the media pressures them (look at television, magazines, billboards, music videos and songs, movies, video games, etc.)
- Define media pressure: the subtle messages that media say about who you should be, how you should look, how you should act, what is beautiful, what is success, what you should focus your life on, what you should do with your time, what you should think of your peers, what you should think of adults, etc.
- Discuss typical portrayals that media present and why they might have so much power
- Discuss what a thoughtful mentor would advise vs. what the media 'advises'
- Discuss the consequences of accepting or not accepting media messages
- Discuss 'who do I want to give control to?'—media (which), myself, peers, tobacco companies, etc.
- Saying 'no' to media images and messages can be hard so we need to practice different ways.

Starred ★ activities within each subskill go together!

## Subskill 2: STANDING UP AGAINST THE CROWD

### Ideas for Developing Skills

#### Level 3 (continued)

**Students practice 3-step refusal process:** (a) Check out the message and apply the 'self-esteem rule': does it make you feel bad about yourself as you are now? (b) Decide whether or not you can put up with it without being influenced (c) Act quickly to avoid being influenced, using one of these options: (1) Change the channel, turn the page, (2) Turn it off or throw it away or leave, (3) Talk back to the image or message with a counter message, (4) Make a joke about it, (5) Suggest a better message, (6) Write an email to complain about the message (7) Boycott the product (8) Start a petition against the product (9) Keep track of what messages and how many break the self-esteem rule. Think of other responses. **Assess** with a written test on identifying messages, or on the refusal approaches generally, or in response to particular scenarios.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

**Cultural differences in courage.** Students talk to members of different cultures in the community. Students ask for stories of courage from the culture. These stories are gathered, written up by the students, and discussed in class.

**Standing up to the media.** After identifying offensive messages in the media, students create and take an action plan. They can begin by writing letters of complaint, and move to planning and carrying out a demonstration or boycott.

Starred ★ activities within each subskill go together!



### Assessment Hints

#### Standing Up Against the Crowd

Use a real-life biography of someone who took an unpopular position and have students describe the characteristics and behaviors of the person

Present a written scenario or video clip of a situation in which a character should take an unpopular position and have students respond in writing about what the character should do and how s/he should do it

Have students write reports, based on observations or interviews, of how others took an unpopular position and demonstrated courage; students can present their reports to the class

Have students role play scenarios and demonstrate courageous behaviors



## Create a Climate to Develop Courage

Generally:

Assign responsibility for others.

Point out people who have taken risks in their field of study and how it helped a group of people.

Teach them concern for social justice and citizen action.

Foster these attitudes

Courage is important.

Risk-taking is not necessarily courage.

You can learn to be courageous.

Stand up for what you believe.

Admit one's own mistakes.

Refrain from doing what everyone else does, even if it is wrong.

Do the right thing, not the easy thing.

Confront others when they hurt someone.

Ask for help when it is needed.

Do not give up when things go wrong.

Do things even if you might fail.

Put self at risk for a good cause

Overcome fear.

Do the right thing.

### Sample Student Self-Monitoring Developing Courage



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

#### Overcoming fear

I am not afraid to try something new.

I never admit mistakes.



I give up when things go wrong.

#### Standing up against the crowd

I confront others when they hurt someone.

I say no to drinking, smoking, and using drugs.

I stand up for what I believe, even when others are against it.



If others do the wrong thing, I do not do it, just to be one of them.

I confront others when they hurt someone.

# Developing Perseverance

## (Develop Perseverance)

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

## Ethical Action 6

### WHAT

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

### WHY

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

### HELP STUDENTS FIRST LEARN



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

### SUBSKILLS OVERVIEW

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



## Subskill 1: SELF-CONTROL

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

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

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



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

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

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



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

Starred ★ activities  
within each subskill  
go together!

# Subskill 1: SELF-CONTROL

## Ideas for Developing Skills

### Level 2 (continued)

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

### Level 3: Practice Procedures

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

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



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

### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

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



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

### Assessment Hints


#### Self-Control

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

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

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

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

Starred  activities within each subskill go together!



## Subskill 2: OVERCOMING OBSTACLES AND DISCOURAGEMENT

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

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

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*



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

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

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Read stories and write essays about overcoming obstacles.** Students read books on historical and fictional people who displayed persistent behavior to overcome obstacles to meet their goals. Students write essays on the characteristics of the people who were persistent. Examples:

1. Students read the autobiography, *Narrative of the Life of Frederick Douglass*, the story of Frederick Douglass' escape from slavery.
2. Students read a biography of Leonardo da Vinci, who conducted scientific research opposed by the Catholic Church.
3. Students read *The Joy Luck Club* by Amy Tan, in which four women escape oppressive relationships and immigrate to America.
4. Select writings about members of a particular profession or field.

Starred ★ activities  
within each subskill  
go together!



## Subskill 2: OVERCOMING OBSTACLES AND DISCOURAGEMENT

### Ideas for Developing Skills

#### Level 2 (continued)

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

#### Level 3: Practice Procedures

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

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



#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

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


### Assessment Hints

#### Overcoming Obstacles and Frustrations

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

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

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

Starred  activities within each subskill go together!



## Subskill 3: PUSHING ONESELF

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

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

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

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

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

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

#### Level 3: Practice Procedures

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

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

**Self-help.** Have students practice ways to coach oneself to reach excellence in skills like these for a particular subject area: Persistence in mental and physical tasks; Keep trying to solve a problem if it's hard; Completing tasks without encouragement from others.



## Subskill 3: PUSHING ONESELF

### Ideas for Developing Skills

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*

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

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

#### Assessment Hints

##### Pushing Oneself

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

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

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





## 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

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

#### Self-control

I wait to reward myself until I've finished my work.

I don't wait until the last minute to do my work.

I lose control when I am angry. (NOT)

I control my feelings of anger.

I resist my impulses to disobey rules.

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

I resist peer pressure to do things that are hurtful.

#### Overcoming obstacles and discouragement

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

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

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

#### Pushing oneself

I keep trying until I solve a problem.

Even when things get hard, I keep working.

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

## Selections to Post in the Classroom for Developing Perseverance

### What you need to know for success in school

(Adapted from Marzano and from Paul)

1. That attitudes affect behavior
2. That what you believe/think about affects your behavior
3. That you have some control over your attitudes
4. That learning anything requires commitment (decision to put your energies into a task)
5. General attitudes to foster: effort pays off; I can perform the task
6. That you can learn from failure
7. Push yourself
8. That you can monitor and control your commitment, attitudes, and attention
9. That the human tendency is to consider your own values and habits as superior



## Ethical Action 7

# Working Hard

(Work Hard)

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

### WHAT

Hard work means spending a great deal of energy, time and 'sweat' to accomplish a worthwhile task. It means continuing toward a goal even when the goal is far off and the journey gets boring or tedious. Working hard for future gain is a value often held by societies that are non-subsistent. Subsistent societies depend on a hand to mouth approach to existence, working hard for today, usually unable to save for tomorrow. Some poor neighborhoods identify with this kind of orientation.

### WHY

Related to social and economic success in societies all around the world (Sowell, 1994, 1996), hard work for future gain is a necessary skill among citizens for an economically successful society. Hard work is considered an important component of one's character and should be encouraged in all students.



### HELP STUDENTS FIRST LEARN

Skills of perseverance

### SUBSKILLS OVERVIEW

Working for excellence  
Setting reachable goals  
Focusing

## Subskill 1: WORKING FOR EXCELLENCE

*Creative and Expert  
Implementer  
Real-life Example*

**Venus** and **Serena Williams** have worked very hard to achieve excellence in their tennis careers. The sisters have achieved excellence working both individually and as a team. Each sister playing individually has won several international tennis titles, and playing together in doubles tournaments, they have won numerous titles, including a gold medal at the 2000 Summer Olympics.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*


**Areas for personal excellence.** Discuss ways that individuals can be excellent (e.g., in mind, academics, relationships, values, self-attitudes, self-command, helpfulness). (1) Have each student identify what areas of excellence he or she would like to pursue by drawing/writing about his or her ideal self. Students create a goal sheet based on these ideals. (2) Have students focus on excellence as they participate in community service.



**Work or Play?** Students discuss what activities are work or play. Help them discriminate between situations that require much work and little work. Discuss how expertise development requires many hours of practice (which is often not 'fun').

**Gathering stories about hard work.** The students gather stories of the benefits of hard work from the community. The interviews focus on the subskills: working for excellence, being steadfast, thorough, setting reachable goals. The stories are compiled and displayed in story and picture (or photo) form (e.g., the bridge that was built, the people that were saved). Students can give oral presentations for the class, parents, and community members.

**Perceptions of hard work.** Students read stories about work and then discuss how the characters were hard workers. The discussion could involve talking about (1) Hard work as a code: when does it apply? Do hard workers work hard all the time at all things? (2) The characters' perspectives about work: What did they think was work and what wasn't work? **Assess** with a report. (3) Students could also write a revision of the story where the characters are better workers than in the original story, possibly emphasizing the characters' attitudes toward work if applicable. **Assess** the revision.

Starred  activities within each subskill go together!



## Subskill 1: WORKING FOR EXCELLENCE

### Ideas for Developing Skills

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*



**Skills of personal excellence.** (1) Excellence in knowledge. What is most worth knowing? How does one decide? Have students interview experts in a field that interests them asking this and similar questions. Students report on the expert(s) views. (2) Excellence in goals. What is most worth striving for? Have students interview people they think have reached excellent goals asking this and similar questions. Students report on the interviews. (3) Excellence in relationships. What does excellence mean for relationships? Have students interview elders they think have excellent relationships asking this and similar questions. Students report on the interviews.

**Hard work in different cultural contexts.** The students gather stories of the benefits of hard work from the different cultural groups in the community. These are compiled and displayed in story and picture (or photo) form (e.g., the bridge that was built, the people that were saved). Students can give oral presentations for the class, parents, and community members.

#### Level 3: Practice Procedures

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



**Practicing personal excellence.** Students identify an area in which they want to be excellent. It should be an area that harms no one. If not done in Level 3, have students interview persons they think exhibit this excellence and find out what goals they had, what skills they developed to reach their goals. Then students develop a short list of skills they will develop.


**Practicing hard work.** Students (with parents and teacher?) identify a skill to be developed. Design a practice plan. With adult guidance they rehearse the skill until it is perfected.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*



**Integrating personal excellence and hard work.** Students add to their areas of excellence, always trying to apply it in all areas. Have students work with a mentor in areas they want to maintain or improve.

Starred  activities within each subskill go together!

### Assessment Hints

#### Working for Excellence

Have students write reports, based on observations or interviews, of how others worked hard to achieve excellence; students can present their reports to the class

Present a written scenario or video clip of hard work (or lack of hard work) and have students respond in writing

Use a real-life biography of someone who worked hard and have students describe the behaviors of the person

Have students keep a journal of their own reflections of what they would like to work hard in, what they have worked hard on recently, and when they should have worked harder than they did; assess the journal entries



## Subskill 2: SETTING REACHABLE GOALS

*Creative and Expert Implementer  
Real-life Example*

**Dave Thomas**, founder of Wendy's restaurant, had a childhood dream of owning his own restaurant. He opened his first Wendy's in Columbus, Ohio in 1969, and set reachable goals for the next 30 years to have his restaurants enjoyed by millions of people in the U.S., Canada, and several other countries.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Breaking tasks into subgoals.** Discuss the need to break tasks into subtasks. Use an example like following a recipe. Find examples in stories and videos. Give students simple tasks to break into sub-tasks.



**Story examples of setting subgoals.** In the stories read above, identify the subgoals that were (or may have been) set by the workers.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*

**Setting goals for a project.** (1) Generate several (imaginarily) goals and have students practice setting up the steps needed to reach the goals. (2) For an individual project, have students make a list of necessary subgoals or steps with a timeline to reach the final goal. Have them keep track of their progress using the list. Do they need to add or change a step? Does the goal need to be revised? Is the timeline realistic or does it need to be modified?




**Setting classroom goals.** Students work in groups of 3-4 to develop overall goals for the class. They should discuss how each goal affects learning. Short example: Students should include, among other things they decide are important:

How often should each person report on current events to the class?

How many books should they read as a class per year?

How many written assignments should the class have per year?

Starred  activities within each subskill go together!



## Subskill 2: SETTING REACHABLE GOALS

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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



**Goals in learning using practice and drill.** Have students identify an area of academic weakness and make a strategic plan with step-by-step goals to reach a particular level of improvement. They record their progress day by day and summarize it in weekly reports.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*



**Select a challenging project.** Have students take on a difficult project and complete it using the skills of setting goals, practice and drill. For example, a student could organize a petition drive to rid the cafeteria of Styrofoam cups.

#### GENERAL SELF-MONITORING

(the basic list is from Zimmerman)


1. **Set goals**
2. **Know strategies for accomplishing goals**
3. **Use imagery**  
Imagine accomplishing the goal  
Imagine consequences of failure
4. **Self-instruction**  
Rehearse steps  
Cheer self on  
Prompt self
5. **Manage the time**  
Schedule the work to be done
6. **Self-monitoring**  
Keep records of accomplishments
7. **Self-evaluation**  
Avoid self-evaluation during brainstorming or creative work  
Use self-evaluation after completing components of strategies
8. **Self-consequences**  
Set high but reachable goals and work until they are reached  
Reward self AFTER task is completed
9. **Environmental Structuring**  
Select environment conducive to getting the work done
10. **Help Seeking**  
Get coaching from skilled person  
Get feedback from colleagues

### Assessment Hints

#### Setting Reachable Goals

Present a written scenario or video clip of a task and have students respond in writing about how to break the task into sub-goals

Have students keep a journal of their own experiences in setting goals and reflecting how successful their goal-setting was; assess the journal entries

Starred  activities within each subskill go together!



## Subskill 3: FOCUS

*Creative and Expert  
Implementer  
Real-life Example*

**Tiger Woods** has achieved unprecedented success in his amateur and professional golfing career. The game of golf requires a very high level of focus, and Tiger Woods has demonstrated this skill at an expert level at a remarkably young age.

### Ideas for Developing Skills

#### Level 1: Immersion in Examples and Opportunities

*Attend to the big picture, Learn to recognize basic patterns*

**Being steadfast and loyal.** Students read stories about loyalty then discuss the focus it requires.



**Staying single-minded.** Read about the importance of single-mindedness in accomplishing a difficult task.

#### Level 2: Attention to Facts and Skills

*Focus on detail and prototypical examples, Build knowledge*


**Finding out about steadfastness.** Students interview community members about their experiences with loyalty and what it takes.



**Finding out about thoroughness.** Students interview community members in an area of interest about how they are thorough in their work and what happens if they are not.

**Finding out about standards.** Students interview community members about what kinds of standards they have for themselves and how they developed them.

**Finding out about avoiding distractions.** Students interview community members about what they do to counter or avoid distractions from their work.

Starred  activities within each subskill go together!



Starrd ✨ activities  
within each subskill  
go together!

## Assessment Hints

### Focus

Have students write reports, based on observations or interviews, of how others have been thorough, set high standards, been steadfast, and avoided distractions; students can present their reports to the class

Have students keep a journal of their own experiences with thoroughness, setting standards, being steadfast, and avoiding distractions; assess the journal entries

Have student journal on their mentoring experiences with younger children and reflect on their modeling of focusing characteristics (thoroughness, steadfastness, standards, and distractions)

## Subskill 3: FOCUS

### Ideas for Developing Skills

#### Level 3: Practice Procedures

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



**Practicing Steadfastness.** With information from their interviews above, have students apply what they learned to their own work. Have them journal about the experience and share it with the community member they interviewed previously. Have the community member give a report on how the student is doing.

**Practicing thoroughness.** With information from their interviews above, have students apply what they learned to their own work. Have them journal about the experience and share it with the community member they interviewed previously. Have the community member give a report on how the student is doing.

**Practicing Standards.** With information from their interviews above, have students apply what they learned to their own work. Have them journal about the experience and share it with the community member they interviewed previously. Have the community member give a report on how the student is doing.

**Practicing Avoiding distractions.** With information from their interviews above, have students apply what they learned to their own work. Have them journal about the experience and share it with the community member they interviewed previously. Have the community member give a report on how the student is doing.

#### Level 4: Integrate Knowledge and Procedures

*Execute plans, Solve problems*



**Mentoring Steadfastness.** Have students mentor younger students on what they have learned from the community member's coaching them previously.

**Mentoring Thoroughness.** Have students mentor younger students on what they have learned from the community member's coaching them previously.

**Mentoring Standards.** Have students mentor younger students on what they have learned from the community member's coaching them previously.

**Mentoring Avoiding distractions like envy.** Have students mentor younger students on what they have learned from the community member's coaching them previously.



## Create a Climate to Develop Working Hard

In order for students to develop their minds and selves, they need to have goals that are just beyond their reach but attainable with effort.

- Help students identify their own goals for themselves in school and beyond.
  - This can be done on a weekly or monthly basis.
- Let students participate in setting high standards for the class.

### Sample Student Self-Monitoring Working Hard

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

○

#### Working for excellence

- I like challenges.
- I like to work hard at solving problems.
- I like to figure things out myself.
- I like it best when things are not too easy to do.

#### Setting reachable goals

When I play a game, I like to play with someone who is a little better than me.

#### Focus

- I did my assigned chores.
- I worked hard in class.
- I finished my homework.
- I did the assigned work in class.
- I followed the rules.

○

- I know what my temptations (to stop working) are.
- I avoid temptation.
- I know how to motivate myself when I get tired.
- I know how to 'unbore' myself when I am working.
- I can help others 'unbore' themselves while we continue working.
- What is good about 'unboring' myself is staying focused and committed to finishing.



## Selections to Post in the Classroom for Working Hard

Foster these attitudes:

- Working hard to help others makes the world a better place for everyone.
- Community involvement is important for everyone.
- It is important to set high standards for myself in terms of amount of work and quality of work.
- It is important for the teacher to set high standards for me and for the class in terms of amount of work and quality of work.
- People are happiest when they have work they love and relationships they appreciate
- Some people have to work hard and endure boring and tedious journeys to attain the kind of work they love.

# Ethical Action Appendix

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# 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		
<b>Content: Quantity</b> 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
<b>Content: Type</b> 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
<b>Content: Clarity</b> 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><b>Organization</b></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><b>Writing Style</b></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><b>Content</b></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>



# Special Activities

## COGNITIVE APPRENTICESHIP

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

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

Teach *content* relevant to the task.

Teach this content for each subject area:

Strategic knowledge: how to work successfully in the subject area

Domain knowledge: the kind of knowledge experts know

Problem solving strategies particular to the subject area

**Learning strategies for the subject area**

Teaching methods to use:

Expert modeling

Coaching

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

Articulation by students

Reflection

Exploration

How to sequence material:

Increasing complexity

Increasing diversity

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

Learning environment should emphasize:

Situated learning

Community of practice

Intrinsic motivation

Cooperation

## COOPERATIVE LEARNING

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

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



# Special Activities

## GUIDELINES FOR CROSS-GRADE TUTORING

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

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

## RECIPROCAL TEACHING (RT)

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



# Linking EA Skills to Graduation Standards

Standards	EA-1	EA-2	EA-3	EA-4	EA-5	EA-6	EA-7
<b>READ, LISTEN &amp; VIEW:</b>							
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							
<b>WRITE AND SPEAK:</b>							
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	*	*	*	*	*	*	*
<b>DECISION-MAKING:</b>							
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			*	*	*		*
<b>PEOPLE &amp; CULTURES:</b>							
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 EA Skills to Search Institute Assets

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

# Recommended Resources for Character Education

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

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

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

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

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

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

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



# Resources/References for Ethical Action

## Maslow's Hierarchy of Basic Needs

These usually must be satisfied in order (e.g., need satisfaction of safety needs before manifesting a need for esteem)

- (1) Physiological Needs (e.g., rest, food, drink, warmth, exercise, stimulation)
- (2) Safety Needs (e.g., security, stability, dependency, protection, freedom from fear and chaos, structure/order/law/limits)
- (3) Belongingness Needs (e.g., giving and receiving: love, affection, friendship; group solidarity)
- (4) Esteem Needs
  - a. Achievement, mastery, competence, confidence
  - b. Reputation, status, appreciation, importance, dignity
- (5) Self-actualization (e.g., self-fulfillment, reaching one's potential)

## Conflict Resolution Education Network (CREnet)

1527 New Hampshire Ave. NW  
Washington, DC 20036  
202 667-9700  
www.crenet.org

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



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Eisenberg, N. & Mussen, P. H. (1995). *The roots of prosocial behavior in children*. Cambridge, MA: Cambridge University Press.

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Gollnick, D. M., & Chinn, P. C. (1994). *Multicultural Education in a Pluralistic Society*. New York: Merrill.

Kurtzman, L. (1998, October). *Advertising Play*. Presented at the meeting of the Character Education Partnership, Denver, CA.

Kurtzman, L. (1998, October). *Peer Leaders: Cross-Age grade 7 and 6 to Grade 4 and 3*. Paper presented at the meeting of the Character Education Partnership, Denver, CA.

Lickona, T. (1992). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books, Inc.

Paul, R. (1987). *Critical Thinking Handbook, 4-6th Grades: A guide for remodeling lesson plans in language arts, social studies, and science*. Foundation Critical Thinking.

Prothrow Stith Prothrow-Stith, D., Weissman, M. (1991). *Deadly consequences: How violence is destroying our teenage population and a plan to begin solving the problem*. New York: Harper Perennial.

